

RESEARCH'S MESSAGES



| INFORMING + INFLUENCING
THE AUSTRALIAN VET SECTOR

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Introduction

Research messages 2023 highlights the diverse range of research activities undertaken over the past year by the National Centre for Vocational Education Research (NCVER).

This edition provides:

- key findings from our program of research
- details of conferences, presentations, webinars, podcasts and other NCVER research communications
- resources collated by NCVER designed to assist in informing the VET (vocational education and training) system and its related policies
- a summary of NCVER discussion papers and submissions to government reviews.

NCVER is the independent national body responsible for collecting, managing, analysing and communicating research and statistics relating to the VET sector.

Our vision is to inform and influence VET policy and practice to assist governments, training and industry organisations to support the development of a skilled and capable Australian workforce and a strong economy.

NCVER's strategic in-house research program contributes to this mission by delivering world-class research by harnessing the power of integrated data and analytics to provide insights that will be relevant and trusted by our stakeholders. Our research, which is guided by the Australian Government and state and territory governments and other key stakeholders, aims to inform policy development and decision-making to ensure the delivery of high-quality VET.

Our research responds to critical workforce and skill gaps, rapid technological development, and the changing nature of work by providing key insights that support the evolving needs of industry, government and the VET sector.

In 2023, the research program was shaped by national VET reform initiatives and the key priorities of stakeholders, many of which are reflected in research publications relating to, for example: what drives training choices that students



make, employment outcomes of VET for Aboriginal and Torres Strait Islander peoples, and the characteristics of effective RTO partnerships with employers, among others.

We communicated the findings of our research across a wide range of platforms, including webinars and podcasts for Australian and international audiences, and on a diverse range of topics, such as the interface between VET and higher education for a more integrated tertiary education system, overcoming VET delivery challenges in regional Australia, and VET pathways to meaningful careers.

NCVER held the *32nd National Vocational Education and Training Research Conference 'No Frills'* in Melbourne, in partnership with RMIT University. The event, which was completely sold out, focused on the theme of *Skilling Australia's current and future workforce*. During the conference, we engaged with speakers to explore innovative approaches for building a robust VET sector that can effectively address current skill gaps and proactively meet future challenges.

Key research areas

The 2023 national VET research agenda was overseen by the Australian and State and Territory governments to inform national priorities. Research published during 2023 encompassed a range of themes and topics categorised under the following three broad areas.

VET delivery and practice

Individuals may decide to access the VET sector at different points in their lives for a variety of different reasons. It is therefore important that the teaching, learning and assessment practices in the sector are meeting their needs.

The research under this theme explored the challenges of meeting the training needs of regional Australia, the effectiveness of online delivery and support services, the extent to which the provision of support services drive student training choices, and the motivators of high-performing RTOs to deliver beyond the standard.

Key themes and topics under this area:

- training delivery
- online delivery
- student support
- teaching practices
- student choices.



VET student engagement and outcomes

Understanding how students engage in and benefit from VET is important to monitoring performance, quality and accessibility. Exploring VET's impact on the most disadvantaged learners and enhancing methods of predicting completion rates, contribute to efforts to improve VET outcomes for all learners.

The research under this theme revealed the VET outcomes of students with disadvantage, in particular for Aboriginal and Torres Strait Islander peoples and examined better ways to predict VET completions.

Key themes and topics under this area:

- student equity
- participation in VET
- VET completion rates
- employment outcomes.



VET's role in skilling the workforce

In the current post-pandemic environment, it is important to understand how COVID-19 affected the VET sector and workplaces to prepare the sector for future disruptions and better respond to student and industry needs. For example, by increasing and improving online learning and strengthening partnerships with employers.

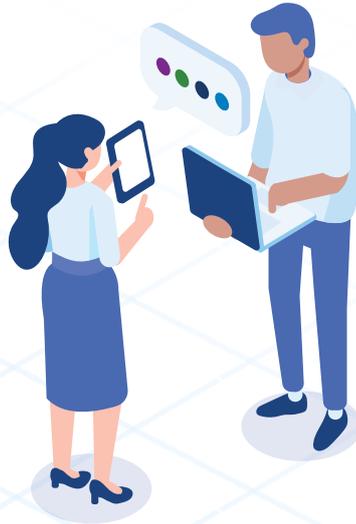
The research under this theme explored the impact of the pandemic on the VET sector and developed a good practice guide for RTOs to support their efforts in building effective partnerships with employers.

Key themes and topics under this area:

- impacts of COVID-19 on VET
- RTO-employer partnerships.



VET delivery and practice





VET delivery in regional, rural and remote Australia: barriers and facilitators



Tabatha Griffin, Upekha Andrahannadi

24 April 2023

ncver.edu.au/publications/57074

This research investigates how the training sector could better meet the needs of regional, rural and remote (RRR) Australia. It explores how various stakeholders in the vocational education and training (VET) system understand local skills needs, and the barriers faced by registered training organisations (RTOs) when delivering training in such locations. Understanding local skills needs relies heavily on local consultation as most national/state data sources become less reliable at the local level. RTOs face many barriers when delivering in RRR locations, but training might be better enabled with consideration of diversity of place, funding arrangements, co-ordination of training demand and the facilitation of partnerships.

Summary of findings

Delivering training in RRR Australia is not easy. Australia is a large, diverse country, and ensuring that training is suited to individual locations, which are unique in their landscapes, economies, industries and cultures, is challenging. There is an ongoing policy interest in making sure that the VET sector is serving the needs of RRR Australia. VET has a key role to play in regional development through its dual function of developing individuals and providing skills to industry.

Some of the barriers to delivering VET in RRR Australia, as described by interviewees in this project, are not the responsibility of the VET sector itself. Issues raised that are

outside the VET sector included limited availability of housing/ accommodation; community issues (for example, safety and attitudes towards working and training); technology/ connectivity limitations; and limited job opportunities.

Key messages

- An understanding of local skills needs, especially in RRR Australia, cannot be gained through quantitative data alone. Local intelligence is required, gathered through informal relationships, formal partnership arrangements and other targeted activities.
- RTOs face many different barriers in delivering training in RRR locations. These include challenges that are: RTO and/or market-based; location-based; and student-based. Increased costs are associated with delivering in RRR Australia, and these challenge the viability of training in such locations, especially in areas of thin markets.
- RTOs who deliver in RRR Australia display a determination to assist individuals in these locations to succeed, as well as to provide good service to local industry. RTOs also demonstrate the importance of the right mindset and a flexible approach; characteristics that allow them to adapt to overcome the challenges in RRR VET delivery.
- More effective provision of training in RRR Australia may be facilitated by consideration of:
 - the diversity across RRR Australia, and how reconceptualised policy and training package development might better enable the flexibility required in the local context. Devolved decision-making may help to minimise mismatches between national, jurisdictional and local training needs.
 - the true costs of delivery in such locations to ensure that funding arrangements better cover them; additionally, ensuring that information on local training needs is effectively fed into funding decisions to ensure these needs are better met.

- coordination of training demand to help alleviate issues of thin markets. This could be facilitated by a third-party, but adequate resourcing of this role is likely to be required for it to be effective.
- mechanisms to assist in the development of informal relationships or formalised partnerships to help ensure that communities and local industries get what they need from training. There may be a role for government in assisting RTOs and other stakeholders in facilitating such linkages.



Effective teaching practices and student support services in online VET



Sheila Hume, Tabatha Griffin, Upekha Andrahannadi

22 June 2023

ncver.edu.au/publications/2023-2

A dramatic shift to online delivery in the vocational education and training (VET) sector occurred in response to the COVID-19 pandemic. The experience of this delivery mode created an opportunity for many training providers to consider increasing their use of online delivery, including through blended delivery (offering a blend of online and classroom and/or workplace-based training).

Through a series of interviews with registered training organisations (RTOs), this research investigates the teaching practices and student support services associated with training delivery that takes place both wholly and/or partially online, and across the synchronous (live training) to asynchronous (self-paced training) delivery spectrum.

Summary of findings

The RTOs interviewed in this research described many methods for delivering training online, spanning combinations of fully online, blended, synchronous and asynchronous delivery modes. These were tailored to the qualification requirements and the needs of the various student cohorts enrolled in the courses. The variability in the use of online delivery highlights the need for training packages to be flexible enough to enable innovative, but effective, online delivery.

Despite the variability in practice, there were five common elements in their approaches: simplicity, clarity and consistency; development of varied and engaging learning material; communication and engagement; flexibility; and proactive and personalised student support.

Key messages

When the RTO interviewees were asked to identify best practices in the online delivery of VET in the case-study qualifications delivered by them, the majority of training providers named simplicity, clarity and consistency, development of varied and engaging learning material, communication and engagement, flexibility and student support were the five features common to all of them.

The Certificate II in Skills for Work and Vocational Pathways and the Certificate III in Electrotechnology Electrician did not elicit these five themes, meaning that these two qualifications were notable exceptions. These qualifications represent examples of foundation skills and traditional trades qualifications, respectively. Opinions about the suitability of online training delivery, and the extent to which it could be used, were mixed for these qualifications, which may be indicative of the applicability of online delivery for foundation skills and trade qualifications more generally.

In terms of student support, best practice involved proactive provision, while being individualised, flexible and responsive to students' needs.

Related publications

Online delivery of VET qualifications: current use and outcomes

Tabatha Griffin & Mandy Mihelic

21 October 2019

ncver.edu.au/publications/57027



The online delivery of VET during COVID-19: part 1

Sheila Hume & Tabatha Griffin

24 August 2021

ncver.edu.au/publications/57065



Insights for delivering VET online

Deniese Cox,

23 February 2022,

ncver.edu.au/publications/57065-3



The online delivery of VET during the COVID-19 pandemic: part 2

Sheila Hume, Tabatha Griffin,

23 February 2022,

ncver.edu.au/publications/57065-2

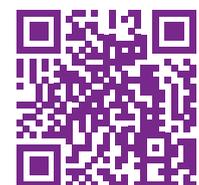


Delivery of VET: emerging trends in response to the COVID-19 pandemic

Sheila Hume, Tabatha Griffin

1 December 2022

ncver.edu.au/publications/57077





Beyond the standard: motivators of high-performing RTOs

Joanne Waugh
National Centre for Vocational Education Research

HIGHLIGHTS

- Altruistic intentions and business security motivations were the key drivers of high performance among the RTOs in this study. These motivations reflect the challenges inherent in maintaining a financially viable business while providing the highest quality service.
- RTO leaders view strong relationships with students and employees as vital to high performance and prioritize resources to ensure open communication and create safe environments for students and staff.
- Leadership style appears to drive the way in which stakeholders are treated and the extent of staff, student and employee skills. Top-level guidance and professional development support for RTO leaders may improve provider performance.
- Some RTOs may welcome resources and advice to help them to sustain high performance and to avoid their efforts, but they see no requirement for further regulation in this area.
- RTOs view definitions of high performance based on only measurable outcomes, such as completion rates, but not as often their aspiration for the organisation. RTOs considered that an absence of established response models support, along with mechanisms for ensuring industry knowledge, for identifying excellent leaders, and for dedicating resources for engagement with industry, defines an RTO as high performing.

Beyond the standard: motivators of high-performing RTOs



Joanne Waugh

6 July 2023

ncver.edu.au/publications/57076

This research builds upon the work of Guthrie and Waters (2021, 2022) to interrogate what motivates such registered training organisations (RTOs) to pursue high performance. High performing RTOs were interviewed to explore their understanding of high performance and their motivations for pursuing high performance.

Summary of findings

When it came to embedding the motivations for high performance into RTO operations, it became clear that leadership style was viewed as a critical element to success. Teaching and learning values informed the prioritisation of student support, excellent staffing, quality assurance activities and collaboration with stakeholders, although it was evident that it was the leadership style that determined the ultimate success of those activities.

This research adds a new perspective to discussions on RTO performance and highlights the varying ways in which providers self-assess performance. The insight into providers' altruistic motivations, as well as their beliefs about the role RTOs play in the community, provides an alternative conceptual base from which to support and promote RTO performance generally.

Key messages

Altruistic intentions and business security motivations were the key drivers of high performance among the RTOs in this study. These motivations reflect the challenges inherent in maintaining a financially viable business while providing the highest quality service.

RTO leaders view strong relationships with students and employers as vital to high performance and prioritise resources to ensure open communication and create safe environments for students and staff.

Leadership style appears to drive the way in which motivations are translated into action. Using a transformational leadership style, leaders prioritise inclusive and supportive practices for staff, students and employers alike. Targeted guidance and professional development support for RTO leaders may improve provider performance.

Some RTOs may welcome resources and reliable guidance on ways to pursue high performance and to assess their efforts, but they see no requirement for further regulation in this area.

RTOs' own definitions of high performance included not only measurable outcomes, such as completion rates, but just as often their aspirations for the organisation. RTOs considered that evidence of established responsive student support, along with mechanisms for ensuring industry knowledge; for developing excellent trainers; and for dedicating resources for engagement with industry, defines an RTO as high-performing.

Related publications

Are we all speaking the same language? Understanding 'quality' in the VET sector

Tabatha Griffin

11 December 2017

ncver.edu.au/publications/2017



Unpacking the quality of VET delivery

Hugh Guthrie & Melinda Waters

8 September 2021

ncver.edu.au/publications/57056



Delivering high-quality VET: what matters to RTOs?

Hugh Guthrie & Melinda Waters

22 March 2022

ncver.edu.au/publications/57056-2





Drivers of student training choices - a focus on student support services



Bridget Wibrow

8 August 2023

ncver.edu.au/publications/57071

Using a discrete choice experiment, this report explores the influence student support services have on student choice of registered training organisation (RTO) and how this compares with other drivers of student choice. Overall, student support services have some influence on student choice, but it is not as strong as the influence of course cost, delivery mode and travel time. The desire for support offerings does not vary greatly with course cost and there is a willingness to pay extra for student support services. It is suggested that RTOs could provide more detailed information around student support services on their websites to potentially attract more students.

Summary of findings

While some factors, such as the cost of a course, delivery mode and travel time, have a greater influence on choosing an RTO, the availability of student support services does play some role in helping a prospective student to select their preferred RTO.

Generally, RTOs that offer any type of student support, whether it be group sessions or personalised, one-on-one support, are more favoured by individuals than RTOs offering no support. Additionally, the preference for student support services tends not to be strongly impacted by

course price, so students are likely to want a similar level of the available support, whether they are paying \$300 for a course or \$5000. In fact, willingness-to-pay estimates show that individuals are prepared to pay extra for student support services, particularly one-on-one tutoring and study skills support.

Key messages

Student support services have some influence on student choice, but it is not as significant as that of course cost, delivery mode and travel time. Course cost was found to be the most influential factor on student choice of training provider.

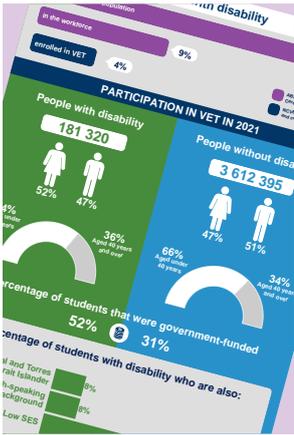
When examining the availability of different levels of student support services, any type of support was considered much more valuable than none at all.

The desire for support offerings does not vary greatly with course cost, with participants indicating they would be willing to pay extra for student support services.

To help students with their decision-making, training providers could provide more detailed information online about their student support services. They could also provide information on the student support services available to all students, rather than merely for certain groups, such as people with disability, Aboriginal and/or Torres Strait Islander peoples, or those from a non-English speaking background, as may currently be the case.



**VET student engagement
and outcomes**



Student equity in VET 2021: participation, achievement and outcomes



NCVER

16 March 2023

ncver.edu.au/publications/sev2021

This publication presents information on how different equity groups fare in their vocational education and training (VET) journey with a particular focus on their participation, achievement in and outcomes from VET. The featured equity groups have historically been disadvantaged in accessing and benefiting from education in Australia and includes:

- people with disability
- Indigenous
- non-English-speaking background
- low socioeconomic status (SES)
- remote
- not employed.

The Student Equity in VET 2021 product included two new data highlights:

- VET students that belong to multiple equity groups
- VET students that enrolled in two or more programs between 2015–2021 by equity group.

Related publications

Student equity in VET: participation, achievement and outcomes

NCVER

28 June 2021

ncver.edu.au/publications/202102



Student equity in VET 2020: participation, achievement and outcomes

NCVER

3 March 2022

ncver.edu.au/publications/47001



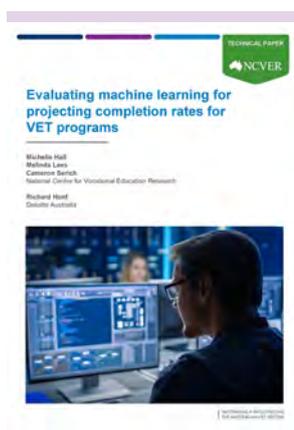
Evaluating machine learning for projecting completion rates for VET programs

Michelle Hall, Melinda Lees, Cameron Serich & Richard Hunt

19 April 2023

ncver.edu.au/publications/47009

This paper summarises exploratory analysis undertaken to evaluate the effectiveness of using machine learning approaches to calculate projected completion rates for vocational education and training (VET) programs and compares this with the current approach used at the National Centre for Vocational Education Research (NCVER) – Markov chains methodology.



Summary of findings

NCVER annually publishes observed VET qualification completion rates for qualifications that commenced four years prior to the most recent data collection period, based on the assumption that sufficient time has passed for all students who intended to complete their qualification to have done so. Projected rates are published for the more recent years, as the actual completion rates cannot be known until enough time has passed for the qualifications to be completed and the outcomes reported to NCVER.

While the Markov chains methodology currently used by NCVER has demonstrated that it is reliable, with predictions aligning well with the actual rates of completion for historical estimates, it has not been reviewed for some time and it does have some limitations. The evaluation of machine learning techniques for predicting VET program completion rates was undertaken to overcome some of these limitations and with a view to improving our current predictions.

Key messages

- For the 2016 commencing cohort, the completion rate predictions using machine learning algorithms were generally more accurate than the rates achieved using Markov chains methodology. When evaluated against actual published completion rates:
 - The 'XGBoost' machine learning approach produced the most accurate predictions overall, with a high level of recall and precision.
 - The 'XGBoost' machine learning approach also had fewer instances where the prediction for a training attribute deviated from the actual completion rate by more than three percentage points, as compared with the Markov chains methodology.
- Both projection approaches have strengths and limitations:
 - The key advantage of Markov chains theory is that the projected rates are calculated from a three-year period of recent enrolments (and their transitions between

enrolment states), without requiring the full history of all qualification enrolments. That said, a key limitation of this methodology is the 12-month delay before projected rates can be calculated, the reason being that the calculation of the transitional probabilities that form the basis for the completion rate projection for a given year relies on data that includes the following year.

- Markov chains projected completion rates for VET qualifications commencing in the most recent years are overinflated (particularly the current year projections). The alignment of projections to actual rates improves as time passes and as more records reach their final state of 'completed' or 'discontinued'.
- One of the key advantages anticipated by the adoption of a machine learning model for predictions is the timeliness of the predictions. The machine learning model is anticipated to allow projections to be calculated for a new cohort as soon as the enrolment data are received from the various training providers. However, this method relies on a four-year window of historical training activity data to train the model.
- While the results from the machine learning model demonstrate how accurately the model can generate projected rates for the 2016 commencing year, the model's ability to consistently make accurate predictions for other commencing years is as yet untested.
- Due to the significant disruption to the VET sector from the COVID-19 pandemic, it is not clear whether the assumptions underlying either methodology remain valid for the years where training may have been disrupted by the pandemic.

Related publications

Methodological approaches for projecting completion rates for apprentices and trainees

Michelle Hall, & Brian Harvey

23 September 2021

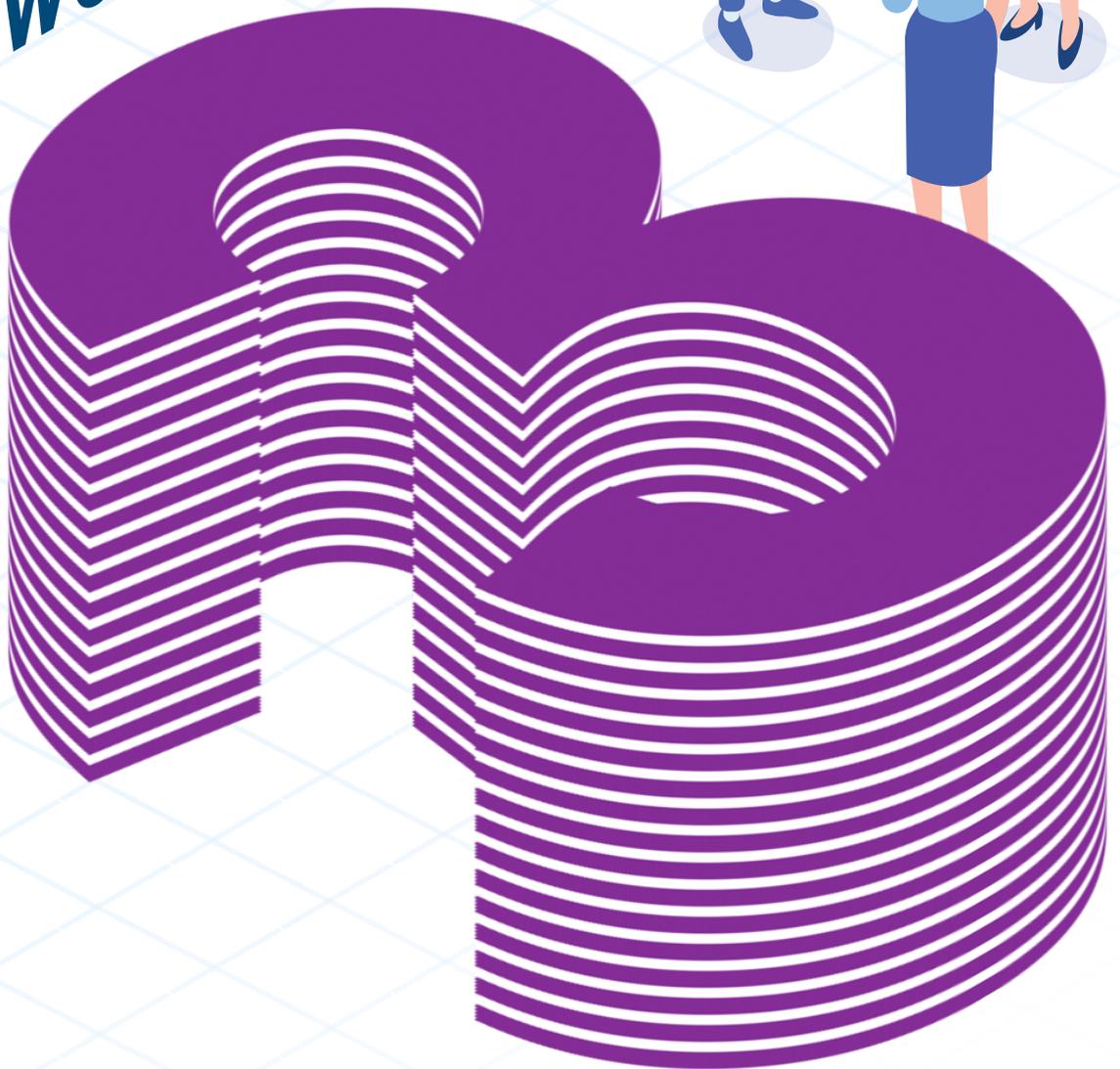
ncver.edu.au/publications/47006



that VET participation for Aboriginal and Torres Strait Islander peoples is important in its own right.

- When compared with their non-Indigenous counterparts, Aboriginal and Torres Strait Islander peoples who had commenced a VET program in 2016 had an increased likelihood of achieving sustainable employment (17% higher for completers, 15% higher for non-completers).
- The following personal and training characteristics had the strongest effects on the likelihood of Aboriginal and Torres Strait Islander peoples achieving sustainable employment:
 - Those residing in the least disadvantaged areas (high score on Index of Relative Socio-economic Disadvantage) were up to 320% more likely to achieve sustainable employment than those residing in areas of high disadvantage.
 - Those who were an apprentice or trainee were 150% more likely to achieve sustainable employment compared with non-apprentices or trainees, noting that employment is an inherent element of an apprenticeship or traineeship.
 - Students who were enrolled at a TAFE (technical and further education) institute or university were up to 30% more likely to achieve sustainable employment than those enrolled at a private training provider or community education provider.
 - Those who were enrolled in a Certificate IV were 100% more likely to achieve sustainable employment compared with those enrolled in a Certificate II or Certificate III.
 - Students aged 15–19 years old were more likely to achieve sustainable employment than those in older age groups.

**VET's role in skilling
the workforce**





Impact of the COVID-19 pandemic on VET



Daniella Trimboli, Melinda Lees, Zhihui Zhang

25 May 2023

ncver.edu.au/publications/2023-1

This research explores the key impacts of the COVID-19 pandemic on various aspects of the vocational education and training (VET) and examines how students and training providers have responded in a rapidly changing and uncertain environment.

Summary of findings

While the impacts of COVID-19 on VET providers and students were often significant, they were not always negative; moreover, some of the initially detrimental impacts paved the way for positive outcomes, the shift to multi-modal learning perhaps being the hallmark example. The extent of the various impacts on the VET sector has been contingent on a range of additional, often rapidly evolving, factors and thus not always straightforward to quantify or capture. Nonetheless, this research project offers a valuable resource for the VET sector, and COVID-19 research more broadly, by way of its longitudinal methodology. The project provides a unique perspective by exploring the immediate impacts of and responses to the pandemic on VET against longer-term impacts and the sector's shifting needs over time.

Key messages

- The COVID-19 pandemic brought particular challenges to the VET sector, affecting mandatory work placements (MWP), student enrolments and engagement, and staff wellbeing and retention. Students in disadvantaged cohorts were most severely impacted, as were students and training providers located in the states or territories where infection numbers were high and public health mandates proportionately more intense.

- The impacts on training provider financial viability as a consequence of reduced student enrolments and completions were substantial, with training providers reporting a decline in these areas in the early stages of the pandemic, some recovery in late 2020 and into 2021, and either stabilisation or further decline in 2022.
- Training providers reported several operational changes in response to the pandemic, the most significant being the transition to blended delivery modes, changes to hygiene practices, and new approaches associated with flexible work arrangements, communication strategies, and wrap-around services, such as mental health and wellbeing programs. These offer lessons for both alleviating pain points and highlighting areas of opportunity arising from the pandemic.

Related publications

The online delivery of VET during COVID-19: part 1

Sheila Hume & Tabatha Griffin

24 August 2021

ncver.edu.au/publications/57065

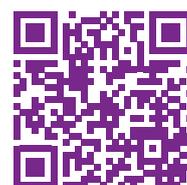


Apprentices and trainees 2020: impacts of COVID-19 on training activity

Michelle Hall

30 August 2021

ncver.edu.au/publications/47005

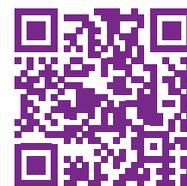


VET student outcomes 2020: impact of COVID-19 on domestic students

Ian White

19 May 2021

ncver.edu.au/publications/202101



The impact of COVID-19 on industry innovation, skills and the need for training

Lisel O'Dwyer

28 July 2021

ncver.edu.au/publications/57062



Upskilling and reskilling: the impact of the COVID-19 pandemic on employers and their training choices

Ian White & Toni Rittie

3 February 2022

ncver.edu.au/publications/57078



The online delivery of VET during the COVID-19 pandemic: part 2

Sheila Hume & Tabatha Griffin

23 February 2022

ncver.edu.au/publications/57065-2



Building effective RTO-employer partnerships

Daniella Trimboli, Michelle Circelli, Tina Berghella

20 September 2023

ncver.edu.au/publications/57079



Based on case studies of registered training organisations (RTO)-employer partnerships that varied in terms of employer size, RTO type and industry, this project investigates the drivers for RTO-employer partnerships, the benefits and the challenges related to building and sustaining partnerships, along with strategies that foster the development of quality partnerships between RTOs



and employers. A companion Good Practice Guide provides detailed insights into effective strategies for RTOs that foster the development of quality partnerships between RTOs and employers.

Summary of findings

A series of case studies of partnerships between RTOs and employers, covering a range of industry areas, geographical locations and employer sizes, highlighted that four key elements underpin the building and sustaining of effective partnerships: quality training and service delivery; customer focus through agile and flexible delivery of training and customisation on demand; strong communication and collaboration when working together; and long-term, trust-based relationships. While these elements are described here as separate entities, in practice there is a degree of overlap and often they build on each other.

Key messages

- Closely listening to an employer and gaining a clear understanding of the nature of their business means RTOs can better support current and future training needs.
- Being flexible about where and when training is delivered is important for employers, with delivery in the workplace preferred by employers. Having trainers on site helps to foster meaningful relationships with the employer and their workers.
- Earnest communication and collaboration build a dynamic relationship, transforming a simple transactional arrangement of training delivery into a longer-term partnership with deeper benefits for all involved.

Related publications

Building effective RTO-employer partnerships: good practice guide

Tina Berghella, Michelle Circelli & Daniella Trimboli

20 September 2023

ncver.edu.au/publications/57079-GPG





Building effective RTO-employer partnerships: good practice guide



Tina Berghella, Michelle Circelli & Daniella Trimboli

20 September 2023

ncver.edu.au/publications/57079-GPG

Based on case studies of registered training organisations (RTO)-employer partnerships that varied in terms of employer size, RTO type and industry, this good practice guide provides insights into effective strategies for RTOs that foster the development of quality partnerships with employers and outlines the underpinning elements that help to foster the building and sustaining of successful partnerships between registered training organisations (RTOs) and employers.

This guide is based on case studies of RTO–employer partnerships that cover various industry areas, geographical locations, and employer sizes. The guide provides examples of what these elements look like in practice, with a focus on the role of the RTO.

Summary of findings

Based on our case studies, and focusing on the role of RTOs, this good practice guide expands on previous research and finds that the following four elements underpin effective partnerships:

- Quality training and service delivery: we view this as the foundation of partnerships. Here, quality refers to the trainers and assessors and to the service delivery, including understanding and anticipating the employer’s needs.

- Customer focus: having established 'quality' allows RTOs to be more customer-focused; to be more agile and flexible in their response to employers' needs; and to offer tailor-made, customised training.
- Working together: the customer-focused approach is enhanced by: working together; strong communication and collaboration; and a willingness to be learner-centric in the approach to training and assessment.
- Relationships: this element is related to working together but focused on the longer-term. This aspect is critical for sustaining partnerships.

Key messages

- Listen, learn, do. Closely listening to an employer and gaining a clear understanding of the nature of their business means RTOs can better support current and future training needs.
- Be part of the workplace. Being flexible about where and when training is delivered is important for employers, with delivery in the workplace preferred by the employer. Having the trainer on site helps to foster meaningful relationships with the employer and their workers.
- Build. Earnest communication and collaboration builds a dynamic relationship, transforming a simple transactional arrangement of training delivery into a longer-term partnership, with more substantial benefits for all involved.

Related publications

Building effective RTO-employer partnerships

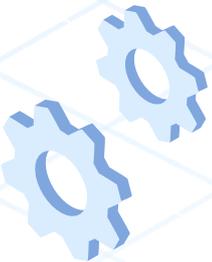
Daniella Trimboli, Michelle Circelli & Tina Berghella

20 September 2023

ncver.edu.au/publications/57079



Promotions, events and resources





Webinars

NCVER hosted webinars on a broad range of topics relevant to the tertiary education and training sector. The following webinars were presented during 2023, recordings of which are available on the NCVER Portal at ncver.edu.au/news-and-events/events/webinarseries.

Adding value to competency-based training

29 March 2023

Michelle Circelli, Geethani Nair, Hugh Guthrie & Ian Curry

youtu.be/Id563fFSOCI



Competency-based training (CBT) has been fundamental to how accredited VET is delivered in Australia over the last 30 years or so, and over this time both advocates and critics of this approach have emerged.

Taking the format of a panel discussion, this webinar covered the issues highlighted in a NCVER publication on CBT including whether there is a need to have a broader conception of what it means to be competent, one that explicitly acknowledges the importance of 'non-technical' skills and capabilities and if so, what would this mean for the capabilities required by trainers to teach and assess non-technical competencies.

Other questions explored in the discussion was whether the CBT approach should be applied to all qualifications and whether there is a place for graded or proficiency-based assessment. Where relevant, the relationship between these issues and elements of the Commonwealth government's proposed new qualification model was explored.



Accessing VET equity data

30 May 2023

Joanne Waugh

youtu.be/4UWtSfKhkNg



Vocational education and training (VET) provides opportunities for people to gain skills for work or further study. It's important to ensure everyone has equal access to these opportunities for social inclusion and national productivity. NCVER collects and shares VET data that can be used to explore and monitor the participation and achievement of groups that face barriers accessing education.

In this webinar, we introduced a variety of publicly available VET data and self-service tools that NCVER provides. These tools enable anyone to identify and explore equity groups and sub-groups for their own purposes. The presenter shared information about the development and findings of the latest release of NCVER's *Student Equity in VET* product. Participants will learn where to access and how to create and download tables of equity data from collections and surveys such as *Total VET Students and Courses*, *National Apprentice and Trainee Collection*, and the *National Student Outcomes Survey*.

This webinar will benefit beginner to intermediate data users who are interested in monitoring, advocating for, or understanding specific groups of VET students.

The impact of the COVID-19 pandemic on VET and its transition to digital delivery

30 May 2023

Phil Loveder and Melinda Lees

youtu.be/RTURVGD43VU



This webinar reported on the impacts of the COVID-19 pandemic on the VET sector during both the initial crisis period and the subsequent recovery. How did training providers, employers, and specific student cohorts adjust to the changed circumstances? To what extent has this led to more permanent changes in delivery for the future?

The information showcased was drawn from a number of NCVER reports and surveys between 2021 – 2023 which focuses on the transition to digital delivery and how they impact students, employers and training providers.

Mastering data tables: a comprehensive guide to using VOCSTATS.

23 November 2023

Martin Smolka

youtu.be/qYxG8dwzirw



Are you an intermediate user that wants further training in how to create, customize and analyse data like a pro? Join NCVER Data Analyst Martin Smolka as he demonstrates how to use NCVER's VOCSTATS, an online tool that allows users to construct their own tables via an interactive web interface, using databases from various NCVER statistical collections. Learn how to create personalised data tables with ease and unlock the power of data.

Learn how to:

- Create and modify data tables to your needs
- Create custom data fields for detailed insights
- Analyse data using built in charts.



NCVER presentations

Presenter: Simon Walker

Event: ACACA VET Meeting

Host: Australasian Curriculum, Assessment and Certification Authorities (ACACA)

Topic: VET data reforms - data collection and reporting

Presenter: Phil Loveder

Event: Malaysian Research Institute for Vocational Education and Training webinar series

Host: University of Tun Onn Hussein Malaysia

Topic: Impact of the COVID-19 pandemic on VET in Australia

Presenter: Phil Loveder

Event: Vietnam Skills Leaders Program

Host: University of Southern Queensland

Topic: Impact of the COVID-19 pandemic on VET in Australia

Presenter: Joy de Leo

Event: AVETRA 25th Annual Conference

Host: AVETRA

Topic: Building institutional research capability

Presenter: Tracy Gamlin

Event: AVETRA 25th Annual Conference

Host: AVETRA

Topic: Finding quality VET information: web search engines vs VOCEDplus

Presenter: Phil Loveder

Event: Skills Forecasting for the Fourth Industrial Revolution - ASEAN Leaders

Host: Griffith University

Topic: Labour market information and skills anticipation systems in the Australian context

Presenter: Phil Loveder

Event: Skills Forecasting for the Fourth Industrial Revolution - ASEAN Leaders

Host: Griffith University

Topic: Building a professional research, data analysis, and evaluation capability in Vocational Education and Training

Presenter: Mette Creaser, Joy de Leo, Michelle Circelli & Melinda Lees

Event: Collaborative presentation meeting

Host: Jobs and Skills Australia

Topic: NCVET current Research and Data Analytics projects

Presenter: Phil Loveder

Event: SEAMEO VET Leaders Digital Intelligence group

Host: RMIT University

Topic: Digital Readiness of VET providers following the COVID-19 pandemic

Presenter: Joy de Leo

Event: National ESA webinar

Host: Education Services Australia

Topic: Enhancing the status of VET: practical strategies for schools

Presenter: Mette Creaser & Melinda Lees

Event: Presentation to inform the work of the National Completions Task Force

Host: Skills SA

Topic: Improving VET Completions

Presenter: Phil Loveder

Event: Australian Awards International - ASEAN Group

Host: Griffith University

Topic: Skills anticipation systems in TVET systems - the BILT experience

Presenter: Phil Loveder

Event: Australian Awards International - ASEAN Group

Host: Griffith University

Topic: Using data and research to inform policy and practice in Australia's VET sector

Presenter: Phil Loveder

Event: SEAMEO VET Leaders Digital Intelligence group

Host: RMIT University

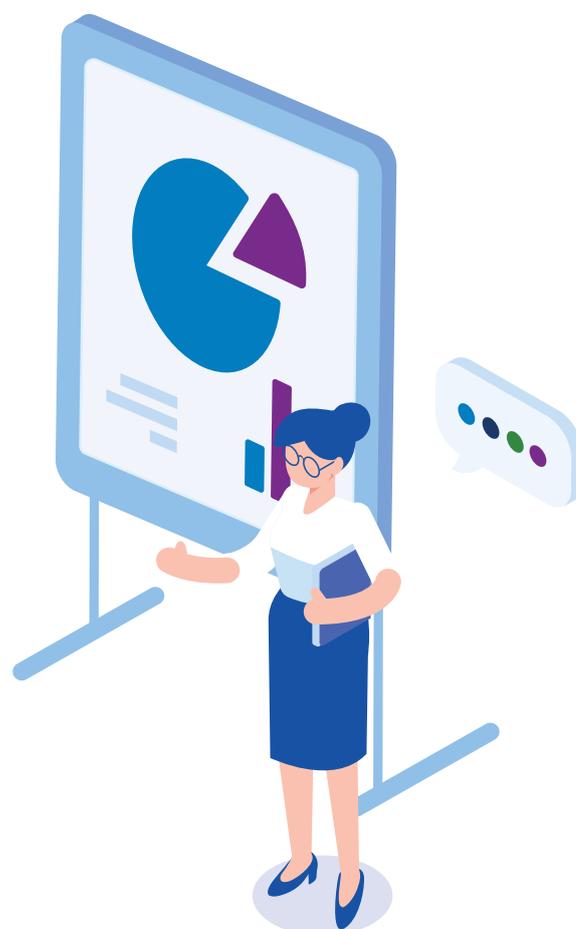
Topic: Developing a national research and data analysis capability in Vocational Education and Training

Presenter: Mette Creaser & Melinda Lees

Event: Improving VET Completions

Host: National VET Completions Task Force

Topic: Improving VET Completions



Presenter: Mette Creaser & Melinda Lees

Event: Collaborative presentation meeting

Host: Jobs and Skills Australia

Topic: Sharing of NCVET research and analytics related to JSA program of work

Presenter: Phil Loveder

Event: International Centre for Cyber Security Research

Host: ASEAN Digital Readiness & Resilience Group

Topic: Digital Readiness of VET providers following the COVID-19 pandemic

Presenter: Joy De Leo

Event: VET National Teaching and Learning Conference

Host: VET Development Centre (VDC)

Topic: All things quality: what the research says

Presenter: Joy De Leo

Event: VET National Teaching and Learning Conference

Host: VET Development Centre (VDC)

Topic: Beyond the pandemic: the use of online delivery in VET

Presenter: Tracy Gamlin

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVET

Topic: VOCEDplus: same great content, great new look (workshop)

Presenter: Nicole O'Malley & Martin Smolka

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVET

Topic: Maximising value from NCVET's VET data (workshop)

Presenter: Joanne Waugh & Upekha Andrahannadi

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVET

Topic: Introduction to qualitative research methodologies in VET (workshop)

Presenter: Joanne Waugh

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVET

Topic: Beyond the standard: motivators of high performing RTOs (presentation)

Presenter: Melinda Lees & Daniella Trimboli

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVET

Topic: Impact of the COVID-19 pandemic on VET (presentation)

Presenter: Tabatha Griffin

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVER

Topic: VET delivery in regional, rural and remote Australia: barriers and facilitators (presentation)

Presenter: Michelle Hall & Melinda Lees

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVER

Topic: Longitudinal analysis of student training in VET (presentation)

Presenter: Cameron Forrest

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVER

Topic: Treading water: effects of the COVID-19 pandemic on youth transitions (presentation)

Presenter: Ronnie Semo

Event: 32nd National Vocational Education and Training (VET) Research Conference 'No Frills'

Host: NCVER

Topic: An introduction to the Longitudinal Surveys of Australian Youth: data user workshop

Presenter: Phil Loveder, Joy de Leo, Michelle Circelli & Melinda Lees

Event: Webinar

Host: Victorian Skills Authority

Topic: The role of NCVER in VET research and statistics

Presenter: Joy de Leo & Melinda Lees

Event: Collaborative presentation meeting

Host: Jobs and Skills Australia

Topic: Sharing of NCVER research and analytics related to JSA program of work

Presenter: Phil Loveder

Event: Australia Awards Short Course - Competency Based Training Design and Assessment (Bangladesh)

Host: Griffith University

Topic: Building professional research, analysis and evaluation capability across Australia and internationally

Presenter: Phil Loveder, Joy de Leo & Nicole O'Malley

Event: Face to face presentation

Host: Korean Research Institute for Vocational Education and Training and HRD Korea

Topic: Australian apprenticeships - Models and trends in data

Presenter: Joy de Leo

Event: Webinar

Host: Skills ACT

Topic: Overview of the VET sector for National Training Awards candidates

Presenter: Phil Loveder, Melinda Lees (and panel speakers - Tabatha Griffin, Ian White & Daniella Trimboli)

Event: NCVET webinar

Host: NCVET

Topic: The impact of the COVID-19 pandemic on VET and its transition to digital delivery

Presenter: Joy de Leo

Event: National Skills Week Podcast

Host: Education Services Australia (ESA)

Topic: VET Pathways to meaningful careers

Presenter: Daniella Trimboli

Event: Building ACE Futures

Host: Community Colleges Australia

Topic: The impact of the COVID-19 pandemic on VET

Presenter: Michelle Circelli

Event: Building ACE Futures

Host: Community Colleges Australia

Topic: The journeys of foundation skills learners through VET: More questions than answers

Presenter: Phil Loveder

Event: TVET Learning Forum

Host: UNESCO-UNEVOC International Centre for TVET

Topic: Bridging Innovation and Learning in TVET

Presenter: Joy de Leo

Event: Online Forum

Host: Australia India Institute

Topic: Panel member - Online Forum on VET Research Collaboration

Presenter: Phil Loveder

Event: Bridging the Divide Summit

Host: Australian Education Union and Youth Development Australia

Topic: How do we address early school leaving?

Presenter: Joanne Waugh

Event: National VET Conference 2023

Host: VELG

Topic: Beyond the Standard: Motivators of high-performing RTOs

Presenter: Michelle Circelli

Event: Presentation

Host: Brotherhood of St Laurence

Topic: Learnings from the RTO-employer partnerships project

Presenter: Tracy Gamlin

Event: 2023 ACDEVEG (Australian Council of Deans of Education Vocational Education Group) Conference

Host: VET Development Centre (VDC)

Topic: VOCEDplus: a fabulous free resource for Australia's VET sector teachers, students and policy makers



Submissions

NCVER's submissions to parliamentary inquiries and public consultations are available at ncver.edu.au/news-and-events/submissions/submissions-2023.

Australian Parliament House of Representatives Standing Committee on Employment, Education and Training: Inquiry into the Perceptions and Status of VET

March 2023

www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/VETInquiry

Following a referral from the Minister for Skills and Training, the Hon Brendan O'Connor MP, on 30 November 2022, the House Standing Committee on Employment, Education and Training commenced an inquiry into the perceptions and status of vocational education and training.

Australian Parliament Joint Standing Committee on Foreign Affairs, Defence and Trade: Inquiry into Australia's tourism and international education sectors

May 2023

www.aph.gov.au/Parliamentary_Business/Committees/Joint/Foreign_Affairs_Defence_and_Trade/Tourismandeducation

The Minister for Trade and Tourism, Senator the Hon Don Farrell, requested the Joint Standing Committee on Foreign Affairs, Defence and Trade (JSCFADT), through its Trade Subcommittee, to inquire into Australia's tourism and international education sectors. The inquiry explores the challenges and opportunities presented to both sectors since the reopening of Australia's borders.

NCVER's Managing Director, Mr Simon Walker, attended a hearing of the Joint Standing Committee on Foreign Affairs and Trade Inquiry into Australia's Tourism and International Education Sectors, on 15 May 2023. To support his evidence, selected statistics on trends in international VET enrolments, completions and in-training numbers in Australia were prepared for onshore and offshore students, which are presented here, obtained from our national VET statistics.



‘NO FRILLS’ 2023



ncver.edu.au/nofrills32

‘No Frills’ is a well-known annual national conference, which brings together diverse perspectives in relation to policy and practice from across the VET sector through sharing, discussing, and presenting on priority issues.

The 32nd ‘No Frills’ conference was co-hosted with RMIT University at their Melbourne City campus and was a sell-out a month prior to the conference.



The theme, skilling Australia’s current and future workforce, explored how the VET sector can foster resilience to meet skills demands during challenging times of change, with a focus on digital transformation, agile skill development, and skilling diverse workers and equity groups.

Accordingly, NCVET publicly released a discussion paper, *Skilling Australia’s current and future workforce* (see page 46).

Presentations

Forty presentations were given on the following topics, as well as a ministerial address; presentations from two respected keynote speakers, four professional development workshops, and an interactive discussion panel.

5 TEACHING & LEARNING

4 ACCESS & EQUITY

4 WORKFORCE DEVELOPMENT

3 POLICY

3 SKILLS

3 PATHWAYS

3 INTERNATIONAL

3 INDIGENOUS

2 DIGITAL TECHNOLOGY

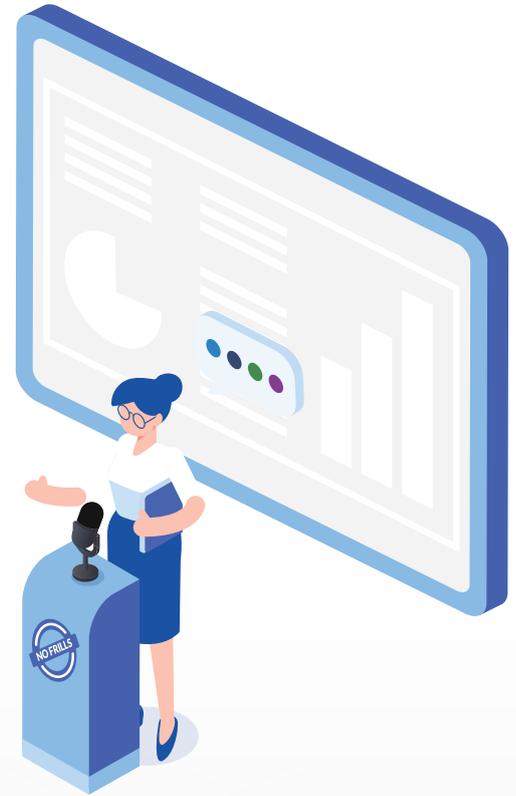
2 APPRENTICES & TRAINEES

2 EMPLOYMENT

2 PRACTICE

2 YOUTH

2 INDUSTRY



Keynote speakers



The **Hon Brendan O'Connor MP**, Minister for Skills and Training, opened the conference and emphasised the government's commitment to accessible education, addressing skill shortages, and fostering innovation through initiatives like fee-free places and tripartite councils. Urgent efforts to improve VET course completion rates were highlighted, especially in the context of challenges like low literacy rates.

The Minister advocated for higher VET apprenticeships, inspired by international models, and stressed the importance of collaboration for advancing the VET sector.

Professor Peter Dawkins AO,

Interim Director of Jobs and Skills Australia, outlined the organisation's role and progress. He discussed current pressures on the VET sector, future trends, and initiatives such as the National Jobs and Skills Roadmap, the Clean Energy Capacity Study, and the VET National Data Asset.



Ms Danielle Wood, Chief Executive Officer of the Grattan Institute, delved into significant economic and labour market trends. She discussed what the VET sector can do to set Australia up for success by training future workers in growth areas like digital, healthcare, and the clean economy.

View the conference presentations and keynotes

Presentations from the 32nd National VET Research Conference 'No Frills' are available on VOCEDplus, NCVET's international tertiary education research database at www.voced.edu.au/content/ngv%3A97279 and keynote presentation can be found on www.youtube.com/user/ncver.



‘NO FRILLS’ discussion paper

Skilling Australia’s current and future workforce



Daniella Trimboli

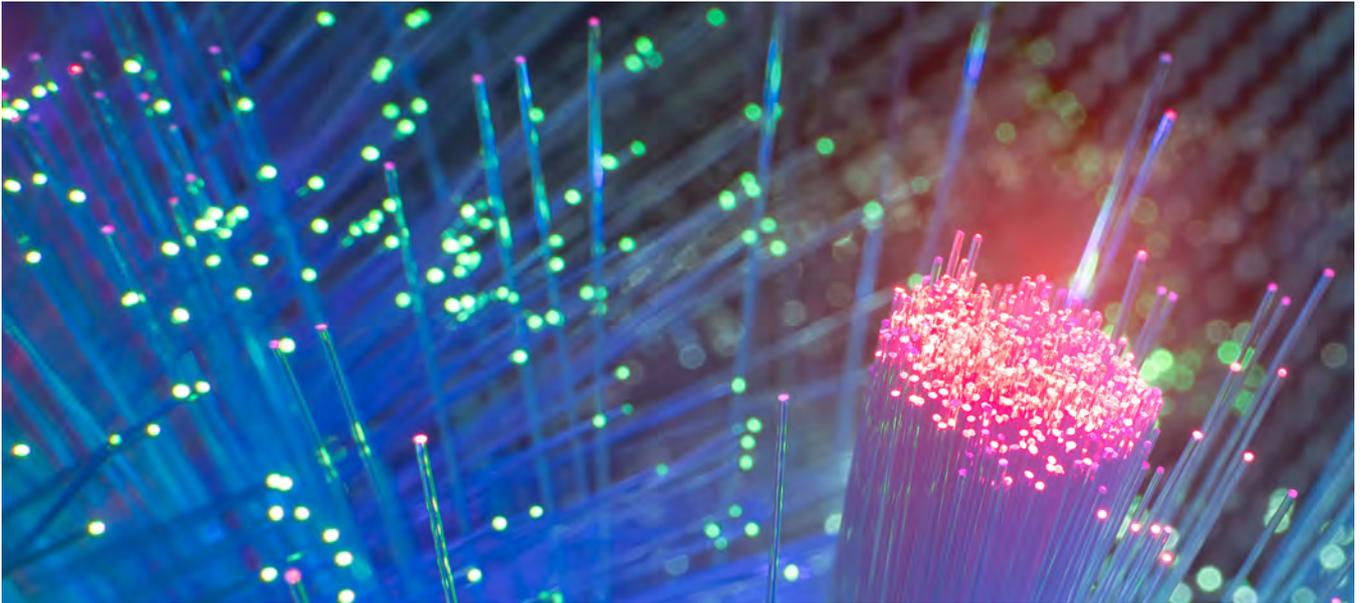
Published 12 July 2023

ncver.edu.au/publications/nofrillspaper23

Using an extended model of resilience to underpin the discussion, this paper considers some of the key adaptations to vocational education and training (VET) since the onset of the pandemic. Where have VET’s earlier adaptations paid off, and where might more work be needed to ensure we can skill a resilient workforce into the future? As a starting point, this paper focuses on digital transformation, agile skill development, and efforts to draw upon diverse workers and equity groups with renewed determination.

Summary of findings

Ultimately, there is an opportunity for the VET sector to support a more diverse range of participants through training and into jobs, and not merely because of the gaps in the market that need filling. There’s also an untapped productivity potential, while embracing diversity is an adaptive strength, especially in times of uncertainty. This is a key lesson arising from the Australian VET response to COVID-19: the most positive stories have been about collaborative problem-solving, community networks and resourcing.



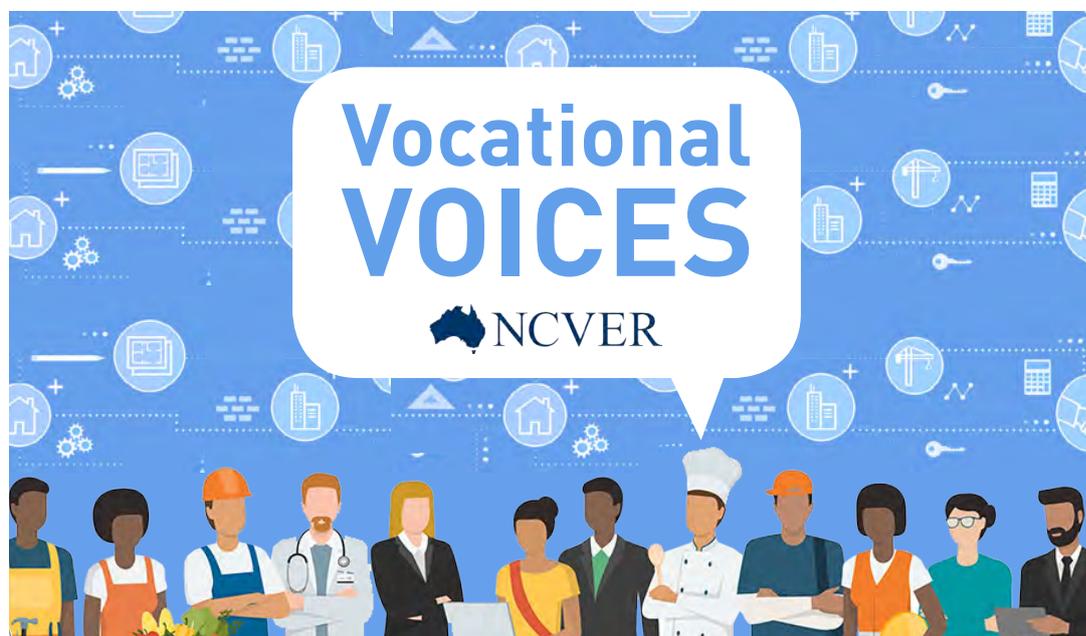
Key messages

COVID-19 was an acute shock and its ongoing impacts have placed persistent stress on individuals, institutions and businesses globally. But COVID-19 is not the only change the Australian VET sector is navigating. High employment, in tandem with jobs and skills shortages, has also changed the landscape of VET in the past 12 months. At the macro level, this change is evident in the gaps in the skills market that require urgent filling, as well as in the new policy initiatives designed to attract different kinds of learners into the VET sector – including the long-term unemployed, women, and people with disabilities. A further sign of substantial change in VET is the rethinking of industry and provider engagement through the newly formed Jobs and Skills Councils. We also have a new legislated entity representing the sector, in the form of Jobs and Skills Australia, whose role is in part to advise on the performance of the VET sector in meeting skill needs.

At the micro level, existing businesses now need the capacity to rapidly upskill staff to meet different demands and fulfil the new roles created by the pandemic environment. Similarly, training providers have had to swiftly redesign their modes of delivery and reorganise their operational practices to address the ongoing impacts of the pandemic. At both macro and micro levels, rapid technological shifts and disruptions in the form of unpredictable occurrences, such as climate events or supply shortages, present ongoing challenges and obstacles.

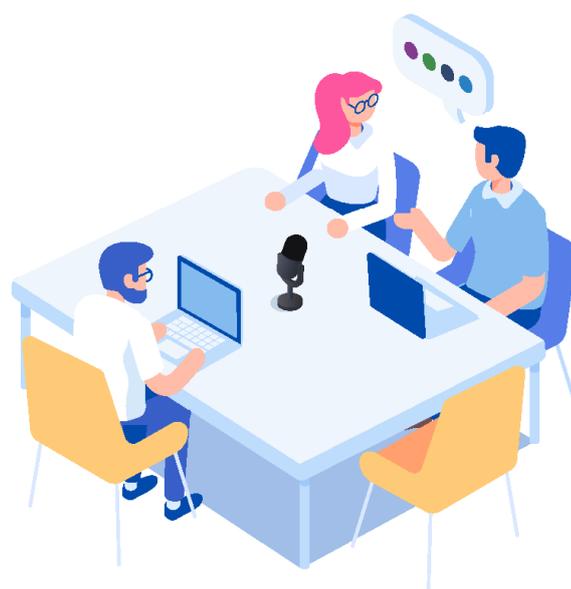


Podcasts – Vocational Voices



‘Vocational Voices’, is the official podcast of the NCVER. Join host and broadcast journalist Steve Davis, and Managing Director NCVER Simon Walker and listen to leading experts discuss current trends in VET.

Listen, follow and subscribe via your favourite podcast apps.



Season 8

S8 Ep 6: Best of 2023: highlights from Season 8

Steve Davis, Simon Walker, Joanne Payne, Tabatha Griffin, Tom Karmel, Jenny Dodd, Hinemoa Priest, Melanie Kyle, Erica Smith, Olivija Komadina, David Longley, Christina Scott-Young, Michael Bassham, Joy de Leo, Michael Healy, Michelle Circelli, Angela Damm, Charmaine Marshall, Jeff Lynch & Tina Berghella

Published on 29 November 2023

ncver.podbean.com/e/best-of-2023-highlights-from-season-8/

In 2023, we invited expert vocational voices from the VET sector to share their views, stories, experiences and insights on a range of hot topics.

'Best of 2023' is a roundup of the most interesting snippets and research findings from across the five podcast episodes we released during the year. Full of short and sharp insights from each of our guest speakers, we cover off some of the best bits of Season 8.



S8 Ep 5: Building effective RTO-employer partnerships

Steve Davis, Michelle Circelli, Angela Damm, Charmaine Marshall, Jeff Lynch & Tina Berghella

Published on 20 September 2023

ncver.podbean.com/e/building-effective-rto-employer-partnerships/

In this episode, we discuss the vital role of partnerships in the VET sector. These partnerships help connect training with the skills that industries need. Simultaneously, they build the capacity and resilience of both providers and employers.

Our focus centres on four key elements that are fundamental to successful partnerships. We take a close look at these factors in a case study featuring The Management Edge and Murrumbidgee Local Health District. In this case study, we gain insights from the employer, the trainer, and the learner regarding the power of collaboration in delivering leadership training to Aboriginal and Torres Strait Islander health workers.



This discussion draws from the research report Building effective RTO-employer partnerships and the accompanying Good Practice Guide, both of which were published on 20 September 2023.

S8 Ep 4: VET pathways to meaningful careers

Steve Davis, Joy de Leo & Michael Healy

Published on 22 August 2023

ncver.podbean.com/e/vet-pathways-to-meaningful-careers/



The concept of “meaningful work” is something that’s been regularly discussed by vocational education and training (VET) researchers for many years. But what does it mean and what are the pathways for achieving that end?

Join NCVER’s Dr Joy de Leo and Dr Michael Healy from myfuture as they explore the current labour market, the top occupations in demand in Australia, the implications of sound career advice for people seeking jobs, and how VET pathways can help lead to meaningful careers.

S8 Ep 3: Skilling Australia’s current and future workforce

Steve Davis interviews a collection of presenters from the 32nd National Vocational Education and Training (VET) Research Conference ‘No Frills’, held on 19-21 July 2023 in Melbourne.

Published on 21 August 2023

ncver.podbean.com/e/skilling-australia-s-current-and-future-workforce/



In the past few years, the VET sector has faced rapid socioeconomic, demographic and technological change. When unforeseen events such as COVID-19 emerged, the sector quickly adapted by upskilling workplaces, training organisations and VET trainers in digital and remote work methods.

Tune in to our podcast and listen to VET experts share their insights and research. They will also delve into conversations about how the VET sector can continue to respond to skills demands during times of disruption and rapid change.

S8 Ep 2: Reimagining the tertiary education system

Steve Davis, Simon Walker, Tom Karmel & Jenny Dodd

Published on 28 July 2023

ncver.podbean.com/e/reimagining-the-tertiary-education-system/



Is the time right for change and “to be bold and think big, and challenge the way we think about tertiary education” in Australia?

In this episode, we explore potential reforms to universities, their missions, and structures, while considering the role of VET. One perspective suggests establishing two types of universities: one focused on practical, hands-on learning for professional skills, and the other dedicated to research and comprehensive education.

Tom Karmel argues that higher education is more than just theoretical knowledge—it’s inherently vocational, preparing students for their chosen professions. He sees a lot of what the VET sector is teaching is generic skills which can be transferred to a wider range of jobs.

Tom proposes the idea of a “professional university” that offers qualifications from certificates to degrees, focusing on practical education and strong connections to the job market.

Jenny Dodd agrees with many of Tom’s ideas for creating a more integrated tertiary education system but raises concerns about the term “professional university.”

Simon Walker supports the need for a model that allows students to build on their learning across various qualifications. He sees potential benefits in such a system, particularly in promoting equity and supporting disadvantaged students.

S8 Ep 1: Overcoming VET delivery challenges in regional Australia

Steve Davis, Simon Walker, Joanne Payne & Tabatha Griffin

Published on 10 May 2023

ncver.podbean.com/e/overcoming-vet-delivery-challenges-in-regional-australia/



Making sure the VET sector serves regional, rural and remote Australia remains an ongoing policy priority.

In this episode, we talk about the challenges that RTOs face when delivering training in regional Australia. What are the barriers and how are they being addressed?

We also consider whether local training providers should be given more flexibility to tailor their programs to meet the specific needs of the communities they serve.

Steve Davis interviews Joanne Payne, Managing Director, Central Regional TAFE in WA, Tabatha Griffin, Senior Research Officer, NCVET and Simon Walker, Managing Director, NCVET about these challenges and the need for diverse and flexible training approaches to better meet the needs of people in regional areas.

The discussion draws from VET delivery in regional, rural and remote Australia: barriers and facilitators, published by NCVET on 24 April 2023.

S7 Ep 5: Best of 2022: highlights from Season 7

Steve Davis, Peter Shergold AC, Simon Walker, Megan Lilly, Silvia Munoz, Ian White, Kira Clarke, Hugh Guthrie, Damian Oliver, Brian Rungie & Jenny Dodd

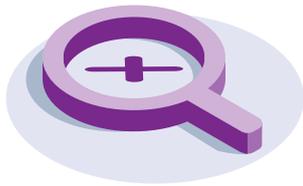
Published on 20 January 2023

ncver.podbean.com/e/best-of-2022-highlights-from-Season-7/

In 2022, we invited expert vocational voices from the VET sector to share their views, stories, experiences and insights on a range of hot topics.

'Best of 2022' is a roundup of the most interesting snippets and research findings from across the four podcast episodes we released during the year. Full of short and sharp insights from each of our guest speakers, we cover off some of the best bits of Season 7.





VOCEDplus



'No Frills' 2024: call for abstracts



The 33rd National Vocational Education and Training (VET) Research Conference 'No Frills' will be co-hosted with North Metropolitan TAFE in Perth, Western Australia on Wednesday 10 to Friday 12 July 2024. The conference theme is 'VET partnerships powering a dynamic workforce', and NCVET is inviting abstract submissions from all parts of the VET sector until 8 March 2024.

New Titles in VOCEDplus

Browse all recent additions to the VOCEDplus database from the [New Titles](#) page.

Our resources

VET Knowledge Bank

VET Practitioner Resource

Pod Network

Quick links



Glossary of VET

VET acronyms and terms explained



Timeline of VET policy

Australian programs and policy initiatives influencing enrolments and completions in VET



Statistical resources

Current and archived releases of NCVET's statistical collections and surveys

In 2023, 2935 new titles were added to VOCEDplus, NCVET's free international research database for tertiary education relating to workforce needs, skills development, and social inclusion, taking the total number of items in VOCEDplus at the end of the year to 96 191. Over 381 000 users from 228 countries and territories visited VOCEDplus 484 631 times, viewing 712 947 pages and conducting 36 708 unique searches.

228 COUNTRIES

2 935 NEW TITLES

36 708 UNIQUE SEARCHES

96 191 TOTAL ITEMS IN VOCEDplus

484 631 VISITS TO VOCEDplus

712 947 TOTAL PAGE VIEWS



New in VOCEDplus

Australian government collection <p>This collection brings together Australian and state/territory government publications that relate to the VET system.</p> <p>Access this collection</p>	Industry collection <p>This collection collates industry-based resources, research and policy related to labour market skill needs.</p> <p>Access this collection</p>	Key conferences <p>This collection provides access to papers and presentations from past key VET conferences and links to current conferences.</p> <p>Access this collection</p>
Key research and policy by region <p>These collections are important tertiary education and training policy and research documents from around the world.</p> <p>Access this collection</p>	LLND collection <p>This collection contains current and historical language, literacy, numeracy, and digital literacy/skills (LLND) resources.</p> <p>Access this collection</p>	Organisation based collections <p>These collections feature publications of organisations that have made a significant contribution to the VET sector.</p> <p>Access these collections</p>
Program based collections <p>These collections provide access to publications and resources from current and historical programs.</p> <p>Access this collection</p>	Thesis collection <p>This collection contains theses relating to the tertiary education sector, organised by topic.</p> <p>Access this collection</p>	VET / HE pathways <p>This collection provides access to documents that focus on transition pathways between VET and higher education.</p> <p>Access these collections</p>

Special collections

The special collections are compiled by the VOCEDplus team to allow users to quickly access sets of related items from the VOCEDplus database - www.voced.edu.au/special-collections



Four new collections have been added to the list.

Australian government collection

This collection brings together VET-related Australian and state/territory government publications, including skills and training plans, corporate and annual reports for government departments and agencies responsible for skills and training, and government-published/commissioned research.

Industry collection

Access this collection to find information and research about skill needs, training, and workforce development for the different industry sectors as defined by the Australian government's new industry engagement architecture.

LLND collection

This collection contains language, literacy, numeracy, and digital literacy/skills (LLND) publications and resources. This includes a range of digitised historical newsletters, professional development resources, multimedia, and research publications not previously available online.

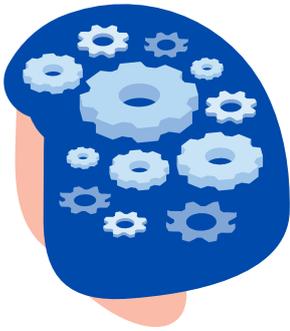
NCVER collection

Available within the Organisation based collection, the NCVER collection features NCVER's entire body of work; not only works published by NCVER, but those authored by NCVER staff and published by a third party. This includes all research publications, journals, annual reports, statistical collections, podcasts, webinars, and newsletters.

Resource type project

The VOCEDplus database now has a very large dataset and continues to grow by around 3000 items annually. VOCEDplus resource types have been updated with the aim of making it easier to identify different types of content. Users can now distinguish entries for individual conference papers from conference proceedings, identify government publications and filter research-based reports, papers and authored books from more general descriptive publications.

Along with the review of existing resource types and the development of the new framework, the project required the resource types of more than half the records in the VOCEDplus database to be changed; over 55 000 records.



VET Knowledge Bank

VET Knowledge Bank

The VET Knowledge Bank contains a suite of products capturing Australia's diverse, complex and ever-changing vocational education and training (VET) system. It aims to provide a collected memory of VET reference information.

The VET Knowledge Bank is a living, growing resource that NCVET continues to develop and update on an ongoing basis.



Getting to know VET

Get a broad overview of different aspects of the VET system in Australia.



Policy initiatives

Locate information about VET policies, programs and initiatives, and their funding.



Governance and regulation

Access information about who governs and regulates VET in Australia.



Glossary of VET

Understand the terms and acronyms used in Australian VET.



History of VET

Trace the story of VET in Australia through timelines and key publications.



Landmark documents

Explore the evolution of VET in Australia through landmark documents and historical overviews.



Organisations and resources

Discover key Australian research organisations and useful VET resources.



Further reading

Read the main information sources consulted in developing the VET Knowledge Bank.

The VET Knowledge Bank is a living, growing resource that aims to be a memory bank of VET reference information for Australia. Through a suite of complementary products, it captures Australia's diverse, complex and ever-changing VET landscape. It contributes to an understanding of Australia's VET sector and provides access to historical and current VET information such as milestones in the history of VET; information about government departments, ministers and committees responsible for skills and training, and state and territory training authorities; and highlights from federal, state and territory budgets that relate to VET.

New landmark document historical overview added

A new essay has been added to the topical overviews examining the impact of the landmark documents. As presented in the VET Knowledge Bank, the VOCEDplus landmark documents are key documents now considered by historical and authoritative commentary to have influenced the development of the VET

sector, by providing vision and/or leading to significant reforms or widespread cultural/attitudinal change. The historical overviews describe the impact of the landmark documents on various aspects of the VET sector.

The new overview, 'A fair go for all? Equity frameworks and landmark documents in Australian vocational education and training' provides evidence, along with historical, social and economic context, of the shifting approaches to equity associated with the landmark documents and other reports of key importance, including influential international documents.

Timeline of VET policy initiatives updated

This timeline helps in understanding the scale of change in the VET sector, along with the individual policies, programs or initiatives that have shaped VET at both the national and state and territory levels. The timeline was updated in early 2023 to include all 2022 initiatives. 2023 also saw the implementation of a new approach to categorising the entries to make it clearer for users to understand who the initiative is targeted towards. Also in this release, previous entries for legislations have been replaced with the purpose/outcome of the legislation in relation to VET policy and programs.

Glossary of VET has a new look

The *Glossary of VET* is a compilation of current and historical Australian VET terms, concepts, acronyms, and other abbreviations found in Australian VET research, policy, and data. In 2023 a new and improved version of the *Glossary of VET* was released. As well as browsing terms and acronyms, you can now search the glossary. Information about policy initiatives and programs, government departments, COAG Ministerial Councils and their committees and advisory bodies, and organisations and resources previously available in the glossary can now be accessed from within other sections of the VET Knowledge Bank.

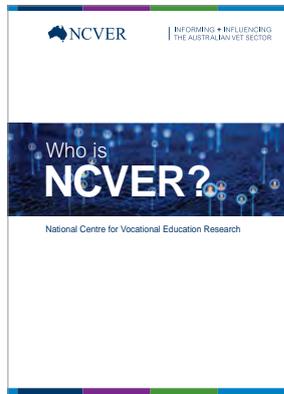


Further reading



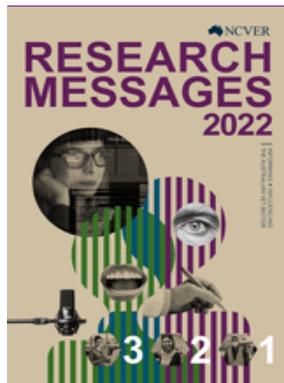
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ncver.edu.au/publications/ar22-23



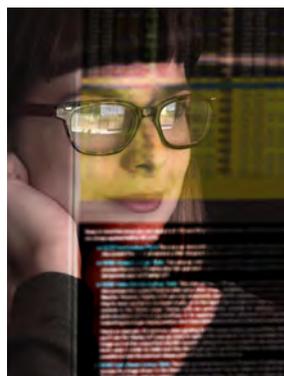
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Past Research Messages

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Current research overview

ncver.edu.au/current-research



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