

Do outcomes differ for VET and higher education qualified workers in the same occupation?

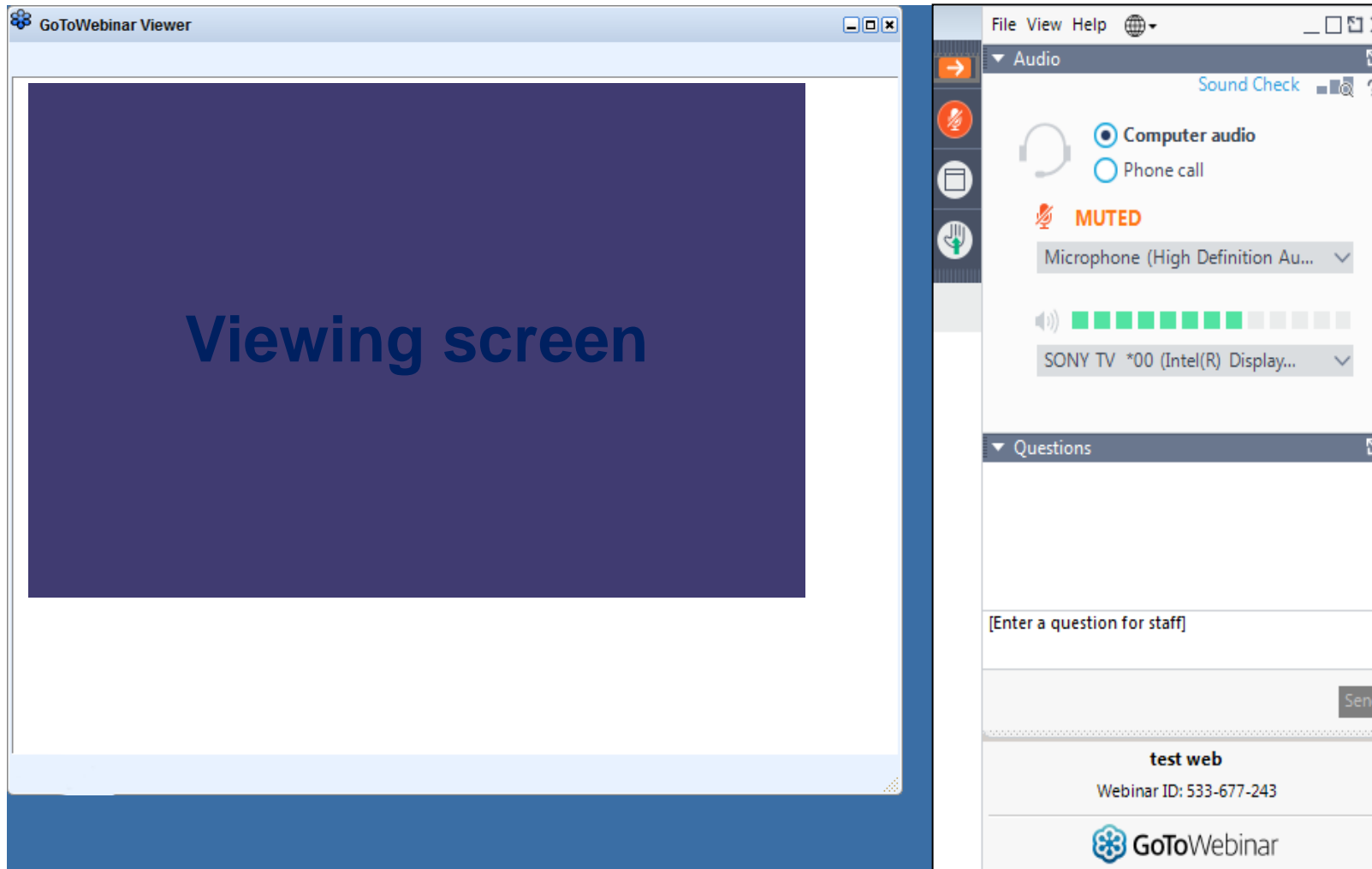


Chair



Melinda Lees
Team Leader, Research & Data
Analytics
NCVER

Housekeeping: What attendees see



The screenshot displays the GoToWebinar Viewer interface. The main window, titled "GoToWebinar Viewer", shows a large dark blue rectangle with the text "Viewing screen" in the center. To the right, a sidebar contains several panels:

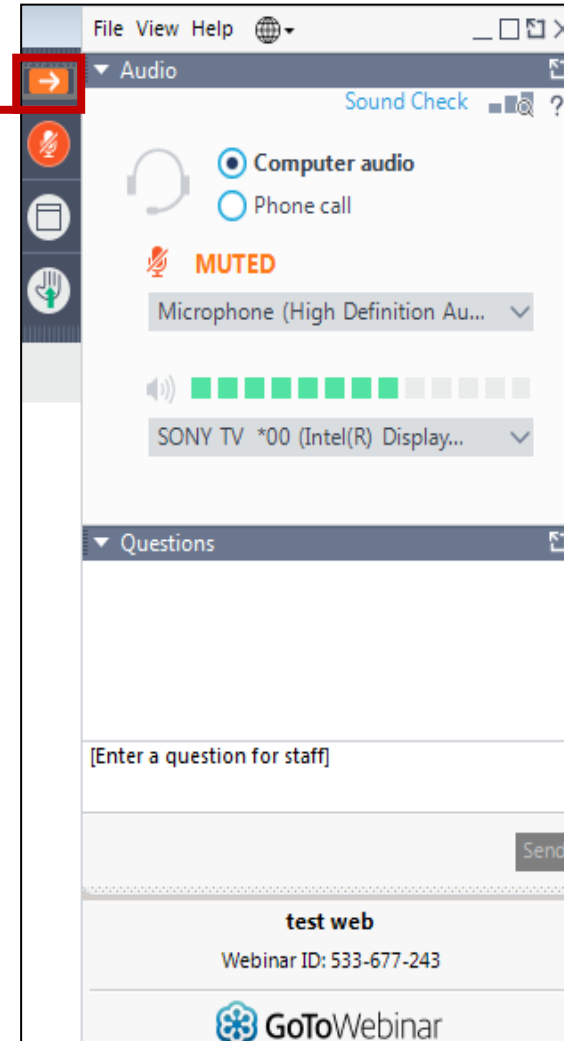
- Audio Panel:** Includes a "Sound Check" link, radio buttons for "Computer audio" (selected) and "Phone call", a "MUTED" status indicator, a microphone selection dropdown menu (currently showing "Microphone (High Definition Au..."), a volume level indicator with a green bar, and a speaker selection dropdown menu (currently showing "SONY TV *00 (Intel(R) Display...").
- Questions Panel:** Features a text input field with the placeholder "[Enter a question for staff]" and a "Send" button.
- Footer:** Displays "test web", "Webinar ID: 533-677-243", and the GoToWebinar logo.

Housekeeping: Attendee participation

Open and hide your control panel

Join audio:

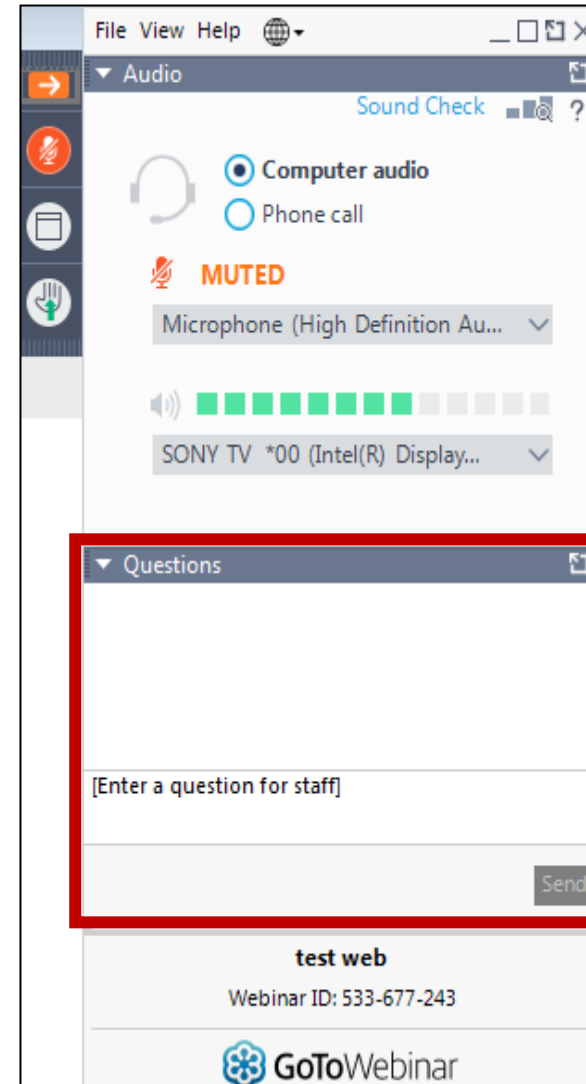
- Choose “Computer audio” to use VoIP (audio over the Internet), **OR**
- Choose “Phone call” and dial in using the information provided



The screenshot shows the audio control panel in a GoToWebinar window. The window title is "File View Help" and the panel is titled "Audio". It includes a "Sound Check" button and a "MUTED" indicator. The "Computer audio" option is selected, and the "Phone call" option is also visible. The microphone is set to "Microphone (High Definition Au..." and the speaker is set to "SONY TV *00 (Intel(R) Display...". A volume bar is present below the microphone selection. Below the audio controls is a "Questions" section with a text input field containing "[Enter a question for staff]" and a "Send" button. At the bottom of the window, it displays "test web" and "Webinar ID: 533-677-243". The GoToWebinar logo is at the very bottom.

Housekeeping: Questions

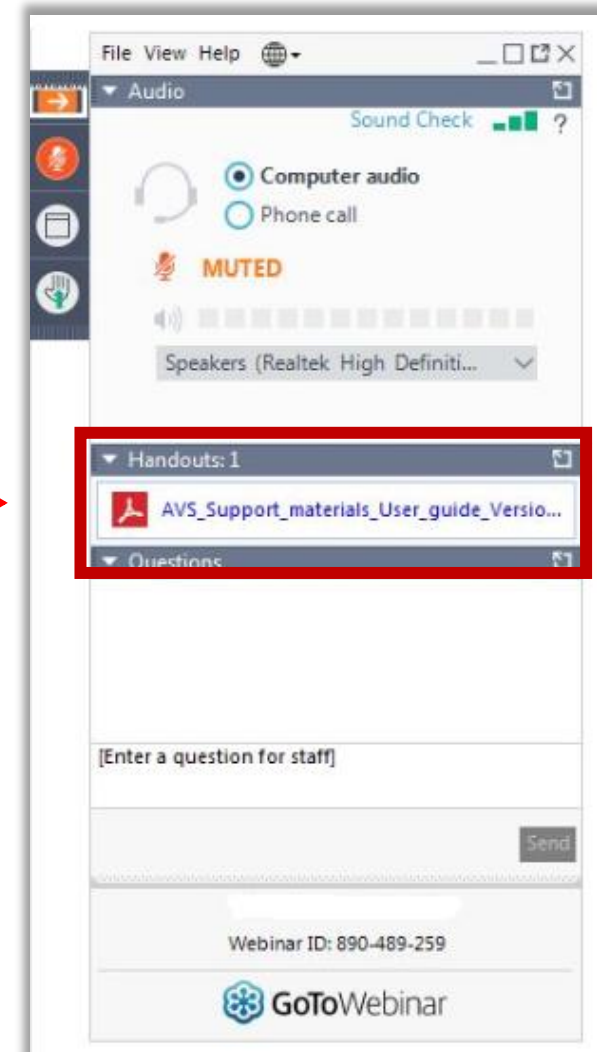
You can submit your questions and comments using the Questions Panel at any time.



The screenshot displays a GoToWebinar interface. At the top, there is a menu bar with 'File', 'View', and 'Help'. Below this is a 'Questions' panel, which is highlighted with a red border. The 'Questions' panel contains a text input field with the placeholder text '[Enter a question for staff]' and a 'Send' button. Above the 'Questions' panel is an 'Audio' panel. The 'Audio' panel shows 'Computer audio' selected, 'Phone call' unselected, and a 'MUTED' status. It also displays a volume slider and a dropdown menu for 'Microphone (High Definition Au...'. At the bottom of the interface, there is a 'test web' section with 'Webinar ID: 533-677-243' and the GoToWebinar logo.

Housekeeping: Handouts

You can download a pdf copy of the supporting documents using the Handouts panel.



Do outcomes differ for VET and higher education qualified workers in the same occupation?



Presenters



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Discussant



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Overview of research topic



Move towards the need for a qualification or a higher-level qualification to enter an occupation



Previous research looking at overall outcomes for VET and higher education graduates

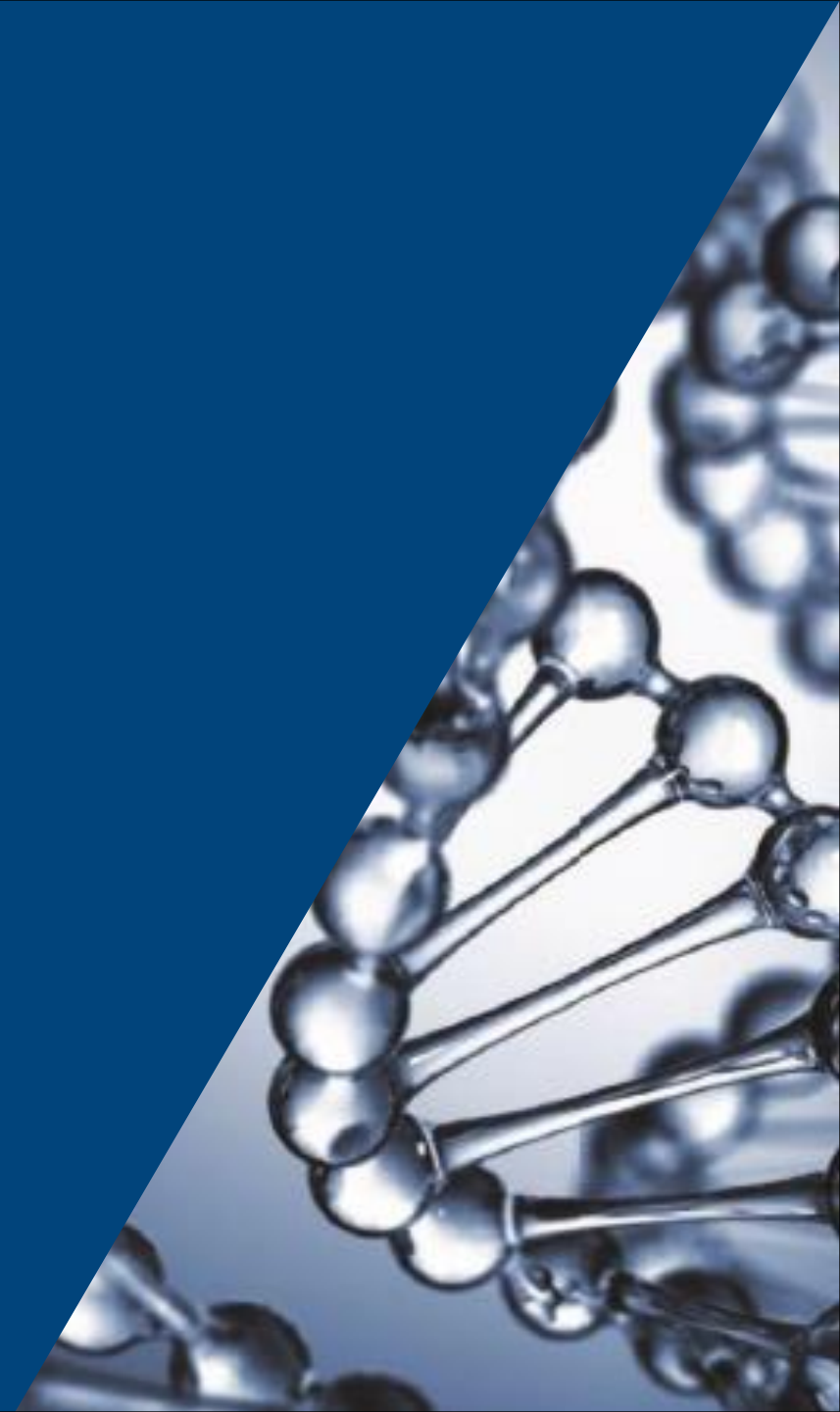
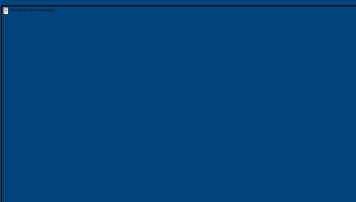


But what if they are in the same occupation?

HILDA analysis and key findings

Julie Moschion, **Cain Polidano** &
Daniel Fischer

Tuesday, 21 September 2021



Aims and research questions

- The aim of this analysis is to compare the labour market outcomes of people with different training pathways who work in select occupations with ‘overlapping VET-HE credentials’
- We examine outcomes of VET-trained (VET-only and VET & HE) and HE-only trained using national data from the HILDA survey
- Over 50 outcomes from HILDA are examined between 2011 and 2019
 - employment conditions (e.g. hours, wage, schedule, maternity leave, contract type);
 - nature of work (e.g. complexity, stress, autonomy, repetition) and
 - job satisfaction (across many domains e.g. satisfaction with type of work, pay and overall)

Defining education groups

- Examine all obtained qualifications of prime working-age HILDA respondents (25-56) in 2011 to define group membership
- VET and HE qualifications are distinguished following the Australian Qualifications Framework (AQF), with VET being any qualification lower than bachelor's degree
 - VET qualifications include = Associate degree; Advanced diploma; Diploma; Certificate I to IV; Certificate (level unknown)
 - HE qualifications include = Doctoral degree; Master degree; Graduate Diploma; Graduate Certificate; Bachelor Degree (incl. Honours and Pass)
- Assignment to each of the three groups depends on attainment of any VET or HE qualification or a combination since leaving school
- Those without any qualifications are omitted from the sample

Occupations with ‘overlapping credentials’

- Main sample includes 3-digit occupations with at least 10 HILDA respondents in each of the three qualification groups in 2011
 - 24 white collar jobs Including: early education teachers; midwifery and nursing professionals; social and welfare professionals; health and welfare support workers; sales assistants; sales managers; construction managers; project administrators and engineering professionals
- Sample of analysis:
 - 2,723 HILDA respondents aged 25-56 (29% of the wave 11 in this age group)

Analytical approach

- Using the described sample, we statistically test for differences in outcomes of people that are, and are not, VET-trained, each year between 2011 and 2019 by estimating linear regression models for each outcome:

$$y_{ikt} = \beta_0 + \beta_1 VETonly_{1i} + \beta_2 VET\&HE_{2i} + \beta_3 INDIVIDUAL_i + \sum_k \beta_{4k} OCC_k + \varepsilon_{ikt}$$

- β_1 and β_2 are the key parameters that measure differences in outcomes of VET-trained ($VETonly_{1i}$ and $VET\&HE_{2i}$) and HE-only trained people working in the same occupation
- Two types of controls to adjust for differences between the qualification groups:
 - $INDIVIDUAL_i$ adjusts for differences in individual characteristics that may influence group outcomes, but are unrelated to their job (e.g. personality; region; age; gender; background)
 - OCC_k occupation fixed effects adjusts for differences in occupation choices between VET-trained and HE-only that may also affect relative outcomes of the groups

Key results

- Based on β_1 and β_2 that measure differences in outcomes (2011-2019) between VET-trained and HE-only respondents in the same occupations, we conclude:
- **No difference** on many core employment conditions between VET-trained and HE-only trained people working in the same occupations:
 - They have similar: employment rates, rates of casual employment; hours worked; rates of on-the-job training; annual and sick leave entitlements; use of paid leave and rates of concern over job loss
- **Some inferior conditions for VET-only trained** compared to HE-only trained people working in the same occupations:
 - Lower wages; more likely to have non-standard work schedule; less access to paid paternal leave and apparent fewer promotion opportunities - fewer supervisory responsibilities and lower rates of promotion

Key results

- **VET-only trained report jobs are less dynamic** compared to HE-only trained people working in the same occupations:
 - Less autonomy (when to take a break; what to do at work; how to work; when to work)
 - More repetitive (less variety of tasks and more repetition)
 - Less challenging (fewer opportunities to use initiative; undertake complex and difficult work and learn new skills)
- **No strong evidence that VET-only trained are *less* satisfied with their job than HE-only:**
 - As satisfied with: ability to juggle work and life commitments; job security and hours of work
 - Slightly lower satisfaction with pay; but on the margins of significance
- **Outcomes for HE&VET-trained are generally comparable to HE-only trained**
 - Although shorter duration in occupation, but not in their job

Employer interviews and findings

Employer interviews



Childcare workers (ANZSCO 421111)



Surveyors (ANZSCO 232212)



Graphic designers (ANZSCO 232411)



Medical laboratory technicians (ANZSCO 311213)

Employer views on the qualifications



Preferences for qualifications have changed over time



VET qualifications are practical and provide experience in using tools and equipment



Higher education qualifications are longer in nature, provide theoretical knowledge and allow for development of broader skills and knowledge (e.g., people management, presentation skills)



Biggest difference between people who undertake VET and those who do higher education is aspirations

Influence of qualification level on recruitment



Employers openly recruit for both qualifications



Likely to specify VET qualification as a minimum



Potential pathway of position may influence preference for a certain qualification level



Experience, skills, portfolio, performance at interview and team fit as important, if not more so than, the qualification

Jobs and tasks of VET and higher education qualified workers



20% to 80% of people employed in each occupation are VET qualified



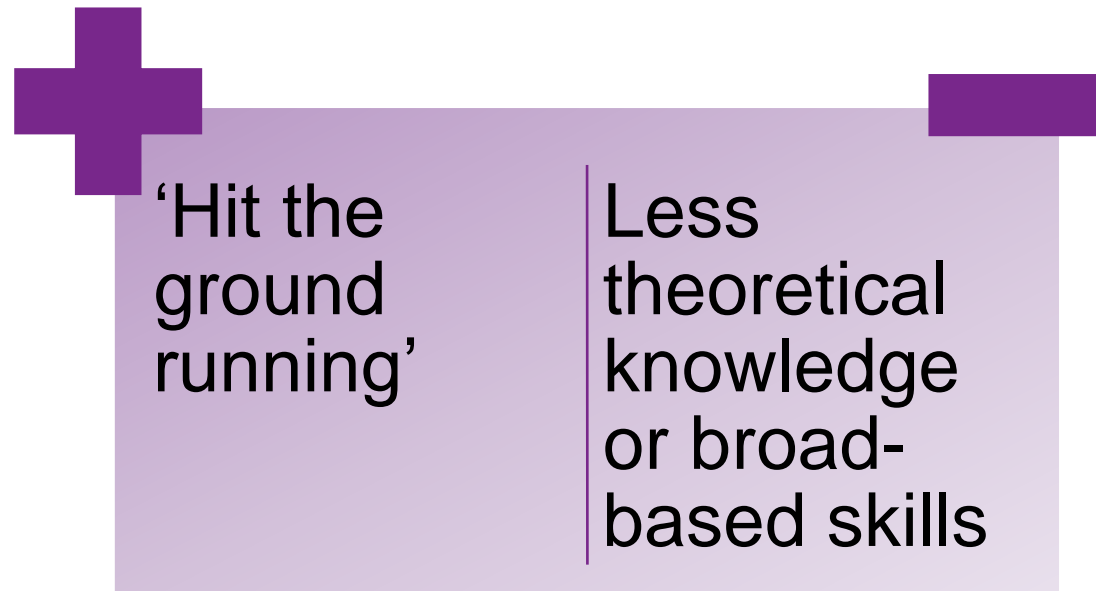
VET and higher education qualified workers undertake the same tasks and jobs or there are minimal differences



Exception is childcare

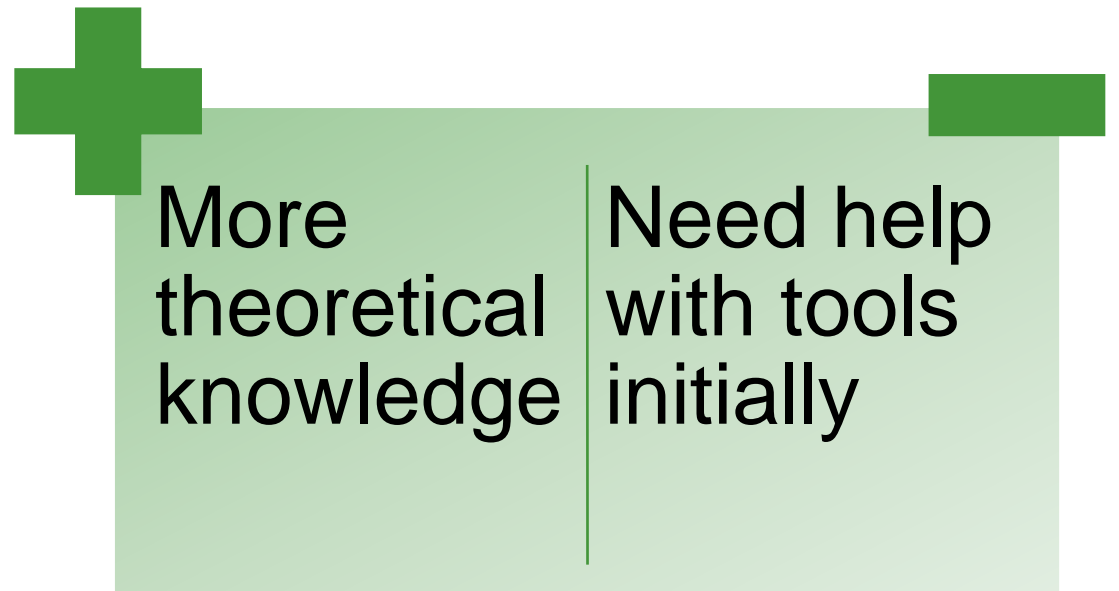
Similarities and differences in job outcomes

VET qualified workers



Remains long-term

Higher education qualified workers



Short-term only

Similarities and differences in job outcomes



Starting salary reflective of position not qualification

Future remuneration determined by performance



Additional training based on individual needs and experience



Expectations placed on employees are similar

Similarities and differences in job outcomes



Graphic designers – pathways are the same

Surveyors – generally the same unless want to become licensed surveyor

Childcare workers – differences between centres

Medical laboratory technicians – VET has fixed duties; higher education move to scientist roles

Suggestions for changes to VET qualifications



More practical experiences for students
Addressing gap between VET and actual requirements of the job



General content of VET qualifications is good
Need more flexible delivery options



Development of conceptual thinking and presentation skills
Include business skills



Frontload with pre-analytical and point-of-care skills (certificates III & IV)
More advanced content and two years in length (diploma)
Work placement

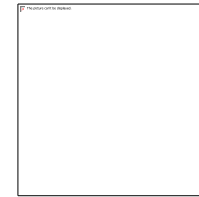
Other issues arising



Better recognition of
prior learning



Ability to progress
without a degree



Need for more
accurate career advice

Overall findings



Employers actively recruit for and place value on both qualifications



Initially do the same jobs and have same salary, exception is childcare workers



Over time higher education qualified have more career progression opportunities and higher wages



VET graduates may be more job-ready (i.e., know tools, software etc.)



Higher education graduates have broader knowledge and additional skills

Advice for people choosing VET qualifications

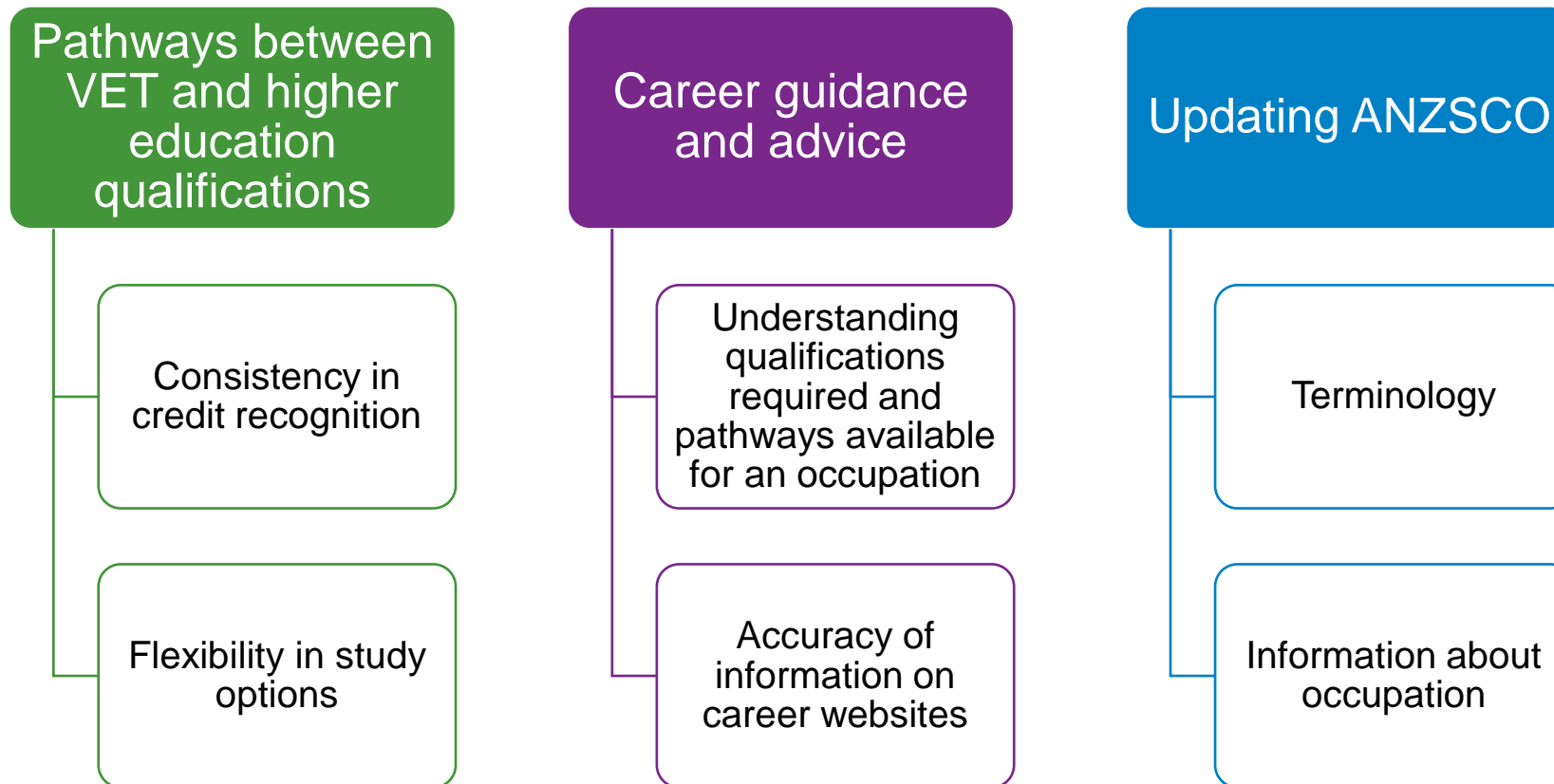
Understand the industry

Explore other areas of the occupation

May need to undertake a degree at a later stage



Areas for improvement



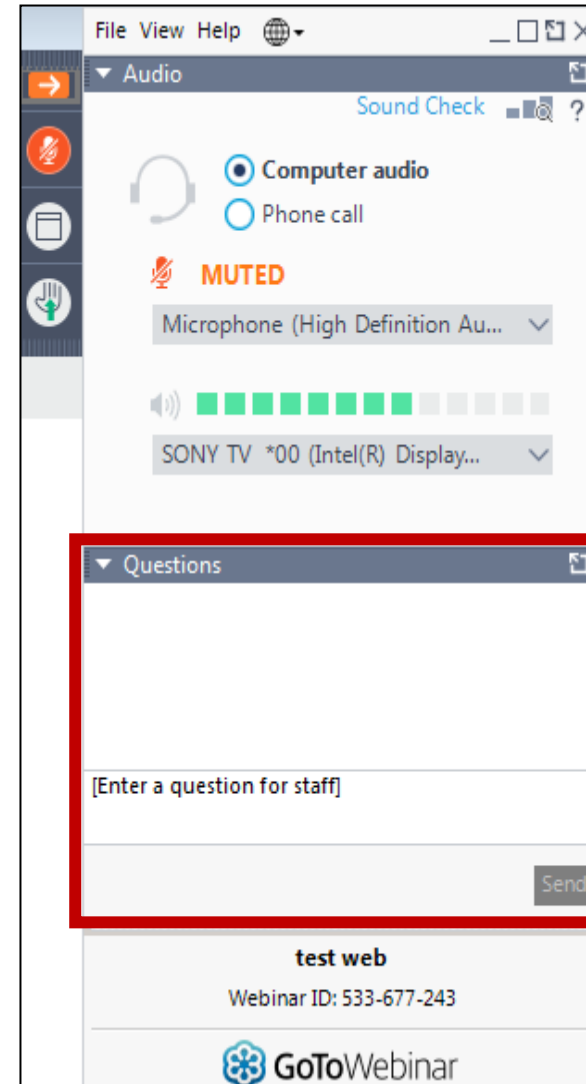
Interview with Michelle Blicavs

CEO of the Association
of Consulting
Surveyors



Question and Answer Section

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