

# Assessing the impact of research: a case study of the LSAY Research and Innovation Expansion Fund – support document

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This document was produced by the author(s) based on their research for the report *Assessing the impact of research: a case study of the LSAY Research and Innovation Expansion Fund*, and is an added resource for further information. The report is available on NCVER's website: <<http://www.ncver.edu.au>>.

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# Case study 1: Education and happiness in the school-to-work transition

Full citation: Dockery, A M 2010 Education and happiness in the school-to-work transition, NCVER, Adelaide.

This case study is based on documentary analysis of project files, publications and other outputs from the project, citation analysis and interviews with key informants.

## Key informants

The key informants identified for this case study were:

### *Researchers*

- Mike Dockery

### *End-users*

- See end-user interviews

## 1. The research purpose

The purpose of this research was to investigate the links between education and happiness. Previous evidence had suggested that more educated people were less happy. This study focused specifically on youth happiness, using LSAY data to examine respondents' happiness prior to, during and after completion of their highest educational qualification, and thus consider whether differences in happiness can be explained by pre-existing attributes or whether happiness levels change as people gain higher levels of education.

## 2. Project details

### 2.1 Methodology

The analysis used data from the Y95 cohort of LSAY. The students in this cohort were first surveyed as Year 9 students in 1995, with 11 annual follow-up surveys through to 2006, when most of the cohort were aged 25. The cohort was asked each year about their happiness with their life as a whole, as well as details of their education participation and attainment. This enabled the researcher to determine whether differences in happiness by level of educational attainment are due to pre-existing individual attributes or to happiness levels changing as people gain higher levels of education, using both simple descriptive statistics and more sophisticated random-effects panel models.

### 2.2 Dissemination plan

The main product from this research was a formal report published on the LSAY website. This was accompanied by a media release (*Hey mum & dad, uni grads and tradies equally happy* 19 April 2010),

and a podcast involving an interview with the researcher. The report was also referenced in a lead article in NCVER's e-newsletter *Insight*. Curtin University also produced a media release.

The scope of dissemination activities was limited by contractual requirements.

## 2.3 Main findings

The research demonstrated that it is not simply a matter of more education leading to less happiness. Rather, early school leavers and those who complete a university degree were found to have lower levels of happiness than those with intermediate vocational qualifications. The report was also able to reject the explanation that people who gain university degrees were always less happy; it is only upon completion of their degree that their happiness declines.

## 3. Analysis of indicators

### 3.1 Knowledge production

*Citations (as at 31 March 2012)*

#### **Reports**

- National Centre for Vocational Education Research 2010, Identifying research directions for the Longitudinal Surveys of Australian Youth (LSAY) 2011-13: discussion paper, NCVER, Adelaide
- National Centre for Vocational Education Research 2011, Research messages 2010, NCVER, Adelaide
- Nguyen, N 2011, Trends in young people's wellbeing and the effects of the school-to-work transition, LSAY briefing paper no. 27, NCVER, Adelaide
- Sweet, R 2011, The mobile worker, NCVER occasional paper, NCVER, Adelaide

#### **Conference papers**

- Biddle N & Cameron T 2011 *Towards a behavioural model of Indigenous education participation and achievement*, Draft paper prepared for Australian Conference of Economists
- Gong H (C), Cassells R, Keegan M 2011 *Understanding life satisfaction and the education puzzle in Australia: a profile from HILDA Wave 9*, HILDA Survey Research Conference, National Centre for Social and Economic Modelling (NATSEM)
- Smith H & Rahimi M A 2011 *Modelling of vocational excellence: an international perspective*, AVETRA

#### **Other**

- Presentation at LSAY Policy Forum "Young people: finding their way in a new era" November 2009
- Presentation for Curtin Corner, an informal seminar series open to attendance by staff and students of Curtin University as well as the general public
- Dockery M 2010 'Degrees of misery: Why aren't our university graduates happier?' presentation for NILS Seminar Series, April 2010.
- Presentation for VETnetwork, August 2011

- Presentation at Career Development Association of Australia's 'Good Theory Good Practice' conference, August 2011
- Presentation for Economic Teachers Association

## Media

Date	Headline	Media Outlet	Media Source
19-Jul-11	Education and happiness in the school-to-work transition	VISTA Newsletter	Online
4-Jun-11	Good work prospects for apprentices	The Australian	Press
8-Dec-10	Education and happiness in the school-to-work transition	Canadian Apprenticeship Journal	Online
26-Aug-10	Research paper	Career Industry Council of Australia	Online
20-Aug-10	Education and happiness in the school-to-work transition	NSW Commission for Children and Young People	Online
Aug-10	New information on poverty, social inclusion, life transitions and critical social issues	Brotherhood of St Laurence	Online
5-Jul-10	Education and happiness in the school-to-work transition	Education Resource Information Centre	Online
21-May-10	Apprentices 'just as happy as university graduates'	Australian Clearinghouse for Youth Studies	Online
19-May-10	NCVER Research	VELG E-newsletter	Online
17-May-10	Education and happiness in the school-to-work transition	VALA newsletter	Online
12-May-10	A clear outlook to happiness	Gold Coast Bulletin	Press
9-May-10	Education and happiness	Fast Facts - Australian Training News	Online
9-May-10	Australia: Higher education does not make you happy	University World News	Online
8-May-10	University not the key to happiness	Weekend Australian	Press
5-May-10	Higher education does not equal happiness	ABC The Drum Unleashed	Online
1-May-10	Will I be happy if I go to Uni?	AAIR e-Newsletter	Online
May-10	Apprentices 'just as happy as university graduates'	Youth Field Xpress	Online
30-Apr-10	Education and happiness in the school-to-work transition	APO	Online
29-Apr-10	Education and training	e.Alert	Online
28-Apr-10	Education and happiness in the school-to-work transition	education.au	Online
27-Apr-10	As good as it gets	Campus Review	Online
27-Apr-10	VET students are unhappy bunch	TDA Newsletter	Online
24-Apr-10	CareerOne	Courier Mail	Press
23-Apr-10	NCVER Report	CAANSW E-Newsletter	Online

22-Apr-10	Degree does not always lead to greater happiness	International Business Times	Online
22-Apr-10	Broadcast news alert	2UE Sydney	Radio
21-Apr-10	Study finds graduates - to a greater degree - are unhappy	Sydney Morning Herald	Press
20-Apr-10	Broadcast news alert	ABC Gippsland	Radio
20-Apr-10	Trading on smiles	Herald Sun	Press
19-Apr-10	NCVER - Education and happiness in the school-to-work transition	ALA Blog	Online
19-Apr-10	Broadcast news alert	Triple J	Radio
19-Apr-10	NCVER media release - Graduate survey results	VISTA Newsletter	Online

**Table 1: Summary of citations case study 1**

Citation type	Number
Journal articles	-
Reports	4
Conference papers	3
Parliamentary database	-
Other	6
Media	32
<b>Total</b>	<b>45</b>

### 3.2 Capacity building

Another team of researchers built on this research using the HILDA data: Gong H C, Cassells R & Keegan M (2011) 'Understanding life satisfaction and the education puzzle in Australia: A profile from HILDA Wave 9', NATSEM Working Paper 11/12. The principal researcher has had discussions about the work, including the possibility of future papers, with visiting researchers from overseas who work in the happiness literature.

### 3.3 Informing policy

The principal researcher was not aware of any direct impact on policy, but believes the research has been mentioned in a few forums in the VET and career development fields, and in DEEWR and Productivity Commission reports.

### 3.4 Informing practice

Again, there is no direct evidence of impact on practice, but the principal researcher was invited to present to a few practitioner networks.

## 4. Overall observations

The principal researcher was concerned by a catch-22 of publishing the report that may limit its potential impact. Publishing through NCVER as a monograph may get the report to a policy audience (and count towards ERA), but there is a need to publish in relevant journals to get it to the correct academic audience. However, the same material cannot be published twice.

# Case study 2: Post-school education and labour force participation in Canada and Australia

Full citation: Austen, S & MacPhail, F 2010 Post-school education and labour force participation in Canada and Australia, NCVER, Adelaide.

This case study is based on documentary analysis of project files, publications and other outputs from the project, citation analysis and interviews with key informants.

## Key informants

The key informants identified for this case study were:

### *Researchers*

- Siobhan Austen

### *End-users*

- See end-user interviews

## 1. The research purpose

The purpose of the research was to explore differences in participation in the post-school education system by young women and men based in Australia or Canada. Women's participation in paid work in Australia is considered fairly low by OECD standards, including in comparison to Canada, which has a similar economic and cultural background to Australia. The principal researcher sought to explore whether differences in the post-school system might account for differences in labour market participation.

## 2. Project details

### 2.1 Methodology

The project used data from the LSAY Y95 and Y98 cohorts and the Canadian Youth In Transition Survey cohort A and B to explore the determinants of post-school study and the impact of study on labour market outcomes. The research used multinomial logit regression techniques to measure the relationship between characteristics of school leavers such as demographics, type of school, parental education and academic achievement and choice of post school education. Differences in how these attributes affected choices of young people based in Australia or Canada were a particular focus of the study.

## 2.2 Dissemination plan

The main product from this research was a formal report published on the LSAY website. The principal researcher supplemented this with conference papers and journal articles.

The scope of dissemination activities was limited by contractual requirements.

## 2.3 Main findings

In contrast to the Canadian college system, the research found that the Australian VET system is not considered an education pathway of choice for higher achieving school students of those from more advantaged backgrounds. The authors speculate that this may be because Canadian colleges offer a clear pathway to university. On the other hand, there is some suggestion that the Australian VET system provides students with low educational outcomes or who are from less advantaged family backgrounds with educational opportunities that are not present in the Canadian system.

## 3. Analysis of indicators

### 3.1 Knowledge production

*Citations (as at 31 March 2012)*

#### Journal articles

- Austen, S & McPhail, F (2011) 'The post-school education choices of young women in Australia and Canada', *Economic and Labour Relations Review*, vol. 22(3)

#### Reports

- National Centre for Vocational Education Research 2010, Identifying research directions for the Longitudinal Surveys of Australian Youth (LSAY) 2011-13: discussion paper, NCVET, Adelaide
- National Centre for Vocational Education Research 2011, Research messages 2010, NCVET, Adelaide
- Kruss, G et al 2012, Developing skills and capabilities through the learnership and apprenticeship pathway systems, Human Sciences Research Council, Cape Town, South Africa

#### Other

- Curtin University School of Economics and Finance Seminar Presentation
- Presentation for the University of Northern British Columbia
- Austen, S (2010) 'Comparing post-school education in Canada and Australia', Business/Higher Education Round Table Newsletter, April 2010.

#### Media

Date	Headline	Media Outlet	Media Source
6-Jun-11	Educational attainment levels up but no thanks to VET: report	Campus Review	Online
4-Oct-10	Post-school education and labour force participation in Canada and Australia	APO	Online

**Table 2: Summary of citations case study 2**

Citation type	Number
Journal articles	1
Reports	3
Conference papers	-
Parliamentary database	-
Other	3
Media	2
<b>Total</b>	<b>9</b>

### 3.2 Capacity building

The project led to a successful application for an International Research Linkage Grant through the Canadian government. The grant scheme is aimed at promoting research on Canada in Australia. This new project seeks to extend the work, making use of additional data sets and looking not just on what the differences in post-school education participation are, but how these translate into labour market participation. The project team has expanded beyond Siobhan and Fiona McPhail to include Rachel Ong from Curtin University and Sylvia Fuller from Canada.

### 3.3 Informing policy

No evidence available from the researcher interview.

### 3.4 Informing practice

No evidence available from the researcher interview.

## 4. Overall observations

The principal researcher noted that whether or not research has an impact on policy depends not just on the quality of the research, but also the timing - it needs to hit the political realm at a time where it is supportive of current thinking.

# Case study 3: Lost talent? The occupational ambitions and attainments of young Australians

Full citation: Sikora, J & Saha, L J 2011 *Lost talent? The occupational ambitions and attainments of young Australians*, NCVET, Adelaide.

This case study is based on documentary analysis of project files, publications and other outputs from the project, citation analysis and interviews with key informants.

## Key informants

The key informants identified for this case study were:

### *Researchers*

- Joanna Sikora

### *End-users*

- See end-user interviews

## 1. The research purpose

The researchers wanted to look at the link between the occupational aspirations of young people and their occupational outcomes. The focus of the research was to explore the incidence of ‘lost talent’: where high achievers lower their occupational aspirations. The researchers examined the effect of this on labour market outcomes, as well as the relative importance of occupational aspirations compared to educational aspirations.

## 2. Project details

### 2.1 Methodology

Using data from the Y98 cohort of LSAY, the authors examined academic achievement in Year 9, educational and occupational expectations while at school and educational attainment by age 25 years to determine the extent to which talent loss was occurring.

### 2.2 Dissemination plan

The main product from this research was a formal report published on the LSAY website. This was accompanied by a joint media release (*Failing to plan could be planning to fail for young people* 12 January 2011) with ‘Against the odds’ (Case study 4). The work was also presented at the LSAY policy forum ‘Young people: Finding their way in a new era’ held in November 2009.

The scope of dissemination activities was limited by contractual requirements.

## 2.3 Main findings

The project found that approximately 15% of high-achieving individuals could be considered ‘lost talent’ in that they lowered their educational and occupational expectations. Factors associated with decreasing expectations included low socioeconomic status, being male, having low personal assessment of academic ability and low satisfaction with school.

The researchers also found that having ambitious occupational plans is beneficial to later labour market outcomes; not having a career plan can be detrimental to later occupational attainment, particularly for young women.

## 3. Analysis of indicators

### 3.1 Knowledge production

*Citations (as at 31 March 2012)*

#### **Journal articles**

- Sikora, J & Pokropek, A 2012 Gender segregation of adolescent science career plans in 50 countries, *Science Education*, 96(2), pp. 234-264
- Saha, L & Sikora, J 2011 Inequality and Talent Loss: Recent Evidence from Australia. An International Journal of Contemporary Sociology, A Discussion Journal of Contemporary Ideas and Research, Vol. 48, No. 1, pp. 9-34
- Sikora, J & Saha, L 2011 The Concept of “Talent Loss” in Educational Theory and Research, *Educational Practice and Theory*, Vol. 33, No. 2, pp. 5-22

#### **Reports**

- Hargreaves, J 2011 Vocational training and social inclusion: at a glance, NCVET, Adelaide
- National Centre for Vocational Education Research 2010, Identifying research directions for the Longitudinal Surveys of Australian Youth (LSAY) 2011-13: discussion paper, NCVET, Adelaide
- National Centre for Vocational Education Research 2011, Research messages 2010, NCVET, Adelaide
- National Centre for Vocational Education Research 2012, Research messages 2011, NCVET, Adelaide

#### **Conference papers**

- Stagg R 2011 Music mentor: the action research project 2010, AVETRA

#### **Other**

- Sikora, J 2009 Ambitious adolescents: occupational expectations and attainment of young Australians. Paper presented at the Marie Curie Excellence Project’s “Youth Inequalities” Conference, the UCD Geary Institute, Dublin, December 2009.
- Sikora, J 2010 Returns to ambition: The role of early career plans in the transition from education to work. Paper presented at the Australian Sociology Association Conference *Social Causes, Private Lives*, Macquarie University, Australia, December 2010.

- Sikora, J 2011 “The more things change, the more they stay the same”: Young Australians and their gendered pathways into science careers. Paper presented at the TASA Conference, 2011. The same paper was also presented at the SIMLIFE Conference, Manheim, Germany, July 2011 and the World Congress of Sociology, Gothenburg, Sweden, July 2010.
- The principal researcher also drew on material from this project in a presentation to the OECD’s Directorate of Education, Paris, France, September 2010.
- Two PhD candidates, Rebecca Coates at the University of Queensland and Helen Alexiou at the Australian National University, have used the report in preparing their theses.
- Two more papers are in preparation. One of these is titled ‘Stability and change in occupational expectations during senior secondary school in Australia’.

### Media citations

Date	Headline	Media Outlet	Media Source
22-Jun-11	Lost talent: the occupational ambitions and attainments of young Australians	ACER	Online
18-May-11	Plan to succeed, achieve aspirations	Gold Coast Bulletin	Press
26-Mar-11	Ambition will get school leavers everywhere	Advertiser	Press
15-Mar-11	Failing to plan could be planning to fail for young people	Training Bytes	Online
08-Mar-11	Lost talent? The occupational ambitions and attainments of young Australians	Workforce Info Newsletter	Online
23-Feb-11	Aim high for early success	SAASSO Bulletin	Online
17-Feb-11	Research report examines 'lost talent' among young Australians	Australian Clearinghouse for Youth Studies	Online
08-Feb-11	Course to success	Hills Shire Times	Press
02-Feb-11	Lost talent? The occupational ambitions and attainments of young Australians	Sixty Seconds	Online
31-Jan-11	Failing to plan could be planning to fail for young people	Shireparents.com.au	Online
26-Jan-11	Aim high school for later success	The Australian	Press
24-Jan-11	NCVER Media release: failing to plan could be planning to fail for young people	CDAA e-bulletin	Online
24-Jan-11	Failing to plan could be planning to fail for young people	VISTA Newsletter	Online
23-Jan-11	Lost talent? The occupational ambitions and attainments of young Australians	APO	Online
20-Jan-11	Lost talent? The occupational ambitions and attainments of young Australians	Community Net	Online
17-Jan-11	New study matches occupational expectations with achievements	TDA Newsletter	Online
12-Jan-11	NewsAlert	3CR Melbourne	Radio
12-Jan-11	NewsAlert	Triple J	Radio
12-Jan-11	Failing to plan could be planning to fail for young people	Get Living	Online

**Table 3: Summary of citations case study 3**

Citation type	Number
Journal articles	3
Reports	4
Conference papers	1
Parliamentary database	-
Other	8
Media	19
<b>Total</b>	<b>35</b>

### 3.2 Capacity building

This research project has led to subsequent research by the research team. For example, the principal researcher has developed a conference paper entitled ‘Dreams and reality: the role of gender in educational and occupational plans of Indigenous and non-Indigenous students’. This paper does not use LSAY but the researcher’s interest in the topic comes from the LSAY RIEF research project.

The research team intends to apply for grants to build on the initial work in the future. They are also in the early days of forming a collaboration with the Australian National University’s Centre for Aboriginal Economic Policy Research to work on a project using LSAY data.

The principal researcher used the research project to demonstrate to the Directorate for Education at the OECD the value of using LSAY data while she was working for them as a consultant. They have since applied for access to LSAY data.

### 3.3 Informing policy

No evidence available from the researcher interview.

### 3.4 Informing practice

No evidence available from the researcher interview.

## 4. Overall observations

According to the principal researcher, LSAY data needs a lot of promotional work as it is not well known. In addition there has been a cultural shift away from using survey based data as many social science researchers are from a post-modernist tradition, in which survey data is not highly valued. As such social science students are not oriented towards survey data analyses in their education. So there is a need to promote LSAY vigorously, because it is a good source of information.

# Case study 4: Against the odds: influences on the post-school success of 'low performers'

Full citation: Thomson, S & Hillman, K 2010 *Against the odds: influences on the post-school success of 'low performers'*, NCVET, Adelaide.

This case study is based on documentary analysis of project files, publications and other outputs from the project, citation analysis and interviews with key informants.

## Key informants

The key informants identified for this case study were:

### *Researchers*

- Kylie Hillman

### *End-users*

- See end-user interviews

## 1. The research purpose

The purpose of the research was to explore the influences on the post-school success of students with low academic achievement at age 15. People with low academic achievement on average have poorer labour market outcomes, but the researchers sought to qualify this by investigating which low achievers make 'successful' transitions. For this project, 'success' was defined as being satisfied with life as well as fully occupied with education, employment or a combination of these.

## 2. Project details

### 2.1 Methodology

The research used as a sample the 3238 students from the Y03 LSAY cohort who did not achieve at least proficiency level 3 in mathematics in the PISA 2003 assessment. This group represented just under a third of the total Y03 cohort. This sample was then divided into those who were fully engaged in employment or education and with above average reported happiness, and those who were not fully engaged or reported less than the average happiness. Multilevel logistic analysis was used to examine what factors differentiated between these two groups.

### 2.2 Dissemination plan

The main product from this research was a formal report published on the LSAY website. This was accompanied by a joint media release with 'Lost talent?' (Case study 3). The work was also presented at the LSAY policy forum 'Young people: Finding their way in a new era' held in November 2009.

The scope of dissemination activities was limited by contractual requirements.

## 2.3 Main findings

Motivation was found to be a key determinant of low-performing students' later outcomes. Those who could see the value of mathematics for their future were more likely to be successful, as were those with some sort of career plan. Low-performing students from socioeconomically disadvantaged households were less successful. The authors argued that while ensuring that low-performing students have a positive school experience is a challenging task, it is a worthwhile one; if students enjoyed being at school, enjoyed learning and felt safe and secure they were more likely to have positive post-school outcomes.

## 3. Analysis of indicators

### 3.1 Knowledge production

*Citations (as at 31 March 2012)*

#### **Journal articles**

- Ewing B 2011 Direct instruction in mathematics: issues for schools with high Indigenous enrolments: a literature review, *Australian Journal of Teacher Education*, 36(5), pp. 63-91

#### **Reports**

- Australian Association of Mathematics Teachers 2011 *Submission to the Productivity Commission Schools Workforce Study*, Productivity Commission, Melbourne
- Karmel T & Lui S-H 2011 *Which paths work for which young people?*, NCVET, Adelaide
- NCVET 2011 *Research messages 2010*, NCVET, Adelaide
- Semo R & Karmel T 2011 *Social capital and youth transitions: do young people's networks improve their participation in education and training?*, NCVET, Adelaide

#### **Book chapters**

- McKenzie P 2012 *Schools and the foundation of lifelong learning*, in Springer International Handbooks of Education, vol. 26, part 3, pp. 539-545

#### **Conference papers**

- Stacey, K 2012 *The international assessment of mathematical literacy: PISA 2012 framework and items*, University of Melbourne, Paper to be presented at the 12th International Congress on Mathematical Education, 8-15 July, 2012, Seoul, Korea

#### **Other**

- Thomson, S & Hillman, K 2009 'Pathways of PISA low-achievers: Success despite the odds?', paper presented at Transitions in Youth Conference, Dijon, France.
- Thomson, S & Hillman, K 2010 'The role of motivation in successful post-school outcomes for low-achieving youth', paper presented at the 12<sup>th</sup> International Conference on Motivation, Portugal.
- Conference presentation at a PISA research forum in Kiel, Germany.

- Presentation by Kylie Hillman at LSAY policy forum - “Young people: finding their way in a new era”, November 2009.

### Media citations

Date	Headline	Media Outlet	Media Source
1-Mar-11	Learning from international studies: PISA, TIMSS and PIRLS from an Australian research perspective	ACER	Online
25-Jan-11	Against the odds: Influences on the post-school success of 'low performers'	Workforce Info	Online
1-Jan-11	Research developments	ACER	Online
10-Dec-10	Against the odds: Influences on the post-school success of 'low performers'	ACER	Online
7-Oct-10	News Alert	ABC Illawarra	Radio
6-Oct-10	Poor school showing no barrier to success	The Sydney Morning Herald	Online
5-Oct-10	Resource - NCVER - Research examining the future success of 'low performing' students	CDA e-bulletin	Online
27-Sep-10	Against the odds: influences on the post-school success of 'low performers'	Selected Works	Online
26-Sep-10	Against the odds: influences on the post-school success of 'low performers'	APO	Online

**Table 4: Summary of citations case study 4**

Citation type	Number
Journal articles	1
Reports	4
Book chapters	1
Conference papers	1
Parliamentary database	-
Other	4
Media	9
<b>Total</b>	<b>20</b>

## 3.2 Capacity building

The research team built on the work, running the same models on high performers, so they could compare the factors contributing to success - which were the same, which were different. This work has been written up as a chapter for a soon to be published book on PISA research.

A unexpected impact of the research is that it has given the researchers the opportunity to start talking to other PISA countries who are interested in using PISA as the basis for a longitudinal survey like LSAY. The research helped to demonstrate the benefits of building a longitudinal survey on PISA (in terms of the research questions that can be addressed).

## 3.3 Informing policy

No evidence available from the researcher interview.

### 3.4 Informing practice

No evidence available from the researcher interview.

## 4. Overall observations

According to one of the researchers, a lot of work around education falls between the cracks. She argued you may be better off focusing on getting the message out to teachers in schools rather than to a policy audience, where it can get lost in politics. When asked about a strategy to reach teachers, the researcher suggested you should aim to publish in education and teaching journals, conferences, and focus on tailoring the message to things teachers can actually do and have control over, which will not be the same things as policy makers (eg policy makers interested in impact of low SES, teachers can't do anything about it).

# Case study 5: From education to employment: how long does it take?

Full citation: Fitzpatrick, D, Lester, L, Mavromaras, K, Richardson, S & Sun, Y 2011 From education to employment: how long does it take?, NCVET, Adelaide.

This case study is based on documentary analysis of project files, publications and other outputs from the project, citation analysis and interviews with key informants.

## Key informants

The key informants identified for this case study were:

### *Researchers*

- Darcy Fitzpatrick

### *End-users*

- See end-user interviews

## 1. The research purpose

The purpose of the research was to look at the time young people take to transition from education to employment. More specifically, they look at the time taken to find any job after completing their education, and the time taken to find a full-time permanent job, and explored how these varied by level of education.

## 2. Project details

### 2.1 Methodology

The researchers made use of the detailed employment information collected from the Y95 cohort of LSAY to construct a monthly employment calendar for all those who reported their post-school education qualifications. Multivariate regression analysis were employed to estimate the duration between completing education and obtaining work using the method of piecewise constant hazards.

### 2.2 Dissemination plan

The main product from this research was a formal report published on the LSAY website. This was accompanied by a media release (*Position vacant: study fast-tracks women into jobs* 29 June 2011). The work was also presented at No Frills 2011.

The scope of dissemination activities was limited by contractual requirements.

## 2.3 Main findings

The researchers found that level of education was a key factor in determining the speed at which young people find work after completing their level of education. Those who complete Year 12 or post-school qualifications find any job more quickly than those who leave school early. Those with post-school qualifications find full-time permanent employment more quickly than those with Year 12 alone. However, the type of post-school qualification - university or VET - did not change the speed. Overall, education had a much greater influence on the time to find employment for females than for males.

## 3. Analysis of indicators

### 3.1 Knowledge production

*Citations (as at 31 March 2012)*

#### Reports

- Australian Education Union 2011 Submission to the Productivity Commission Study Schools Education and Training Workforce, Productivity Commission, Melbourne
- Gavrielatos A & Hopgood S 2011 Australian Education Union submission to the Productivity Commission Study Schools Education and Training Workforce, Productivity Commission, Melbourne
- NCVET 2012 Research messages 2011, NCVET, Adelaide

#### Parliamentary database

- Bills - Social Security Legislation Amendment (Family Participation Measures) Bill 2011 - Second Reading - House of Reps Hansard - 23 November 2011
- Evans, Sen Chris 2011 *Research confirms a good education is the key to getting a job*, Parliamentary Media Release, Minister for Tertiary Education, Skills, Jobs and Workplace

#### Other

- None identified.

#### Media citations

Date	Headline	Media Outlet	Media Source
1-Sep-11	From education to employment: how long does it take?	PICMM Newsletter	Online
9-Aug-11	From education to employment: how long does it take?	South Australian Policy Online	Online
1-Aug-11	Which paths work for which young people	AAIR e-Newsletter	Online
28-Jul-11	From education to employment: how long does it take?	Workforce Info	Online
9-Jul-11	Degrees a boost	Weekend Australian	Press
6-Jul-11	Research confirms a good education is the key to getting a job	Wangaratta Chronicle	Press
4-Jul-11	Paper qualifications fast-track women into jobs	TDA Newsletter	Online

2-Jul-11	Poorer job prospects	Canberra Times	Press
30-Jun-11	Degrees hold key for jobs	Advertiser	Press
30-Jun-11	Creating very angry boys	The Australian	Online
29-Jun-11	From education to employment: how long does it take?	Australian Clearinghouse for Youth Studies	Online
29-Jun-11	News alert	Triple J	Radio
29-Jun-11	Research confirms a good education is the key to getting a job	The Hon Christopher Evans	Online
29-Jun-11	From education to employment: how long does it take?	Community Net	Online

**Table 5: Summary of citations case study 5**

Citation type	Number
Journal articles	-
Reports	3
Conference papers	-
Parliamentary database	2
Other	-
Media	14
<b>Total</b>	<b>19</b>

### 3.2 Capacity building

The project introduced the research team to the LSAY data set - they had not used it before and this project gave them insight into how the data was set up. It is now one of the data sets they will consider for answering research questions in the future. For example, the research team has recently completed a project for DEEWR using LSAY.

The project also led to improvements in the research team's internal process of managing research projects, particularly around budgets and timeframes.

### 3.3 Informing policy

No evidence available from the researcher interview.

### 3.4 Informing practice

No evidence available from the researcher interview. The principal researcher was of the opinion that given the topic, it was unlikely to have impact directly on practice, unless indirectly through policy.

## 4. Overall observations

The principal researcher was of the opinion that it is very important to keep policy people engaged in the research, in order for it to have an impact. He saw the way NCVET promotes research to government forums as important, although he also saw a role for the research team to keep ties themselves with policy people.

# Case study 6: Returns from education: an occupational status approach

Full citation: Lee, J 2010 Returns from education: an occupational status approach, NCVER, Adelaide.

This case study is based on documentary analysis of project files, publications and other outputs from the project, citation analysis and interviews with key informants.

## Key informants

The key informants identified for this case study were:

### *Researchers*

- The principal researcher.

### *End-users*

- See end-user interviews

## 1. The research purpose

The purpose of the research was to take an alternative approach to measuring returns from education than the commonly-used earnings, as earnings for young people may be a poor indicator of the longer-term returns from various education choices. Instead, this research looks at the status or prestige of the occupations in which young people find themselves.

This research was funded through the LSAY RIEF fellowship scheme.

## 2. Project details

### 2.1 Methodology

This study used data from the Y95 LSAY cohort. Occupational prestige was measured using the ANU3 scale, and educational attainment was measured as the highest qualification attained each year. The research used a multilevel quadratic growth model to examine the change in young people's occupational prestige over 11 waves of the LSAY data.

### 2.2 Dissemination plan

The main product from this research was a formal report published on the LSAY website. The scope of dissemination activities was limited by contractual requirements.

## 2.3 Main findings

The research found that the gaps in occupational prestige among young people with different educational attainment become larger as time passes. At age 21, females tended to have higher occupational prestige than males, particularly among those who did not complete Year 12. The educational attainment and occupational status of young people's parents continued to influence young people's occupational prestige above and beyond the influence of their own educational attainment.

## 3. Analysis of indicators

### 3.1 Knowledge production

*Citations (as at 31 March 2012)*

#### Reports

- Gambin, L, Hasluck, C, Hogarth, T, Ryan, P & Elias, P 2011, *Options study for the long-term evaluation of apprenticeships*, BIS research paper no. 56, Department for Business, Innovation and Skills, London
- National Centre for Vocational Education Research 2011, *Research messages 2010*, NCVER, Adelaide

#### Other

- As at February 2012 the researcher was in the process of developing an article to submit to a journal based on this project.
- Lee, J, 2010, 'An experience of conducting social science research using LSAY95', presented at ACSPRI Social Science Methodology Conference 2010, University of Sydney, Australia.
- Lee, J, 2010, 'Returns to educational investment: Occupational growth of young people.', presented at Joint World Conference on Social Work & Social development: The Agenda, Hong Kong, 10 - 14 June 2010

#### Media citations

Date	Headline	Media Outlet	Media Source
25-Jan-11	Returns from education: An occupational status approach	Workforce Inf	Online
22-Jan-11	Excel with Byron college	Northern Star	Press
22-Jan-11	Degrees of success	Advertiser	Press
19-Jan-11	Add another level for occupational prestige	The Australian	Online
18-Jan-11	Byron College	Byron Shire Echo	Press
13-Jan-11	Excel with Byron college	Byron Shire News	Press

**Table 6: Summary of citations case study 6**

Citation type	Number
Journal articles	-
Reports	2
Conference papers	-
Parliamentary database	-
Other	3
Media	6
<b>Total</b>	<b>11</b>

### 3.2 Capacity building

The researcher works in a predominately qualitative research environment, so the fellowship gave her an opportunity she does not usually get to discuss method and data with NCVER researchers.

The project has helped to generate subsequent research for the researcher, who is currently working on expanding the research to compare occupational status with income. In the future the researcher also plans to write an article on gender differences, and would also like to explore inequalities - whether some benefit more than others from education, and also equalities of access to education.

### 3.3 Informing policy

No evidence available from the researcher interview.

### 3.4 Informing practice

No evidence available from the researcher interview.

## 4. Overall observations

The researcher felt that while this project by itself was unlikely to have much impact, an accumulated body of work might have more opportunity, and that is what she is working towards at the moment. She also noted that impact relates to both the quality of the research and its accessibility; one will not be sufficient without the other.

# End-user interviews

## Key informants

Eight interviews were undertaken with end-users of the research, see table 7. In addition two interviews were conducted with NCVET staff responsible for management of the LSAY program. Interviews were conducted between January and March 2012.

The results are presented in table 8.

**Table 7: End-user informants**

Ref	Organisation	Link to LSAY RIEF program
1	Department of Education, Employment and Workplace Relations	Suggested by researcher (Fitzpatrick) - contacted them about paper.
2	Social Policy Evaluation and Research Centre, ANU (contact now at University of Victoria, Canada)	LSAY research priorities consultations; LSAY policy forum registrant
3	Trade Training Centre Project Manager, Polytechnic Tasmania	LSAY research priorities consultations; LSAY policy forum registrant
4	Outcomes and Evaluation Division, Department of Education and Early Childhood Development	Melbourne workshop attendee; LSAY policy forum registrant
5	Polytechnic West	LSAY research priorities consultations; LSAY policy forum registrant
6	CareerLink; VETNetwork	Suggested by researcher (Dockery) - contact from VETnetwork and Career Development Association, who invited him to speak; also LSAY research priorities consultations
7	Highlands Local Learning and Employment Network	LSAY policy forum registrant, targeted in RIEF release - Careers Advisors
8	North Central Local Learning and Employment Network	LSAY policy forum registrant, targeted in RIEF release - Careers Advisors
	National Centre for Vocational Education Research	Overall management of the LSAY program
	National Centre for Vocational Education Research	Project manager of the LSAY RIEF program

**Table 8: End-user responses**

End-user reference							
1	2	3	4	5	6	7	8
<b>Introduction</b>							
Could you tell me how you are familiar with the LSAY RIEF? Did you attend the forum/workshops? Are you aware of any of the research projects?							
Has been involved with LSAY for over 10 years. Still keeps track of all LSAY reports published by NCVER, reading at least the executive summaries, and tries to make use of the findings in papers. Familiar with all the RIEF reports, but particularly with Fitzpatrick et al.	Mostly through working with the data. No longer uses LSAY since moving to Canada to take up a postdoctoral position, but commented that it had a profound impact on their career development and got them into their current position. It is a wonderful resource, and would look to use it again in the future. In terms of the RIEF, attended the LSAY policy forum.	Attended the forum.	Attended the policy forum and data workshop, but this was some time ago.	Attended the policy forum. Not aware of research projects.	Familiar with Mike Dockery's paper, Education and Happiness.	Attended the forum and then engaged with the research, but this was some time ago.	Was referred to the research from others in similar positions. It provides a useful underpinning to the work of the LLEN. Approximately five to six years ago the LSAY research reports were discussed quite specifically within the LLEN communities. As the structures of the network have changed over the years this shared 'statewide' debate is not happening, although it still happens amongst more localised groups.

1	2	3	4	5	6	7	8
How did you become aware of the events/research?							
As above.	Supervisor suggested attending. Had just completed a PhD and was interested in learning new things about youth transitions. When asked what they hoped to get out of the forum - wanted to hear about research, and see some of the faces behind the names on the research.	Signed up to the NCVET e-mail alerts and newsletters so probably through that. Had just taken on a role in youth transitions for the Tasmanian Polytechnic so thought it was a good idea to attend. Hoped to hear up-to-date information and research findings around youth transitions, and to gain something that would help to inform strategies and policies to support transitions.	Was working in a policy area on youth transitions, and they were looking at a series of LSAY reports, so presumes they saw something about the events while doing that. They decided to attend because they saw it as important to keep up with the 'back end' of LSAY.  In terms of what they wanted to get out of the events - they expected the forum to give them more in depth explanations of some of the research findings they had been looking at, expose them to a range of different research and give them the opportunity to ask questions.	Suspects it was probably through e-mail notifications from NCVET –attended as it was to do with youth. They are involved in delivering VET for schools, so they were looking for insights around that, eg ways to change delivery styles or what they offer to better suit what young people of this generation are looking for.	Always looking out for research that validates the importance of VET for young people – Dockery's paper was good in this regard. Subscribed to NCVET news, and scans that looking for research that's relevant to what they do, so would have found the paper that way.	Became aware of the forum from an email alert through the Council for Multicultural Youth. Engaged with the forum before the research.	As a subscriber to the email alerts. Attended a workshop/forum in Melbourne (around late 2009) with two of the LLEN board members. Also aware of the LSAY research reports as a subscriber to the email alerts. Has read several of the RIEF reports but could not say that they were part of that specific stream.

1	2	3	4	5	6	7	8
In what capacity have you used this research/ knowledge gained from events?							
Made use of Fitzpatrick et al in preparing a paper for an APEC human resource development forum held in Japan. The focus of the forum was disadvantaged young people, and what various countries do to address this. For the beginning of the Australia paper, they wanted to set the scene about how young people make the transition from education to work, so they included the results about the length of the transition, as well as drawing on other LSAY reports and sources.	The forum gave them a good idea of the different sorts of research questions you can frame around this area and the sort of data that can be used. In terms of using knowledge gained around educational transitions that she saw at the forum, they still use that now.	They gained a better understanding of the barriers facing young people to stay in education or make the transition to work. Although Tasmania faces a slightly different context to the mainland states, the findings were mostly still quite relevant.	Remembers the events as quite good, 'not a complete waste of time'. While they weren't exactly what they were after, they didn't expect them to be as there were a wide range of people attending, so no one size fits all approach was going to satisfy everyone perfectly. Have probably made use of knowledge gained from the events indirectly, but that it was a while ago now and it was more relevant to the job then than to their current job.	Didn't get what they wanted from the event. Found a lot of the research was too dated to be useful, especially given big changes in policy etc around the VET in Schools area in recent years. Research needs to be timely – eg get the data at the start of the year, finish by July and have it published well before end of year. They did note that the liaising / networking wasn't a bad PR exercise though.	They promoted the research findings to the principals and deputy principals of the schools they work with. They also organised for the researcher (Dockery) to speak at a VETnetwork PD event. This event was attended by 40 participants from TAFEs, government schools, the Department of Education, the Catholic Education Office and group training organisations, coming from both metropolitan and regional areas.	Building networks and connections has been important, particularly as the LLEN moved into new space, for example dealing with CALD groups. While they have not used the LSAY data or research directly it has provided a broad base and context for the work they do with young people.	To give them ongoing evidence and knowledge about research findings, that can be applied locally. It is important for them to have a strong evidence base arising from the broader research, which can also be applied to the local and regional level. This brings credibility – both to say that it's not a local idea but also to help them question: if things are not happening locally what does this mean? What are they doing well or better compared to the research evidence? What are they not doing so well compared to the research evidence?

1	2	3	4	5	6	7	8
Have you had any involvement with the researcher/researchers/NCVER over this or subsequent work?							
Yes, the authors, to get some clarification around aspects of the findings. In terms of subsequent work, while there is some more that could be done in this area, he has not taken any steps to move it along further. He might do so in the future.	No direct involvement. They did help prepare a paper that was presented by a colleague at No Frills 2011, but there wasn't any link to LSAY or the forum.	Sponsored an employee to take part in the NCVER Community of Practice program (further details below).	No, just hear things referenced, papers get sent around the office.	Attended another event last year in Adelaide that was school-focused (*not clear who was running this event). Again had issues with the relevance of the research – they were talking about the new national curriculum but it's not actually available yet (ie this time the research was ahead of itself).	Yes in terms of organising the above-mentioned presentation but otherwise no. They commented that Dockery was a very approachable person, and that he gave a presentation that was well suited to a very diverse audience – for example he presented the data in an accessible manner using graphs and that sort of thing rather than getting too technical.	Not NCVER or LSAY specifically, but they have been involved with other research projects.	No, apart from the forum; where they were able to ask questions of the researcher in that capacity.

Dissemination							
Are you aware of any, or have you developed any, publications from the research/events such as reports, journal articles, articles in newsletters, media releases? Please give details. Have you attended any presentations on this research? (exclude if only events)							
Out of the RIEF publications, just the above-mentioned APEC paper using Fitzpatrick et al. They noted that the other reports were interesting nonetheless, and helped to form background knowledge that might inform future work.	No	Aware of publications coming out but didn't develop any herself. The Community of Practice paper indirectly came out of the event in that the event made them realise that it would be useful to have some Tasmanian-specific research on youth transitions.	They have referenced things from LSAY reports in policy documents.	No. Although they would have relayed to their team some interesting findings, but could not recall specifically what this would have been.	They probably wrote a summary of the research for a VETnetwork newsletter. They also arranged a separate presentation from an NCVER staff member.	No – they have not developed anything specifically. It is more a case of passing on the information – drawing other people's attention to it.	Yes, they have referenced the research in a report to their Board or other stakeholder groups.

1	2	3	4	5	6	7	8
What dissemination strategies do you think are particularly useful in raising awareness/or leading to use of the research findings? What about leading to use of data sources such as LSAY?							
<p>Presentations are good for people within DEEWR, as well as other state government departments.</p> <p>Short two-pager summaries could be circulated, that are very focused on one particular finding, so that information can be absorbed in little bites. This could be done by NCVER, or could also be done by the LSAY team within DEEWR for other colleagues in the department.</p> <p>In general, keep reminding people that LSAY can do these things across various forums that DEEWR &amp; NCVER might be present at.</p> <p>In terms of LSAY as a data source, outlook conferences such as HILDA does can help to bring it to the notice of more people, especially as such conferences get attention in the press as well.</p>	<p>To reach an academic audience, the research findings need to be published.</p> <p>Policy events are good as lots of people who are not academic researchers come along. They also mentioned media releases.</p> <p>In terms of promotion, LSAY is a very rich data source, and they were surprised that more people from their field, developmental psychology, didn't use it – they felt it was more used by researchers with an economics or social policy background.</p> <p>Suspects that psychologists may not know it is there. They suggested targeting societies like the Australian Psychological Society and early career researchers searching for resources to help them explore their research questions.</p>	<p>The updates via e-mail are really good, particularly the executive summaries/about the research of reports, but also in just giving you a list of what's new out there.</p> <p>The website is useful.</p> <p>Events are good as they expose you to things you wouldn't have gone looking for yourself.</p>	<p>Mostly finds out about research reports through word of mouth. She thought that e-mail distribution lists, the ability to set up alerts on websites etc were good as they make it easy for people to then forward on reports they think might be relevant to other colleagues.</p> <p>In terms of promoting LSAY as a data source, they were surprised at the idea that researchers might not know about LSAY. They thought the best approach was to contact universities, and more specifically research institutes within universities aligned to topics that LSAY might be relevant to, or to similarly approach professional groups. From a government department perspective, she said you could similarly target research areas within govt depts.</p>	<p>The research should be really easy to access. Having to log in to a website is off-putting. Similarly, with the use of data sources they felt that making it user-friendly was the key.</p>	<p>Presentations are perfect, although not as many people attended as had hoped – costs, and for teaching staff in particular the ability to find time around their teaching demands, probably limited that.</p> <p>E-mails are great but suspects many people get busy and don't read them.</p> <p>In terms of LSAY as a data source, they felt that workshops that allow people to work through and learn how to use it were the best way to go – she suggested organising these through networks like CDAA and VETnetwork. The people in these networks (careers advisers and the like) need to be jacks of all trades – they're not strong data people for the most part but it is useful to know a little bit.</p>	<p>The way it is done currently with email alerts and a link to the publication is the most useful.</p> <p>It might be useful to include a small executive summary in the email alert – sometimes the title of the research does not give a clear or accurate insight into the nature of the research and its relevance.</p>	<p>People are time poor and bombarded with so many things. Alerts are the main strategies that work well:</p> <p>The e-mail alert works – it provides the name of the publication and about three sentences in relation to the research which is really good – you can then fairly quickly sift out what is relevant.</p> <p>Executive Officers of the LLEN's have their own networks – and it could also be good if the research alerts appear on their notice boards as a value added activity (for example the Youth Affairs Council of Victoria), along the lines of "Have you seen ....."</p>

1	2	3	4	5	6	7	8
Are you aware of any other outputs from this research project/event e.g. websites, good practice guides etc?							
No	Just the reports coming out based on the presentations at the forum.	-	No.	No	No	-	Not particularly – just the publications.

Capacity building / informing future research							
Are you aware of the research/event having had any staff development or other educational benefits?							
The authors are now much more aware of LSAY than they were before; they have learnt what can be done with it so may do more in the future.	As mentioned above, the forum gave them an exposure to a range of approaches to conceptualising research into youth transitions, and some interdisciplinary perspectives. The forum also led her to meet people who work with the LSAY data, so she made some connections with people she could go to for help with data issues.	Yes – they came back and shared the findings with the senior management group.  They also encouraged someone from their area to apply for the CoP scholarship, which had development benefits in terms of research skills.	The forum did give a bit of an idea about how people use what's in LSAY – The workshop was only of indirect benefit.	No	The outcomes of research were surprising, so in that sense people learnt something new from hearing about them.	There has been an increase in knowledge generally. They do download most publications and while they are not read cover to cover, they are flicked through and relevant information passed on to others in the LLEN or broader stakeholders.	Yes, particularly for staff who have come to the LLEN from other sectors such as the school sector. It has supported the professional development of staff, and many now subscribe to the email alerts in their own right.

1	2	3	4	5	6	7	8
Have there been any benefits in terms of developing networks or partnerships?							
The researchers would have built relationships with NCVER staff.	Only informal contacts, especially as it's no longer part of her work. But, if they had stayed in Australia maybe something more formal might have sprung up.	No – talked to people at the forum but didn't follow any up, but they have since moved out of the youth transitions area.	There could have been, but that they didn't really approach anyone as it was only a short-term unit. They would have tried to build connections with others if it was ongoing.	No	Yes, a wide group of people that would not regularly come together attended the presentation and had opportunities to network.	No, probably not.	Yes, it has definitely provided useful discussion material amongst the networks and in building partnerships. For example, as part of their role on the Principals board for the region they would champion the research amongst other networks, particularly highlighting the relevance of the research – almost acting as a 'sieve for certain markets'. More specifically post-school outcomes are written into the KPI's of school principals in Victoria, so the research on low performers and trying to raise outcomes was useful for them.
Did the research/event lead you to make use of LSAY data or other LSAY products (research, briefing papers, cohort reports)							
Was already making heavy use of LSAY.	Was already using the data and other products.	Yes –wasn't very aware of LSAY beforehand, except that her daughter was in one of the cohorts. But since the event she has accessed research reports on the website and used the cohort reports. She still gets e-mails about new reports as they come through.	It made them aware of some of the sorts of things out there, but she had already been using the LSAY reports.	They would have investigated to see if any of it was applicable but can't recall using anything.	Was already making use of LSAY research. Where the findings are of use, they table the research at quarterly meetings she holds with schools.	Yes, to provide a broad context for the issues the LLEN deals with.	They have definitely used the briefing papers, and find it particularly useful when somebody else has done the 'summarising' for them. It is always a case of wishing there was more time to delve deeply into the research but this is not always possible.

1	2	3	4	5	6	7	8
Have you been interested or able to develop further research based on this research/event?							
There is further scope in Fitzpatrick et al's work but they have not yet done anything with it.	The forum raised a lot of interesting ideas, but at this stage they are not in a position to really do their own thing. In the long term future though they may revisit the area.	As mentioned above, the forum inspired an interest in conducting some Tasmania-specific research on youth transitions.	No – it wasn't appropriate to their role.	No	They would be interested in looking further at the benefits of workplace learning, rather than just certificates – very little credit tends to be given to it in WA.	No. While the LLEN may be a partner in some projects that include a research component, they have not specifically developed further research themselves.	-

Informing policy							
Do you think that this research/event has led to better information by which to inform or influence policy?							
In regards to Fitzpatrick et al, the key result was very useful. It was not really a new finding, but it strengthens what we already know about the benefits of Year 12 and strengthens the case for ensuring young people do get those qualifications. It was also an interesting finding that there was not much difference between the different post-school qualifications, and helps us to 'sell' VET as being a good option.	Couldn't comment on this as it was not their area. Although they felt the forum was accessible to people from a policy background.	Yes, particularly the focus on rural and remote education. It informed their policies around this area.	They included notations on LSAY in the policy framework they were developing around youth transitions at the time. LSAY research definitely gets used in the youth transitions area, as it's the only cohort / longitudinal study available in this area.  They did however note that the forum itself couldn't directly influence policy as they needed to wait for the published reports so they could reference it.	No.	Yes. It (happiness) was a new concept for participants at the event, a different view that was not thought about, a different, less tangible outcome of education. It concurs with things some of the VET students say about being luckier than the 'ATAR' students, getting to learn things that are relevant to work.	Not specifically, at least not any evidence to show a direct link.	Probably, or broadly speaking, yes. Especially as the LLEN's are moving into this space at a statewide level over the last 12 months. It is a case of 'the more informed you are about the issues then the better you can influence a policy discussion'. So rather than being able to provide specific examples it is more about the underpinning knowledge gained from the research that you can take to the policy debate.



1	2	3	4	5	6	7	8
<b>Informing practice</b>							
Are you aware of the research/event having influence in informing practice in any way? If so, what kind of influence? What was the main medium of influence?							
Not directly – it's difficult to know. They understand that LSAY briefing papers are sent to schools and get circulated to careers advisors in secondary schools. However again this is more for information to have in the back of the mind when advising students, rather than directly affecting practice.	Not aware of anything.	Yes. It informed the way they set up partnerships between training providers and regional schools. The research also had practical implications for supporting students and for how they set up vocational education in schools.	Not really – not the area they work in any more.	No	It might occur, and hopes it does, but doesn't know for sure. They report on research findings to teachers etc, but it tends to be one-way communication, they don't report back.	In a broad sense, yes. For example, when data comes out that talks about a 'decline in apprenticeships', it captures their attention because they are working in that space. However – it takes time for the data and research to come out – while it is interesting it is a bit late, and they are of the view that 'we are already aware of that and are taking measures to address it'.	Yes, the Youth Partnerships Initiative ( <a href="http://www.education.vic.gov.au/sensecyouth/youthpartnerships/default.htm">http://www.education.vic.gov.au/sensecyouth/youthpartnerships/default.htm</a> accessed March 2012). The North Central LLEN is one of eight trial sites in this project. They used one of the research briefing papers about youth vulnerability to underpin the development of the project. In particular it was used to help with the 'definition' of vulnerability, in addition to looking at other references. The LSAY research was used to inform specific project development – and this will be referenced in project evaluations and outcomes. They are aware generally of the LSAY work being referenced in numerous publications, for example those coming out of the Youth Affairs Council of Victoria and other VET publications.



1	2	3	4	5	6	7	8
<b>General</b>							
Do you think that the research/event is continuing to make an impact now? Into the future? If so, how?							
Yes, as it provides a sort of knowledge base. The LSAY RIEF work provides a solid base of information that people will delve into and keep using – it will continue to be relevant.	Yes, as the some of the work presented at the forum was only in developmental stages then, and is just now coming to fruition.	Yes, the research is still relevant, and they are still drawing on its findings now.	No longer works in that area.	No	Yes, the findings are of enduring relevance.	Yes, absolutely.	Yes. We are dealing with constant change so it is important to update and review various types of influences.
Have there been any other impacts of the research/event not covered by the previous questions? Do you have any opinions on how to increase the impact of a source of data such as LSAY? Do you have any other opinions on research impact in a more broad sense?							
-	-	The key is identifying groups of people who do not seem to be making as much use of it as they could and targeting those groups specifically. They thought a great strategy was to have a presence at things (events) where you'll access a different group of people to who would normally see LSAY stuff. It's important for research to be condensed to something in plain English, accessible to a broad range of people, and focusing on practical outcomes.	What was most important was whether the research answers the question that policy people are trying to answer at the time – ie is the topic relevant/timely more so than how it is disseminated.	For research to have the best impact, it needs to be more timely and published more quickly as it dates rapidly. It often takes too long, and policy can change within that time frame.	They read the e-mail to see if it seems relevant, and if so they read the executive summary – they emphasised these were very important – and then they summarise the reports again for the teachers and pass this information on. They in fact play a key role in increasing research impact, by filtering and helping to tailor findings to increase their relevance and accessibility to a particular audience.	Reminder email updates around the data sources and current research – what is about to be released – might be useful. It would serve as a highlight of what data can be accessed, and could be extended to pointers on 'how' the data and research can be used – a self-promotional email rather than just alerts to the latest published research.	Yes. The North Central LLEN is doing interesting work around the data for their LLEN and comparing it to national data. This is a useful way to question the improvements that have been made or to celebrate their successes. Given the amount of information available they want to see things "quickly" and "visually". It would be good for NCVER to consider taking survey results and embedding them in a visual / graphical representation to allow for easier comparisons.

# Google Analytics

## About Google Analytics

Google Analytics is a free web analytics tool that collects and analyses usage statistics on the NCVER and LSAY websites. It tracks how visitors interact with the websites, including where they come from, how many visit the websites, who they are (user groups), how long they spend on the website, what pages they visit, etc. Reports obtained from Google Analytics are then used to help improve the NCVER and LSAY websites.

## Data caveat

The ability of Google Analytics to report on users downloading NCVER restricted content (e.g. numbers of downloads for PDFs, Excel tables etc) between 1 July and 29 August 2011 was adversely impacted by unrelated programming changes made to the NCVER website. However, whilst this activity was not being recorded, all indications are that users were still able to freely download NCVER restricted content without any problems. There is no indication this issue affected the ability of Google Analytics to report on user activity within the LSAY website therefore user activity with the RIEF projects should be fully reported. Google Analytics tracking of the LSAY website was implemented along with user registration on 22 July 2010. The only REIF publication this may have an affect on is *Education and happiness in the school-to-work transition* in that data reported for member group activity (page views and geographical location [country]) will only reflect that from 22 July 2010 and not publication release date (19 April 2010).

The detailed results of the Google Analytics evaluation on each of the six LSAY RIEF reports follow.

## Research impact - RIEF projects updated Google Analytics to 31 March 2012

**Title:** Education and happiness in the school-to-work transition

**Author:** Mike Dockery

**Publication date:** 19 April 2010

**Media Release:** Yes (mr\_38.html)

**Google Analytics reporting period:** 19 April 2010 to 31 March 2012

*Note: user registration was implemented on the NCVER & LSAY website 22 July 2010. This report was released prior to this date hence numbers by member groups viewing the PDF and Word of the report are less than the overall number of views e.g. 482 (PDF) and 128 (Word)*

Education and happiness in the school-to-work transition		Unique pageviews
<b>Publication summary page</b> (LSAY & NCVER websites)		<b>1592</b>
LSAY website <a href="http://www.lsay.edu.au/publications/2239.html">http://www.lsay.edu.au/publications/2239.html</a>		679
NCVER website <a href="http://www.ncver.edu.au/publications/2239.html">http://www.ncver.edu.au/publications/2239.html</a>		913
<b>PDF file</b> (LSAY & NCVER websites)		<b>482</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2239.pdf">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2239.pdf</a>		197
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2239.pdf">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2239.pdf</a>		285
<b>Word file</b> (LSAY & NCVER websites)		<b>128</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2239.doc">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2239.doc</a>		52
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2239.doc">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2239.doc</a>		76
<b>Media release</b> <a href="http://www.ncver.edu.au/newsevents/mediareleases/mr_38.html">http://www.ncver.edu.au/newsevents/mediareleases/mr_38.html</a>		<b>386</b>
<b>Segmented by member groups viewing PDF</b>		
Guest		77
Research organisation or university		69
Government		41
Other		33
Private or other non-TAFE training provider		13
School		13
TAFE institute or college		10
Industry		8
Media		3
Union		0
	<b>Total</b>	<b>267</b>
<b>Segmented by member groups viewing Word</b>		
Guest		24
Government		14
Research organisation or university		14
Other		8
School		7
TAFE institute or college		6
Private or other non-TAFE training provider		5
Industry		1
Media		0
Union		0
	<b>Total</b>	<b>79</b>

### Member groups by country

- Users accessing the publication were from 18 countries
- Most of the users were from Australia (92%)

Education and happiness in the school-to-work transition (PDF & Word files)													
Country	Member group											Total	% of total
	Guest	Govt	TAFE institute	Private provider	Research/ Uni	Industry	Other	School	Media	Union			
Total unique pageviews	105	25	15	17	102	6	45	18	1			334	
<b>Australia</b>	<b>96</b>	<b>24</b>	<b>15</b>	<b>17</b>	<b>90</b>	<b>6</b>	<b>42</b>	<b>15</b>	<b>1</b>			<b>306</b>	<b>92%</b>
Belarus					1							1	0.3%
Brazil								1				1	0.3%
Canada	5						1					6	1.5%
Chile					1							1	0.3%
China	1				1		1					3	0.6%
Ethiopia	1											1	0.3%
France					1							1	0.3%
Germany					1							1	0.3%
India							1					1	0.3%
Indonesia					1							1	0.3%
Mexico					1							1	0.3%
New Zealand		1										1	0.3%
Philippines					1							1	0.3%
Taiwan								1				1	0.3%
Thailand					2							2	0.6%
Trinidad and Tobago								1				1	0.3%
United Kingdom	2				2							4	0.9%

**Title:** Post-school education and labour force participation in Canada and Australia  
**Author:** Siobhan Austen & Fiona MacPhail  
**Publication date:** 21 September 2010  
**Media Release:** No  
**Google Analytics reporting period:** 21 September 2010 to 31 March 2012

Post-school education and labour force participation in Canada and Australia		Unique pageviews
<b>Publication summary page (LSAY &amp; NCVER websites)</b>		<b>730</b>
LSAY website <a href="http://www.lsay.edu.au/publications/2286.html">http://www.lsay.edu.au/publications/2286.html</a>		578
NCVER website <a href="http://www.ncver.edu.au/publications/2286.html">http://www.ncver.edu.au/publications/2286.html</a>		152
<b>PDF file (LSAY &amp; NCVER websites)</b>		<b>329</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2286.pdf">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2286.pdf</a>		275
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2286.pdf">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2286.pdf</a>		54
<b>Word file (LSAY &amp; NCVER websites)</b>		<b>79</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2286.docx">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2286.docx</a>		58
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2286.docx">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2286.docx</a>		21
<b>Segmented by member groups viewing PDF</b>	Guest	148
	Research organisation or university	60
	Government	52
	Other	30
	TAFE institute or college	11
	Private or other non-TAFE training provider	7
	School	6
	Industry	5
	Union	1
	Media	0
	<b>Total</b>	<b>320</b>
<b>Segmented by member groups viewing Word</b>	Guest	28
	Government	9
	TAFE institute or college	9
	Other	8
	School	6
	Research organisation or university	5
	Private or other non-TAFE training provider	2
	Industry	2
	Media	2
	Union	0
	<b>Total</b>	<b>71</b>

### Member groups by country

- Users accessing this report were from 22 countries
- About 83% of users were from Australia, followed by Canada (7%) and New Zealand (2%)

Post-school education and labour force participation in Canada and Australia (PDF & Word files)												
	Member group											
Country	Guest	Govt	TAFE institute	Private provider	Research/ Uni	Industry	Other	School	Media	Union	Total	
Total unique pageviews	181	58	20	9	85	7	38	7	2	1	408	% of total
<b>Australia</b>	145	49	18	9	64	7	35	5	2	1	<b>335</b>	<b>83%</b>
Brazil					1						1	0.3%
Canada	18	2			8			1			29	6.9%
Chile					2						2	0.5%
Columbia	1										1	0.3%
France					2						2	0.5%
Germany	2							1			3	0.7%
Indonesia					1						1	0.3%
Ireland	1										1	0.3%
Latvia	2										2	0.5%
Lithuania		1									1	0.3%
Malaysia		1									1	0.3%
New Zealand	3	3	2								8	2%
Pakistan	1										1	0.3%
Romania	1										1	0.3%
Singapore	3										3	0.7%
South Africa		1			2						3	0.7%
Taiwan	2										2	0.5%
Thailand					2						2	0.5%
United Kingdom	1				2		2				5	1.3%
United States	1	1					1				3	0.7%
Uruguay					1						1	0.3%

**Title:** Lost talent? The occupational ambitions and attainments of young Australians

**Author:** Joanne Sikora & Lawrence J Saha

**Publication date:** 12 January 2011

**Media Release:** Yes (mr\_75.html)

**Google Analytics reporting period:** 12 January 2011 to 31 March 2012

Lost talent? The occupational ambitions and attainments of young Australians		Unique pageviews
<b>Publication summary page</b> (LSAY & NCVER websites)		<b>1813</b>
LSAY website <a href="http://www.lsay.edu.au/publications/2313.html">http://www.lsay.edu.au/publications/2313.html</a>		1257
NCVER website <a href="http://www.ncver.edu.au/publications/2313.html">http://www.ncver.edu.au/publications/2313.html</a>		556
<b>PDF file</b> (LSAY & NCVER websites)		<b>608</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2313.pdf">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2313.pdf</a>		440
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2313.pdf">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2313.pdf</a>		168
<b>Word file</b> (LSAY & NCVER websites)		<b>198</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2313.doc">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2313.doc</a>		139
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2313.doc">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2313.doc</a>		59
<b>Media release</b> <a href="http://www.ncver.edu.au/newsevents/mediareleases/mr_75.html">http://www.ncver.edu.au/newsevents/mediareleases/mr_75.html</a> 'Against the odds...' mentioned in this media release with a link to its publication summary page included.		<b>752</b>
<b>Segmented by member groups viewing PDF</b>	Guest	283
	Government	80
	Research organisation or university	77
	Other	50
	School	23
	Private or other non-TAFE training provider	21
	TAFE institute or college	17
	Industry	12
	Media	2
	Union	1
	<b>Total</b>	<b>566</b>
<b>Segmented by member groups viewing Word</b>	Guest	102
	Government	28
	Other	18
	Research organisation or university	16
	School	14
	TAFE institute or college	9
	Private or other non-TAFE training provider	6
	Industry	5
	Media	0
	Union	0
	<b>Total</b>	<b>198</b>

### Member groups by country

- Users accessing this report were from 28 countries
- 92% of users were from Australia

Lost talent? The occupational ambitions and attainments of young Australians (PDF & Word files)												
Country	Member group											
	Guest	Govt	TAFE institute	Private provider	Research/ Uni	Industry	Other	School	Media	Union	Total	
Total unique pageviews	384	108	26	28	93	17	68	30	2	1	757	% of total
<b>Australia</b>	<b>344</b>	<b>104</b>	<b>23</b>	<b>26</b>	<b>82</b>	<b>17</b>	<b>68</b>	<b>29</b>	<b>2</b>		<b>695</b>	<b>92%</b>
Albania	1										1	0.1%
Belarus	1										1	0.1%
Brazil					1						1	0.1%
Cambodia	1										1	0.1%
Canada	2										2	0.3%
China	1										1	0.1%
Costa Rica	1										1	0.1%
France					1						1	0.1%
Germany	1				1			1			3	0.4%
Greece	1	1									2	0.3%
Hong Kong	2				1						3	0.4%
Indonesia					1						1	0.1%
Italy	1				1						2	0.3%
Luxembourg	2										2	0.3%
Malaysia	2										2	0.3%
Mauritius	1										1	0.1%
Montenegro	2										2	0.3%
New Zealand	8		2							1	11	1.5%
Poland					1						1	0.1%
Puerto Rico		1									1	0.1%
Singapore	3	2	1								6	0.8%
Spain				1							1	0.1%
Sri Lanka	1										1	0.1%
Thailand					2						2	0.3%
Trinidad & Tobago	1										1	0.1%
United Kingdom	6			1	1						8	1.1%
United States	2				1						3	0.4%

**Title:** Against the odds: influences on the post-school success of 'low performers'.  
**Author:** Sue Thomson & Kylie Hillman  
**Publication date:** 21 September 2010  
**Media Release:** *Not officially - referenced in 'Lost talent' media release on 12 January 2011*  
**Google Analytics reporting period:** 21 September 2010 to 31 March 2012

<b>Against the odds: influences on the post-school success of 'low performers'</b>		<b>Unique pageviews</b>
<b>Publication summary page (LSAY &amp; NCVER websites)</b>		<b>1882</b>
LSAY website <a href="http://www.lsay.edu.au/publications/2285.html">http://www.lsay.edu.au/publications/2285.html</a>		1353
NCVER website <a href="http://www.ncver.edu.au/publications/2285.html">http://www.ncver.edu.au/publications/2285.html</a>		529
<b>PDF file (LSAY &amp; NCVER websites)</b>		<b>659</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2285.pdf">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2285.pdf</a>		480
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2285.pdf">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2285.pdf</a>		179
<b>Word file (LSAY &amp; NCVER websites)</b>		<b>186</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2285.doc">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2285.doc</a>		131
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2285.doc">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2285.doc</a>		55
<b>Segmented by member groups viewing</b>	Guest	317
	Government	88
	Research organisation or university	69
	Other	63
	TAFE institute or college	28
	School	25
	Private or other non-TAFE training provider	17
	Media	12
	Industry	6
	Union	0
	<b>Total</b>	<b>625</b>
<b>Segmented by member groups viewing</b>	Guest	101
	Research organisation or university	19
	Other	18
	Government	16
	School	15
	TAFE institute or college	6
	Private or other non-TAFE training provider	5
	Industry	2
	Media	2
	Union	0
	<b>Total</b>	<b>184</b>

### Member groups by country

- Users accessing this report were from 25 countries
- 91% of users were from Australia

Against the odds: influences on the post-school success of 'low performers' (PDF & Word files)												
	Member group											
Country	Guest	Govt	TAFE institute	Private provider	Research/ Uni	Industry	Other	School	Media	Union	Total	
Total unique pageviews	417	104	34	22	113	8	80	40	15		833	% of total
<b>Australia</b>	379	95	32	21	90	7	77	37	14		<b>752</b>	<b>91%</b>
Canada	2	1					1				4	0.5%
China		1									1	0.1%
Costa Rica	1										1	0.1%
France	2	1			1						4	0.5%
Germany	2				1						3	0.4%
India					1						1	0.1%
Indonesia					1						1	0.1%
Italy					2						2	0.3%
Japan	1				1						2	0.3%
Luxembourg	2				1						3	0.4%
Malaysia		1									1	0.1%
Mexico	1										1	0.1%
New Zealand	8	3	2	1	4	1	2	1			22	2.3%
Pakistan	1										1	0.1%
Portugal	2				2						4	0.5%
Samoa		1									1	0.1%
South Africa	3				1						4	0.5%
Spain	1				1						2	0.3%
Sweden								1			1	0.1%
Switzerland	2				1						3	0.4%
Thailand					3						3	0.4%
United Arab Emirates	1										1	0.1%
United Kingdom	4				1			1	1		7	0.9%
United States	5	1			2						8	1%

**Title:** From education to employment: how long does it take?  
**Author:** Darcy Fitzpatrick, Laurence Lester, Kostas Mavromaras, Sue Richardson, Yan Sun  
**Publication date:** 29 June 2011  
**Media Release:** Yes (mr\_94.html)  
**Google Analytics reporting period:** 29 June 2011 to 31 March 2012

From education to employment: how long does it take?		Unique pageviews
<b>Publication summary page</b> (LSAY & NCVER websites)		<b>1434</b>
LSAY website <a href="http://www.lsay.edu.au/publications/2373.html">http://www.lsay.edu.au/publications/2373.html</a>		1283
NCVER website <a href="http://www.ncver.edu.au/publications/2373.html">http://www.ncver.edu.au/publications/2373.html</a>		151
<b>PDF file</b> (LSAY & NCVER websites)		<b>576</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2373.pdf">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2373.pdf</a>		521
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2373.pdf">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2373.pdf</a>		55
<b>Word file</b> (LSAY & NCVER websites)		<b>179</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2373.docx">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2373.docx</a>		156
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2373.docx">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2373.docx</a>		23
<b>Media release</b> <a href="http://www.ncver.edu.au/newsevents/mediareleases/mr_94.html">http://www.ncver.edu.au/newsevents/mediareleases/mr_94.html</a>		<b>361</b>
<b>Segmented by member groups viewing</b>	Guest	340
	Research organisation or university	56
	Government	54
	Other	32
	TAFE institute or college	18
	Private or other non-TAFE training provider	13
	Industry	10
	School	9
	Media	2
	Union	2
	<b>Total</b>	<b>536</b>
<b>Segmented by member groups viewing</b>	Guest	119
	Government	19
	Research organisation or university	9
	Other	9
	School	4
	TAFE institute or college	3
	Industry	2
	Media	2
	Private or other non-TAFE training provider	0
	Union	0
	<b>Total</b>	<b>167</b>

### Member groups by country

- Users accessing this report were from 33 countries
- 90% of users were from Australia

From education to employment: how long does it take? (PDF & Word files)													
Country	Member group											Total	% of total
	Guest	Govt	TAFE institute	Private provider	Research/ Uni	Industry	Other	School	Media	Union			
Total unique pageviews	459	73	21	13	66	12	41	13	4	2	704		
<b>Australia</b>	412	65	21	12	51	12	38	12	4	2	<b>629</b>	<b>90%</b>	
Albania	1										1	1.5%	
Bangladesh				1	1						2	0.3%	
Brazil					1						1	1.5%	
Cambodia		1									1	1.5%	
Canada	7										7	1.0%	
Chile	1										1	1.5%	
Germany	1										1	1.5%	
Greece	2										2	0.3%	
India	2										2	0.3%	
Indonesia	2				1						3	0.4%	
Iran					1						1	1.5%	
Italy	1										1	1.5%	
Jamaica		1									1	1.5%	
Japan					1						1	1.5%	
Jordan	2										2	0.3%	
Kazakhstan	1										1	1.5%	
Kenya	1										1	1.5%	
Laos		1									1	1.5%	
Malaysia	3										3	0.4%	
Montenegro	1										1	1.5%	
Morocco		1									1	1.5%	
New Zealand	7	2			2			1			12	1.5%	
Samoa		1									1	1.5%	
Serbia	1										1	1.5%	
Singapore	2										2	0.3%	
South Africa	3						1				4	0.6%	

Continued over page

**From education to employment: how long does it take? (PDF & Word files) continued**

Country	Member group											Total	
	Guest	Govt	TAFE institute	Private provider	Research/ Uni	Industry	Other	School	Media	Union			
South Korea	2				2							4	0.6%
Thailand					1							1	1.5%
United Arab Emirates					1							1	1.5%
United Kingdom	6	1			1		2					10	1.4%
United States					2							2	0.3%
Vietnam	1				1							2	0.3%

**Title:** Returns from education: an occupational status approach

**Author:** Jung-Sook Lee

**Publication date:** 16 December 2010

**Media Release:** No

**Google Analytics reporting period:** 16 December 2010 to 31 March 2012

Returns from education: an occupational status approach		Unique pageviews
<b>Publication summary page (LSAY &amp; NCVER websites)</b>		<b>515</b>
LSAY website <a href="http://www.lsay.edu.au/publications/2314.html">http://www.lsay.edu.au/publications/2314.html</a>		405
NCVER website <a href="http://www.ncver.edu.au/publications/2314.html">http://www.ncver.edu.au/publications/2314.html</a>		110
<b>PDF file (LSAY &amp; NCVER websites)</b>		<b>215</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2314.pdf">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2314.pdf</a>		173
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2314.pdf">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2314.pdf</a>		42
<b>Word file (LSAY &amp; NCVER websites)</b>		<b>51</b>
LSAY website <a href="http://www.lsay.edu.au/lsay_pubs/research/LSAY_2314.doc">http://www.lsay.edu.au/lsay_pubs/research/LSAY_2314.doc</a>		36
NCVER website <a href="http://www.ncver.edu.au/lsay_pubs/research/LSAY_2314.doc">http://www.ncver.edu.au/lsay_pubs/research/LSAY_2314.doc</a>		15
<b>Segmented by member groups viewing</b>	Guest	86
	Research organisation or university	41
	Government	32
	Other	18
	Industry	10
	TAFE institute or college	7
	School	6
	Private or other non-TAFE training provider	3
	Media	1
	Union	0
	<b>Total</b>	<b>204</b>
<b>Segmented by member groups viewing</b>	Guest	13
	School	10
	Government	8
	Research organisation or university	8
	Other	6
	Private or other non-TAFE training provider	3
	TAFE institute or college	2
	Industry	0
	Media	0
	Union	0
	<b>Total</b>	<b>50</b>

### Member groups by country

- Users accessing this report were from 24 countries
- 78% of users were from Australia

Returns from education: an occupational status approach (PDF & Word files)													
Country	Member group											Total	
	Guest	Govt	TAFE institute	Private provider	Research/ Uni	Industry	Other	School	Media	Union			
Total unique pageviews	99	41	10	6	49	13	24	16	1			259	% of total
<b>Australia</b>	73	30	10	3	35	13	23	12	1			<b>200</b>	<b>78%</b>
Brazil	1				2							3	1.2%
Cambodia		1										1	0.4%
Canada	6											6	2.4%
Chile					1							1	0.4%
China								2				2	0.8%
France					1							1	0.4%
Germany	3				1							4	1.5%
Hong Kong	1											1	0.4%
Indonesia					1							1	0.4%
Jamaica		1										1	0.4%
Jordan					1							1	0.4%
Lithuania		3										3	1.2%
Malaysia	1	2										3	1.2%
Netherlands	1				1							2	0.8%
New Zealand	2	2					1					5	2%
Puerto Rico		1										1	0.4%
Singapore	1	1			1							3	1.2%
South Africa	1			2								3	1.2%
Taiwan								1				1	0.4%
Thailand					2			1				3	1.2%
United Kingdom					3							3	1.2%
United States	9											9	3.5%
Uruguay				1								1	0.4%

# Questionnaires – semi-structured researcher and end-user interviews

## LSAY Research Innovation and Expansion Fund - Impact of Research

### Researcher questionnaire

#### *Introduction*

What was the purpose of the research and where was it aimed at? Were potential users involved in the design of the project? If so, please provide details.

#### *Knowledge production and contributions to literature*

What dissemination strategy was there for the research? For example,

- formal reports
- articles
- presentations
- media releases.

What primary publications resulted from this research project?

Were there any other publications, workshops or presentations as a result of the research?

Are you aware of whether the findings from the research have been featured anywhere in the media?

#### *Capacity building/informing future research*

Has the project helped to generate subsequent research

- by your research team?
- by others?

Have there been any benefits of the research in terms of attracting further research funding?

Has the research led to the development of networks or ongoing collaborations? For example, with

- people involved in the policy process
- people involved in the practical side of education, career development or youth transition
- other researchers
- funders of the research.

Are you aware of any promotions, secondments or any other benefits as a result of the research for researchers involved in the project?

#### *Informing policy*

Are you aware of your research having influence in informing policy in any way?

If so, what kind of influence? What was the main medium of influence? For example,

- formal reports
- briefing papers
- workshops and seminars
- media reports.

### *Informing practice*

Are you aware of your research having influence in informing practice in any way?

If so, what kind of influence? What was the main medium of influence? For example,

- formal reports
- briefing papers
- workshops and seminars
- media reports
- best practice guides.

### *Rating scale of impacts*

On a scale from 1 to 5 with 1 being of no importance to 5 being of great importance could you please rate how important each of the following are in facilitating the impact of your research.

Project reports and working papers	1	2	3	4	5
Seminars and conferences	1	2	3	4	5
Briefing papers	1	2	3	4	5
Media coverage	1	2	3	4	5
Academic publications	1	2	3	4	5
Discussions with policy makers	1	2	3	4	5
Other sources	1	2	3	4	5

### *Documentary sources*

Can you suggest any documentary sources which may provide evidence of research impact? Examples may include

- impacts on research e.g. citations, other research resulting from this research, acknowledgements
- impacts on policy e.g. policy papers, discussion papers, parliamentary papers and media
- impacts on practice e.g. good practice guides, systematic reviews, educational resources, newsletters.

### *Other comments*

Have there been any other impacts of the research not covered by the previous questions?

Do you have any other opinions on research impact in a more broad sense?

Can you supply us with details of any potential end users for this research?

## LSAY Research Innovation and Expansion Fund - Impact of Research

### End user questionnaire

#### *Introduction*

Could you tell me how you are familiar with the LSAY RIEF? Did you attend the forum/workshops? Are you aware of any of the research projects?

How did you become aware of the events/research?

In what capacity have you used this research/ knowledge gained from events?

Have you had any involvement with the researcher/researchers/NCVER over this or subsequent work?

#### *Dissemination*

Are you aware of any, or have you developed any, publications from the research/events such as reports, journal articles, articles in newsletters, media releases? Please give details.

Have you attended any presentations on this research? (exclude if only events)

What dissemination strategies do you think are particularly useful in raising awareness/or leading to use of the research findings? What about leading to use of data sources such as LSAY?

Are you aware of any other outputs from this research project/event e.g. websites, good practice guides etc?

#### *Capacity building/informing future research*

Are you aware of the research/event having had any staff development or other educational benefits?

Have there been any benefits in terms of developing networks or partnerships?

Did the research/event lead you to make use of LSAY data or other LSAY products (research, briefing papers, cohort reports)

Have you been interested or able to develop further research based on this research/event?

#### *Informing policy*

Do you think that this research/event has led to better information by which to inform or influence policy?

Have you used the results of this research/knowledge gained from the event in any way to inform policy? If so, please provide details.

Are you aware of the research/event leading to any changes in policy, or influencing government programs and initiatives?

Are you aware whether the research/event has resulted in more strategic targeting (in terms of policy) of future research?

Are you aware of any other policy outcomes from the research/event?

### *Informing practice*

Are you aware of the research/event having influence in informing practice in any way?  
If so, what kind of influence? What was the main medium of influence? Examples include

- good practice guides
- practitioner newsletters
- other educational materials.

Are you aware of whether the research has led to any improvements in education, career development or youth transitions practice?

### *Documentary sources*

Can you suggest any documentary sources which may provide evidence of impact? Example may include

- impacts on research e.g. citations, other research resulting from this research, acknowledgements
- impacts on policy e.g. policy papers, discussion papers, parliamentary papers and media
- impacts on practice e.g. good practice guides, systematic reviews, educational resources, newsletters.

### *Other*

On a scale from 1 to 5 with 1 being of no importance to 5 being of great importance could you please rate how important each of the following are in facilitating the impact of research.

Project reports and working papers	1	2	3	4	5
Seminars and conferences	1	2	3	4	5
Briefing papers	1	2	3	4	5
Media coverage	1	2	3	4	5
Academic publications	1	2	3	4	5
Discussions with policy makers	1	2	3	4	5
Other sources	1	2	3	4	5

Do you think that the research/event is continuing to make an impact now?  
Into the future? If so, how?

Have there been any other impacts of the research/event not covered by the previous questions?

Do you have any opinions on how to increase the impact of a source of data such as LSAY?

Do you have any other opinions on research impact in a more broad sense?