NCVER

National research priorities for tertiary education and training: 2011–13

Australian Government

Department of Education, Employment and Workplace Relations

NCVER

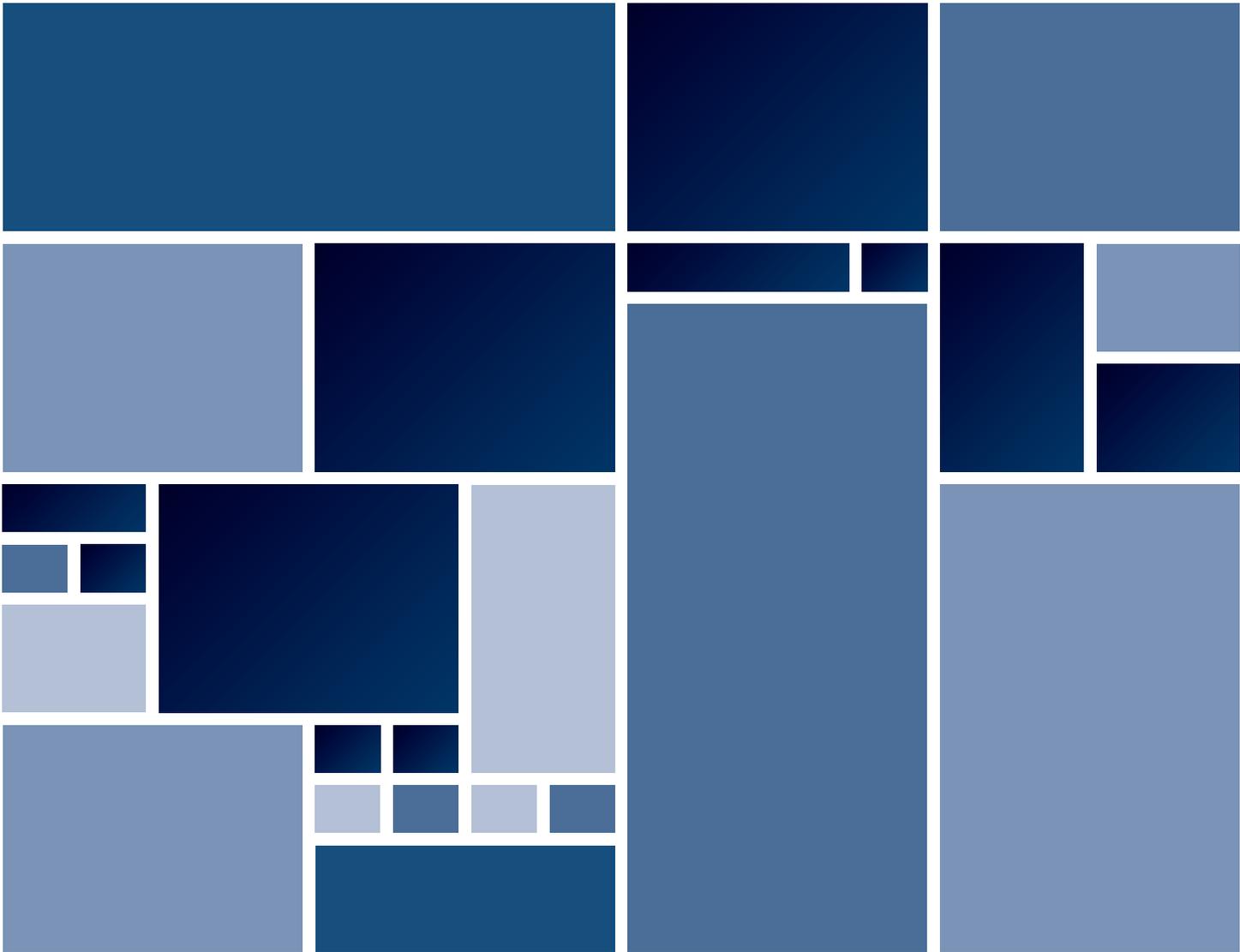National research priorities for tertiary education and training: 2011–13

About the research

National research priorities for tertiary education and training: 2011–13

The National Centre for Vocational Education Research (NCVER) has an obligation to advise ministers represented on the Ministerial Council for Tertiary Education and Employment on research priorities, which guide NCVER's commissioned and own research program, as well as frame research activities across the broader tertiary education and training community.

Between October 2009 and February 2010, NCVER consulted over 150 stakeholders through a combination of forums, a webinar, an interactive blog and written submissions.

This document sets out the context for the priorities, the feedback from the consultations and, finally, the advice by the NCVER Board on research priorities for 2011–13 to the Ministerial Council for Tertiary Education and Employment.

In June 2010 the Ministerial Council adopted a new set of national research priorities for the tertiary education and training sector for the period 2011–13, consistent with the advice of the NCVER Board.

The five research priority subject areas endorsed are:

✧ *Skills and productivity*: To investigate how skills contribute to economic growth

✧ *Structures in the tertiary education and training system*: To examine the impact of policy, funding and market frameworks on the provision of education and training

✧ *The contribution of education and training to social inclusion*: To explore the reduction of disadvantage through education and training

✧ *Learning and teaching*: To understand how, why, where and when people learn

✧ *The place and role of VET*: To consider VET's role in the tertiary education sector, world of work and community.

In addition, a sixth area of interest emerged strongly during the consultations; namely, the importance of building an evidence base. This is presented in the paper as an additional priority, to guide the way in which a new research program is conducted.

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Introduction

The objective of a national government-funded research program for tertiary education and training is to support the achievement of major social and economic goals. These include increased opportunities for participation in the labour market, improvements in productivity and enhanced social inclusion.

In essence, the overarching lens is to consider *the outcomes* of education and training.

Research into Australia's tertiary education, training and employment sector is commissioned and undertaken by a variety of researchers, academics, vocational education and training (VET) practitioners, government and non-government agencies, industry and provider bodies.

National research priorities give greater direction to this substantial research effort.

The priorities will become the basis for research undertaken through the National VET Research and Evaluation (NVETRE) Program and guide NCVER's in-house research activities. Other agencies and organisations may also elect to frame their research activities within the national priorities.

The principles behind the national research priorities are that they:

◇ should be broad enough to generate a number of specific research projects

◇ must have the potential to address a policy goal or constitute an improvement in practice; this can include high-level evaluation that develops a better understanding of the costs and benefits of various reform initiatives

◇ will be in areas where the existing research and statistical evidence is either thin or inconclusive

◇ need to be forward looking—in areas where it is anticipated that, when available, the findings will have high impact

◇ have broad support from across the sector.

These priorities will be used to generate research and to initiate primary data-gathering exercises. NCVER will report to ministers on the efficacy of the priorities and will ensure that any gaps in the research are addressed, either through open funding rounds or direct commissions.

This document sets out the context for the priorities, what was gleaned from the consultations and, finally, the advice by the NCVER Board on research priorities for 2011–13 to the Ministerial Council for Tertiary Education and Employment, subsequently endorsed by the Ministerial Council at their June 2010 meeting.

Context

In 2007, the ministers for education and training in Australia signed off on five research priorities, which have since shaped much of the research on vocational education and training (VET).

National VET research priorities 2007–10

1   *Growing the labour supply*: by examining how VET can support greater participation in the workforce, especially for equity groups whose participation is relatively low

2   *Motivating individuals to participate in VET*: by understanding why people choose to, or not to, participate in VET, what drives demand for VET and what outcomes it offers participants in the medium-to-long term

3   *Sustaining a skills base through apprenticeships and traineeships*: by identifying ways of maximising the number of people who complete their apprenticeship or traineeship

4   *Enhancing the productive capacity of enterprises*: by ensuring that employers are well placed to maintain the skills of their workers and to adapt to new work practices and technologies

5   *Enabling VET providers to compete effectively*: by identifying the barriers VET providers face to operating effectively in a competitive environment.

Work commissioned under the priorities is reported in appendix A. There is also a substantial strand of research being undertaken on the Longitudinal Surveys of Australian Youth (LSAY), which focuses on youth transitions.

One of the changes in the education and training landscape since the 2007–10 priorities were formulated is the establishment of Skills Australia. This is a statutory body charged with providing expert and independent advice to the Minister for Education, Employment and Workplace Relations on matters relating to Australia's current, emerging and future workforce skills and workforce development needs. In setting its 2009 work plan, Skills Australia (2009) set out five drivers of change that will influence Australia's future skills requirements. These are paraphrased below:

✧ *Economic factors*: in addition to dealing with the consequences of the recession, we need to consider how skills will contribute to and sustain a recovery. That recovery will take place in tandem with the growth of other economies, notably those of China and India, which are developing their manufacturing and knowledge-based capabilities, which in turn will drive Australia to increase its skills base.

✧ *Demographic changes*: Australia has an ageing population, which will see a decline in rates of participation in the labour market. This will continue to demand creative thinking about our future skills base.

✧ *Social considerations*: we must also look at the ways training can assist in increasing participation of those people who are under-represented in the workforce.

✧ *Technology*: technology is ever more integrated in everything we do and provides opportunities for improved innovation and productivity if we know how.

✧ *Sustainability*: the health of the environment is exerting a growing influence on government policy, industrial operations and consumer choice. Consequently, the nature of many jobs is changing, and we need to better understand what this means for education and training.

The Chairman of the Productivity Commission, Gary Banks, echoed these themes in early 2009, when he put the case for a rigorous, evidence-based approach to public policy:

> Australia faces major long-term challenges; challenges that have only been exacerbated by the economic turbulence that we are struggling to deal with right now. When the present crisis is over, we will still have the ongoing challenges of greenhouse, the ageing of our population and continuing international competitive pressures. We should not underestimate the significance of those challenges, which place a premium on enhancing the efficiency and productivity of our economy. (Banks 2009)

The speed with which the global financial crisis of 2008 affected economies has highlighted the extent and pace of change which now commonly confronts businesses. However, the current situation has not removed governments' strong emphasis on skills development. The intersection between economic conditions and skills development will inform future research directions, as will the growing emphasis on youth transitions and on a more integrated tertiary education and training sector.

Young people in particular have become a strong policy focus, especially given their vulnerability in times of recession. In the longer term, however, research and policy attention must stay on all Australians, whatever their age. Other demographic considerations of relevance to education and training include the growth and decline of various regions in Australia and the question of the role of migration in maintaining a skilled workforce into the future.

The complexity of contemporary life demands much of citizens. Not only do they need essential skills to find jobs, they also require adequate levels of literacy and numeracy to be able to manage their finances and absorb messages about health, the law and so on. It is important to keep in mind these wider benefits of education. Moreover, for disadvantaged learners, the pathway to productive engagement in society may not be straightforward, demanding more sophisticated approaches to funding the system and delivering the training.

Issues of environmental sustainability directly affect economic structures, the way industry operates and the nature of many jobs. This in turn demands responses from the education and training system and a greater understanding of how such a response is crafted.

Government-funded VET has fundamentally changed with the new Intergovernmental Agreement on Federal Financial Relations and the targets for skills and workforce development established by the Council of Australian Governments (COAG) Reform Council. As governments move to meet the COAG targets for more qualifications at certificate III level and above and the doubling of higher qualification completions (see appendix B), while also addressing recommendations relating to low socioeconomic status arising from the Bradley Review, it will be necessary to align the research effort with major education and skilling targets, albeit remaining independent of them.

Banks's discussion of evidence-based policy points to another important consideration for shaping a research agenda, when he claims that: 'Half the battle is understanding the problem. Failure to do this properly is one of the most common causes of policy failure and poor regulation' (Banks 2009, p.8). As Banks notes, research, which involves data-gathering and the testing of evidence, cannot be done overnight. So while the research priorities must be relevant to policy in the field of education and training, workforce development and social participation, they will be subject to a rhythm different from the three-year political cycle. Moreover, while it is important to undertake research relevant to immediate issues, it is also desirable to have research that more generally deepens our understanding of education and training, and its intersection with the labour market and society more broadly.

Outcomes of stakeholder consultations

A discussion paper, *National VET priorities: 2010 and beyond* (NCVER 2009) was released by NCVER in October 2009 to guide the consultation process.

To give some shape to the deliberations about the research priorities, the discussion paper took the Skills Australia (2009) drivers set out above and matched these with various issues relating to education and training. This approach was intended to help refine broad issues into manageable research endeavours.

Between October 2009 and February 2010 NCVER consulted well over 150 stakeholders through a combination of forums, a webinar, an interactive blog and written submissions. The list of organisations represented is included in appendix C.

Discussions resulted in a consensus that the previous (2007–10) research priorities had served us well, having captured many of the enduring issues of interest as well as providing scope to investigate emerging issues. Many of the issues remain relevant in the new set of priorities.

There was agreement that the new research priorities should not be prescriptive or predictive. Some tension was noted about the relationship between national VET research priorities and government policy settings. If current preoccupations are used to set priorities, the research agenda may lack the flexibility to deal with new issues that might arise. There was a view that a national research program could usefully contribute to the review and evaluation of VET organisation and operation. The new priorities should, therefore, provide scope to examine both enduring and emerging issues and should not be tightly coupled to the current policy agenda, although they should be relevant to it.

A new 'where skilling happens' lens emerged. Its focus is broader than current conceptions of skills development in VET and encompasses the 'tertiary sector' of VET, adult and community education (ACE), higher education and learning in the workplace. Two aspects of this lens may be noted. First, a renewed focus on the relationships between learning in the workplace and in provider settings emerged; second, and reflecting the influence of the Bradley Review (Bradley 2008), the need to consider education and training across the tertiary sector rather than viewing VET in isolation was apparent.

The written submissions

The following section summarises the broad themes identified in the 21 written submissions received in response to the discussion paper.

The education and training system's responsiveness to turbulent economic times and rapidly changing environments was a more dominant theme than specific issues such as green skills, which were often seen as a subset of this topic. Put another way, there remains interest in the broad question of skills and productivity.

There were strong concerns about literacy and numeracy as well as interest in understanding more about engaging people with poor literacy and about the best modes of literacy and numeracy delivery. Another strand of interest was how foundation skills and prevocational education build people's resilience in the labour market and in the community. Such concerns translate into a loud

lobby for a research priority relating to social inclusion, one that embraces low socioeconomic status targets, equity groups and others with disadvantage.

We received numerous comments about non-completion of courses and apprenticeships. It is clear that the apprenticeship system—and possibly alternative ways to attract, train and retain people to the trades—deserves continued examination. New data will soon be available as a result of new surveys to be conducted by NCVER: a second apprenticeship and traineeship destination survey in 2010 will identify reasons for completion and non-completion in an economic downturn, and a new student intentions survey will examine people's motivation for training, along with their aspirations and intentions to complete the qualification.

Tertiary education was another theme, with comments focused on articulation and knowing more about the intersection between VET and university, as well as the implications of a more integrated sector for the higher end of the VET qualification hierarchy.

Several submissions highlighted issues concerning the VET workforce: its capacity to adapt to new technologies; its teaching qualifications and ability to develop a research culture; the delivery and costs of higher education in VET; industrial relations and casual/part-time employment; professional development (for VET and ACE); and working in the international market. Some of the same issues arose in discussions about teaching and learning.

In addition to discussion of topics for a new set of priorities, many submissions called for more complete data on private provision, employer contributions, enterprise registered training organisations, the VET workforce and about students. People also suggested it would be useful to arrive at a more consistent use of definitions; for example, of low socioeconomic status.

Many of the submissions identified important but quite specific research questions or issues. A table mapping the numerous ideas raised to the proposed broad priority areas is included at appendix D.

National research priorities 2011–13

The five research priority areas

A set of five priority areas are proposed:

✧ *Skills and productivity*: To investigate how skills contribute to economic growth

✧ *Structures in the tertiary education and training system*: To examine the impact of policy, funding and market frameworks on the provision of education and training

✧ *The contribution of education and training to social inclusion*: To explore the reduction of disadvantage through education and training

✧ *Learning and teaching*: To understand how, why, where and when people learn

✧ *The place and role of VET*: To consider VET's role in the tertiary education sector, world of work and community.

As already mentioned, a compelling and consistent message emerged: to ensure that the priorities move beyond current conceptions of skills development in VET and embrace the 'tertiary sector' of VET, ACE, higher education and learning in the workplace. The first three priorities in particular are intentionally crafted to allow for research encompassing the broad notion of tertiary education and training, while *Learning and teaching* and *The place and role of VET* retain vocational education and training as the primary focus.

It is very likely that some specific research issues will fit under more than one priority area. For example, strong interest in literacy and numeracy skills, both in terms of knowing more about engaging people with poor literacy and the best modes of delivery, emerged in the consultations. This topic is potentially relevant to the priority *Skills and productivity*; however, it is also at the heart of *The contribution of education and training to social inclusion* and *Learning and teaching*. Research on apprenticeships arguably could be relevant to all five priorities. If the focus was on investigating the contract of training system, it would potentially fit under *Structures in the tertiary education and training system*; if on improving retention rates, it may be relevant to *Learning and teaching*.

In addition, it will be possible to investigate the interaction between different issues across priority areas.

The scope of each priority area is explored in more detail in the following section.

Fundamental concepts that emerged during the consultations are included in the explanations about the scope of each priority (pp.12–14). These lists are not hierarchical and should not limit the array of thinking possible within each priority. They may, however, be used as prompts for research ideas.

Skills and productivity

To investigate how skills contribute to economic growth

The tertiary education and training sector has a role to play in improving productivity through skill development and enhancing employment by enabling individuals to gain or upgrade skills. Better matches are required between the skills individuals have or seek to acquire and those in demand by enterprises. It is important to ensure that individuals and employers get the highest return on their investment in education and training and that productivity is not constrained by skill shortages or lack of flexibility in skills training. From the point of view of productivity, it is necessary then that the labour market as a whole and all forms of provision, covering skills obtained at school, in vocational education and training, university and the workplace, is understood. Growing demands for higher-level cognitive and analytical skills, in addition to foundation skills, such as literacy and numeracy, and technical skills, means we need to know more about what generic skills are required and how these are imparted.

Fundamental concepts

- ✧ Skill utilisation, over-skilling and mismatch
- ✧ Supply of skills—shortages and responsiveness of training
- ✧ Role of skill sets and qualifications
- ✧ Skills market
    - – Match between education and training and occupational labour markets
    - – Structure of the labour market and the role of education and training
    - – Labour mobility
    - – Generic vs technical skills

- ✧ Return to skills
- ✧ Attrition
- ✧ Workforce development and participation
- ✧ Types of skills
    - – Foundation, technical, employability, 'green'
- ✧ Return on investment
- ✧ Role of enterprises in converting skills to productivity
- ✧ Employment patterns

Structures in the tertiary education and training system

To examine the impact of policy, funding and market frameworks on the provision of education and training

The efficiency of the institutional structures in which education and training is delivered has a significant effect on the provision and acquisition of skills. Post-compulsory education is facing a period of restructure, one that begins with ministerial and advisory arrangements: the Ministerial Council for Tertiary Education and Employment has an explicit focus on both VET and higher education as well as on employment, and significant governance reforms are underway, including the introduction of a national regulator for the VET sector, eventually to be merged with the university regulator. Markets are also at work in the education and training sector. We need to understand these better to assist policy-makers to determine the extent of state regulation and to assist providers to offer high-quality services that realise good returns on investment to both individual learners and employers. This points to the need to examine funding models and also how consumers can get the best available information about the training system.

Fundamental concepts

- ✧ Funding models
    - – State vs private contributions and student entitlements
- ✧ Quality assurance
- ✧ Planning
    - – Workforce planning and the role of industry
    - – Training packages

- ✧ Markets and market structures
- ✧ Governance and architecture
    - – Regulation of registered training organisations
    - – The cost of doing business
- ✧ Contractual training arrangements
- ✧ Provision of information

The contribution of education and training to social inclusion

To explore the reduction of disadvantage through education and training

Tertiary education and training plays a significant, but not singular, role in contributing to an inclusive society. The aim of this priority is to prompt thinking about the design of an education and training system which supports all learners to achieve their potential and to investigate how education and training can achieve good economic and social outcomes for disadvantaged groups. Understanding the motivations of individuals and the role of learning and qualifications in enhancing social mobility, creating opportunities and opening up pathways are key concerns. We also need to know more about the barriers to participation, completion and outcomes for disadvantaged learners. Importantly, there is a need to consider the capacity of the tertiary system to respond to the requirements of a range of individuals who experience disadvantage, or who are at risk of disengagement from learning and employment opportunities. How can tertiary education and training best cater to all individuals, build resilience in our youth and play its part in redressing social exclusion? Crucial here will be consistent definitions and appropriate measures.

Fundamental concepts

- ✧ Defining disadvantage and appropriate measures
  - – Low socioeconomic status
  - – Disengagement
  - – Reconceptualising equity
- ✧ Individual motivations and nature of pathways
- ✧ Institutional capacity to respond
  - – Accommodating disadvantage
  - – Incentives to reach 'hard to reach' learners

- ✧ Role of different learning environments
- ✧ Learning communities
- ✧ Social mobility and the role of qualifications
- ✧ Youth at risk and scarring effects
- ✧ Language, literacy and numeracy skills
- ✧ Equity groups
  - – For example, low socioeconomic status, youth, mature age, migrants, Indigenous, rural and remote, disability, gender

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Learning and teaching

To understand how, why, where and when people learn

The adult learner is at the heart of any education and training system, but we still do not know enough about their characteristics and motivation. What will work to engage and retain the modern learner? How do we convert information into knowledge? How do we encourage innovation and creative thinking? What effect does learning in cyberspace have on the social aspects of learning? The rapidly changing requirements of teaching and learning deserve analysis and reflection, especially as we continue to debate the merits of broad vocational education as opposed to more narrowly focused technical training. These new teaching and learning contexts have also served to intensify the spotlight on quality—of various teaching and learning models, assessment and reporting approaches and where learning occurs.

Fundamental concepts

- ✧ Effective models of learning and impacts on the practitioner and the learner
  - – Competency-based training
  - – Knowledge acquisition
  - – Mixed on-the-job, institutional trade training (apprenticeships and traineeships)
  - – Work-based learning
  - – Using technology in learning delivery (information and communication technology, e-learning)
  - – Informal and non-formal learning
  - – Non/un-accredited learning
  - – Applied learning
  - – VET in Schools, ACE and VET in higher education

- ✧ Development of learning cultures
- ✧ Quality
- ✧ Outcomes
  - – Assessment and recognition
  - – Reporting
  - – Completion and non-completion
  - – Learner engagement and retention
- ✧ Characteristics and motivations of the learner
- ✧ Needs of specific learners
  - – For example, youth, mature age, migrants, international students, Indigenous, rural and remote, disability

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The place and role of VET

To consider VET's role in the tertiary education sector, world of work and community

A perennial question for the VET sector is how it fits into the broader world—the post-compulsory education and training sector, the world of work and community. There are a number of aspects at play here, compounded by the necessity for VET to better define its role within a tertiary education context and within the various institutional elements of public, private and enterprise providers. The boundaries may be blurring but still need definition, as do the implications for VET of a renewed focus on equity and improved access to tertiary education for disadvantaged learners. How the sector copes with these emerging trends will depend upon its capacity to respond, adapt and renew itself. At the crux of the sector is the VET, and ACE, workforce: we need to know more about their dynamics and capabilities to meet, amongst a range of things, demands for imparting higher-level skills, to teach in a global education and labour market and to be involved in workforce development, design and learning on the job.

Fundamental concepts

- ✧ Institutions
  - – TAFE
  - – Private registered training organisations
  - – Enterprise registered training organisations
  - – Adult and community education providers
  - – Universities
  - – Private higher education providers
  - – Dual or multi-sector providers
- ✧ Pathways, cross-sectoral delivery and articulation
- ✧ Interface between sectors
  - – Competition, collaboration and 'who delivers what'
- ✧ Thin markets and challenges in the regions
- ✧ Internationalisation (impacts on domestic operations and learnings from offshore delivery)

- ✧ Responsiveness of VET providers
  - – Supporting innovation
  - – Impacts of fluctuations in the business cycle (labour market/small business/industry considerations)
  - – Environmental, technological and demographic challenges
- ✧ VET and ACE workforce
  - – Recruitment and qualifications
  - – Industry currency
  - – Professional development in teaching, learning and assessment
  - – Succession planning
  - – Participation in research

An additional priority: Data and building a strong evidence base

During the consultations which led to the development of these new priorities, a recurring issue concerned the data available to underpin the type of analysis required to build a strong evidence base and to measure achievement.

The period of these new priorities coincides with a major effort in the VET sector to build a more complete set of data about training in Australia, which will, in turn, provide a rich source for future research, although not necessarily within the timeframe 2011–13.

The data strategy covers eight areas: protocols for data sharing; data management practices and processes; total VET activity; enhancing survey data; tracking students (unique student identifier); VET data portal; VET finance data; and VET in Schools data. The strategy also takes into account COAG reporting requirements from the VET national data collection. In addition, an apprentice and trainee destination survey will be repeated along with a new student intentions survey. Data on the VET workforce and training expenditure remain an issue.

One of the principles underlying the national research program is to encourage the use of the existing data collection (refer appendix A), including through initiatives to build capacity among researchers

to do so. This initiative is likely to gain momentum over the next three years, with NCVER currently putting a strong effort into developing education resources relevant to its data collections.

Some other considerations

Fundamental and applied research

Much valuable research in VET has been and will continue to be applied, with both quantitative and qualitative studies holding equal worth. There is also value in fundamental research that contributes to a broad understanding of the underlying issues and relationships that are of enduring concern in the tertiary sector, particularly so that policy and practice can respond nimbly.

Fundamental research in tertiary education is likely to be based in disciplines that contribute to understandings of:

◇ individual and social returns to investment in skills development

◇ patterns of participation in education and training and to consequent participation in the labour force

◇ teaching and learning processes and contexts and learning outcomes.

'Blue skies' research

During the process of establishing the research priorities, the discussion often focused on issues and problems in the existing system. Because it prevents bad practice, extends good practice and incrementally moves the sector forward, research that explores the current dilemmas is crucial.

In addition to fundamental and applied research investigating either enduring or emerging issues, the allocation of resources to explore important issues outside the priorities will contribute to longer-term effectiveness within the sector and may be funded through NCVER's commissioned 'open category' funding rounds. Topics not on the agenda, those that explore ideas and create options not yet conceptualised and other legitimate investigations that serve to explore paradigm shifts in the education and training sector, can be classed as 'blue skies' research.

Evaluation, impact and capacity

Questions on the extent to which the research program should embrace evaluation as a research activity, how best to measure the impact of the research undertaken, and expanding the capacity of the research community were raised during consultations.

On evaluation, the consensus emerging is that a national research program should not seek to undertake specific program evaluation, but rather take a broader view when assessing the impact and outcomes of policies and programs. To date this approach has largely been neglected.

If research is to exert a sustained influence on policy and practice, a renewed focus on dissemination and greater attention to evaluation and synthesis may be required. From the discussions also emerged an appetite for research which crossed boundaries and encouraged cross-fertilisation of ideas since consideration of education and training in isolation from other spheres of policy interest may limit the effectiveness of the research for policy and practice.

Research projects aligned to the national priorities will only be successful if there is a vibrant pool of researchers with both the cultural understanding of the sector and the skills needed to instigate and carry through their research.

NCVER will take the issues of evaluation, impact and capacity into consideration in its building researcher capacity initiatives and in the process of commissioning research; for example, by making it a requirement that researchers collect evidence that might be used to measure the impact of their research.

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Appendix A: NCVER's current research and statistics

This section provides an overview of the national VET statistics program and of research undertaken by NCVER or managed under the National VET Research and Evaluation Program. The following section outlines other statistical collections and surveys and provides an overview to the current survey and collection cycles.

Ongoing statistical collections and surveys

NCVER conducts regular national collections, as outlined in table 1, to provide statistical information about the VET sector within Australia. Each of these collections is a research resource in its own right, with tailored tabulations or unit record files available to researchers free or at a marginal cost.

Table 1   Overview of NCVER's statistical collections and surveys

Collections/survey	What is it?	Frequency and scope
National VET Provider Collection (NCVER)	Administrative collection of information on students, the courses they undertake and their achievement. The information is sourced from student enrolment forms and through state and territory training authorities from registered training providers.	Annual national collection dates back to 1994. Scope of collection has progressively widened and broadly covers the 'public VET system'.
MCEETYA VET in Schools Collection (NCVER)	Administrative collection of courses undertaken by school students in recognised VET qualifications, including certificate I, II, and III, as part of the senior secondary certificate of achievement. Sourced from student enrolment records through the board of studies in each state or territory.	Annual collection dates back to 2005. The scope is VET undertaken as part of the senior secondary certificate of education in a calendar year.
National VET Financial Data Collection (NCVER)	Administrative collection of information on the finances of state and territory training authorities and the Australian Government.	Annual, accrual reporting dates back to 1997. The scope is the revenue and expenditure of the eight state and territory governments and the Australian Government.
National Apprentice and Trainee Collection (NCVER)	Administrative collection on apprentices and trainees and their employers. Sourced from state and territory training authorities via Australian Apprenticeships Centres from the apprenticeship/traineeship training contracts registered at the time of commencement and updated throughout the life of the contract.	Quarterly, dates back to 1994. Scope is all apprentices and trainees with an apprenticeship/traineeship training contract.

Collections/survey	What is it?	Frequency and scope
Student Outcomes Survey—previously TAFE Graduate Destination Survey (NCVER)	A self-completion survey of students who completed or part-completed a qualification in the preceding year and left the system. It covers their views on the training they received and their current activity.	Annual, dates back to 1997. It was renamed the Student Outcomes Survey in 1999. Varies in scale from large-sized sample (institutional level) to medium-sized sample (state level) in alternate years. Has had some changes in scope. The current scope (from 2005) is students who completed or part-completed a qualification in the public VET system and left the system.
Down the Track (NCVER)	A national telephone survey following up students who completed or part-completed a qualification in 2001, looking at their longer-term outcomes and benefits from training.	One-off targeted survey conducted in 2004 of 15 to 24-year-old graduates and module completers who responded to the 2002 Student Outcomes Survey.
Survey of Employer Use and Views of the VET System (NCVER)	A telephone survey of employers covering their engagement and satisfaction with aspects of the VET system, including satisfaction with the skills of recent VET graduates.	Conducted in 2005 and 2007 on current scope. Previously in 2001 and before then on a biennial basis back to 1995, with changing scope. Current scope is all employers.
Indigenous Student Survey (NCVER)	A face-to-face survey of Indigenous students, which extends some of the information sought in the Student Outcomes Survey, with a specific focus on Indigenous people and the benefits arising from training.	One-off survey conducted in 2004. Scope is Indigenous students in the public VET system who undertook any training in 2003.
Delivery of VET offshore by public providers (published by Australian Education International, collected by NCVER)	An administrative collection devoted to the offshore activities of public providers of vocational education and training.	Annual. A pilot study was conducted in 2002 and data have been collected every year since then. Data for 2002 are not directly comparable to later collections. Scope is public providers of vocational education and training (TAFE and higher education institutes delivering VET). Report for Australian Education International, not published by NCVER.
Apprentice and Trainee Destination Survey (NCVER)	A telephone survey of the employment and further study outcomes of apprentices and trainees, their satisfaction with the apprenticeship or traineeship, and reasons for non-completion (where applicable).	Scope is apprentices and trainees who finished their training (either completing or cancelling/withdrawing) in the last quarter of 2007. Survey will be repeated in 2010 focusing on completers and non-completers from the second quarter of 2009.
Longitudinal Surveys of Australian Youth (LSAY)[a] funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), with support from state and territory governments.	A longitudinal survey of young people who are tracked from the age of about 15 to 25 years.	LSAY collects information on youth transitions. It covers a wide range of education, employment and social aspects of the school to work transition.

Note: (a) NCVER is responsible for the analytical program, including making the data accessible to researchers.

Statistical data gaps

NCVER's submission to the national VET data strategy highlighted the following areas where there are little or no data available:

◇ VET activity delivered by private providers

◇ outcomes for apprentices and trainees (survey ran in 2008 for first time)

◇ student pathways

✧ characteristics of the VET workforce (a report has been prepared for the Department of Education, Employment and Workplace Relations on considerations for any future data collections and is about to be published by NCVER)

✧ employer expenditure on training

✧ longer-term outcomes of participating in VET.

One-off surveys were undertaken in 2004 to gain a better understanding of the longer-term outcomes of participating in VET, and in 2008 to identify destinations of apprentices and trainees and the causes of their non-completion (now also scheduled for a repeat survey in 2010). Data were collected on the TAFE workforce in 2002 and 2008. Work is also underway to capture the fee-for-service VET activity delivered by private providers. Nonetheless, there is still a paucity of information in these areas.

The national data collections and surveys are overseen by the National Training Statistics Committee. The collection instruments are not static and are periodically reviewed to ensure that relevant information can be reported. Topics of national relevance appropriate to the purpose of a collection or survey can be considered for inclusion. For example, in 2009 a new module of questions relating to the recognition of prior learning was developed and included in the Student Outcomes Survey. Similarly, the LSAY instrument is reviewed from time to time to ensure that the questionnaire remains relevant.

Research

Box 1   National VET research priorities 2007–10

1 **Growing the labour supply**: by examining how VET can support greater participation in the workforce, especially for equity groups whose participation is relatively low

2 **Motivating individuals to participate in VET**: by understanding why people choose to, or not to, participate in VET, what drives demand for VET and what outcomes it offers participants in the medium-to-long-term

3 **Sustaining a skills base through apprenticeships and traineeships**: by identifying ways of maximising the number of people who complete their apprenticeship or traineeship

4 **Enhancing the productive capacity of enterprises**: by ensuring that employers are well placed to maintain the skills of their workers and to adapt to new work practices and technologies

5 **Enabling VET providers to compete effectively**: by identifying the barriers VET providers face to operating effectively in a competitive environment.

Box 2   Longitudinal Surveys of Australian Youth (LSAY) research priorities 2008–10

In 2008, three research priority areas were set for the Longitudinal Surveys of Australian Youth (LSAY):

1 **Improve the education outcomes of young people**: by understanding the factors that impact on participation and completion in education and training, especially for those who are disadvantaged

2 **Provide young people with the skills, qualifications and capabilities needed for the contemporary labour market**: by investigating whether the skills from, and pathways through, education and training are well matched with labour market demands

3 **Support young people to lead full and meaningful lives**: by gaining a better insight into the wellbeing and social activities of young people.

The 2007 and 2008 *Research messages* publications list the research undertaken by NCVER and published during these years and contain an introductory essay on the highlights of each year. See <http://www.ncver.edu.au/publications/1955.html> and <http://www.ncver.edu.au/publications/2096.html>.

In keeping with the likelihood that a body of research on a particular topic will have greater impact than a single piece of work, NCVER contracted four leading research centres to conduct programs of research aligned to the 2007–10 research priorities. This work is set out in box 3.

Box 3   Research centre activities

Low-paid workers and VET: Increasing VET participation amongst lower-paid workers over the life cycle

The Centre for Work + Life, University of South Australia, is investigating the question of how changing work, home and community structures impact on the participation of lower-educated and low-paid groups in VET.

Enhancing future productivity: The interdependence of workers, employers and VET

The Workplace Research Centre, University of Sydney, is looking at the role of VET in improving workforce participation and company performance, with a specific focus on the childcare and meat-processing industries.

Vocational education and training participation and labour market outcomes

The Melbourne Institute of Applied Economic and Social Research, University of Melbourne, is researching the economic aspects influencing people's decisions to participate in VET and the relationship between VET and various labour market processes.

Securing their future: Older workers and the role of VET

The Social Policy Evaluation, Analysis and Research Centre, Australian National University, is examining participation patterns in vocational education and training among older workers, and the factors which influence those patterns.

The table below identifies which of the 2007–10 national research priorities the current commissioned research work is addressing.

Table 2   Work addressing the national priorities

Title	Authors	Priority
A regional analysis of employment of tradespersons	Phil Lewis et al., University of Canberra	4
Brokering successful Indigenous employment outcomes: Identifying common themes in best practice models	Anne Redman et al., Cultural and Indigenous Research Centre Australia	1 & 2
Competition in the training market: Book of readings	NCVER	5
Crediting vocational education and training for learner mobility	John Pardy et al., Box Hill Institute of TAFE	5
Cultural dimensions of Indigenous participation in vocational education and training	Mike Dockery, Curtin University	1
Directions in European VET policy and practice: Lessons for Australia	Roger Harris and Michele Simons, University of South Australia	5
Enhancing future productivity: The interdependence of workers, employers and VET	John Buchanan et al., University of Sydney	1 & 4
High-quality traineeships: Identifying what works	Erica Smith et al., University of Ballarat	3
Higher education in TAFE	Leesa Wheelahan et al., Griffith University	5
Innovation in teaching and learning in VET: International perspectives	Yvonne Hiller, University of Brighton	5
Low-paid workers and VET: Increasing VET participation amongst lower-paid workers over the life-cycle	Barbara Pocock et al., University of South Australia	2
National research strategy: People with a disability and VET	Tabatha Griffin and Lisa Nechvoglod, NCVER	1 & 2
Practitioner expectations and experiences with the Certificate IV in Training and Assessment (TAA04)	Berwyn Clayton et al., Victoria University	5

Title	Authors	Priority
Regenerating the land of professional VET practice: Practitioner-driven changes to teaching and learning	Jane Figgis, AAAJ Consulting	5
Securing their future: Older workers and the role of VET	Chris Ryan et al., Australian National University	2
Vocational education and training and labour markets	Kostas Mavromaras et al., University of Melbourne	1 & 2
What would it take? Employers' perspectives on growing their labour supply with equity groups	Pam Jonas et al., Group Training Association of Victoria	1

Research dissemination and impact

NCVER is committed to ensuring that its research is useful and achieves a practical outcome related to policy implementation and practice. It devotes very considerable effort to the dissemination of the statistics it collects and the research it undertakes and commissions. In a world of information overload, it is essential to ensure that research findings become known and available to the right people and are useful in informing policy and practice.

To this end, NCVER has developed a model for the assessment of the impact of its work (Stanwick, Hargreaves & Beddie 2009). This model recognises the importance of the following factors:

✧ establishing the priorities and purpose of the research, with some involvement from end-users

✧ developing multiple dissemination strategies, which acknowledge the diverse needs of the sector

✧ engaging with stakeholders throughout the research cycle.

Other collections with VET components

This section outlines other statistical collections and surveys and provides an overview to the current survey and collection cycles.

Table 3   Other collections—ABS

Collection/survey	Description	Frequency of collection & reporting
1 Survey of Education and Work (ABS)	A household survey with a focus on educational attainment, participation and transitions. Supplement to the May Labour Force Survey.	Annual. Scope is civilian population aged 15 years and over.
2 Survey of Education and Training (ABS)	A household survey with extensive information obtained on educational qualifications and participation in education and completed training courses in current and previous year prior to the survey.	Quadrennial survey first conducted in 1989 and last conducted in 2005. Scope has widened to population aged 15 years and over.
3 Adult Literacy and Life Skills Survey (ABS)	Household survey on aspects of literacy and numeracy, matched with objective assessments of same, allowing international comparisons.	Last conducted in 1996 and 2006. Scope is population aged 15 to 74 years.
4 Training Expenditure and Practices Survey— previously Training Expenditure Survey and Training Practices Survey (ABS)	A business survey, covering training expenditure and training practices.	Irregular; last conducted in 2002, with earlier separate surveys of expenditure (1990, 1993, 1996) and practices (1994, 1997). Scope is all employers, excluding employers in agriculture, forestry and fisheries. No plans at this stage to repeat.

Collection/survey	Description	Frequency of collection & reporting
5 Census of Population and Housing (ABS)	The Census aims to accurately measure the number of people in Australia on census night, their key characteristics and the dwellings in which they live. Level of highest educational attainment was introduced in the 2006 Census.	Every five years; last conducted in 2006. The scope is all people in Australia on census night, other than foreign diplomats and their families. Visitors to Australia are counted regardless of how long they have been in the country or how long they plan to stay. Australian residents out of the country on census night are not included.
6 ABS National Aboriginal and Torres Strait Islander Social Survey NATSISS (ABS)	A household survey of Indigenous people that focuses primarily on social issues or dimensions. Topics include: family life, health, housing, education, employment, income and demographics. The survey is conducted in remote and non-remote areas in all states and territories.	Every six years. First collected 2002. The scope is Indigenous people aged 15 years and over who are usual residents of private dwellings in Australia (about 60% of the Indigenous population). The survey also collected basic information about the number of children under 15 years of age living in the same household as the survey respondents.
7 Survey of Income and Housing (previously known as the Survey of Income and Housing Costs) (ABS)	A household survey (applying face-to-face interviews) which collects information on sources of income, amounts received, housing characteristics, household and personal characteristics. Main classifications include dwelling tenure type, source of income, labour force status, occupation, industry, educational qualification, state and part of state.	First run in 1994–95, conducted every year to 2003–04 (except 1998–99 and 2001–02) and biennially since 2003–04. The current survey is 2007–08. The scope is residents of private dwellings in both urban and rural areas of Australia. Excludes residents of non-private dwellings (e.g. hotels, boarding schools) and households in very remote areas (e.g. Indigenous communities).

Table 4   Regulatory tools[(a)]

Collections/survey	What is it?	Frequency and scope
1 National Training Information Service (DEEWR)	A national register of training organisations and training products that are endorsed by government; gives details of the training products/services of each training provider.	Updated daily. Scope is all registered training organisations (RTOs), national courses and training package qualifications and units of competency. State and territory training authority registering bodies are responsible for RTO and accredited course information and DEEWR for training package information.

Note   (a) We have not listed the Training Youth Information Management System used by DEEWR to track apprentice and trainee payments, as reports from this system are not available.

Table 5   Current schedule of collections

Collection/survey	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1 National VET Provider Collection (NCVER)	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
2 VET in Schools Collection (NCVER)				✔	✔	✔	✔	✔	✔	✔	✔
3 National VET Financial Data Collection (NCVER)	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
4 National Apprentice and Trainee Collection (NCVER)	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
5 Student Outcomes Survey (NCVER)											
– TAFE institute level	Grads	Grads		✔		✔		✔		✔	
– state/territory level	* MCs	MCs	✔		✔		✔		✔		✔
6 Down the Track (NCVER)			✔								
7 Survey of Employer Use and Views of the VET System (NCVER)				✔		✔		✔			✔
8 Indigenous Student Survey (NCVER)			✔								
9 Delivery of VET offshore by public providers (for AEI)	pilot	✔	✔	✔	✔	✔	✔	?	?	?	?
10 Apprentice and Trainee Destination Survey (NCVER)							✔		✔		
11 Survey of Education and Work (ABS)	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
12 Survey of Education and Training (ABS)				✔				✔			
13 Adult Literacy and Life Skills Survey (ABS)					✔						
14 Training Expenditure and Practices Survey (ABS)	01–02 ✔										
15 Census of Population and Housing (ABS)					✔					✔	
16 ABS National Aboriginal and Torres Strait Islander Social Survey (ABS)	✔						✔				
17 Survey of Income and Housing (ABS)			03–04 ✔		05–06 ✔		07–08 ✔		09–10 ✔		11–12 ✔
18 National Training Information Service (DEEWR)—regularly updated	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Note: * MCs = Module Completers

Appendix B:
Council of Australian Governments

National Agreement for Skills and Workforce Development— Objectives, Outcomes, Progress measures, Outputs and Targets

Objectives

✧ All working aged Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market.

✧ Individuals are assisted to overcome barriers to education, training and employment, and are motivated to acquire and utilise new skills.

✧ Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce.

Outcomes

✧ The working age population has gaps in foundation skills levels reduced to enable effective educational, labour market and social participation.

✧ The working age population has the depth and breadth of skills and capabilities required for the 21st century labour market.

✧ The supply of skills provided by the national training system responds to meet changing labour market demand.

✧ Skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital.

Progress measures

(a) Proportion of the working age population at literacy level 1, 2 and 3.

(b) Proportion of 20–64 year olds who do not have qualifications at or above a certificate III.

(c) Proportion of graduates employed after completing training, by previous employment status.

(d) The percentage of graduates with improved employment status after training.

(e) The number of hard to fill vacancies.

(f) Proportion of people employed at or above the level of their qualification, by field of study.

Outputs

The following outputs will act as a proxy to measure progress towards the above outcomes.

✧ Number of enrolments in vocational education and training.

✧ Number of course completions in vocational education and training.

✧ Number of unit/module completions in vocational education and training.

◇ Number of course completions by Indigenous Australians in vocational education and training.

◇ Number of enrolments by Indigenous Australians in higher-level vocational education and training qualifications.

Targets

(a) Halve the proportion of Australians ages 20–64 without qualifications at certificate III level and above between 2009 and 2020.

(b) Double the number of higher qualification completions (diploma and advanced diploma) between 2009 and 2020.

Appendix C: Organisations consulted

1   Enterprise Registered Training Organisation Association (ERTOA)

2   Working Women's Centre SA Inc

3   SA Manufacturing Skills Australia

4   SA Department of Further Education, Employment, Science and Technology

5   TAFE NSW North Coast TAFE

6   The National Centre for Student Equity in Higher Education

7   Bendigo TAFE

8   Australian Council for Educational Research

9   International Education Association of Australia

10   Construction Skills Queensland

11   Skills Australia

12   Climate Change and Green Skills Taskforce, DEEWR

13   Construction and Property Services Industry Skills Council

14   Victorian Adult Literacy and Basic Education Council Inc

15   Australian Institute of Management SA

16   Department of Innovation, Industry and Regional Development

17   National VET Equity Advisory Council

18   TAFE NSW

19   Department of Training and Workforce Development WA

20   Skills Tasmania

21   Edith Cowan University WA, School of Management Faculty of Business and Law
     (Dr Llandis Barratt-Pugh)

Sydney forum, 13 October 2009

John Buchanan	Workplace Research Centre, The University of Sydney
Gerald Burke	Centre for the Economics of Education and Training, and member of Skills Australia
Bruce Chapman	Crawford School of Economics and Government, Australian National University
Berwyn Clayton	Work-based Education Research Centre, Victoria University
Stephen Crump	Central Coast Campuses, University of Newcastle
Trevor Gale	National Centre for Student Equity in Higher Education, Hawke Research Institute, University of South Australia

Roger Harris	Centre for Research in Education, Equity and Work, Hawke Research Institute, University of South Australia
Alison Lee	Centre for Research in Learning and Change, University of Technology Sydney
Phil Lewis	Centre for Labour Market Research, University of Canberra
Michael Long	Centre for the Economics of Education and Training
Kostas Mavromaras	National Institute of Labour Studies, Flinders University
Phillip McKenzie	Australian Council for Educational Research
Vincent Lynn Meek	L H Martin Institute for Higher Education Leadership and Management, The University of Melbourne
Erica Smith	University of Ballarat
Helen Stokes	Australian Youth Research Centre, The University of Melbourne
Phil Toner	Centre for Industry and Innovation Studies, University of Western Sydney
Leesa Wheelahan	School of Education and Professional Studies, Griffith University
Diana Wilkinson	Scottish Government
Mark Wooden	Melbourne Institute of Applied Economic and Social Research, The University of Melbourne
Anne Baly	Department of Education, Employment and Workplace Relations
Annette Bonnici	Australian Education Union
Jennifer Gibb	National VET Equity Advisory Council
Peter Hagan	Department of Education and Training Queensland
Mary Hicks	Australian Chamber of Commerce and Industry
Megan Lilly	Australian Industry Group
Trish Mercer	Department of Education, Employment and Workplace Relations
Patricia Neden	Innovation and Business Skills Australia
Albert Ofei-Mensah	Department of Education, Employment and Workplace Relations
Mary Ann O'Loughlin	COAG Reform Council
Jeff Priday	Group Training Australia
Robyn Priddle	Department of Education, Employment and Workplace Relations
Maryann Quagliata	Department of Education, Employment and Workplace Relations
Martin Riordan	TAFE Directors Australia
Caron Rooks	The Smith Family
Robin Shreeve	Skills Australia
Rob Simons	The Smith Family
Amanda Thomas	Transport and Logistics Industry Skills Council
Ben Vivekanandan	Australian Council for Private Education and Training
Susan Wright	NSW Department of Education and Training
John Hart	NCVER Board/Restaurant and Catering Australia
Peter Shergold	NCVER Board/Centre for Social Impact, University of New South Wales
Linda Simon	NCVER Board/Australian Education Union
Robyn Tudor	NCVER Board/JMC Academy

Melbourne forum, 5 February 2010

Georgie Atkinson	
Jim Barron	Group Training Australia
Laura Bedford	Construction Skills Queensland
David Booth	Skills Victoria
Mike Brown	University of Ballarat
Jack Carr	Bendigo TAFE
Pam Caven	TAFE Directors Australia
John Churchill	Enterprise RTO Association
Berwyn Clayton	Victoria University
Robyn Clifford	Centre for Adult Education
Norelle Creaney	MCCI
Kate Dempsey	Victorian TAFE International
Amber Douglas	Skills Victoria
Steve Earley	Skills Victoria
Carol Elliot	GippsTAFE
Annie Fergusson	SA Framework Unit
Claire Fitzpatrick	Council of Textile Fashion Industries of Australia (TFIA)
Jennifer Gibb	TVET Australia
Lauri Grace	Deakin University
David Gray	Victoria University
Frances Hales	TAFE Development Centre
Lyn Hannah	Victoria University
Anna Henderson	Business Skills Victoria
Steven Hodge	Deakin University
Linnet Hunter	Victorian Applied Learning Association (VALA)
Clayton Jan	BizMojo
Pam Jonas	Group Training Australia Victoria
Hugh Kiernan	Adult, Community and Further Education (ACFE)
Sally Leavold	RMIT
Katrin Michels	Australian College of Applied Psychology
Serena Nance	Australian College of Applied Psychology
Krissy OReilly	NMIT
Jennifer Oriel	Deakin University
Geri Pancini	Victoria University
Phil Pettit	Catholic Education Office ACT
Jeff Priday	Group Training Australia
Kerrin Pryor	VALBEC
Karthik Sadasivam Rajendran	
Erica Smith	University of Ballarat
Sally Thompson	Adult Learning Australia
Peggie Tobi	Skills Victoria

Damian Toohey	ForestWorks
Dan Tout	Victoria University
Ly Tran	RMIT
Rosemary Waghorne	Minerals Council of Australia
Anita Weaver	Mornington Community Contact Inc
Leesa Wheelahan	L H Martin Institute, University of Melbourne
Joan Whelan	Construction & Property Services Industry Skills Council (CPSISC)
Kylie Willett	Construction Skills Queensland
Ron Wilson	VISTA Association of VET Professionals
Gary Workman	Group Training Australia Victoria
Melanie Worrall	SA Framework Unit
Sharyn Wright	ForestWorks

Webinar, 9 February 2010

Jacqui Austin	Department of Education and Training
Katherine Barnes	Skills Australia
Linda Barron	State Library of Queensland
Leonie Benson	University of Ballarat
Margaret Clark	Australian College of Educators
Karin Du Plessis	Incolink
Jennifer Gibb	TVET Australia
Kristena Gladman	e-Works
Jill Hadley	College for Learning and Development
Beth Hobbs	TAFE NSW Western Sydney Institute
Skye Hope	GMB Training
Chris Jones	Great Southern TAFE
Pat Lange	Integrated Care Management
Bernard Lewis	ACL, Sydney
Dorothy Lucardie	Adult Learning Australia
Allison Miller	Australian Flexible Learning Framework
Jane Newton	Manufacturing Skills Australia
Katya Paulaharju	DFEEST
Alison Philippe	QUT
Jo Powell	ACT & Region Chamber of Commerce & Industry
Margaret Roberts	TAFE NSW Library Services
Michael Schooneveldt	Sunraysia Institute of TAFE
Rhonnie	Eurobodalla Adult Education Centre
Tim Shipstone	ACTU
Mark Stegman	Sydney Institute, TAFE NSW
Cheryl Wiltshire	ACAL

Individual consultations

Australian Chamber of Commerce and Industry

Australian Flexible Learning Framework

Appendix D: Written submissions

Matching research issues raised to the five priority areas

Most of the written submissions identified a range of specific research issues, which have been mapped to the broad level priority areas in the table below. While some issues cross-over a number of priorities, most would readily sit within one area.

Where an issue would not fit within a priority area, it has been listed in other concerns raised; however, most of these relate to gaps in the data.

Submission	Skills and productivity	Structures in the tertiary education & training system	The contribution of education & training to social inclusion	Learning and teaching	The place and role of VET	Other concerns raised
1 Enterprise Registered Training Organisation Association (ERTOA)	✔	✔		✔	✔	• **Data gap** – enterprise RTOs
2 Working Women's Centre SA Inc	✔		✔			
3 Manufacturing Skills Australia	✔	✔	✔	✔	✔	• **Data gaps** – VET/HE transitions; uptake of skill sets; total VET effort; apprentice & trainee cohort completion rates. • Easier access to detailed statistics.
4 SA Department of Further Education, Employment, Science & Technology (DFEEST)	✔	✔	✔			• Benchmarking of public providers on key indicators.
5 TAFE NSW North Coast Institute	✔		✔		✔	• **Data gap** – regional labour market needs.
6 National Centre for Student Equity in Higher Education	✔	✔	✔	✔	✔	
7 Bendigo TAFE	✔	✔	✔	✔	✔	

Submission	Skills and productivity	Structures in the tertiary education & training system	The contribution of education & training to social inclusion	Learning and teaching	The place and role of VET	Other concerns raised
8 Australian Council for Educational Research (ACER)	✔	✔		✔	✔	• Improved data quality & currency of terminology • Longitudinal survey of pathways, transitions & outcomes of VET students. • **Data gap** – VET workforce.
9 International Education Association of Australia					✔	
10 Construction Skills Qld	✔	✔		✔	✔	• Deeper sectoral & regional analysis.
11 Skills Australia	✔		✔	✔	✔	• **Data gap –** qualitative research on HILDA & NCVER Survey of Employers' Use and Views. • Data gap – measuring employer training activity. • Attracting researchers in industry & workplace research to engage in VET research.
12 Climate Change & Green Skills Taskforce, DEEWR	✔			✔	✔	
13 Construction & Property Services Industry Skills Council	✔			✔	✔	
14 Victorian Adult Literacy & Basic Education Council Inc	✔		✔	✔	✔	
15 Australian Institute of Management SA	✔	✔	✔	✔	✔	• **Data gap –** private education & training organisations
16 Department of Innovation, Industry & Regional Development, Skills Victoria	Letter confirming the research themes identified in the discussion paper are broad in scope and relevant to the complex challenges facing the VET sector over the coming years.					
17 National VET Equity Advisory Council	✔	✔	✔			
18 TAFE NSW			✔	✔	✔	• NCVER extend its use of web-based communications for dissemination

Submission	Skills and productivity	Structures in the tertiary education & training system	The contribution of education & training to social inclusion	Learning and teaching	The place and role of VET	Other concerns raised
19 Dept of Training & Workforce Development WA	Letter confirming the research themes identified in the discussion paper are relevant.					
20 Skills Tasmania	✔	✔		✔		
21 Edith Cowan University	✔				✔	• Building research capacity • Learning from external international experiences

NCVER