This is an alternative text version of *Assessing the impact of research: infographic*. It is designed to be read via a screen reader and consequently has had all visual elements removed. Please see the original version available at <https://www.ncver.edu.au/publications/publications/all-publications/assessing-the-impact-of-research-infographic> if you wish to view the full version.

# Assessing the impact of research

NCVER seeks to maximise the value and impact of its work and is genuinely interested in when, where and how our research andstatistics are making a difference. We also want to ensure maximum benefits arise from publicly-funded research endeavours.Our vision is to inform policy and influence practice through credible, reliable and insightful information.

While the interplay between research and policy and practice is never straightforward, there are significant connections. The report*Apprenticeships and vocations: assessing the impact of research on policy and practic*e has highlighted the variety of ways in whichNCVER publications are used. This infographic covers only a small number of research and statistical publications under the overalltheme of Apprenticeships, its focus being on factors influencing apprenticeship completions from 2005 – 2015.

## Knowledge footprint - Apprenticeships (focus on completions)

* 21 672 total downloads.
* 373 citations.
* 16 research or statistical publications examined 2005-2014.
* 2204 full record visits on VOCEDplus.
* 167 times NCVER apprenticeship data or research was covered in the media.
* NCVER’s H-index score is 47, which is very good to outstanding. The H-index is a measure of academic impact that has generated widespread interest. The advantage of the H-index is that it combines an assessment of both quantity and quality.

## International footprint

* Top country of visit is the United Kingdom

## Reports that resonate the most - Apprentices and trainees

Government:

* *Individual-based completion rates for apprentices.*

Industry:

* *Completion and attrition rates for apprentices and trainees.*

Training providers:

* *Understanding the non-completion of apprentices.*

Media:

* *The impact of wages on the probability of completions.*

## How we measure impact

Building capacity: assessing the extent to which research has improved the abilities of researchers and stakeholders to engage with the research.

Informing policy: judging if and how research has been useful in informing or guiding policy.

Informing practice: establishing how the research has informed or guided practice.

## Examples of influencing policy or practice

There is stakeholder reported evidence of the research being used to:

* influence initiatives to improve completion rates
* modify incentives for remote Indigenous communities to assist with commencement, progression and completion
* underpin mentoring and support policies and programs
* affect pre-apprenticeship and school based apprenticeship arrangements
* inform practices associated with employer recruitment, management and pastoral care of apprentices.

All information has been taken from *Apprenticeships and vocations: assessing the impact of research on policy and practice,* by Jo Hargreaves, which can be downloaded from <www.ncver.edu.au/publications/2864.html>.