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Apprenticeships and vocations: assessing the impact of research on policy and practice — support document

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National Centre for Vocational Education Research

This document was produced by the author(s) based on their research for the report *Apprenticeships and vocations: assessing the impact of research on policy and practice*, and is an added resource for further information. The report is available on NCVER’s Portal: <<http://www.ncver.edu.au>>.

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This document should be attributed as Hargreaves, J 2016, *Apprenticeships and vocations: assessing the impact of research on policy and practice — support document,* NCVER, Adelaide*.*

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NCVER’s in-house research and evaluation program undertakes projects which are strategic to the VET sector. These projects are developed and conducted by NCVER’s research staff and are funded by NCVER. This research aims to improve policy and practice in the VET sector.

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Published by NCVER, ABN 87 007 967 311

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# Citation analysis – full results

This citation analysis was provided on Tuesday 26/5/2015. The number of citations was based on a bibliometric analysis undertaken by specialist information services staff using Google, Google Scholar, Publish or Perish, VOCEDplus, and parliamentary databases**.**

## Theme 1: The role of apprenticeships in a modern economy

|  | Document title | Report ^ | | Paper \* | Journal article | Conf. paper | Book chapter | Thesis | Submission | Presentation | Guide | Media # | Legislation ~ | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Apprentice and trainee completion rates | 29 | | 6 | 19 | 14 | - | 1 | 4 | - | 1 | 2 | 1 | 77 |
| 2. | The impact of wages on the probability of completing an apprenticeship or traineeship | 5 | | 5 | 2 | 4 | 2 | - | 3 | - | - | 4 | - | 25 |
| 3. | How reasons for not completing apprenticeships and traineeships change with duration | 5 | | - | - | 6 | - | 1 | 2 | - | - | 1 | - | 15 |
| 4. | Experimental completion and attrition rates for latest commencing apprentices and trainees | 3 | | 1 | 1 |  | 1 | - | 2 | - | 1 | 1 | 1 | 11 |
| 5. | Attrition in the trades | 1 | | 3 | 1 | - | - | - | 1 | - | - | 3 | - | 9 |
| 6. | Effects of the downturn on apprentices and trainees | 2 | | 2 | 1 | 1 | - | - | - | - | - | 2 | - | 8 |
| 7. | The impact of wages and the likelihood of employment on the probability of completing and apprenticeship or traineeship | 4 | | - | 2 | 5 | 1 | - | 1 | - | - | 3 | - | 15 |
| 8. | Pre-apprenticeship training activity | 2 | | 2 | 2 | - | - | - | - | - | - | 1 | - | 7 |
| 9. | Pre-apprenticeships and their impact on apprenticeship completion and satisfaction | 8 | | 3 | 2 | 1 | 1 | - | 3 | - | - | 4 | - | 22 |
| 10. | Individual-based completion rates for apprentices | 9 | | 2 | - | 3 | 1 | - | 3 | - | - | 2 | - | 20 |
| 11. | Completion and attrition rates for apprentices and trainees | | | | | | | | | | | | | |
| 11-1. | Completion and attrition rates for apprentices and trainees 2013 | 1 | | 1 | - | - | - | - | - | - | - | 5 | - | 7 |
| 11-2. | Completion and attrition rates for apprentices and trainees 2012 | 6 | | 1 | 1 | 1 | - | - | - | - | - | 4 | 1 | 14 |
| 11-3. | Completion and attrition rates for apprentices and trainees 2011 | 4 | | - | - | 2 | - | - | 2 | - | - | 5 | - | 13 |
| 11-4. | Completion and attrition rates for apprentices and trainees 2010 | 4 | | 2 | 1 | 5 | 1 | - | 2 | - | - | 4 | - | 19 |
| 12. | NCVER Research Reports for Apprenticeships for the 21st Century Expert Panel | | | | | | | | | | | | | |
| 12-1. | Report 1: Overview of the Australian apprenticeship and traineeship system | | 6 | 2 | 1 | - | 1 | - | 2 | 1 | - | - | - | 13 |
| 12-2. | Report 2: Overview of apprenticeship and traineeship institutional structures | | 3 | 2 | 1 | - | 1 | - | 4 | - | - | - | - | 11 |
| 12-3. | Report 3: The apprenticeship and traineeship system’s relationships with the regulatory environment | | 4 | - | 1 | 1 | 1 | 1 | 1 | - | - | - | - | 9 |
| 12-4. | Report 4: The economics of apprenticeships and traineeships | 8 | | 3 | 1 | 2 | 1 | - | 4 | - | - | - | 1 | 20 |
| 13. | Understanding the psychological contract in apprenticeships and traineeships to improve retention | 2 | | 1 | 2 | 4 | - | - | 2 | - | - | 2 | - | 13 |
| 14. | Evolution of apprenticeships and traineeships in Australia: an unfinished history | 1 | | 4 | 5 | 1 | 1 | - | 3 | 1 | 1 | 1 | - | 18 |
| 15. | The role of ‘culture’ in apprenticeship completions | 6 | | 1 | - | - | - | 1 | 3 | - | - | 5 | - | 16 |
| 16. | Understanding the non-completion of apprentices | - | | - | - | - | - | - | 1 | 1 | - | 7 | 2 | 11 |
|  | TOTAL | 113 | | 41 | 43 | 50 | 12 | 4 | 43 | 3 | 3 | 56 | 6 | 373 |

^ Report includes literature reviews; \*Paper includes working paper, discussion paper, and project proposal; #Media includes media release, news article, webinar, podcast and blog post; ~Legislation includes policy  
Note: Mentions in NCVER’s Research Messages and Annual Reports are not included

##### 1. Apprentice and trainee completion rates

##### Katrina Ball and David John

##### 2005

**Total = 77 citations**

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Cited by an additional 3 [Parliamentary database]

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##### Tom Karmel and David Roberts

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##### Alice Bednarz

##### June 2014

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## Theme 2: The role of vocations and the competencies required by industry

|  | Document title | Report ^ | Paper \* | Journal article | Conf. paper | Book chapter | Thesis | Submission | Presentation | Guide | Media # | Legislation | | Total | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Entry to vocations: current policy trends, barriers and facilitators of quality in VET in Schools | 2 | - | - | - | - | - | 1 | 1 | - | 3 | | - | | 7 | |
| 2. | Entry to vocations: the efficacy of VET in Schools | 4 | 5 | 2 | 4 | - | 1 | 5 | - | 1 | 10 | | - | | 32 | |
| 3. | Missing links: the fragmented relationship between tertiary education and jobs | 2 | - | 1 | 5 | - | 1 | - | 1 | - | 7 | | - | | 17 | |
| 4. | Revitalising the ‘vocational’ in flows of learning and labour | 5 | 2 | 5 | 7 | - | - | 2 | 1 | - | 2 | | - | | 24 | |
| 5. | The role of educational institutions in fostering vocations | 4 | 1 | 1 | 3 | - | - | - | 1 | - | 3 | | - | | 13 | |
| 6. | Understanding the nature of vocations today: exploring labour market pathways | 2 | 2 | 1 | 3 | - | - | 1 | 1 | - | 2 | | - | | 12 | |
| 7. | Vocational trajectories within the Australian labour market | 1 | - | 2 | 1 | - | - | 1 | 1 | - | 7 | | - | | 13 | |
| 8. | Defining vocational streams: insights from the engineering, finance, agriculture and care sectors | 1 | 1 | 1 | 1 | - | - | 2 | - | - | 5 | | - | | 11 | |
| 9. | Entry to vocations: strengthening VET in schools | 3 | - | - | - | - | - | 5 | - | 1 | - | | - | | 9 | |
| 10. | Vocational education’s variable links to vocations | 4 | 4 | - | 2 | - | - | - | - | - | 7 | | - | | 17 | |
| 11. | Entry to vocations: building the foundations for successful transitions | - | - | - | - | - | - | 1 | - | - | 13 | | - | | 14 | |
| 12. | Responding to changing skill demands: training packages and accredited courses | 5 | 3 | 2 | 1 | 2 | 1 | 1 | - | 1 | 6 | | - | | 22 | |
| 13. | From education to employment: how long does it take? | 2 | 7 | 2 | 2 | - | - | 1 | - | - | 8 | | 1 | | 23 | |
| 14. | VET research for industry | 2 | 2 | 1 | - | 1 | - | - | - | - | 5 | | - | | 11 | |
| 15. | Interpreting competencies in Australian vocational education and training: practices and issues | - | - | 2 | 1 | - | - | - | - | 1 | 13 | | - | | 17 | |
| 16. | Qualification utilisation: occupational outcomes - overview | 3 | 1 | 2 | 1 | - | - | 1 | - | - | 9 | | - | | 17 | |
|  | TOTAL | 40 | 28 | 22 | 31 | 3 | 3 | 21 | 6 | 4 | 100 | | 1 | | 259 | |

^Report includes literature reviews

\*Paper includes working paper, discussion paper, technical paper, and project proposal

#Media includes media release, news article, webinar, and blog post

##### 1. Entry to vocations: current policy trends, barriers and facilitators of quality in VET in Schools

##### Kira Clarke and Veronica Volkoff

##### 2012

**Total = 7 citations**

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##### Leesa Wheelahan, Mary Leahy, Nick Fredman, Gavin Moodie, Sophie Arkoudis and Emmaline Bexley

##### 2012

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##### Leesa Wheelahan, Gavin Moodie and John Buchanan

##### 2012

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##### Gavin Moodie

##### 2012

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##### 6. Understanding the nature of vocations today: exploring labour market pathways

##### Serena Yu, Tanya Bretherton, Johanna Schutz and John Buchanan

##### 2012

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##### Serena Yu, Tanya Bretherton and Johanna Schutz

##### 2012

**Total = 13 citations**

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##### Serena Yu, Tanya Bretherton and John Buchanan

##### 2013

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##### Kira Clarke

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##### Kira Clarke

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##### Josie Misko

##### 2010

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##### Tom Karmel

##### 2012

**Total = 11 citations**

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Cited by an additional 7 [Google]

No additional citations [Publish or Perish]

No additional citations [Parliamentary database]

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##### Steven Hodge

##### 2014

**Total = 17 citations**

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No additional citations [Parliamentary database]

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##### 16. Qualification utilisation: occupational outcomes – overview

##### Bridget Wibrow

##### 2014

**Total = 17 citations**

Cited by 2 [Google Scholar]

Cited by an additional 3 [VOCEDplus full text]

Cited by an additional 12 [Google]

No additional citations [Publish or Perish]

No additional citations [Parliamentary database]

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# Google analytics

|  |  |
| --- | --- |
| NCVER Portal | NCVER’s web presence post 3 February 2014 |
| NCVER Website | NCVER’s web presence pre 3 February 2014. Note: reports published on NCVER’s website prior to 3 February 2014 were migrated to the new NCVER Portal |

**Reporting period:** date of publication to 31 May 2015

*Note: Google Analytics tracking code was implemented on the NCVER website in June 2009 and member group tracking code was introduced from July 2010*.

**Member group** and **Country of visit** metrics based on access to the PDF of the report

**Tracking code issue**

During July and August 2011 Google Analytics did not track certain user activity on the NCVER website – the LSAY website was unaffected. This issue has impacted on the data available for measuring activity of NCVER’s registered content only i.e. downloads of PDFs, Word, Excel, SRD files.

**Sampling** in Google Analytics is the practice of selecting a subset of data from your traffic and reporting on the **trends** available in that sample set.  Sampling is widely used in statistical analysis because analysing a subset of data gives similar results to analysing all of the data. In addition, sampling speeds up processing for reports when the volume of data is so large as to slow down report queries.

**Member groups:** the number of member group segments was expanded for NCVER’s Portal with segments increasing from 9 to 16. Activity/engagement by member group is indicative only as certain criteria must be met before this metric is collected in Google Analytics. If none of the criteria is met by the user then they are reported as either ‘Guest’ in the NCVER website member groups report or not counted in the NCVER Portal member groups. This is why in most instances the numbers reported for activity associated with a member group will be lower than that reported for all users (member group and non-members)

|  |  |
| --- | --- |
| NCVER website member groups (9 + guest) | NCVER Portal member groups (16) |
| Member group activity reported in Google Analytics was only collected if the user was logged in to the website and had cookies enabled or if not logged in, asked to sign in when wanting to download a research or statistical publication | Member group activity reported in Google Analytics is only collected when the user is logged into the Portal or if not logged in is prompted to select a member group from a pop up window when they want to view a publication or data content page (recorded as a pageview). Member group data is also collected for downloads of publications and data files after any of the above has been triggered. If the user has cookies enabled they will not be prompted to select a member group again for subsequent visits to the Portal. |
| Government | Registered Training Organisation |
| Research organisation or university | Other Government |
| TAFE Institute or college | Student/Individual |
| Other | Training peak body/Association |
| Private or other non-TAFE training provider | School |
| Industry | University |
| School | Australian Government |
| Union | State/Territory Government |
| Media | Research |
| Guest | Other training organisation/Provider |
|  | Union |
|  | Not for profit/community |
|  | Industry association/Skills council |
|  | Other industry/Professional association |
|  | Employer/Employer peak body |
|  | Media |

## Theme 1: The role of apprenticeships in a modern economy

Theme 1 Role of apprenticeships in a modern economy – number of downloads by report from publish date\*

Note: \* Several reports have been archived from the NCVER website/Portal, therefore number of downloads for these are from publish date to archive date

|  |  |  |  |
| --- | --- | --- | --- |
| Report # | Title | Author(s) | Publish date |
| 1 | Apprentice and trainee completion rates | Katrina Ball & David John | 12 August 2005 (archived from website October 2012) |
| 2 | The impact of wages on the probability of completing an apprenticeship or traineeship | Tom Karmel & Peter Mlotkowski | 8 September 2010 |
| 3 | How reasons for not completing apprenticeships and traineeships change with duration | Tom Karmel & Peter Mlotkowski | 22 March 2010 |
| 4 | Experimental completion and attrition rates for latest commencing apprentices and trainees | NCVER statistical report | 9 July 2010 (archived from website 10 October 2012) |
| 5 | Attrition in the trades | Tom Karmel, Patrick Lim & Josie Misko | 7 November 2011 |
| 6 | Effect of the downturn on apprentices and trainees | Tom Karmel and Damian Oliver | 26 September 2011 |
| 7 | The impact of wages and the likelihood of employment on the probability of completing an apprenticeship or traineeship | Tom Karmel and Peter Mlotkowski | 27 May 2011 |
| 8 | Pre-apprenticeship training activity | Paul Foley and Davinia Blomberg | 12 April 2011 |
| 9 | Pre-apprenticeships and their impact on apprenticeship completion and satisfaction | Tom Karmel and Damian Oliver | 31 March 2011 |
| 10 | Individual-based completion rates for apprentices | Tom Karmel | 9 May 2011 |
| 11-1 | Completion and attrition rates for apprentices and trainees 2010 | NCVER | 28 July 2011 (archived from NCVER website 6 August 2012) |
| 11-2 | Completion and attrition rates for apprentices and trainees 2011 | NCVER | 2 August 2012 (archived from NCVER website 25 July 2013) |
| 11-3 | Completion and attrition rates for apprentices and trainees 2012 | NCVER | 25 July 2013 (archived from NCVER website 25 June 2014) |
| 11-4 | Completion and attrition rates for apprentices and trainees 2013 | NCVER | 25 June 2014 (published on Portal only) |
| 12 | NCVER Research reports for Apprenticeships for the 21st Century Expert Panel x 4 reports | Not published by NCVER | No data collected |
| 13 | Understanding the psychological contract in apprenticeships and traineeships to improve retention | Erica Smith, Arlene Walker and Ros Brennan Kemmis | 29 November 2011 |
| 14 | Evolution of apprenticeships and traineeships in Australia: an unfinished history | Brian Knight | 20 February 2012 |
| 15 | The role of 'culture' in apprenticeship completions | Tom Karmel and David Roberts | 17 July 2012 |
| 16 | Understanding the non-completion of apprentices | Alice Bednarz | 12 June 2014 (published on Portal only) |

Note: Google Analytics tracking code was implemented on the NCVER website in June 2009 and member group tracking code was introduced from July 2010. Google Analytics data for this report therefore is only captured from June 2009 to October 2012 when it was archived from the website (and not from its published date of 12 August 2005).

Theme 1 Role of apprenticeships in a modern economy: report that resonated with each member group (and was downloaded) via the NCVER website.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Report # |  | | Title | | Member Group | Archived date |
| 15 | U:\2498.jpg | The role of ‘culture’ in apprenticeship completions | | Guest | |  |
|  | | | | | | |
| 10 | U:\2357.gif | Individual-based completion rates for apprentices | | Government  Industry | |  |
|  | | | | | | |
| 11-2 |  | Completion and attrition rates for apprentices and trainees 2011 | | Other  TAFE institute or college  Union | | Archived from NCVER website 25 July 2013 |
|  | | | | | | |
| 14 | U:\2444.jpg | Evolution of apprenticeships and traineeships in Australia: an unfinished business | | Research organisation or university  School | |  |
|  | | | | | | |
| 11-3 |  | Completion and attrition rates for apprentices and trainees 2012 | | Private or other non-TAFE training provider | | Archived from Portal 25 June 2014 |
|  | | | | | | |
| 2 | U:\2277.jpg | The impact of wages on the probability of completing an apprenticeship or traineeship | | Media | |  |
|  | | | | | | |

Theme 1 Role of apprenticeships in a modern economy: report published on NCVER’s Portal only that resonated with each member group (and were downloaded)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Report # |  | Title | Member Group | Archived date |
| 11-4 |  | Completion and attrition rates for apprentices and trainees 2013 | Australian government  Training peak body /Association  Student / individual  Other industry / Professional association  Media  Union  Industry association / Skills council\* | Published on Portal only |
|  | | | | |
| 16 |  | Understanding the non-completion of apprentices | Registered training organisation  State / Territory government  Not for profit / community  Research  Other training organisation / provider  University  Employer / Employer peak body  School  Other government  Industry association / Skills council | Published on Portal only |

Note: \* Both reports equally resonated with this member group, hence it appearing for both titles

Theme 1 Role of apprenticeships in a modern economy – Country of visit

| Report # | # countries overall | Top 5 Country of visit | Unique pageviews | Publish date | Comments |
| --- | --- | --- | --- | --- | --- |
| 1 | 11 | Australia  United Kingdom  United States  Kenya  Switzerland | 475  17  9  5  4 | 12 August 2005 | Archived from NCVER website October 2012 |
|  |  |  |  |  |  |
| 2 | 9 | Australia  Canada  United Kingdom  Greece  South Korea | 736  18  12  6  3 | 8 September 2010 |  |
|  |  |  |  |  |  |
| 3 | 8 | Australia  India  Austria  United Kingdom  Indonesia | 437  6  3  3  3 | 22 March 2010 |  |
|  |  |  |  |  |  |
| 4 | 1 | Australia | 332 | 9 July 2010 | Archived from NCVER website 10 October 2012 |
|  |  |  |  |  |  |
| 5 | 11 | Australia  Canada  Switzerland  United Kingdom  New Zealand | 376  6  2  4  4 | 7 November 2011 |  |
|  |  |  |  |  |  |
| 6 | 9 | Australia  United Kingdom  Thailand  Italy  New Zealand | 399  6  6  4  3 | 26 September 2011 |  |
|  |  |  |  |  |  |
| 7 | 14 | Australia  Canada  United Kingdom  Italy  Germany | 484  25  9  7  5 | 27 May 2011 |  |
|  |  |  |  |  |  |
| 8 | 12 | Australia  New Zealand  United Kingdom  Canada  China | 449  12  12  10  7 | 12 April 2011 |  |
|  |  |  |  |  |  |
| 9 | 21 | Australia  United Kingdom  Canada  United States  Germany | 1336  31  27  22  14 | 31 March 2011 |  |
|  |  |  |  |  |  |
| 10 | 16 | Australia  Canada  United Kingdom  New Zealand  United Kingdom | 1283  29  18  11  7 | 9 May 2011 |  |
|  |  |  |  |  |  |
| 11.1 | 6 | Australia  France  China  United States  Estonia | 702  6  4  4  4 | 28 July 2011 | Archived from NCVER website 6 August 2012 |
|  |  |  |  |  |  |
| 11.2 | 8 | Australia  New Zealand  United Kingdom  Canada  Germany | 1427  19  14  8  8 | 2 August 2012 | Archived from NCVER website 25 July 2013 |
|  |  |  |  |  |  |
| 11.3 | 17 | Australia  Canada  United Kingdom  China  New Zealand | 1438  26  11  8  5 | 25 July 2013 | Archived from NCVER Portal 25 June 2014 |
|  |  |  |  |  |  |
| 11.4 | 18 | Australia  Canada  United Kingdom  United States  India | 700  12  8  6  3 | 25 June 2014 |  |
|  |  |  |  |  |  |
| 12 |  |  |  |  | Not published by NCVER |
|  |  |  |  |  |  |
| 13 | 15 | Australia  United Kingdom  Canada  South Africa  New Zealand | 955  47  12  12  10 | 29 November 2011 |  |
|  |  |  |  |  |  |
| 14 | 28 | Australia  United Kingdom  Canada  United States  New Zealand | 1182  46  25  16  14 | 20 February 2012 |  |
|  |  |  |  |  |  |
| 15 | 35 | Australia  Canada  United Kingdom  New Zealand  China | 1378  41  36  33  8 | 17 July 2012 |  |
|  |  |  |  |  |  |
| 16 | 22 | Australia  Canada  New Zealand  United Kingdom  United States | 774  33  17  8  7 | 12 June 2014 |  |
|  |  |  |  |  |  |

## Theme 2: The role of vocations and the competencies required by industry

Theme 2 Role of vocations and the competencies required by industry – number of downloads by report from publish date

|  |  |  |  |
| --- | --- | --- | --- |
| Report # | Title | Author(s) | Publish date |
| 1 | Entry to vocations: current policy trends, barriers and facilitators of quality of VET in Schools | Kira Clarke and Veronica Volkoff | 22 October 2012 |
| 2 | Entry to vocations: the efficacy of VET In Schools | Kira Clarke | 19 December 2012 |
| 3 | Missing the links: the fragmented relationship between tertiary education and jobs | Leesa Wheelahan, Mary Leahy, Nick Fredman, Gavin Moodie, Sopie Arkoudis and Emmaline Bexley | 17 October 2012 |
| 4 | Revitalising the ‘vocational’ in flows of learning and labour | Leesa Wheelahan, Gavin Moodie and John Buchanan | 22 October 2012 |
| 5 | The role of educational institutions in fostering vocations | Gavin Moodie | 22 October 2012 |
| 6 | Understanding the nature of vocations today: exploring labour market pathways | Serena Yu, Tanya Bretherton, Johanna Schutz and John Buchanan | 22 October 2012 |
| 7 | Vocational trajectories within the Australian labour market | Serena Yu, Tanya Bretherton and Johanna Schutz | 8 November 2012 |
| 8 | Defining vocational streams: insights from the engineering, finance, agriculture and care sectors | Serena Yu, Tanya Bretherton and John Buchanan | 26 November 2013 |
| 9 | Entry to vocations: strengthening VET in Schools | Kira Clarke | 28 October 2013 |
| 10 | Vocational education’s variable links to vocations | Gavin Moodie, Nick Fredman, Emmaline Bexley and Leesa Wheelahan | 19 December 2013 |
| 11 | Entry to vocations: building the foundations for successful transitions | Kira Clarke | 8 December 2014 (published on Portal only) |
| 12 | Responding to changing skill demands: training packages and accredited courses | Josie Misko | 2 December 2010 |
|  |  |  |  |
| 13 | From education to employment: how long does it take?\* | Darcy Fitzpatrick, Laurence Lester, Kostas Mavromaras, Sue Richardson and Yan Sun | 29 January 2011 (published on LSAY Website) |
|  |  |  |  |
| 14 | VET research for industry | Tom Karmel | 21 May 2012 |
| 15 | Interpreting competencies in Australian vocational education and training: practices and issues | Steven Hodge | 10 January 2014 |
| 16 | Qualification utilisation: occupational outcomes – overview | Bridget Wibrow | 12 June 2014 (published on Portal only) |

Note: \* This report was published on both LSAY and Portal sites however majority of the Google Analytics data is pulled from the LSAY website. All communications with stakeholders and other interested parties directed them to the LSAY website in the first instance.

Theme 2 Role of vocations and the competencies required by industry: report that resonated with each member group via the NCVER website (or LSAY website) and were downloaded.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Report # |  | Title | Member Group | Archived date |
| 14 |  | VET research for industry | Guest  Media |  |
|  | | | | |
| 12 |  | Responding to changing skill demands: training packages and accredited courses | Government  Industry  TAFE institute or college  Other  Union |  |
|  | | | | |
| 3 |  | Missing links: the fragmented relationship between tertiary education and jobs | Research organisation |  |
|  | | | | |
| 15 |  | Interpreting competencies in Australian vocational education and training: practices and issues | Private or other non-TAFE training provider |  |
|  | | | | |
| 9 |  | Entry to vocations: strengthening VET in Schools | School |  |
|  | | | | |
| 13 |  | From education to employment: how long does it take?\* | Media |  |
|  | | | | |

Note: \*Published on both LSAY and Portal sites however most of the Google Analytics data is pulled from the LSAY website. All communications with stakeholders and other interested parties directed them to the LSAY website in the first instance

Theme 2 Role of vocations and the competencies required by industry: report published on NCVER’s Portal only that resonated with each member group (and were downloaded)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Report # |  | Title | Member Group | Archived date |
| 11 |  | Entry to vocations: building foundations for successful transitions | Registered Training Organisation  School  University  State/Territory Government  Research  Other training organisation/Provider  Not for profit/Community  Media | Published on Portal only |
|  | | | | |
| 16 |  | Qualification utilisation: occupational outcomes - overview | Other Government  Student/Individual  Training peak body/Association  Australian Government  Union  Industry association/Skills council  Other industry/Professional association  Employer/Employer peak body | Published on Portal only |

Theme 2 Role of vocations and the competencies required by industry – Country of visit

| Report # | # countries overall | Top 5 Country of visit | Unique pageviews | Publish date | Comments |
| --- | --- | --- | --- | --- | --- |
| 1 | 21 | Australia  United States  China  United Kingdom  Canada | 474  6  5  5  3 | 22 October 2012 |  |
|  |  |  |  |  |  |
| 2 | 35 | Australia  United Kingdom  New Zealand  United States  China | 882  20  10  8  7 | 19 December 2012 |  |
|  |  |  |  |  |  |
| 3 | 31 | Australia  United Kingdom  China  New Zealand  South Africa | 679  33  9  8  7 | 17 October 2012 |  |
|  |  |  |  |  |  |
| 4 | 24 | Australia  United Kingdom  New Zealand  Canada  South Africa | 379  22  14  11  6 | 22 October 2012 |  |
|  |  |  |  |  |  |
| 5 | 21 | Australia  United Kingdom  Canada  Trinidad & Tobago  China | 195  3  3  3  3 | 22 October 2012 |  |
|  |  |  |  |  |  |
| 6 | 22 | Australia  United Kingdom  Italy  United States  Vietnam | 389  13  5  5  4 | 22 October 2012 |  |
|  |  |  |  |  |  |
| 7 | 28 | Australia  Canada  United Kingdom  New Zealand  China | 683  22  21  13  8 | 8 November 2012 |  |
|  |  |  |  |  |  |
| 8 | 36 | Australia  New Zealand  United Kingdom  Netherlands  Chile | 811  34  18  12  7 | 26 November 2013 |  |
|  |  |  |  |  |  |
| 9 | 34 | Australia  United Kingdom  New Zealand  United States  South Africa | 1054  22  15  8  7 | 28 October 2013 |  |
|  |  |  |  |  |  |
| 10 | 35 | Australia  Canada  New Zealand  China  South Africa | 756  21  14  13  9 | 19 December 2013 |  |
|  |  |  |  |  |  |
| 11 | 24 | Australia  New Zealand  United Kingdom  South Africa  Hong Kong | 416  16  10  4  3 | 8 December 2014 |  |
|  |  |  |  |  |  |
| 12 | 34 | Australia  Indonesia  Germany  New Zealand  Singapore | 1610  21  18  18  18 | 2 December 2010 |  |
|  |  |  |  |  |  |
| 13 | 42 | Australia  New Zealand  Canada  United Kingdom  South Africa | 1065  25  17  16  9 | 29 January 2011 |  |
|  |  |  |  |  |  |
| 14 | 37 | Australia  New Zealand  United Kingdom  Canada  United States | 1549  26  25  17  17 | 29 May 2012 |  |
|  |  |  |  |  |  |
| 15 | 50 | Australia  Philippines  New Zealand  Singapore  China | 1896  46  30  17  12 | 10 January 2014 |  |
|  |  |  |  |  |  |
| 16 | 23 | Australia  United Kingdom  Canada  Italy  New Zealand | 465  11  5  5  5 | 12 June 2014 |  |
|  |  |  |  |  |  |

# NCVER media metrics

## Theme 1: The role of apprenticeships in a modern economy

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. Apprentice and trainee completion rates** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 31-Aug-05 | Cancellations at record high for apprenticeships and traineeships | Jenny Macklin Federal Member for Jagajaga | Online | NCVER Media Release |
| 27-Aug-05 | Apprentices that 'fit' tend to go the distance | Courier Mail | Online | National |
| **2. The impact of wages on the probability of completing an apprenticeship or traineeship** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 8-Sep-10 | Money is not everything for apprentices and trainees |  |  | NCVER Media Release |
| 9-Sep-10 | The impact of wages on the probability of completing an apprenticeship or traineeship | APO | Online | Educational |
| 9-Sep-10 | The impact of wages on the probability of completing an apprenticeship or traineeship | Cooee Australia | Online |  |
| 13-Sep-10 | NCVER news: money is not everything for apprentices and trainees | ACPET | Online | Educational |
| 15-Sep-10 | The impact wages on the probability of completing an apprenticeship or traineeship | Cs&h Matters | Online | Industry |
| 20-Sep-10 | Money not everything for apprentices and trainees | DFEEST Newsletter | Online | Educational |
| 21-Sep-10 | Do wages affect completion rates for an apprenticeship or traineeship? | Mskills Update | Online | Industry |
| 22-Sep-10 | News Alert | ABC Mid North Coast NSW | Radio | Regional |
| 22-Sep-10 | News Alert | ABC North Coast NSW | Radio | Regional |
| 22-Sep-10 | News Alert | ABC North Coast NSW | Radio | Regional |
| 22-Sep-10 | Money is not everything for apprentices and trainees | VISTA Newsletter | Online | Educational |
| 22-Sep-10 | The impact wages on the probability of completing an apprenticeship or traineeship | VELG e-Newsletter | Online | Educational |
| 22-Sep-10 | Money isn't everything for aspiring tradies | Business Review Weekly | Press | National/Major City |
| 23-Sep-10 | The impact of wages on the probability of completing an apprenticeship or traineeship | Community Net | Online |  |
| 23-Sep-10 | Training wages have little influence on decisions to complete apprenticeships and traineeships | City & Guilds Centre for Skills Development | Online | Educational |
| 25-Sep-10 | Higher trainee wages may not do the job | Advertiser | Press | National/Major City |
| 27-Sep-10 | Money is not everything for apprentices and trainees | VISTA Newsletter | Online | Educational |
| 28-Oct-10 | Key factors affecting apprentices and trainees | Vision6.com.au | Online |  |
| 5-Nov-10 | Key factors affecting apprentice and trainee | Skills Update | Online | Educational |
| 8-Dec-10 | The impact of wages on the probability of completing an apprenticeship or traineeship | Canadian Apprenticeship Journal | Online | Educational |
| 10-Dec-10 | Key factors affecting apprentice and trainee completion rates | PICMM Newsletter | Online | Industry |
| 24-Nov-10 | The impact of wages on the probability of completing an apprenticeship or traineeship | Victorian Food Industry Training Board | Online | Industry |
| 24-Nov-10 | Key factors affecting apprentice and trainee completion rates | Teacher Resources Blog | Online | Blog |
| 25-Nov-10 | The impact of wages on the probability of completing an apprenticeship or traineeship | Service Skills Victoria | Online | Industry |
| 1-Dec-10 | The impact of wages on the probability of completing an apprenticeship or traineeship | Service Skills Victoria | Online | Industry |
| 17-Nov-12 | Looking forward | Advertiser | Press | National/Major City |
| 17-Nov-12 | Looking forward | Courier Mail | Press | National/Major City |
| 17-Nov-12 | Looking forward | Daily Telegraph | Press | National/Major City |
| 17-Nov-12 | Looking forward | Herald Sun | Press | National/Major City |
| 8-Dec-12 | Tradie pay worth the wait | Mercury | Press | National/Major City |
| 8-Dec-12 | Looking forward | Northern Territory News | Press | National/Major City |
| **3. How reasons for not completing apprenticeships and traineeships change with duration** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 22-Mar-10 | How reasons for not completing apprenticeships and traineeships change with duration | APO | Online | Educational |
| **4. Experimental completion and attrition rates for latest commencing apprentices and trainees** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 11-Sep-10 | Latest experimental completion and attrition rates | Australian Apprenticeships Training Information Service | Online | Educational |
| **5. Attrition in the trades** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 7-Nov-11 | Chipping away at skill shortages: more new tradies required | BSL Library | Online | Educational |
| 7-Nov-11 | Attrition in the trades | APO | Online | Educational |
| 7-Nov-11 | Chipping away at skill shortages: more new tradies required |  |  | NCVER Media release |
| 14-Nov-11 | New research shows tradies best defence against skill shortages | ACPET National Monday update | Online | Educational |
| 19-Nov-11 | Mobility not to blame for lack of skills | Advertiser | Press | National/major city |
| 1-Dec-11 | Attrition in the trades | VISTA Newsletter | Online | Educational |
| 8-Dec-11 | Attrition in the trades | Workforce Info | Online | Educational |
| 31-Dec-11 | Attrition in the trades | AAIR e-Newsletter | Online | Educational |
| 27-Nov-12 | Chipping away at skill shortages: more new tradies required | Meltwater News | Online | National/Major City |
| **6. Effects of the downturn on apprentices and trainees** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 26-Sep-11 | Swift GFC recovery for trainee and apprentice supply | The Hon Jacinta Collins | Online | Ministers Media Release |
| 26-Sep-11 | News Alert - Effect of the downturn on apprentices and trainees | Triple J | Radio | National/major city |
| 26-Sep-11 | News Alert - Effect of the downturn on apprentices and trainees | Triple J | Radio | National/major city |
| 4-Oct-11 | Quick recovery for apprentices following economic downturn | TDA Newsletter | Online | Educational |
| 8-Nov-11 | Effect of the downturn on apprentices and trainees | Workforce Info | Online | Educational |
| **7. The impact of wages and the likelihood of employment on the probability of completing an apprenticeship or traineeship** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 27-May-11 | The impact of wages and the likelihood of employment on the probability of completing an apprenticeship or traineeship | APO | Online | Educational |
| 1-Jun-11 | The impact of wages and the likelihood of employment on the probability of completing an apprenticeship or traineeship | AAIR e-Newsletter | Online | Educational |
| 27-May-11 | Money makes the world go round? |  |  | NCVER Media Release |
| 27-May-11 | News Alert | Triple J | Radio | National/ Major City |
| 27-May-11 | News Alert | Triple J | Radio | National/ Major City |
| 30-May-11 | Also from NCVER... | TDA Newsletter | Online | Educational |
| 4-Jun-11 | It'll pay later | Courier Mail | Press | National/major city |
| 5-Jul-11 | The impact of wages and the likelihood of employment on the probability of completing an apprenticeships or traineeship | WorkforceInfo | Online | Educational |
| **8. Pre-apprenticeship training activity** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 12-Apr-11 | Pre-apprenticeship training activity | Community Net | Online | Educational |
| 12-Apr-11 | Pre-apprenticeship courses see an increase in enrolments | City & Guilds Centre for Skills Development | Online | Educational |
| 4-May-11 | Pre-apprenticeship training activity | Workforce Info | Online | Educational |
| **9. Pre-apprenticeships and their impact on apprenticeship completion and satisfaction** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 1-Apr-11 | Pre-apprenticeships and their impact on apprenticeship completion and satisfaction | APO | Online | Educational |
| 1-Apr-11 | Pre-trainee courses have little benefit | Advertiser | Press | National/ Major City |
| 2-Apr-11 | Pre-apprentices need a better taste of what's to come | Advertiser | Press | National/ Major City |
| 4-Apr-11 | Pre-apprenticeships under the spotlight | TDA Newsletter | Online | Educational |
| 12-Apr-11 | Are pre-apprenticeships the answer? | Training Bytes | Online | Educational |
| 4-May-11 | Are pre-apprenticeships the answer | VISTA Newsletter | Online | Educational |
| 4-May-11 | Pre-apprenticeships and their impact on apprenticeship completion and satisfaction | Workforce Info | Online | Educational |
| 4-May-11 | Pre-apprenticeships and their impact on apprenticeship completion and satisfaction | VALA Newsletter | Online | Educational |
| 21-Jun-11 | Pre-trade course needs a tune-up | Advertiser | Press | National/major city |
| 18-Jul-11 | Pre-apprenticeships in need of a renovation | Campus Review | Press | Educational |
| 12-Jul-12 | New study highlights benefits of pre-apprenticeships on jobs and training | Group Training Australia | Online | Educational |
| 13-Jul-12 | New study into pre-apprenticeships contradicts previous findings | Electrical Solutions | Online | Industry |
| 14-Jul-12 | Pre-apprenticeships defended | The Australian | Press | National/Major City |
| 14-Jul-12 | Pre-apprenticeships defended | The Australian | Online | National/Major City |
| 14-Aug-12 | Shaping up to be a master apprentice | Herald Sun | Press | National/Major City |
| **10. Individual-based completion rates for apprentices** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 1-May-11 | Apprentice completion rates | AAIR e-Newsletter | Online | Educational |
| 9-May-11 | Let's take another look at apprentice completion rates |  |  | NCVER Media Release |
| 12-May-11 | Completions up for apprentices | Business News | Press | Regional |
| 14-May-11 | Apprentice swap helps to finish training | Advertiser | Press | National/Major city |
| 16-May-11 | In other NCVER News... | TDA Newsletter | Online | Educational |
| 16-May-11 | Completion rates higher: NCVER | Campus Review | Online | Educational |
| 17-May-11 | Let's take another look at apprentice completion rates | Training Bytes | Online | Educational |
| 1-Jun-11 | News extra | 5RPH | Radio | National/major city |
| 13-May-11 | Individual-based completion rates for apprentices | APO | Online | Educational |
| 24-May-11 | Individual-based completion rates for apprentices | Workforce Info | Online | Educational |
| 1-Sep-11 | Dropout apprentices cost employers billions | The Australian | Online | National/major city |
| 1-Sep-11 | Dropout apprentices cost employers billions | Herald Sun | Online | National/major city |
| 7-Sep-11 | Dropout apprentices increase productivity loss | IBTIMES.com | Online | Educational |
| **11. Completion and attrition rates for apprentices and trainees 2010, 2011, 2012, 2013** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 1-Aug-11 | Completion and attrition rates for apprentices and trainees 2010 | AAIR e-Newsletter | Online | Educational |
| 6-Aug-11 | Work in progress - Retention rate | Daily Telegraph | Press | National/major city |
| 7-Aug-11 | Half will quit job training | Sunday Times | Press | National/major city |
| 8-Aug-11 | Completion and attrition rates for apprentices and trainees 2010 | APO | Online | Educational |
| 10-Aug-11 | New release: completion and attrition rates for apprentices and trainees 2010 | Mskills Update | Online | Industry |
| 29-Aug-11 | Australian vocational education and training statistics: completion and attrition rates for apprentices and trainees 2010 | Workforce Info | Online | Educational |
| 1-Aug-11 | Completion and attrition rates for apprentices and trainees 2010; Apprentices and trainees annual 2010 | Training & Assessment | Online | Educational |
| 1-Sep-11 | Building a clearer pricture of apprentice completion rates | PICMM Newsletter | Online | Industry |
| 2-Apr-12 | Wage rise could hinder apprentices | Brisbane Times | Online | National/Major City |
| 2-Apr-12 | Wage rise could hinder apprentices | Sydney Morning Herald | Press | National/Major City |
| 2-Apr-12 | Wage rise could hinder apprentices | Age | Press | National/Major City |
| 3-Aug-12 | Completion and Attrition rates for apprentices and trainees 2011 | APO | Online | Educational |
| 6-Aug-12 | NCVER: Attrition data released | TDA Newsletter | Online | Educational |
| 6-Aug-12 | NCVER published attrition rates | Trades Career | Online | Educational |
| 6-Aug-12 | NCVER publishes attrition rates | HR Career | Online | National/Major City |
| 3-Aug-12 | Apprentice annual completion and attrition rates: 2011 data released |  |  | NCVER Media Release |
| 3-Aug-12 | Apprentice annual completion and attrition rates: 2011 data released | Meltwater News | Online | National/Major City |
| 7-Aug-12 | Completion and Attrition rates for apprentices and trainees 2011 | APO | Online | Educational |
| 17-Aug-12 | NCVER statistics released for trainees and apprentices | F4 Solutions | Online | Educational |
| 9-Aug-12 | Completion and Attrition rates for apprentices and trainees 2011 | Velg Training | Online | Educational |
| 29-Aug-12 | Completion and Attrition rates for apprentices and trainees 2011 | Workforce Info | Online | Educational |
| 1-Sep-12 | Completion and Attrition rates for apprentices and trainees 2011 | AAIR e-Newsletter | Online | Educational |
| 26-Jun-13 | Apprentice chefs get a taste of their cources | Mount Barker Courier | Press | Regional |
| 2-Sep-13 | A disappointing announcement | ACPET newsletter | Online | Education |
| 14-Sep-13 | Help from Tony | Adelaide Advertiser | Press | National/Major City |
| 25-Aug-13 | Abbott courts young tradies | Adelaide Sunday Mail | Press | National/Major City |
| 24-Aug-13 | Trainers fear wage hit to apprentice jobs | Australian Financial Review | Press | National/Major City |
| 31-Jul-13 | Completion and attrition rates for apprentices and trainees 2012 | Australian Policy Online e-newsletter | Online | Education |
| 25-Aug-13 | Blue tie to rescue of the blue collars | Brisbane Sunday Mail | Press | National/Major City |
| Sep-13 | Abbott touts interest free loans for tradies | Campus Review | Press | Education |
| 25-Aug-13 | Play for tradies | Melbourne Sunday Herald Sun | Press | National/Major City |
| 5-Aug-13 | Traineeship completion rates likely to fall as government scraps completion payments | Smart Company | Online | Education |
| 25-Aug-13 | Tradies HECS plan | Sunday Tasmanian | Press | National/Major City |
| 27-Sep-13 | Difficulties of the modern apprentice | Sydney Morning Herald | Online | Education |
| 25-Aug-13 | Tony's $20,000 loans bonus for apprentices | Sydney Sunday Telegraph | Press | National/Major City |
| 24-Aug-13 | Coalition leader Tony Abbott floats new loans scheme for apprentices offering up to $20k for young workers | The Sunday Telegraph | Online | National/Major City |
| 26-Jul-13 | 2012 data released on completion rates | Velg training e-newsletter | Online | Education |
| 26-Jul-13 | NCVER - Completion and attrition rates for apprentices and trainees 2012 | Velg training e-newsletter | Online | Education |
| 1-Aug-13 | Completion and attrition rates for apprentices and trainees 2012 | VETnetwork eNews | Online | Education |
| 27-Aug-13 | Coalition apprentice loans | Western Magazine | Online | Education |
| Oct-13 | Improving the 'match' between apprentices and employers - a shortage of clarity, not tools | Group Training Australia's network quarterly | Press | Education |
| 21-Oct-13 | How to prosper in long run | Melbourne Age | Press | National/Major City |
| 4-Nov-13 | Training completion rates improving | TDA newsletter | Online | Education |
| 25-Feb-14 | What's failing young job seekers | Australian Financial Review | Press | National/Major City |
| 26-Jun-14 | Interview with Sandra Pattison, General Manager of Research… (9:44am) | Radio National, Canberra | Radio | National/Major City |
| 26-Jun-14 | SA's job training slump | Adelaide Advertiser | Press | National/Major City |
| 26-Jun-14 | The SA Opposition says the SA Government must act swiftly to… (7:50am) | 891 ABC Adelaide | Radio | National/Major City |
| 26-Jun-14 | The SA Opposition says the state's jobs crisis has been… (7:04am) | 891 ABC Adelaide | Radio | National/Major City |
| 26-Jun-14 | Yes it is that bad | Campus Morning Mail | Online | Education |
| 26-Sep-14 | Industry supporting apprentices - a good practice case study | IBSA VET Community website | Online | Blog |
| **12. NCVER Research Reports for Apprenticeships for the 21st Century Expert Panel** | | | | |
| No media coverage for any of the reports, not published by NCVER and not monitored by NCVER | | | | |
| **13. Understanding the psychological contract in apprenticeships and traineeships to improve retention** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 1-Dec-11 | Understanding the psychological contract in apprenticeships and traineeship to improve retention | cs&h Matters | Online | Industry |
| 2-Dec-11 | Understanding the psychological contract in apprenticeships and traineeship to improve retention | BSL Library | Online | Educational |
| 8-Dec-11 | Understanding the psychological contract in apprenticeships and traineeship to improve retention | Workforce Info | Online | Educational |
| 9-Dec-11 | Poor communication means unhappy trainees | Ballarat Courier | Press | Regional |
| 31-Dec-11 | Understanding the psychological contract in apprenticeships and traineeship to improve retention | AAIR e-Newsletter | Online | Educational |
| **14. Evolution of apprenticeships and traineeships in Australia: an unfinished history** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 31-Mar-12 | Evolution of apprenticeships and traineeships in Australia: an unfinished history | VISTA Newsletter | Online | Educational |
| **15. The role of ‘culture’ in apprenticeship completions** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 12-Jul-12 | Size matters: More apprentices complete training with larger employers |  |  | NCVER Media Release |
| 21-Jul-12 | Trade skills by numbers | The Advertiser | Press | National/Major City |
| 23-Jul-12 | New study examines 'culture' in apprenticeship completions | TDA Newsletter | Online | Educational |
| 29-Aug-12 | Size counts for trainees | Gold Coast Bulletinn | Press | Regional |
| 29-Aug-12 | The role of 'culture' in apprenticeship completions | Workforce Info | Online | Educational |
| 27-Nov-12 | Apprentice completion rates similar across small and large employers | Meltwater News | Online | National/Major City |
| **16. Understanding the non-completion of apprentices** | |  |  |  |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 13-Jun-14 | Apprentice candidates enjoy taster | Illawarra Mercury | Press | Regional |
| 16-Jun-14 | Employers the key to apprentice completions | TDA newsletter | Online | Education |
| 25-Jun-14 | Ian Macfarlane's column | Oakey Champion | Press | Regional |
| 12-Jun-14 | Illawarra apprentice hopefuls get job taster | Illawarra Mercury | Online | Regional |
| 18-Jun-14 | Understanding the non-completion of apprentices | Australian Policy Online | Online | Education |
| 17-Jun-14 | Understanding the non-completion of apprentices - NCVER | Brotherhood of St Laurence | Online | Education |
| 12-Jun-14 | Vocational studies on the table | Whyalla News | Press | Regional |
| 3-Jul-14 | Understanding the non-completion of apprentices | CICA website | Online | Education |
| 1-Aug-14 | Training for the future | Contractor | Press | Education |
| Aug-14 | New findings on apprentice completions | Group Training Australia network newsletter | Press | Education |
| 7-Jul-14 | Regular segment with Kate Southam, Career and Workplace… (9:38am) | ABC Sunshine Coast | Radio | National/Major City |
| 9-Sep-14 | Training still in starting blocks | Australian Financial Review | Press | National/Major City |
| 9-Sep-14 | Plan to lower dropout rate | Australian Financial Review | Press | National/Major City |
| 17-Sep-14 | Fixing job shortage | Parramatta Advertiser | Press | National/Major City |
| 24-Sep-14 | Ian MacFarlane's column | Pittsworth Sentinel | Press | Regional |
| 15-Oct-14 | Apprenticeship program offers little difference | Canning Examiner | Press | Regional |
| 14-Nov-14 | Group training fund axed | The Australian | Online | National/Major City |

## Theme 2: The role of vocations and the competencies required by industry

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. Entry to vocations: current policy trends, barriers and facilitators of quality in VET in Schools** | | | | |
| No media coverage for the report | | | | |
| **2. Entry to vocations: the efficacy of VET in schools** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 20-Dec-12 | Entry to vocations: the efficacy of VET in Schools | Velg Training | Online | Educational |
| **3. Missing links: the fragmented relationship between tertiary education and jobs** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 17-Oct-12 | Missing links: the fragmented relationship between tertiary education and jobs | APO | Online | Educational |
| 23-Oct-12 | New research calls for improved links between tertiary VET and employment | City & Guilds Centre for Skills Development | Online | Educational |
| 31-Oct-12 | Missing links: the fragmented relationship between tertiary education and jobs | LH Martin Institute Newsletter | Online | Educational |
| 19-Oct-12 | Missing links: the fragmented relationship between tertiary education and jobs | Velg Training | Online | Educational |
| 29-Oct-12 | Missing links: the fragmented relationship between tertiary education and jobs | Workforce Info Newsletter | Online | Educational |
| **4. Revitalising the ‘vocational’ in flows of learning and labour** | | | | |
| No media coverage for the report | | | | |
| **5. The role of educational institutions in fostering vocations** | | | | |
| No media coverage for the report | | | | |
| **6. Understanding the nature of vocations today: exploring labour market pathways** | | | | |
| No media coverage for the report | | | | |
| **7. Vocational trajectories within the Australian labour market** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 9-Nov-12 | Vocational trajectories within the Australian labour market | Velg Training | Online | Educational |
| 5-Dec-12 | Vocational trajectories within the Australian labour market | Workforce Info Newsletter | Online | Educational |
| **8. Defining vocational streams: insights from the engineering, finance, agriculture and care sectors** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 2-Dec-13 | NCVER navigating vocational streams | Defining vocational streams: insights from the engineering, finance, agriculture and care sectors | TDA newsletter | NVETR Research |
| 29-Nov-13 | Defining vocational streams: insights from the engineering, finance, agriculture and care sectors | Defining vocational streams: insights from the engineering, finance, agriculture and care sectors | The Scan | NVETR Research |
| **9. Entry to vocations: strengthening VET in schools** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 31-Oct-13 | Recent NCVER research publications | ASQA Update | Online | Education |
| 28-Oct-13 | How to strengthen VET in schools | City & Guilds Centre for Skills Development | Online | Education |
| 6-Nov-13 | Work skills woe | Mt Druit - St Marys Standard, Sydney | Press | National/Major City |
| 6-Nov-13 | BVET does not lead to jobs | Sydney Blacktown Advocate | Press | National/Major City |
| 31-Oct-13 | Entry to the vocations: strengthening VET in Schools | The Scan | Online | Education |
| 29-Oct-13 | VET in Schools not preparing students for employment or further study | University of Melbourne | Online | Media Release |
| **10. Vocational education’s variable links to vocations** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 19-Dec-13 | Vocational education's variable links to vocations | The Scan | Online | Education |
| 13-Jan-14 | Mid-level qualifications don't guarantee jobs | TDA newsletter | Online | Education |
| **11. Entry to vocations: building the foundations for successful transitions** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 31-Dec-14 | Recent research publication from the National Centre for Vocational Education Research (NCVER) | ASQA Update | Online | National/Major City |
| **12. Responding to changing skill demands: training packages and accredited courses** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 2-Dec-10 | Responding to changing skill demands: training packages and accredited courses | RTO Management Magazine | Online | Educational |
| 2-Dec-10 | Responding to changing skill demands: training packages and accredited courses | APO | Online | Educational |
| 6-Dec-10 | Red tape holding back VET's potential to meet changing industry needs | TDA Newsletter | Online | Educational |
| 7-Dec-10 | Responding to changing skill demands: training packages and accredited courses | Community Net | Online | Educational |
| 9-Dec-10 | Responding to changing skill demands: training packages and accredited courses | VISTA Newsletter | Online | Educational |
| 14-Dec-10 | Responding to changing skill demands: training packages and accredited courses | CDAA e-bulletin | Online | Educational |
| 21-Dec-10 | NCVER report on VET response to changing skill demands | Service Skills Victoria | Online | Industry |
| 25-Jan-11 | Responding to changing skill demands: training packages and accredited courses | Workforce Info | Online | Educational |
| 30-Nov-10 | Training system responding to changing workplaces | Hon Christopher Evans | Online | Ministers Media Release |
| 1-Dec-10 | NCVER report on VET response to changing skill demands | Training Packages @work | Online | Educational |
| 2-Dec-10 | Report watch | rwatchhelath.blogspot.com | Online | Blog |
| 2-Dec-10 | VET Workforce Needs to be More Responsive and Capable | Productivity Commission | Online | Educational |
| **13. From education to employment: how long does it take?** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 29-Jun-11 | From education to employment: how long does it take? | Community Net | Online | Educational |
| 2-Jul-11 | Poorer job prospects | Canberra Times | Press | National/major city |
| 29-Jun-11 | Research confirms a good education is the key to getting a job | The Hon Christopher Evans | Online | Ministers Media Release |
| 29-Jun-11 | News alert | Triple J | Radio | National/major city |
| 29-Jun-11 | From education to employment: how long does it take? | Australian Clearinghouse for Youth Studies | Online | Educational |
| 30-Jun-11 | Creating very angry boys | The Australian | Online | Blog |
| 30-Jun-11 | Degrees hold key for jobs | Advertiser | Press | National/major city |
| 4-Jul-11 | Paper qualifications fast-track women into jobs | TDA Newsletter | Online | Educational |
| 6-Jul-11 | Research confirms a good education is the key to getting a job | Wangaratta Chronicle | Press | Regional |
| 9-Jul-11 | Degrees a boost | Weekend Australian | Press | National/major city |
| 28-Jul-11 | From education to employment: how long does it take? | Workforce Info | Online | Educational |
| 1-Aug-11 | From education to employment: how long does it take? | AAIR e-Newsletter | Online | Educational |
| 1-Sep-11 | From education to employment: how long does it take? | PICMM Newsletter | Online | Industry |
| 9-Aug-11 | From education to employment: how longs does it take? | South Australian Policy Online | Online | Educational |
| **14. VET research for industry** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| Jul-12 | VET research for industry | AAIR e-Newsletter | Online | Educational |
| **15. Interpreting competencies in Australian vocational education and training: practices and issues** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 28-Jan-14 | Interpreting competencies in Australian vocational education and training: practices and issues | ACPET website | Online | Education |
| 20-Jan-14 | Competencies' cause confusion | TDA newsletter | Online | Education |
| **16. Qualification utilisation: occupational outcomes - overview** | | | | |
| **Date** | **Headline** | **Media Outlet** | **Media Source** | **Media Type** |
| 29-Jun-14 | Love mofo, but anyone seen our old mojo? | Sunday Tasmanian | Press | National/Major City |
| 12-Aug-14 | Will my qualificatrion land me a job in that area? | The Brotherhood Library website | Online | Education |

# Questionnaires used – researchers and end-user stakeholders

## Researchers

NCVER TO PRE-POPULATE IN EMAIL  
Research project(s):   
Researcher(s):   
Date report(s) published:

SURVEY

Date:

Name:

***Introduction***

Can you briefly describe the main purpose for this research?

Can you identify which key stakeholder groups have a vested interest in the research?

Did you involve key stakeholders or potential end-users in the design and conduct of the research project?  
If so, please provide details.

***Knowledge production and contributions to the literature***

The main output from this research was a report.  
Apart from the main report were you, or others in the research team, involved in any other activities (either with or without NCVER)? For example [check boxes, can select more than one]:

* developing good practice guides, fact sheets or overviews
* writing journal or other articles (newsletters)
* promoting the research via social media (blogs / twitter)
* presenting at conferences
* attending stakeholder meetings / presentations
* presenting at webinars
* being interviewed for a podcast
* running workshops
* writing media releases
* speaking to the media / interviews
* other (please list)

Are you aware of any situations where the research may have been *featured* (given special prominence, attention or publicity)? If yes, are you able to provide documentary evidence?

***Capacity building and informing future research***

Are you aware of whether this research project helped to generate subsequent research in this area, either by you, your research team or by others? If yes, please briefly describe …

Have there been any benefits to you in terms of attracting further research funding (if applicable)?

Has the research led to the development of networks or ongoing collaborations? For example, with individuals or organisations working on policy in the research area, other researchers, or anyone else. If yes, please briefly describe …

Have you received any promotions, secondments or any other benefits as a result of the research, or are you aware of this occurring for any of the other researchers involved in the project?

***Informing policy***

Are you aware of your research having influenced or informed policy … in any way? If so, please describe what kind of influence you believe it has had, even if anecdotal.

Can you suggest any documentary sources which may provide evidence of research impact in the policy area? Examples may include policy papers, discussion papers, parliamentary papers, grey literature (technical reports, working papers, white papers and other material that may not be formally published or widely accessible).

***Informing practice***

Are you aware of your research having influenced or informed practice … in any way? If so, please describe what kind of influence you believe it has had, even if anecdotal.

Can you suggest any documentary sources which may provide evidence of research impact in the practitioner area? Examples may include good practice guides, systematic reviews, teaching and educational resources, newsletters.

***Other comments***

Do you have any further general comments ….

Are you able to provide us with names and contact details of potential or current end users of this research?

Would you be willing to be contacted by phone to discuss your responses in more detail if required. If yes please provide best contact number(s):

## End-user informants – ALL stakeholder groups

#### Research theme: APPRENTICESHIPS or VOCATIONS AND SKILLS DEVELOPMENT

Name:

Position:

Organisation:

Contact details:

Date:

***Introduction***

Are you familiar with the research publications or statistical reports published by the National Centre for Vocational Education Research? Yes/No

**If YES**

Are you aware of any of the following specific research or statistical reports? Please select…  
[List all reports with author names under the theme with radio buttons – can choose more than one]

**The following questions should be answered with the specific report(s) you have selected in mind, or if you have not selected any the questions can be considered more broadly with the theme of *apprenticeships research and statistics* / industry skills, competencies and vocations research as a whole having influence on policy and practice.**

***Knowledge production***

In what general capacity do you use the knowledge gained from the findings of research or data?

Do you use information from specific reports, or a combination of findings, or a bit of both?

Within your organisation or as an individual, have you shared this research with anybody else. If yes, what was the purpose? If no, why not?

Have you attended any presentations on this research? If yes please provide details.

Are you aware of any situations where the research may have been *featured* (given special prominence, attention or publicity)? If yes, are you able to provide documentary evidence?

***Capacity building***

Are you aware of the research having had any staff development or other educational benefits for yourself, within your own organisation, or for others? If yes, please describe.

Have there been any benefits to you in terms of developing networks or partnerships with others? If yes, please describe.

Did the research lead you to make use of other NCVER research or data? Yes/No

***Informing policy***

Overall, do you think this research leads to better information by which to inform or influence **policy** in the vocational education and training sector? If yes, in what way? If not, why not?

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

Are you aware of the research leading to any changes in policy, or influencing government programs and initiatives in *any way* beyond your own organisation? If yes, please describe.

Can you suggest any documentary sources which may provide *evidence* of research impact in the policy area? Examples may include policy papers, discussion papers, parliamentary papers, grey literature (technical reports, working papers, white papers and other material that may not be formally published or widely accessible).

***Informing practice***

Overall, do you think this research leads to better information by which to inform or influence **practice** in the vocational education and training sector? If yes, in what way? If no, why not?

Are you aware of whether the research has led to any improvements in practice for yourself, or within your own organisation? If so, please describe what kind of influence you believe it has had, even if anecdotal.

Can you suggest any documentary sources which may provide evidence of research impact in the practitioner area? Examples may include good practice guides, systematic reviews, teaching and educational resources, newsletters.

***Other comments***

On a scale from 1 to 5 with 1 being of less importance to 5 being of great importance could you please rate how important you believe each of the following are in facilitating engagement with research.

* Access to research in progress working papers
* Reading research reports
* Attending seminars or conferences
* Reading briefing papers
* Participating on working groups or steering committees
* Seeing media coverage
* Engaging in social media (blogs/twitter)
* Reading journal articles
* Discussions with the researchers
* Including the research in educational materials
* Distributing the findings via newsletters
* Research findings translated to good practice guides
* Research findings translated to fact sheets
* Other sources (please list)

Are you able to provide us with names and contact details of any other potential or current end users of this research?

Would you be willing to be contacted by phone to discuss your responses in more detail if required. If yes please provide best contact number(s):

**If NO (not familiar with NCVER):**

***Knowledge production***

Where do you normally source information about *apprenticeships /* **industry skills, competencies and vocations**?

In what capacity do you use research or information from research and statistics:

* To help you do your job
* To keep up to date with current issues
* To inform policy within your organisation
* To inform policy within the VET sector
* To modify or change the way you do your job
* Other, please list …

Do you share research findings with anybody else. If yes, please provide details …. If no, why not?

***Informing policy***

Overall, do you think the findings from research can inform or influence **policy**? If yes, in what way? If no, why not?

Are you aware of examples where research, either specifically into *apprenticeships* / **industry skills, competencies and vocations** or more generally, has influenced any changes in policy, or government programs and initiatives either within or beyond your own organisation? If yes, please provide details.

***Informing practice***

Overall, do you think that the findings from research can inform or influence **practice**? If yes, in what way? If no, why not?

Have you ever used research/knowledge gained in any way to inform your own practices? If so, please provide details. If no, why not?

Are you aware of examples where research, either specifically into *apprenticeships* / **industry skills, competencies and vocations** or more generally, has influenced any changes in practice or other initiatives either within or beyond your own organisation? If yes, please provide details.

***Other comments***

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 you believe each of the following are in facilitating engagement with research.

* Access to research in progress working papers
* Reading research reports
* Attending seminars or conferences
* Reading briefing papers
* Participating on working groups or steering committees
* Seeing media coverage
* Engaging in social media (blogs/twitter)
* Reading journal articles
* Discussions with the researchers
* Including the research in educational materials
* Distributing the findings via newsletters
* Research findings translated to good practice guides
* Research findings translated to fact sheets
* Other sources (please list)

Are you able to provide us with names and contact details of any other potential or current end users of research in the *apprenticeships* area/ **industry skills, competencies and vocations** area?

Would you be willing to be contacted by phone to discuss your responses in more detail if required. If yes please provide best contact number(s):

# Editorial board review template – instructions and criteria

Instructions

Please assess each report you have been allocated based on the following criteria, and rating scales. Record your results on the separate rating sheet you have been provided.

NCVER impact philosophy

Research to have impact must be seen as relevant by its target audiences, make a useful contribution to knowledge, be impartial, adopt rigorous methodologies and use reliable data, be conducted ethically, be above criticism of bias, be interesting, and be read or at least become known.

1 Quality of output

The criteria for assessing quality of output is ‘originality and rigour’. This takes into account the overall research design and methodology.

**1a Originality** should be understood in terms of the innovative character of the research output. Research outputs that demonstrate originality may: engage with new and/or complex problems; develop innovative research methods, methodologies and analytical techniques; provide new empirical material; and/or advance theory or the analysis of doctrine, policy or practice.

**1b Rigour** will be understood in terms of the intellectual precision, robustness and appropriateness of the concepts, analyses, theories and methodologies deployed within the research output. Account will be taken of such qualities as the integrity, coherence and consistency of arguments and analysis, such as the due consideration of ethical issues.

|  |  |  |  |
| --- | --- | --- | --- |
| **One star** | **Two stars** | **Three stars** | **Four stars** |
| Quality that falls below the standard of nationally recognised work, or work that does not meet the definition of research. | Quality that is good overall but falls short of highest standards. | Quality that is very good and recognised nationally. | Quality that is of the highest standard and internationally excellent. |
| * Possibly useful knowledge, but unlikely to have more than a minor influence in the field. * May provide some contribution to understanding, but largely framed by existing paradigms or traditions of enquiry. * At best, competent application of appropriate research design and techniques of investigation and analysis. | * Provides valuable knowledge in the field. * Contributes to incremental and cumulative advances in knowledge. * Thorough and professional application of appropriate research design techniques of investigation and analysis. | * An important point of reference in the field. * Contributes important knowledge, ideas and techniques which are likely to have a lasting influence. * Application of robust and appropriate research design and techniques of investigation and analysis, with intellectual precision. | * Outstandingly novel in developing concepts, techniques or outcomes. * A primary or essential point of reference in the field. * Major influence on the intellectual agenda of a research theme or field. * Application of exceptionally rigorous research design and techniques of investigation and analysis, and the highest standard of intellectual provision. * Develops or introduces an exceptionally significant data set or research/statistical resource. |

2 Potential impact

The criteria for assessing potential impact is ‘reach and importance’.

**2a Reach** will be understood in terms of a professional judgement on the extent and diversity to which others (individuals, organisations, and communities) may benefit from the research.

**2b Importance** will be understood in terms of the development of the intellectual agenda of the field and may be theoretical, methodological and/or substantive. Due weight should be given to potential as well as actual significance, especially where the output is recent. The degree to which the research has the potential to influence or inform policy and practice should be taken into account.

|  |  |  |  |
| --- | --- | --- | --- |
| **One star** | **Two stars** | **Three stars** | **Four stars** |
| Impact is of little or no reach or importance; or the potential impact is not underpinned by excellent research. | Considerable impact. | Very considerable impact. | Outstanding impact in terms of potential reach or importance. |

3 General assessment of accessibility

NCVER’s foremost interest is in applied research; that is, research aimed at informing policy development or practice. NCVER strives to produce research reports that are accessible to a wide range of stakeholders. They should be easy to read and interesting. The criteria for assessing accessibility is:

3a Logical, well-structured and argued

3b Written in clear, direct plain English

|  |  |  |  |
| --- | --- | --- | --- |
| **One star** | **Two stars** | **Three stars** | **Four stars** |
| **Does not satisfy the criterion** | **Partially satisfies the criterion** | **Satisfies the criterion** | **Satisfies the criterion to an exemplary level** |
| Not interesting, is disjointed and lacks coherency | Further work is required to add value and ensure coherency | Supports and adds new information, as a whole is coherent and logical | Major contribution, provides fresh insights, explores issues from different angles, high degree of coherency |

4 Any other comments

Please provide any other comments, either in relation to the report itself or this evaluation template and process on your rating sheet.