



# Literature search for Mackenzie Research Institute

June 2019

Search undertaken by: **Kelly Frazer**

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**TOPIC:** Lower level certificates (Certificates I and II)

**SEARCH REQUEST:** [NCVER DMS-#202700](#)

**SCOPE:** 2009 - 2019; however, if a lack of information is found, extend out to 1999.

**GEOGRAPHIC REGION:** Focus on Australia, but include UK research if found

**SOURCES USED:** VOCEDplus

## SEARCH TERMS

Low level certificates OR low-level certificates

Lower level certificates OR lower-level certificates

Certificate I OR Certificate II

NVQ OR NVQ level 1 OR National Vocational Qualification

GNVQ OR foundation level GNVQ OR General National Vocational Qualification

Further education

Completion

Outcomes

Industry

Equity groups – indigenous, disability, low SES, gender

## SEARCH RESULTS

The results are presented in four categories: Most relevant publications; Other related publications, Industry; and Equity groups.

This is then followed by a section of publications related to UK NVQ level 1 and GNVQ foundation level qualifications, which are equivalent to AQF certificate II. The majority of these publications are outside the 10-year publishing scope.

Within these sections, the results are listed in chronological order.

## Most relevant publications

### Role of lower-level qualifications in Australia's vocational education and training system [2015]

<http://hdl.voced.edu.au/10707/362373>

**Author:** Shah, Chandra; Long, Michael; Perkins, Kate; Brown, Justin

**Abstract:** This report considers the role of lower-level qualifications (Certificate I and II) in Australia's national vocational education and training system. It was prepared for the former Australian Workforce and Productivity Agency by the Centre for the Economics of Education and Training (CEET), Faculty of Education, Monash University in collaboration with the Australian Council for Educational Research (ACER). The report includes a review of the research literature, analyses of relevant data and policy documents and accounts of the views of industry skill councils (ISCs) and state training authorities (STAs) gathered by questionnaire and consultations for the purposes of this report. Key messages are that: (1) lower-level qualifications have multiple roles and are designed to meet both industry needs and social goals; (2) stakeholders broadly agree that lower-level qualifications will continue to perform these roles in the medium term; new funding arrangements may affect some roles, particularly that of providing entry-level occupational-specific qualifications for existing workers; and (3) recent enrolment patterns in lower-level qualifications point to growth in enrolments, especially in VET in Schools (VETIS); the volatility in enrolments resulting from changes in funding arrangements, especially in Victoria and South Australia, makes it difficult to forecast trends; enrolment patterns do, however, demonstrate the sensitivity of enrolments to changes in funding arrangements.

**Geographic subjects:** Australia; Oceania

**Published:** Melbourne, Victoria: CEET, 2015

**Physical description:** xv, 163 p.

**Access item:**

<https://web.archive.org/web/20170301012203/http://www.vista.org.au/documents/item/2768>

**Resource type:** Report

Shah, C, Long, M, Perkins, K & Brown, J 2015, *Role of lower-level qualifications in Australia's vocational education and training system*, CEET, Melbourne, viewed 12 Jun 2019, <<https://web.archive.org/web/20170301012203/http://www.vista.org.au/documents/item/2768>>.

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### Lower level qualifications as a stepping stone for young people [2014]

<http://hdl.voced.edu.au/10707/334956>

**Author:** Oliver, Damian

**Abstract:** This article investigates whether lower-level qualifications (Certificate I and II qualifications) serve as a stepping stone to further study or into the labour market. Using data from the Longitudinal Surveys of Australian Youth (LSAY), the research matches Certificate I and II graduates to other young people who share similar characteristics but who have neither completed, nor are undertaking, study or training at a higher level. Two years after completing a Certificate I or II qualification, young males are more likely to have undertaken an apprenticeship or traineeship, when compared with other individuals with similar background characteristics. After two years,

young female Certificate I and II graduates are more likely to be employed and to have undertaken an apprenticeship or traineeship when compared with other similar females. At age 26, the benefits of completing a Certificate I or II qualification are still apparent for males but at the same age, females in the control group have caught up to their counterparts who are Certificate I and II graduates.

**Geographic subjects:** Australia; Oceania

**Published:** Perth, Western Australia: Centre for Labour Market Research, 2014

Access item: <http://business.curtin.edu.au/wp-content/uploads/sites/5/2016/04/AJLE-v17n1-Oliver.pdf>

**Journal:** Australian journal of labour economics, vol 17 (1), May 2014, pp. 15-33

**Resource type:** Article

**Peer reviewed:** Yes

Oliver, D, 2014, 'Lower level qualifications as a stepping stone for young people', *Australian Journal of Labour Economics*, vol.17, no.1, pp.15–33, viewed 12 Jun 2019, <<http://business.curtin.edu.au/wp-content/uploads/sites/5/2016/04/AJLE-v17n1-Oliver.pdf>>.

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### Lower-level qualifications as a stepping stone for young people [2012]

<http://hdl.voced.edu.au/10707/224797>

**Author:** Oliver, Damian

**Abstract:** This report compares the outcomes for young people who complete Certificate I or Certificate II qualifications with the outcomes for similar individuals who are not participating in post-school education and training, using data from the Longitudinal Surveys of Australian Youth [LSAY]. After two years, males who have completed lower-level qualifications are more likely to be undertaking an apprenticeship or traineeship and females who have completed a lower-level qualification are more likely to be employed. At age 26, the differences for males are still apparent but have disappeared for females.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVER, 2012

**Physical description:** 33 p.

**Resource type:** Occasional paper

Oliver, D, 2012, *Lower-level qualifications as a stepping stone for young people*, NCVER occasional paper, NCVER, Adelaide.

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### Australian Qualifications Framework lower-level qualifications: outcomes for people over 25 [2006]

<http://hdl.voced.edu.au/10707/39439>

**Author:** Stanwick, John

**Abstract:** This report investigates where lower-level qualifications (Certificates I and II) lead people in the prime-aged group (25-44) and the mature-aged group (45 years and over). These qualifications provide basic skills that can lead to employment-related outcomes, or they can be

used as pathways to further study; they can also provide preparatory skills (for example, job searching skills) which may lead to employment or further study at a later time. Throughout the report, outcomes are analysed for both graduates (full-course completers) and nongraduates (subjects-only completers), for both Certificate I and II level programs. Outcomes were also analysed for students who had enrolled in preparatory courses at Certificate levels I and II. Where relevant, outcomes from Certificate III courses are used to provide comparative 'benchmark' data, as this qualification level is considered to be the core of the vocational education and training (VET) system. Overall, the study found that there were no major employment-related or further study outcomes for prime- and mature-aged students who had undertaken Certificate I and II courses. In addition, low proportions of students are projected to complete these courses, about a quarter at Certificate I level and between a quarter and 30% at Certificate II level. Outcomes in terms of gaining full-time employment after the course for those not employed before the course were quite poor (about 10%). Other employment-related outcomes from the course, such as career advancement or as a requirement of the job, were not major, and this was reflected in the proportions of those who did not report a job-related benefit from the course. A minority of prime- and mature-aged people were estimated to enrol in further study at a higher level (not much more than 10%). Further study outcomes from those enrolled in preparatory-type courses were also not significant. Relatively small proportions went on to enrol in further study at a higher level.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVER, 2006

**Physical description:** 31 p.

**Resource type:** Report

Stanwick, J, 2006, *Australian Qualifications Framework lower-level qualifications: outcomes for people over 25*, NCVER, Adelaide.

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### **Australian Qualifications Framework lower-level qualifications: pathways to where for young people? [2005]**

<http://hdl.voced.edu.au/10707/122056>

**Author:** Stanwick, John

**Corporate author:** National Centre for Vocational Education Research (NCVER)

**Abstract:** This report investigates the outcomes from lower-level Australian Qualifications Framework (AQF) qualifications (Certificates I and II) for young people (aged 15 to 24 years). These qualifications are aimed at developing basic vocational skills or preparatory access skills. They may also lead to further study. A prime motivation for young people undertaking these qualifications is to facilitate transition into the labour market. The main questions to be addressed by this research are: (1) To what extent do Certificate I and II qualifications lead to employment? (2) To what extent are Certificate I and II qualifications being used as pathways to further study? (3) To what extent do preparatory courses lead to employment and/or further study outcomes? The findings indicate that vocational and further study outcomes for young people from Certificate I and II qualifications could be described as fair, at best, with some variations to these findings according to age, gender and certificate level. The data indicate that very small proportions (less than 10%) of young people undertook their course for further study reasons, the majority reporting that they undertook the

course for employment-related reasons, while a significant proportion reported personal interest as a motivation. Females were found to be more likely to report personal interest and further study as motivations. A key finding of the research is that few young people who enrol in Certificate I and II courses complete them and only a minority of young people were projected to enrol in further study at a higher level (just under a quarter), or to complete a further qualification.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVET, 2005

**Physical description:** 32 p.

**Resource type:** Report

Stanwick, J, *National Centre for Vocational Education Research 2005, Australian Qualifications Framework lower-level qualifications: pathways to where for young people?*, NCVET, Adelaide.

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### **AQF lower level qualifications: pathways to where? [2005]**

<http://hdl.voced.edu.au/10707/144208>

**Author:** Stanwick, John; Guthrie, Hugh

**Abstract:** This paper examines the uses of lower level AQF [Australian Qualifications Framework] qualifications (Certificate I and II). It asks questions such as to what extent are these qualifications used to obtain employment? To what extent are they used as pathways to further study? Data from NCVET's [National Centre for Vocational Education Research's] national provider collection, as well as NCVET's survey of student outcomes was used as the basis of analysis. Two overarching uses of Certificate I and II courses were uncovered by the research. These can be described as employment related and pathways to further study. Within the employment related category three sub-uses can be identified. Gaining employment is a use for people not currently employed. Maintaining employment is a use for those already employed, as is career advancement. Also subsumed under the two major uses are people who undertake preparatory type courses. The research found that pathways to further study was a major use of Certificate I and II qualifications. Gaining employment was also found to be a significant use of Certificate I and II qualifications particularly for new entrants, but also for re-entrants. Students enrolled in preparatory type courses also achieved outcomes in terms of gaining employment and going on to further study. Reasons related to current employment (maintaining employment and career advancement) were not found to be a prominent use of courses at Certificate I level. They were a more prominent use at Certificate II level, although not to the same extent as pathways to further study and gaining employment. For younger people (15-19 years of age), gaining employment and pathways to further study were found to be the main use of the qualification, both at Certificate I and II level. Younger people were found to have better outcomes in terms of gaining employment and were more likely to enrol in further study than other age groups at Certificate I and II level. Younger people were less likely than other age groups to undertake the course for reasons related to current employment. Subjects only completers did not have as good outcomes as all graduates in terms of gaining employment and career advancement. However, subjects only completers did achieve successful outcomes if the intended use of the course was maintaining employment.

**Published:** [Nowra, New South Wales]: AVETRA, 2005

**Physical description:** 12 p.

**Resource type:** Conference paper

Stanwick, J, Guthrie, H 2005, '*AQF lower level qualifications: pathways to where?*', AVETRA, [Nowra]. paper presented at the 8th Australian Vocational Education and Training Research Association Conference.

## Other related publications

### Australian vocational education and training statistics: VET program completion rates 2011-15 [2017]

<http://hdl.voced.edu.au/10707/438587>

**Corporate author:** National Centre for Vocational Education Research (NCVER)

**Abstract:** This publication uses statistical techniques to estimate completion rates for government-funded vocational education and training (VET) programs (defined as all Commonwealth and state/territory government-funded programs delivered by technical and further education [TAFE] institutes, other government providers [such as universities], community education providers and other registered providers). For government-funded VET programs commencing in 2015: the national estimated completion rate for programs at Certificate I and above was 49.4 per cent, up from 44.7 per cent for programs commenced in 2014; by level, programs at diploma and above (56.8 per cent), Certificate III (55.1 per cent), and Certificate IV (52.3 per cent) had the highest national estimated completion rates; by field of education, programs in natural and physical sciences (63.4 per cent), society and culture (59.6 per cent), and health (58.8 per cent) had the highest national estimated completion rates; and for students in full-time study aged 25 years and under with no prior post-school program completion, the national estimated completion rate for programs at Certificate I and above was 58.3 per cent, up from 54.9 per cent for programs commenced in 2014.

**Geographic subjects:** Australia; Oceania

**Published:** Adelaide, South Australia: NCVER, 2017

**Physical description:** 1 report (11 p.) + 1 Excel document

**Resource type:** Statistical resource

National Centre for Vocational Education Research 2017, *Australian vocational education and training statistics: VET program completion rates 2011-15*, NCVER, Adelaide.

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### Reinvigorating VET: best practice in trade apprenticeships [2015]

<http://hdl.voced.edu.au/10707/391923>

**Author:** Jacobson, Peter

**Abstract:** The Fellowship is centered on vocational trades training delivered at [Australian Qualifications Framework] AQF Certificate II and III levels. The Fellowship research explored the transition from pre-apprenticeships into apprenticeships and how retention and training outcomes can be improved through new student support programs and models. [Vocational education and training] VET providers in the UK have significantly higher levels of student completion than Australia, despite an economy that has yet to recover from the 2008 Global Financial Crisis and youth unemployment rates of over 25 per cent. The author aimed to investigate the performance and programs of these VET providers for the purposes of adopting similar strategies in Australia. Subjects: Apprenticeship; Quality; Vocational education and training; Participation; Outcomes; Providers of education and training

**Geographic subjects:** Australia; Oceania; Great Britain; Europe

**Published:** Carlton, Victoria: International Specialised Skills Institute, 2015

**Physical description:** ii, 20 p.

**Access item:** <http://www.issinstitute.org.au/wp-content/media/2015/11/Report-Jacobson-Final-LowRes.pdf>

**Resource type:** Report

Jacobson, P, 2015, *Reinvigorating VET: best practice in trade apprenticeships*, International Specialised Skills Institute Fellowship report, International Specialised Skills Institute, Carlton, viewed 12 Jun 2019, <<http://www.issinstitute.org.au/wp-content/media/2015/11/Report-Jacobson-Final-LowRes.pdf>>.

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**Entry to vocations: the efficacy of VET in Schools [2012]**

<http://hdl.voced.edu.au/10707/237650>

**Author:** Clarke, Kira

**Abstract:** This report explores the relationship between vocational education and training in (VET) in Schools and the labour market. Four models of VET in Schools are used to establish how VET in Schools is conceptualised and how occupational and further VET study outcomes are maximised. Interviews and surveys with stakeholders also consider how VET in Schools can be strengthened. Overall, VET in Schools does not provide a strong link to direct employment as it is generally undertaken at Certificate I and II level and does not contain enough workplace learning. Instead, VET in Schools may be better placed as a pathway to further vocational study. This work is part of the three-year research program 'Vocations: the link between post compulsory education and the labour market'.

**Geographic subjects:** Australia; Oceania

**Published:** Adelaide, South Australia: NCVET, 2012

**Physical description:** 33 p.

**Resource type:** Report

Clarke, K, 2012, *Entry to vocations: the efficacy of VET in Schools*, Vocations: the link between post-compulsory education and the labour market, NCVET, Adelaide.

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**Analysis of Year 12 or Certificate II attainment of Indigenous young people - stage 1: a report prepared for the Council of Australian Governments Reform Council [2011]**

<http://hdl.voced.edu.au/10707/211600>

**Author:** Ainley, John; Buckley, Sarah; Beavis, Adrian; Rothman, Sheldon; Tovey, Alice

**Abstract:** The purpose of this paper, prepared by the Australian Council for Educational Research (ACER), is to assist the Council of Australian Governments (COAG) Reform Council to analyse performance information relating to the Year 12 or Certificate II attainment of Indigenous young people and to understand better variations in performance across jurisdictions. As part of these analyses variations over time within each jurisdiction have been reported. The analyses use existing data sources. No new data have been collected. There are four strands to this work: (1) a statistical overview of educational attainments and participation; (2) multivariate analyses of influences on attainment; (3) a review of literature intended to inform an understanding of trends and patterns in



attainment; and (4) the development of a model of influences on attainment based on the quantitative analyses and informed by perspectives from the literature. The COAG Reform Council's approach to investigating performance and good practice typically involves two stages. In stage one, a detailed analysis is undertaken of performance information in selected areas of each National Agreement. The purpose of this is to better understand variations in performance across jurisdictions and within jurisdictions over time. These analyses also refer to the role of background and contextual factors that appear to affect jurisdictional performance in the area. In stage two, jurisdictions with higher relative performance, or where there has been improvement over time, are studied so as to identify good practices (strategies or interventions) that are associated with improved outcomes. As the first stage of a two-stage project, this paper focuses on quantitative analyses of data but with an orientation to providing a basis for the second stage that will focus upon strategies and interventions associated with improved outcomes.

**Geographic subjects:** Australia; Oceania

**Published:** Sydney, New South Wales: COAG Reform Council, 2011

**Physical description:** vi, 61 p.

**Access item:** [http://research.acer.edu.au/indigenous\\_education/25/](http://research.acer.edu.au/indigenous_education/25/)

**Resource type:** Report

Ainley, J, Buckley, S, Beavis, A, Rothman, S & Tovey, A 2011, *Analysis of Year 12 or Certificate II attainment of Indigenous young people - stage 1: a report prepared for the Council of Australian Governments Reform Council*, COAG Reform Council, Sydney, viewed 12 Jun 2019, <[http://research.acer.edu.au/indigenous\\_education/25/](http://research.acer.edu.au/indigenous_education/25/)>.

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**Australian vocational education and training statistics: student intentions 2011 [2011]**

<http://hdl.voced.edu.au/10707/178262>

**Corporate author:** National Centre for Vocational Education Research (NCVER)

**Abstract:** This publication presents information about students' intentions to complete a vocational education and training (VET) course. The figures are derived from the Student Intentions Survey, which focuses on students enrolled to start a VET course at Certificate I or higher in February 2011. Information about reasons for undertaking training, attitudes towards VET and influences on training choice are also collected.

**Geographic subjects:** Australia; Oceania

**Published:** Adelaide, South Australia: NCVER, 2011

**Physical description:** 17 p.

**Resource type:** Statistical resource

National Centre for Vocational Education Research 2011, *Australian vocational education and training statistics: student intentions 2011*, NCVER, Adelaide.

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### Pre-apprenticeship training activity [2011]

<http://hdl.voced.edu.au/10707/327>

**Author:** Foley, Paul; Blomberg, Davinia

**Abstract:** This research investigated pre-apprenticeship training in Australia through a variety of research methods: keyword searches, lists of prescribed pre-apprenticeship courses from state and territory contacts, and a unit record enrolment file. An analysis of these data found that there were ten nationally accredited and 24 training package courses with pre-apprenticeship activity. There were approximately 64,800 course enrolments in the identified pre-apprenticeship courses in 2009. This can be compared with 2007 when there were 50,700 course enrolments in these courses. The major findings were that over half of pre-apprenticeship course enrolments were within the engineering and related technologies field of education and around a third were within the architecture and building field; and the majority of course enrolments were within Certificate II courses.

**Geographic subjects:** Australia; Oceania

**Published:** Adelaide, South Australia: NCVET, 2011

**Physical description:** 42 p.

**Access item:**

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/pre-apprenticeship-training-activity>

**Resource type:** Report

Foley, P, Blomberg, D 2011, *Pre-apprenticeship training activity*, NCVET, Adelaide, viewed 12 Jun 2019, <<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/pre-apprenticeship-training-activity>>.

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### Economic modelling of skills demand [2009]

<http://hdl.voced.edu.au/10707/51747>

**Corporate author:** Access Economics

**Abstract:** Skills Australia commissioned Access Economics to undertake research and analysis on the future demand for post-school skills and qualifications to 2025. The task involves examination of both the labour supply of skills (demand by prospective students) and the labour demand for skills (demand by industry). The assessment is conducted at both the national level and for each State/Territory with the focus of results in this report at the national level. The reporting of projected qualification demand covers both higher education and vocational education and training (VET) and uses the following categories: postgraduate qualifications; undergraduate qualifications; Advanced diploma/Diploma; Certificate III/Certificate IV; and Certificate I/Certificate II. This report considers three quite different paths for the economy. They range from 'open doors' which incorporates both global economic success and success at home in lifting labour force participation rates, the steady as she goes 'low-trust globalisation' where economic growth fades gradually in line with Australia's working-age population, and the underperforming 'flags' which sees both low economic growth and a sectoral switch back in favour of manufacturing and related activities. It examines only education delivered to domestic students, not that provided in Australia to overseas students. The report suggests that a mis-match between supply of skills and demand for skills can

create incentives for other actions to occur. These actions could include a change in relative wages, different demographics and pathways for post-school education, changes to international and interstate migration levels, a change in movements in and out of the labour force, and demand side changes which may seek better technology, changes in the concordance between occupations and qualifications, and changes in the depth of skill required for occupations.

**Geographic subjects:** Oceania; Australia

**Published:** Canberra, Australian Capital Territory: Skills Australia, 2009

**Physical description:** xi, 87 p.

**Resource type:** Report

Access Economics 2009, *Economic modelling of skills demand*, Skills Australia, Canberra.

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### **Economic modelling of skills demand: state results [2009]**

<http://hdl.voced.edu.au/10707/201194>

**Corporate author:** Access Economics

**Abstract:** Skills Australia commissioned Access Economics to undertake research and analysis on the future demand for post-school skills and qualifications to 2025. The task involves examination of both the labour supply of skills (demand by prospective students) and the labour demand for skills (demand by industry). The reporting of projected qualification demand covers both higher education and vocational education and training (VET) and uses the following categories: Postgraduate qualifications; Undergraduate qualifications; Advanced diploma/Diploma; Certificate III/Certificate IV; and Certificate I/Certificate II. The projections are presented within the context of three scenarios being examined by Skills Australia, termed open doors, low-trust globalisation and flags. A report detailing the task, assumptions used and key results at the national level has been provided to Skills Australia. This supplementary paper presents key modelling results at the State/Territory level for each of the scenarios. The methodology employed is the same as at the national level and readers should consult the main report to Skills Australia for further details.

**Geographic subjects:** New South Wales; Queensland; Victoria; South Australia; Western Australia; Tasmania; Northern Territory; Australia; Oceania; Australian Capital Territory

**Published:** [Canberra, Australian Capital Territory]: Skills Australia, 2009

**Physical description:** 24 p.

**Resource type:** Report

Access Economics 2009, *Economic modelling of skills demand: state results*, Skills Australia, [Canberra].

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### **The impact of VET on transition to work for young people in Australia [2008]**

<http://hdl.voced.edu.au/10707/128903>

**Author:** Woods, Davinia

**Abstract:** The purpose of this paper is to analyse and summarise the Australian research on the impact of vocational education and training (VET) on transitions to work for young people aged 15 to 24 years. The methodology involved the compilation of statistics on VET participation by young

people and a review of research on the topic of young people and the longer-term impact of VET on transitions into work. Research included in the review was restricted to Australian research published during or after 2005. The findings suggest that young people who participate in VET experience better employment outcomes compared to young people who do not participate in post-school education and training. However, the smoothness of the transition into work varies for young people who participate in VET programs. Programs linked to the workplace provide the most rapid and successful transitions while other VET programs, such as Certificate I and II courses, often require further study at a higher level in order for students to achieve their desired job. The paper also shows that school VET programs have a particularly positive effect on transitions into work for early school leavers. The paper consolidates the knowledge on how VET assists young people's transitions into work. By focusing on longitudinal research, the paper enhances the understanding of the longer-term impact of VET for young people.

**Geographic subjects:** Oceania; Australia

**Published:** Bradford, England: Emerald, 2008

**Journal:** Education + training, vol. 50 (6), 2008, pp. 465-473

**Resource type:** Article

Woods, D, 2008, 'The impact of VET on transition to work for young people in Australia', *Education + Training*, vol.50, no.6, pp.465–473.

## Industry

### Retail, floristry, fast food: traineeship survey 2014 [2014]

<http://hdl.voced.edu.au/10707/399186>

**Corporate author:** Retail and Personal Services Training Council (RAPS)

**Abstract:** This survey was undertaken to establish reasons for the decrease in uptake of Certificate II, III and IV traineeships in the retail, floristry and community pharmacy industry sectors. The uptake of traineeships in Certificate II in retail have shown a marked decrease while the numbers in training in Certificate III and IV are not showing an increase to compensate this decline. The removal of employer incentives at Certificate II level is thought to have had a major impact on training in these industries. The Retail and Personal Services Training Council undertook a consultation process with employers who had previously employed trainees to ascertain the reasons they no longer engage in the traineeship program. The major reasons for not employing trainees were: (1) the withdrawal of employer incentives and lack of government funding or financial assistance for small to medium businesses; (2) employers were unable to employ trainees due to the downturn in the retail industry and higher costs involved in employing staff; (3) 50 per cent of employers responded that they are experiencing problems obtaining the right staff/potential trainees due mainly to lack of work ethic and commitment, people getting highly paid jobs in the mines and the transient nature of the industry - 'the crowding out effect'; (4) pharmacies, in particular, responded that they experience difficulties finding staff who are prepared to commit to completing a certificate and that it would be preferable to have a Certificate II traineeship that lasts 12 months which can then be extended to Certificate III if required - as it is difficult to get staff to commit for two years anymore; and (5) a number of employers requested that traineeships be retained whilst others requested funding for existing staff members who have been employed longer than three months, i.e. have existing worker funding returned.

**Geographic subjects:** Western Australia; Australia; Oceania

**Published:** [Osborne Park, Western Australia]: RAPS Training Council, 2014

**Physical description:** 9 p.

**Resource type:** Report

Retail and Personal Services Training Council 2014, *Retail, floristry, fast food: traineeship survey 2014*, RAPS Training Council, [Osborne Park].

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### What it's worth: establishing the value of vocational qualifications to employers [2005]

<http://hdl.voced.edu.au/10707/143917>

**Author:** Cully, Mark

**Abstract:** This report relies on a simple premise: the value of qualifications to employers is what they are prepared to pay for them in the labour market. The intrinsic (or use) value of qualifications to employers is inherently subjective, although the economic or exchange value can be observed. It can be observed at three points: in recruitment, in (un)employment, and in earnings. The interest in this report lies primarily in vocational qualifications, although in assessing value, this report is also interested in the relative value (or added value) of these qualifications when compared with years of

schooling and higher education qualifications. The research starts from the premise that the value of qualifications to employers is what they are prepared to pay for them in the labour market, focusing on three questions: (1) Do employers want people with (vocational) qualifications when recruiting? (2) Are employers more likely to hire people with (vocational) qualifications? (3) Do employers pay more for people with (vocational) qualifications? The study looks at people aged 15 to 64 years who have left secondary school, with almost half of these people (49%) having obtained qualifications since leaving school. A survey was conducted of over 800 advertised job vacancies posted on the Internet in three distinct labour markets (regional New South Wales, Brisbane, Northern Territory) to identify the importance of qualifications in the recruitment process. The survey identified that qualifications were specified in advertisements in one-third of cases. The study found that although qualifications are a less important element in the recruitment process than other factors, it is clear that those with qualifications have superior labour market outcomes. Consistent with other studies that have been conducted on the association between education and earnings, this study also found a strong positive association. However, the findings of this report suggest that Certificate I and II qualifications, in general, have not found favour with employers. These qualifications are not sought after in recruiting new staff, and the labour market outcomes of those holding these qualifications are mixed.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVET, 2005

**Physical description:** 61 p.

**Resource type:** Report

Cully, M, 2005, *What it's worth: establishing the value of vocational qualifications to employers*, NCVET, Adelaide.

## Equity groups

### Push and pull: increasing student engagement in Developing Independence [2018]

<http://hdl.voced.edu.au/10707/498109>

**Author:** Conley, Lisa

**Abstract:** Developing Independence is a certificate course to help residents of Youth Foyers to develop their personal vision and gain confidence to re-engage with learning, employment and community life. Developed by the Brotherhood of St Laurence and Hanover Welfare Services (now Launch Housing), with funding from the Victorian Government, Education First Youth Foyers represent an innovative student accommodation and education model designed for young people who are homeless or at risk of homelessness. Skills for Independence is a pilot of Developing Independence and uses a novel approach to increase engagement in education, job training and aspiration-building for young people who have experienced a child protection or youth justice order. DI is being delivered in four sites across Victoria and in this first stage of the pilot (funded by the Department of Education and Training) researchers examined the mechanisms that enabled young people to progress through the Certificate I in Developing Independence (DI).

**Geographic subjects:** Victoria; Australia; Oceania

**Published:** Fitzroy, Victoria: Brotherhood of St Laurence, 2018

**Physical description:** viii, 38 p.

**Access item:**

<https://www.bsl.org.au/research/browse-publications/push-and-pull-increasing-student-engagement-in-developing-independence/>

**Resource type:** Report

Conley, L, 2018, *Push and pull: increasing student engagement in Developing Independence*, Developing Independence evaluation, Brotherhood of St Laurence, Fitzroy, viewed 12 Jun 2019, <<https://www.bsl.org.au/research/browse-publications/push-and-pull-increasing-student-engagement-in-developing-independence/>>.

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### Can VET help create a more inclusive society? [2016]

<http://hdl.voced.edu.au/10707/398560>

**Author:** Buddelmeyer, Hielke; Polidano, Cain

**Abstract:** This is a summary of a research program undertaken for the National Centre for Vocational Education Research (NCVER) by the Melbourne Institute of Applied Economic and Social Research between 2011 and 2014. The body of work, comprising six projects, focuses on the impact of education and training on social inclusion and labour market outcomes for disadvantaged learners. Here, 'disadvantaged' is used to encapsulate those from low-socioeconomic backgrounds, individuals with a disability, those from non-English speaking backgrounds and Indigenous Australians. Highlights from the research include: social inclusion is about being able to fully participate in social and economic life - education and training has a key role in enabling this; for students from disadvantaged backgrounds, progression in educational qualification levels may require more detours or stages than for the average student - but progression is important; in terms

of social inclusion, there is a clear split in Australia's society along educational lines: those without Year 12 or, at most, Certificate II qualifications are much less socially included than those who have completed Year 12 or at least a Certificate III qualification; and policy and program efforts therefore should be focused on school completion and articulation to at least Certificate III level.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVET, 2016

**Physical description:** 11 p.

**Resource type:** Report

Buddelmeyer, H, Polidano, C 2016, *Can VET help create a more inclusive society?*, Promoting social inclusion for disadvantaged groups through education and training, NCVET, Adelaide.

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### **Educating oneself out of social exclusion [2012]**

<http://hdl.voced.edu.au/10707/227764>

**Author:** Buddelmeyer, Hielke; Leung, Felix; Scutella, Rosanna

**Abstract:** Increasing education and training is considered one means by which to reduce the extent of social exclusion and as such has been a key focus in recent public policies. This study investigates the impact of education and training on the extent of social exclusion using a measure of multidimensional social exclusion. A simulation of the effect of the COAG target relating to halving the proportion of 20-64-year olds without at least a Certificate III qualification between 2009 and 2020 on the measure of multi-dimensional social exclusion is also undertaken. The study finds a clear dichotomy in the extent of social exclusion experienced between those with low levels of education (early school leavers or those with a Certificate II qualification at the most) and the rest.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVET, 2012

**Physical description:** 49 p.

**Resource type:** Report

Buddelmeyer, H, Leung, F & Scutella, R 2012, *Educating oneself out of social exclusion*, Promoting social inclusion for disadvantaged groups through education and training, NCVET, Adelaide.

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### **Education and Indigenous wellbeing [2011]**

<http://hdl.voced.edu.au/10707/991>

Corporate author: Australian Bureau of Statistics (ABS)

**Abstract:** Educational attainment has long been recognised as being correlated with a range of indicators of social wellbeing. As a result of this, education has been a major focus in the strategy to 'close the gap' between the Australian Aboriginal and Torres Strait Islander and non-Indigenous populations. Improving educational attainment, particularly at Year 12 or equivalent level is a priority across both the Council of Australian Governments' (COAG) National Education Agreement and National Indigenous Reform Agreement. The National Education Agreement includes targets to increase to 90% the proportion of all young people with Year 12 or a Certificate level II by 2015, and by 2020, for 90% of young people to achieve Year 12 or a Certificate level III. Both agreements



include a performance target to halve the gap between Indigenous and non-Indigenous students in Year 12 or Certificate II level by 2020. There is an expectation that this will in turn lead to better employment and health outcomes for the Aboriginal and Torres Strait Islander population. This article explores the relationship between education and aspects of Aboriginal and Torres Strait Islander wellbeing. It examines how educational attainment is associated with health, employment, housing and crime and justice, and explores differences between outcomes for Indigenous and non-Indigenous Australians across different levels of attainment.

**Geographic subjects:** Australia; Oceania

**Published:** Sydney, New South Wales: Australian Bureau of Statistics, 2011

**Physical description:** 7 p.

**Access item:**

[http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/LookupAttach/4102.0Publication23.03.116/\\$File/41020\\_Indigenouseducation\\_Mar2011.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/LookupAttach/4102.0Publication23.03.116/$File/41020_Indigenouseducation_Mar2011.pdf)

**Resource type:** Paper

Australian Bureau of Statistics 2011, *Education and Indigenous wellbeing*, Australian social trends March 2011, Australian Bureau of Statistics, Sydney, viewed 12 Jun 2019, <[http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/LookupAttach/4102.0Publication23.03.116/\\$File/41020\\_Indigenouseducation\\_Mar2011.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/LookupAttach/4102.0Publication23.03.116/$File/41020_Indigenouseducation_Mar2011.pdf)>.

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**The role of vocational education and training in welfare to work [2008]**

<http://hdl.voced.edu.au/10707/15629>

**Author:** Guenther, John; Falk, Ian; Arnott, Allan

**Corporate author:** National Centre for Vocational Education Research (NCVER)

**Abstract:** The Welfare to Work initiative is responding to: an ageing population and the economic impact of this, particularly in relation to skills and employment; a perception that a significant number of very long-term unemployed people have the capacity to work; steep increases over the long term in the number of government benefit recipients; and significant and sustained skills shortages in some occupations. This report investigates the role that vocational education and training (VET) can play in this transition, using a mixed methods approach, combining case study techniques, numerical data and empirical observations. The study found that people with disabilities are relatively under-represented, with their participation in the labour force, their participation in VET and their qualification levels all lower than might be expected in the general population; mature-aged people are well represented in terms of vocational qualifications but it is not known how relevant or up to date their qualifications are, and it is difficult to say whether more training is a priority for this group; and lone parents are well represented among students though this group is more likely to achieve Certificate I and II qualifications.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVER, 2008

**Physical description:** 39 p.

**Resource type:** Report

Guenther, J, Falk, I & Arnott, A 2008, *The role of vocational education and training in welfare to work*, NCVET, Adelaide.

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**Cultural qualifications lift educational opportunities [2005]**

<http://hdl.voced.edu.au/10707/54624>

**Abstract:** A new Aboriginal visual and performing arts centre, the Yarradamarra Centre at TAFE NSW - Western Institute's Dubbo Campus, provides a quality learning environment for Aboriginal people in a rural area. The Centre offers a Certificate II Aboriginal Visual and Performing Arts course and has drawn interest from a diverse group of Aboriginal students and teachers from different areas. Boosting confidence, improving literacy and performance experience are valuable additional benefits.

**Geographic subjects:** Oceania; Australia; New South Wales

**Published:** Sydney, New South Wales: NSW Department of Education and Training, 2005

**Journal:** Training agenda, vol. 12 (4), Summer 2004/05, pp. 21-22

**Resource type:** Article

'Cultural qualifications lift educational opportunities', 2005, *Training Agenda*, vol.12, no.4, pp.21-22.

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**People with a disability in vocational education and training: a statistical compendium [2005]**

<http://hdl.voced.edu.au/10707/34292>

**Author:** Cavallaro, Toni; Foley, Paul; Saunders, John; Bowman, Kaye

**Corporate author:** National Centre for Vocational Education Research (NCVER)

**Abstract:** This statistical compendium examines, firstly, vocational education and training (VET) students with a disability as a whole group, focusing on their participation levels, achievements and outcomes from VET, and identifies gaps and/or issues with the existing data. This is followed by a section dealing with people with different types of disabilities and a conclusion. The appendix contains detailed profiles, which can stand alone as fact sheets, for each disability type: physical disability, medical condition, vision disability, learning disability, hearing disability, intellectual disability, mental illness, acquired brain impairment, and other/unspecified disabilities. Also included is a profile on Indigenous people with a disability. Key messages include: people with a disability, one of the five recognised equity groups in VET, as a whole, have the lowest levels of educational achievement and employment outcomes from VET; as a whole, people with a disability are less likely to undertake/attain higher-level Australian Qualifications Framework qualifications and are more likely to undertake/achieve Certificate I or II qualifications; type of disability does matter with educational achievements and outcomes varying significantly between disability groups, suggesting that different strategies may be necessary for different groups of people with a disability in VET; and of all disability types, VET students with hearing or vision disabilities have the highest probability of passing assessed subjects, and the highest employment outcomes, while students with intellectual or learning disabilities have the lowest.

**Geographic subjects:** Oceania; Australia

**Published:** Adelaide, South Australia: NCVET, 2005

**Physical description:** 27 p. + appendix

**Resource type:** Report

Cavallaro, T, Foley, P, Saunders, J & Bowman, K 2005, *People with a disability in vocational education and training: a statistical compendium*, NCVET provider collection, NCVET, Adelaide.

## Publications focussed on the United Kingdom

### Effective practice in supporting Entry/Level 1 students in post-16 institutions (2015/27) [2016]

<http://hdl.voced.edu.au/10707/425385>

**Author:** Allan, Tim; Rodger, John; Dodd, Michael; Cutmore

**Abstract:** This report presents the findings from a qualitative research study to explore effective practice in supporting students studying at Level 1 or below in post-16 institutions. The study was commissioned by the Department for Education and undertaken between January and June 2016. It has been structured around two main strands of primary research: visits to education and skills providers; and visits to local authorities. The overall aims of the research were: (a) to identify good practice in recruiting and teaching Entry/Level 1 students; and (b) to identify the types of provision and support that best meet their needs.

**Geographic subjects:** Great Britain; Europe

**Published:** [Manchester, England]: Department for Education, 2016

**Physical description:** 53 p.

**Access item:**

<https://www.gov.uk/government/publications/supporting-entry-and-level-1-students-in-post-16-institutions>

**Resource type:** Report

Allan, T, Rodger, J, Dodd, M & Cutmore, M 2016, *Effective practice in supporting Entry/Level 1 students in post-16 institutions (2015/27)*, DfE research report DFE-RR614, Department for Education, [Manchester], viewed 13 Jun 2019, <<https://www.gov.uk/government/publications/supporting-entry-and-level-1-students-in-post-16-institutions>>.

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### Travelling hopefully: an exploration of the limited possibilities for Level 1 students in the English further education system [2008]

<http://hdl.voced.edu.au/10707/35460>

**Author:** Atkins, Liz

**Abstract:** This paper discusses the findings of a small-scale qualitative study exploring the aspirations and learning identities of three groups of Level 1 students in two English further education (FE) colleges. Emerging identities are explored in the context of classed and gendered dispositions and the educational positioning of the young people. Empirical sections show that the young people's lifestyle aspirations have a heavy celebrity influence and that their occupational aspirations have an unreal, dreamlike quality associated with a lack of awareness of the trajectories they would need to follow to achieve their ambitions. Further, the paper argues that whilst the young people are developing identities in which learning, leisure, work and domesticity are synonymous, leisure identities assume the greatest importance to them. The paper concludes that this aspect of their young lives is significant since it provides an 'escape' from the mundane drudgery of a low-value vocational programme and the inevitability of a future engaged in low-paid, low-skilled work.

**Geographic subjects:** Europe; Great Britain

**Published:** Abingdon, England: Routledge Journals, Taylor & Francis, 2008

**Journal:** Research in post-compulsory education, vol. 13 (2), July 2008, pp. 195-204

**Resource type:** Article

**Peer reviewed:** Yes

Atkins, L, 2008, 'Travelling hopefully: an exploration of the limited possibilities for Level 1 students in the English further education system', *Research in Post-compulsory Education*, vol.13, no.2, pp.195–204.

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**What is the impact of the Foundation Learning Tier?: the impact of lower level provision in London on adult employability [2008]**

<http://hdl.voced.edu.au/10707/26547>

**Corporate author:** Learning and Skills Council (Great Britain). London Region; IFF Research (Firm)

**Abstract:** The Foundation Learning Tier (FLT) is a part of the wider UK 14-19 and vocational qualifications (VQ) reform program. It aims to improve the skills of learners working below Level 2, aged 14 years and over, through developing high-quality credit-based qualifications at Entry Level and Level 1 in the Qualifications and Credit Framework (QCF). The UK government plans to continue to develop progression pathways within the FLT over the next three years. Progression pathways will provide the vehicle for a more focussed and strategic approach to Entry Level and Level 1 provision for young people and adults, in order to raise achievement and improve progression to Level 2. Full implementation of the FLT will be completed by 2010, with a comprehensive range of progression pathways. This report presents key findings from a study involving 1,000 telephone interviews conducted in February and March 2008 with learners who completed an Entry Level or Level 1 National Vocational Qualification (NVQ) accredited qualification with a London provider in late 2007/early 2008.

**Geographic subjects:** Europe; Great Britain

**Published:** Coventry, England: Learning and Skills Council, 2008

**Physical description:** 35 p.

**Resource type:** Report

Learning and Skills Council London Region & IFF Research 2008, *What is the impact of the Foundation Learning Tier?: the impact of lower level provision in London on adult employability, Tracking London's learners*, Learning and Skills Council, Coventry.

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**Policy, learning and inclusion in the learning and skills sector [2007]**

<http://hdl.voced.edu.au/10707/65932>

**Corporate author:** Teaching and Learning Research Programme (TLRP)

**Abstract:** Created in 2001, the Learning and Skills Sector (LSS) has received increased funding and demonstrated considerable achievements, but still faces major challenges. This project examined the impact of policy on learning and inclusion for three groups of disadvantaged learners: adult basic skills learners in the community; adults in the workplace; and Level 1 and 2 learners in further

education colleges. We studied the impact of five policy levers: targets, funding, planning, inspection, and policy initiatives such as Skills for Life.

**Geographic subjects:** Europe; Great Britain

**Published:** London, England: Teaching and Learning Research Programme, 2007

**Physical description:** 4 p.

**Access item:** <http://www.tlrp.org/pub/documents/Coffield%20RB%2028%20FINAL.pdf>

**Resource type:** Report

Teaching and Learning Research Programme 2007, *Policy, learning and inclusion in the learning and skills sector*, Teaching and learning research briefings no. 28, Teaching and Learning Research Programme, London, viewed 13 Jun 2019, <<http://www.tlrp.org/pub/documents/Coffield%20RB%2028%20FINAL.pdf>>.

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**Participation in the learning and skills sector: key findings from research [2006]**

<http://hdl.voced.edu.au/10707/32425>

**Author:** Houghton, Nicholas

**Corporate author:** Great Britain. Learning and Skills Development Agency (LSDA)

**Abstract:** This review set out to produce a synthesis of the key research findings about learners' participation in postcompulsory education. It aimed to bring together the key findings from research activity into this topic carried out by the Learning and Skills Development Agency (LSDA), and other relevant research undertaken since 2001. Its focus is limited to participation, rather than retention and achievement. Although retention and achievement are closely linked to issues of participation, these have been covered by another review being carried out at the same time. The focus of this review was research that had been carried out in England; however, it was felt that studies from Scotland, Wales or Northern Ireland could be included, if they were deemed relevant. Findings include that: prior achievement leads to participation, and the greater the achievement the more likely it is that there will be future participation (and vice versa); participation begets participation, i.e. the longer people have participated, the greater the chance they will participate more; achievement begets achievement, which in turn begets participation, i.e. the more qualifications people have, the greater the chance they will participate more; those from low-income families and from deprived areas are less likely to participate; those with parents on higher incomes and with more qualifications are more likely to participate; participation in education by those aged 16-18 makes it much more likely they will subsequently be employed; many unemployed people do not acknowledge the benefits of learning, and that it can increase employability; on the other hand, there appears to be little or no earnings return for those who achieve a Level 1 or 2 NVQ [National Vocational Qualification]; and there is conflicting evidence about whether gaining qualifications up to Level 2 makes employment more likely.

**Geographic subjects:** Europe; Great Britain

**Published:** London, England: Learning and Skills Development Agency, 2006

**Physical description:** 18 p.

**Resource type:** Report

Houghton, N, Great Britain Learning and Skills Development Agency 2006, *Participation in the learning and skills sector: key findings from research*, LSDA research report, Learning and Skills Development Agency, London.

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**'It's the perfect education': lifelong learning and the experience of Foundation-level GNVQ students [2001]**

<http://hdl.voced.edu.au/10707/13036>

**Author:** Bathmaker, Ann-Marie

**Abstract:** This article examines what Foundation level GNVQ [General National Vocational Qualification] students say about their learning experience drawing on findings from a case study of staff and students involved in GNVQ programs at a further education college. The college has a Foundation Studies department, where all Foundation level GNVQ is taught, and the article reports on interviews with a small group of seven Foundation students. It is argued that the most important issue for them is the shift from being disaffected learners to becoming accepted as students within the college. In achieving this, relationships with teachers are crucial, and appear to be the most significant factor in helping these students move from being apparent failures within the education system, to starting out on a more successful path to learning.

**Geographic subjects:** Europe; Great Britain

**Published:** Oxford, England: Triangle Journals, 2001

**Journal:** Journal of vocational education and training, vol. 53 (1), 2001, pp.81-100

**Resource type:** Article

**Peer reviewed:** Yes

Bathmaker, A-M, 2001, *'It's the perfect education': lifelong learning and the experience of Foundation-level GNVQ students*, Journal of Vocational Education and Training, vol.53, no.1, pp.81-100.

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**Student success rates in post-16 qualifications: data from the England and Wales youth cohort study [2001]**

<http://hdl.voced.edu.au/10707/108451>

**Author:** Payne, Joan

**Corporate author:** Policy Studies Institute (Great Britain); Great Britain. Department for Education and Employment (DfEE)

**Abstract:** This report, based on data from the England and Wales Youth Cohort Study (YCS), estimates the proportion of young people who started to work for a qualification after the end of compulsory education and who, after more than two years, had not gained that qualification. In addition, the report examines the impact of Year 11 General Certificate of Secondary Education (GCSE) results on the risk of being unsuccessful and compares success rates on various post-16 routes. The main findings were: the risk of being unsuccessful was lower for A levels than for either post-16 GCSEs or AS courses; there was a significantly higher proportion of unsuccessful students at General National Vocational Qualification (GNVQ) level one than at levels two or three; overall, Business and Technology Education Councils (BTECs) had a lower proportion of unsuccessful

students than GNVQs; City and Guilds students did worse than GNVQ students at higher levels of these qualifications; Royal Society of Arts (RSA) students were less likely to be unsuccessful than GNVQ or City and Guilds students; and the proportion of unsuccessful students for the lower level National Vocational Qualifications (NVQs) was the same as for lower level BTECs.

**Geographic subjects:** Europe; Great Britain

**Published:** Nottingham, England: DfEE, 2001

**Physical description:** 91 p.

**Resource type:** Report

Payne, J, Policy Studies Institute & Great Britain Department for Education and Employment 2001, *Student success rates in post-16 qualifications: data from the England and Wales youth cohort study*, Research report no. 272, DfEE, Nottingham.

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### **Taking Part One GNVQ forward [2001]**

<http://hdl.voced.edu.au/10707/64434>

**Author:** Frankland, Gillian; Ebrahim, Nazir

**Corporate author:** Great Britain. Learning and Skills Development Agency (LSDA)

**Abstract:** General National Vocational Qualifications (GNVQs) were introduced in the United Kingdom (UK) to provide a high quality vocational alternative to academic courses for full-time students between the ages of 16 and 19. Building on the success of these qualifications, the Part One GNVQ was introduced as part of the National Qualifications Framework (NQF) in 1995 as a two-year course for students at Key Stage 4 and a 1-2 year course at the post-16 level. This guide to the Part One GNVQ contains three sections: 'Introducing Part One GNVQs' provides information for centres considering including the GNVQ in their curriculum; 'Teaching and learning' contains detailed information about the characteristic elements of the GNVQ such as assessment, moderation and progression; and 'Case studies' highlights a number of centres that deliver the qualification at Key Stage 4 and post-16 level.

**Geographic subjects:** Europe; Great Britain

**Published:** London, England: Learning and Skills Development Agency, 2001

**Physical description:** 54 p.

**Resource type:** Report

Frankland, G, Ebrahim, N 2001, *Taking Part One GNVQ forward*, Learning and Skills Development Agency, London.

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### **The Dearing review of qualifications 16-19: attempting to reconcile the irreconcilable? [2000]**

<http://hdl.voced.edu.au/10707/69863>

**Author:** Cummings, Andy

**Abstract:** This article seeks to evaluate critically the proposals set out in Ron Dearing's report published in March 1996 (Dearing, 1996). Despite being broadly welcomed across the political spectrum, most of the proposals have yet to be implemented. The General Election of 1997 delayed the process, with the start date for a partially reformed system now set at September 2000. While



there have been some moves away from what Dearing recommended, his review remains the key policy text in this area, particularly as his consultations did much to educate the professional audience. The report has attracted thorough examination (Hodgson and Spours, 1997; Spours and Young, 1996; Young, 1998) and much will be drawn from such sources. However, the key argument will be made that within the Dearing Report, and within much of what has been written about it, there is a reluctance to engage with fundamental issues of curriculum philosophy and values. Hence what is proposed, while seeming reasonable and pragmatic, does in fact attempt to reconcile the irreconcilable. There is no evidence to suggest that the Labour government will address these issues. With the exception of the New Deal, the whole area of postcompulsory education represents policy continuity rather than radical innovation (Hodgson and Spours, 1999). Paradoxically the greater freedom and voluntarism in this area does offer the possibility of innovation at a local level.

**Geographic subjects:** Europe; Great Britain

**Published:** Abingdon, England: Routledge, Taylor & Francis, 2000

**Journal:** Curriculum journal, vol. 11 (3), September 2000, pp.365-383

**Resource type:** Article

**Peer reviewed:** Yes

Cummings, A, 2000, 'The Dearing review of qualifications 16-19: attempting to reconcile the irreconcilable?', *Curriculum Journal*, vol.11, no.3, pp.365–383.

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### Choosing GNVQ [1998]

<http://hdl.voced.edu.au/10707/86272>

**Author:** Hodkinson, Phil

**Abstract:** This article critically examines claims that young people can be empowered by making the choice to study for General National Vocational Qualifications (GNVQs), as opposed to A levels. It is based upon the stories of four young people who enrolled in GNVQs at the age of 16+. Drawing on earlier research into Training Credits, this paper re-examines the ways in which career/education choices are actually made and argues that such choices are locked within the cultures in which young people have lived their lives and in their often unequal, interactions, negotiations and sometimes struggles with educational providers. The choices are interpenetrated by issues of status and prestige, as between GNVQ and A levels and between different types of post-16 educational institutions. Not only do markets and choices not in themselves empower, they impact on and interpenetrate issues of empowerment in the ongoing education on a GNVQ.

**Geographic subjects:** Europe; Great Britain

**Published:** Basingstoke, England: Carfax Publishing, 1998

**Journal:** Journal of education and work, vol. 11 (2), June 1998, pp.151-165

**Resource type:** Article

**Peer reviewed:** Yes

Hodkinson, P, 1998, 'Choosing GNVQ', *Journal of Education and Work*, vol.11, no.2, pp.151–165.

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**The Dearing Review of 16-19 qualifications: a step towards a unified system? [1997]**

<http://hdl.voced.edu.au/10707/116142>

**Author:** Young, Michael

**Abstract:** This chapter argues that the Dearing Report, in spite of all its ambiguities, provides a possible platform for future change to the education and training system in England. It begins by discussing the origins of the Report based on three sets of issues: (1) the terms of reference given to Dearing by the government in the context of changes in the system that have taken place since 1991; (2) the possible influences of different professional and employer interests in shaping the Report; and (3) the framework of assumptions which have shaped the Report's recommendations. The author then outlines three different approaches to qualifications change: (1) the evolutionary approach; (2) the multi-dimensional approach; and (3) the contextual approach. Each model focuses on distinct aspects of qualifications change. The chapter concludes with a brief analysis of strategies for building on the Dearing recommendations towards a unified system.

**Geographic subjects:** Europe; Great Britain

**Published:** London, England: Kogan Page, 1997

**Book title:** Dearing and beyond: 14-19 qualifications, frameworks and systems / edited by Ann Hodgson and Ken Spours, pp.25-39

**Resource type:** Book chapter

Young, M, 1997, 'The Dearing Review of 16-19 qualifications: a step towards a unified system?' in Hodgson, Ann and Spours, Ken (eds.) *Dearing and beyond: 14-19 qualifications, frameworks and systems*, Kogan Page, London, pp.25-39.

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**Review of qualifications for 16-19-year olds [1996]**

<http://hdl.voced.edu.au/10707/103069>

**Author:** Dearing, Ron

**Corporate author:** Great Britain. School Curriculum and Assessment Authority

**Abstract:** On 10 April 1995, Ron Dearing was asked to 'consider and advise the Secretaries of State for Education, Employment and for Wales on ways to strengthen, consolidate and improve the framework of 16-19 qualifications'. During the review, account was taken of Northern Ireland where the same qualifications are offered, but not Scotland, where the education system is different. Some recommendations cover UK-wide initiatives, such as the National Record of Achievement, Modern Apprenticeships, and Youth Training. The purposes of the review were to: (1) provide diversity of opportunity and informed choice for learners; (2) motivate and recognise achievement by people of all ability levels; (3) ensure that standards are rigorous, challenge expectations, and encourage excellence; (4) increase the coherence of the national qualifications framework, reduce its complexity, and make it more easily understandable by everyone; (5) contribute to the success of young people in the world of work, and to their personal development and fulfilment; and (6) support the achievement of the new National Targets for Education and Training with their aim of providing a national workforce able to meet the international competitive challenge through high levels of skill and adaptability to change. The report of the review proposes a coherent national framework, covering all the main qualifications and the achievement of young people at every level of ability. It also recognises achievement outside the main formal qualifications, as part of a

restructured and relaunched National Record of Achievement. Because the qualifications appropriate for 16-19-year olds are relevant to people of all ages, it takes into account the needs of adults, particularly those studying part-time. It identifies barriers to achievement and ways to deal with them. The full report provides a complete statement of the recommendations and the rationale for them. It also contains a summary of views and findings from the extensive consultation and research undertaken since July 1995. The summary report contains the main recommendations, with the terms of reference and purposes of the review contained in appendix one.

**Geographic subjects:** Europe; Great Britain; Wales

**Published:** Hayes, England: SCAA Publications, 1996

**Physical description:** 2 v.

**Notes:** Summary report only available from NCVER

**Resource type:** Report

Dearing, R, Great Britain School Curriculum and Assessment Authority 1996, *Review of qualifications for 16-19 year olds*, SCAA Publications, Hayes.