



# 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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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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# Contents

Citation analysis - full results	4
Theme 1: The role of apprenticeships in a modern economy	4
Theme 2: The role of vocations and the competencies required by industry	30
Google analytics	50
Theme 1: The role of apprenticeships in a modern economy	51
Theme 2: The role of vocations and the competencies required by industry	56
NCVER media metrics	62
Theme 1: The role of apprenticeships in a modern economy	62
Theme 2: The role of vocations and the competencies required by industry	68
Questionnaires used - researchers and end-user stakeholders	71
Researchers	71
End-user informants - ALL stakeholder groups	73
Editorial board review template - instructions and criteria	77

# 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
<b>TOTAL</b>	<b>113</b>	<b>41</b>	<b>43</b>	<b>50</b>	<b>12</b>	<b>4</b>	<b>43</b>	<b>3</b>	<b>3</b>	<b>56</b>	<b>6</b>	<b>373</b>

^ 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

Cited by 52 [Google Scholar]

Cited by an additional 12 [VOCEDplus full text]

Cited by an additional 10 [Google]

No additional citations [Publish or Perish]

Cited by an additional 3 [Parliamentary database]

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Tom Karmel and David Roberts

2012

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## 16. Understanding the non-completion of apprentices

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
<b>TOTAL</b>	<b>40</b>	<b>28</b>	<b>22</b>	<b>31</b>	<b>3</b>	<b>3</b>	<b>21</b>	<b>6</b>	<b>4</b>	<b>100</b>	<b>1</b>	<b>259</b>

^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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No additional citations [Publish or Perish]

No additional citations [Parliamentary database]

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Kira Clarke

2012

Total = 32 citations

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No additional citations [Publish or Perish]

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### 3. Missing links: the fragmented relationship between tertiary education and jobs

Leesa Wheelahan, Mary Leahy, Nick Fredman, Gavin Moodie, Sophie Arkoudis and Emmaline Bexley  
2012

Total = 17 citations

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#### 4. Revitalising the 'vocational' in flows of learning and labour

Leesa Wheelahan, Gavin Moodie and John Buchanan  
2012

Total = 24 citations

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Gavin Moodie  
2012

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Serena Yu, Tanya Bretherton, Johanna Schutz and John Buchanan

2012

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Serena Yu, Tanya Bretherton and Johanna Schutz  
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Serena Yu, Tanya Bretherton and John Buchanan  
2013

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Kira Clarke  
2013

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Gavin Moodie, Nick Fredman, Emmaline Bexley and Leesa Wheelahan  
2013

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## 11. Entry to vocations: building the foundations for successful transitions

Kira Clarke

2014

Total = 14 citations

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Josie Misko

2010

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Tom Karmel  
2012

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#### 15. Interpreting competencies in Australian vocational education and training: practices and issues

Steven Hodge  
2014

**Total = 17 citations**

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## 16. Qualification utilisation: occupational outcomes – overview

Bridget Wibrow  
2014

Total = 17 citations

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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)

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

- Government
- Research organisation or university
- TAFE Institute or college
- Other
- Private or other non-TAFE training provider
- Industry
- School
- Union
- Media
- Guest

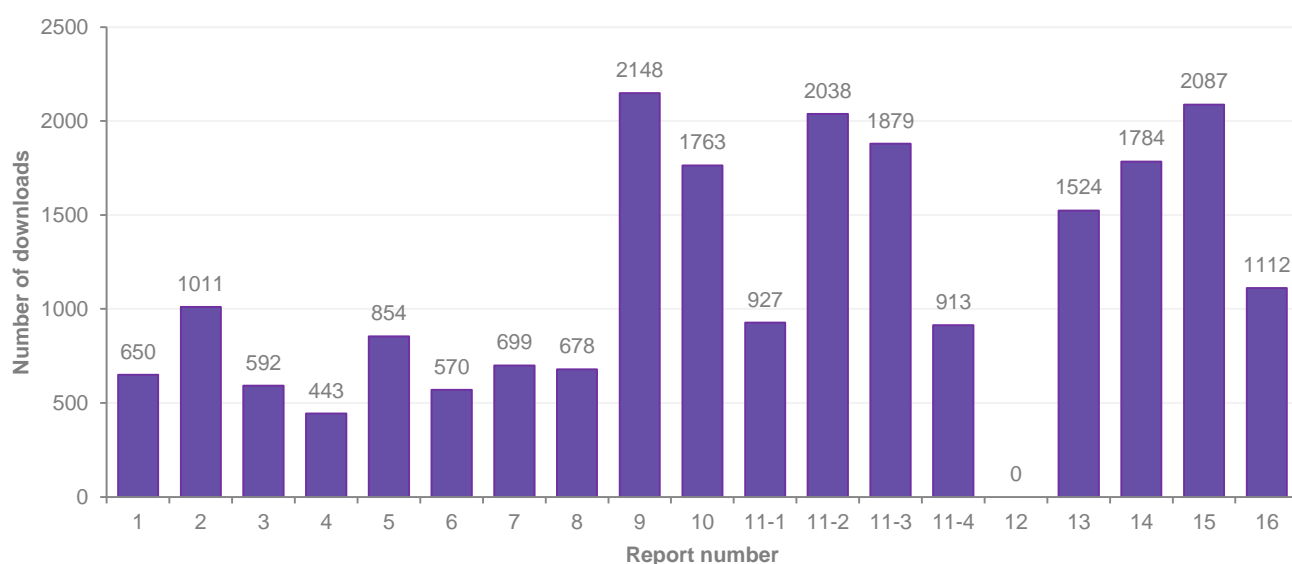
### NCVER Portal member groups (16)

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.

- Registered Training Organisation
- Other Government
- Student/Individual
- Training peak body/Association
- School
- University
- Australian Government
- State/Territory Government
- Research
- 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		The role of 'culture' in apprenticeship completions	Guest	
10		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		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		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**

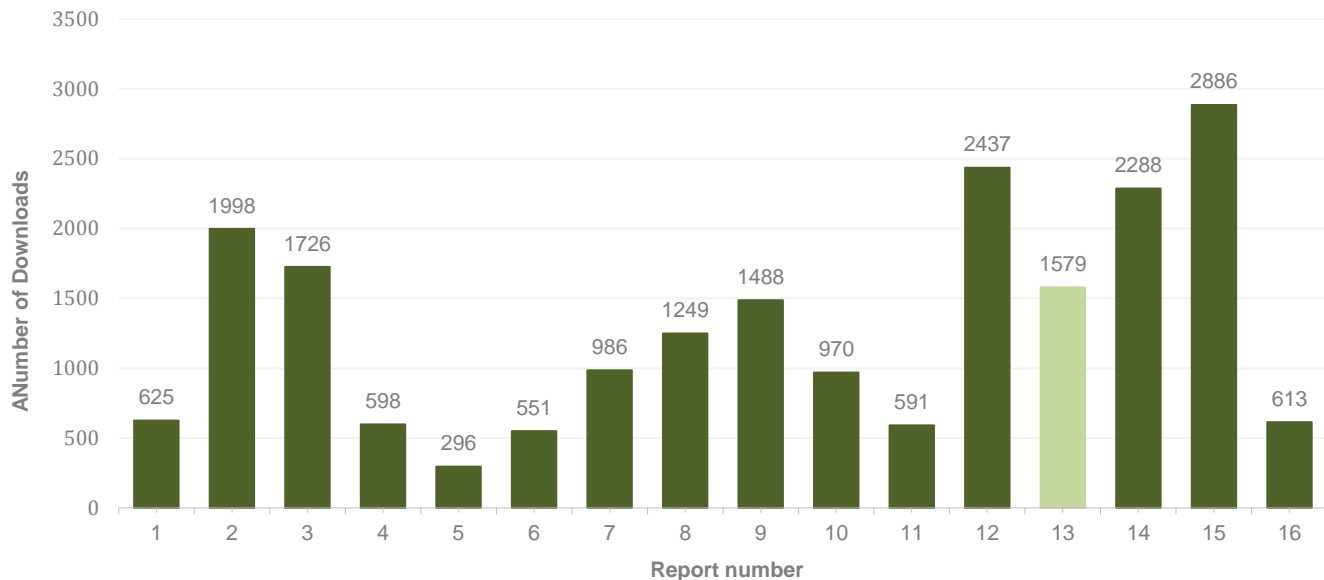
Report #	# countries overall	Top 5 Country of visit	Unique pageviews	Publish date	Comments
1	11	Australia United Kingdom United States Kenya Switzerland	475 17 9 5 4	12 August 2005	Archived from NCVER website October 2012
2	9	Australia Canada United Kingdom Greece South Korea	736 18 12 6 3	8 September 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, Sopia 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	
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# NCVER media metrics

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

<b>1. Apprentice and trainee completion rates</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>2. The impact of wages on the probability of completing an apprenticeship or traineeship</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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	Cooe 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
<b>3. How reasons for not completing apprenticeships and traineeships change with duration</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
22-Mar-10	How reasons for not completing apprenticeships and traineeships change with duration	APO	Online	Educational
<b>4. Experimental completion and attrition rates for latest commencing apprentices and trainees</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
11-Sep-10	Latest experimental completion and attrition rates	Australian Apprenticeships Training Information Service	Online	Educational
<b>5. Attrition in the trades</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>6. Effects of the downturn on apprentices and trainees</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>7. The impact of wages and the likelihood of employment on the probability of completing an apprenticeship or traineeship</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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	AAIR e-Newsletter	Online	Educational

	traineeship			
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
<b>8. Pre-apprenticeship training activity</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>9. Pre-apprenticeships and their impact on apprenticeship completion and satisfaction</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>10. Individual-based completion rates for apprentices</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>11. Completion and attrition rates for apprentices and trainees 2010, 2011, 2012, 2013</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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 picture 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 courses	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	AAIR e-Newsletter	Online	Educational

	apprenticeships and traineeship to improve retention			
<b>14. Evolution of apprenticeships and traineeships in Australia: an unfinished history</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
31-Mar-12	Evolution of apprenticeships and traineeships in Australia: an unfinished history	VISTA Newsletter	Online	Educational
<b>15. The role of 'culture' in apprenticeship completions</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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 Bulletin	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
<b>16. Understanding the non-completion of apprentices</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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

<b>1. Entry to vocations: current policy trends, barriers and facilitators of quality in VET in Schools</b>				
No media coverage for the report				
<b>2. Entry to vocations: the efficacy of VET in schools</b>				
Date	Headline	Media Outlet	Media Source	Media Type
20-Dec-12	Entry to vocations: the efficacy of VET in Schools	Velg Training	Online	Educational
<b>3. Missing links: the fragmented relationship between tertiary education and jobs</b>				
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
<b>4. Revitalising the 'vocational' in flows of learning and labour</b>				
No media coverage for the report				
<b>5. The role of educational institutions in fostering vocations</b>				
No media coverage for the report				
<b>6. Understanding the nature of vocations today: exploring labour market pathways</b>				
No media coverage for the report				
<b>7. Vocational trajectories within the Australian labour market</b>				
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
<b>8. Defining vocational streams: insights from the engineering, finance, agriculture and care sectors</b>				
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
<b>9. Entry to vocations: strengthening VET in schools</b>				
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
<b>10. Vocational education's variable links to vocations</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>11. Entry to vocations: building the foundations for successful transitions</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
31-Dec-14	Recent research publication from the National Centre for Vocational Education Research (NCVER)	ASQA Update	Online	National/Major City
<b>12. Responding to changing skill demands: training packages and accredited courses</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>13. From education to employment: how long does it take?</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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	Wangaratta Chronicle	Press	Regional

	getting a job			
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 long does it take?	South Australian Policy Online	Online	Educational
<b>14. VET research for industry</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
Jul-12	VET research for industry	AAIR e-Newsletter	Online	Educational
<b>15. Interpreting competencies in Australian vocational education and training: practices and issues</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
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
<b>16. Qualification utilisation: occupational outcomes - overview</b>				
<b>Date</b>	<b>Headline</b>	<b>Media Outlet</b>	<b>Media Source</b>	<b>Media Type</b>
29-Jun-14	Love mofo, but anyone seen our old mojo?	Sunday Tasmanian	Press	National/Major City
12-Aug-14	Will my qualification 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 NCVET 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 NCVET):

### ***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.
<ul style="list-style-type: none"> <li>• Possibly useful knowledge, but unlikely to have more than a minor influence in the field.</li> <li>• May provide some contribution to understanding, but largely framed by existing paradigms or traditions of enquiry.</li> <li>• At best, competent application of appropriate research design and techniques of investigation and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides valuable knowledge in the field.</li> <li>• Contributes to incremental and cumulative advances in knowledge.</li> <li>• Thorough and professional application of appropriate research design techniques of investigation and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• An important point of reference in the field.</li> <li>• Contributes important knowledge, ideas and techniques which are likely to have a lasting influence.</li> <li>• Application of robust and appropriate research design and techniques of investigation and analysis, with intellectual precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Outstandingly novel in developing concepts, techniques or outcomes.</li> <li>• A primary or essential point of reference in the field.</li> <li>• Major influence on the intellectual agenda of a research theme or field.</li> <li>• Application of exceptionally rigorous research design and techniques of investigation and analysis, and the highest standard of intellectual provision.</li> <li>• Develops or introduces an exceptionally significant data set or research/statistical resource.</li> </ul>

## 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 
<b>Does not satisfy the criterion</b>	<b>Partially satisfies the criterion</b>	<b>Satisfies the criterion</b>	<b>Satisfies the criterion to an exemplary level</b>
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.