

Work-based education in Australian VET

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Agenda

- Quick definitions
- Use of workplace-based delivery in Australia
- Best practice for employers

Quick definitions

Work-based education

- A structured education program that includes learning through work
 - apprenticeships,
 - traineeships,
 - internships,
 - cadetships,
 - paid and **unpaid work placements.**

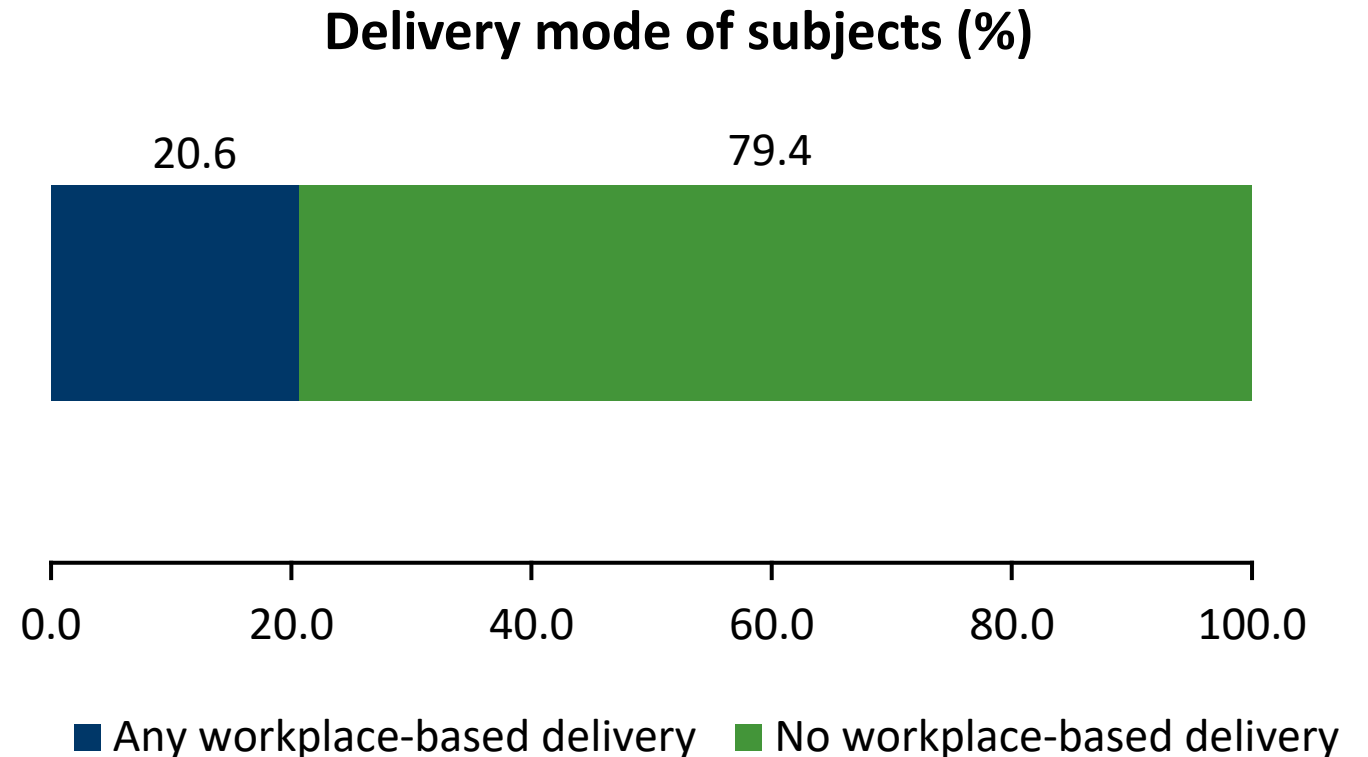
Quick definitions

Workplace-based delivery

- The training is conducted in the workplace (whether it is conducted by the training organisation or the employer).
- This includes industrial/work experience, field placement, fully on-the-job training or structured workplace training at a place of employment.

Workplace-based training in Australia

- Most subjects being delivered in Australian VET have no workplace-based component.
- Of the approximately 26.5 million subjects delivering in 2019, around 5.5 million had some amount of workplace-based delivery.



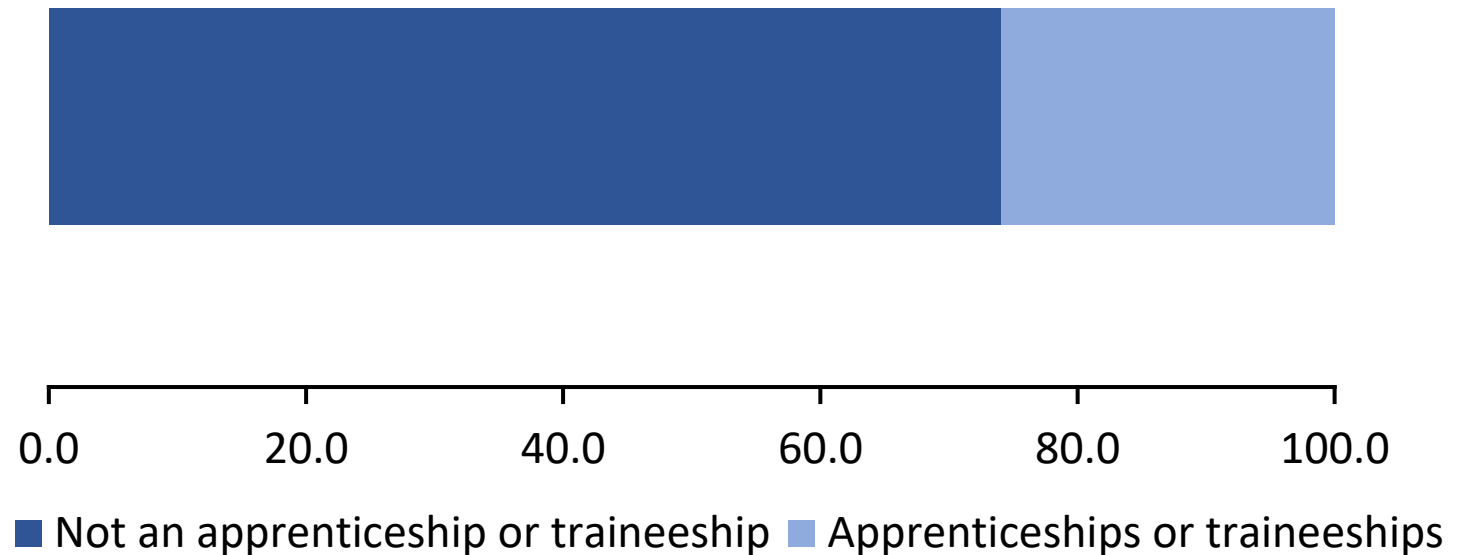
Note: Excludes subjects with no applicable delivery mode, such as subjects achieved through the recognition of prior learning or credit transfer.

Source: National VET Provider Collection, NCVET, 2019

Workplace-based training in Australia

- Apprenticeships and Traineeships are the culturally dominant way of integrating work with training in Australia.
- There is a lot of workplace-based training going on outside of these programs.

Subjects with any work-based delivery (%)

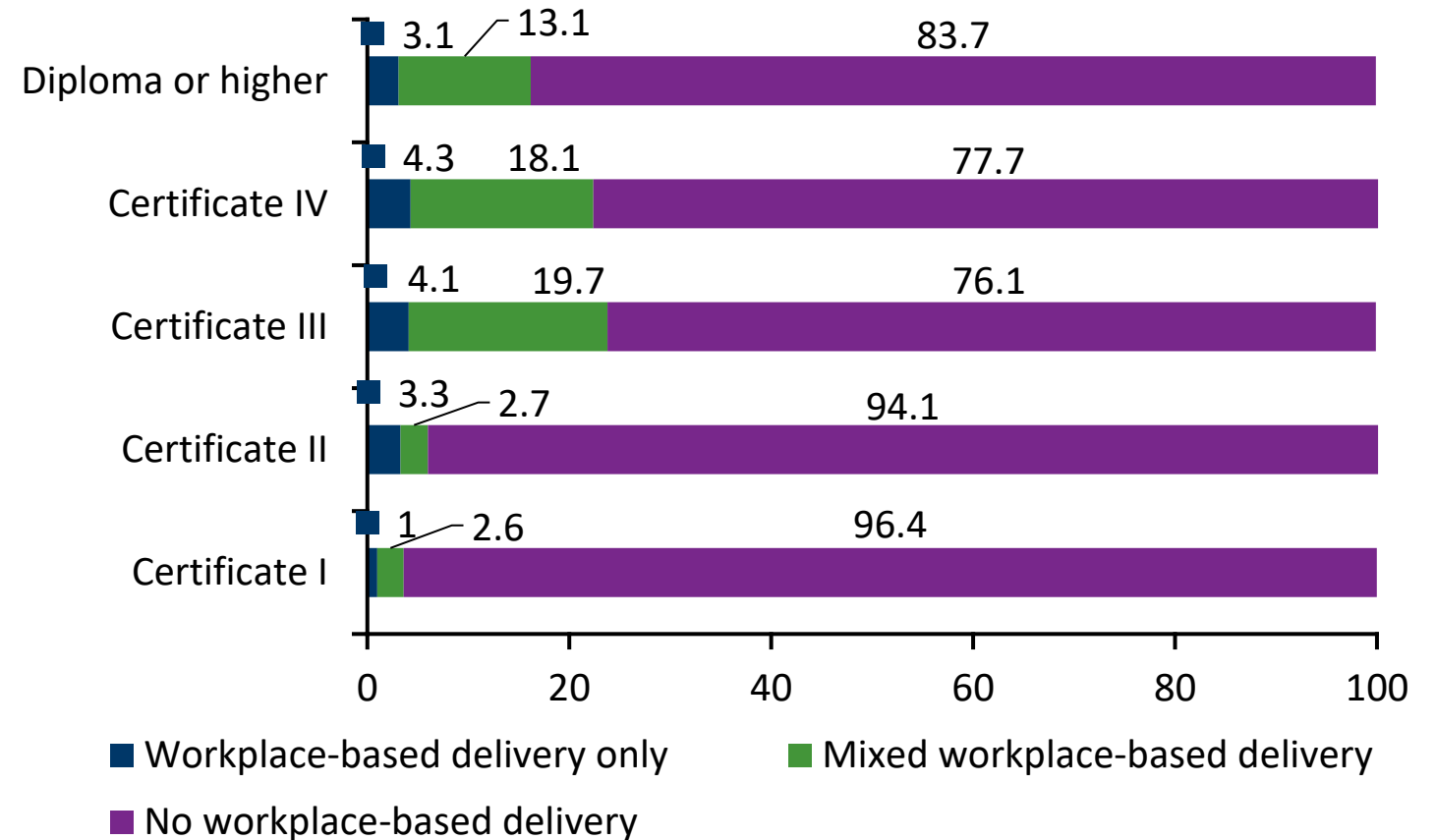


Note: Excludes subjects with no applicable delivery mode, such as subjects achieved through the recognition of prior learning or credit transfer.

Source: National VET Provider Collection, NCVET, 2019

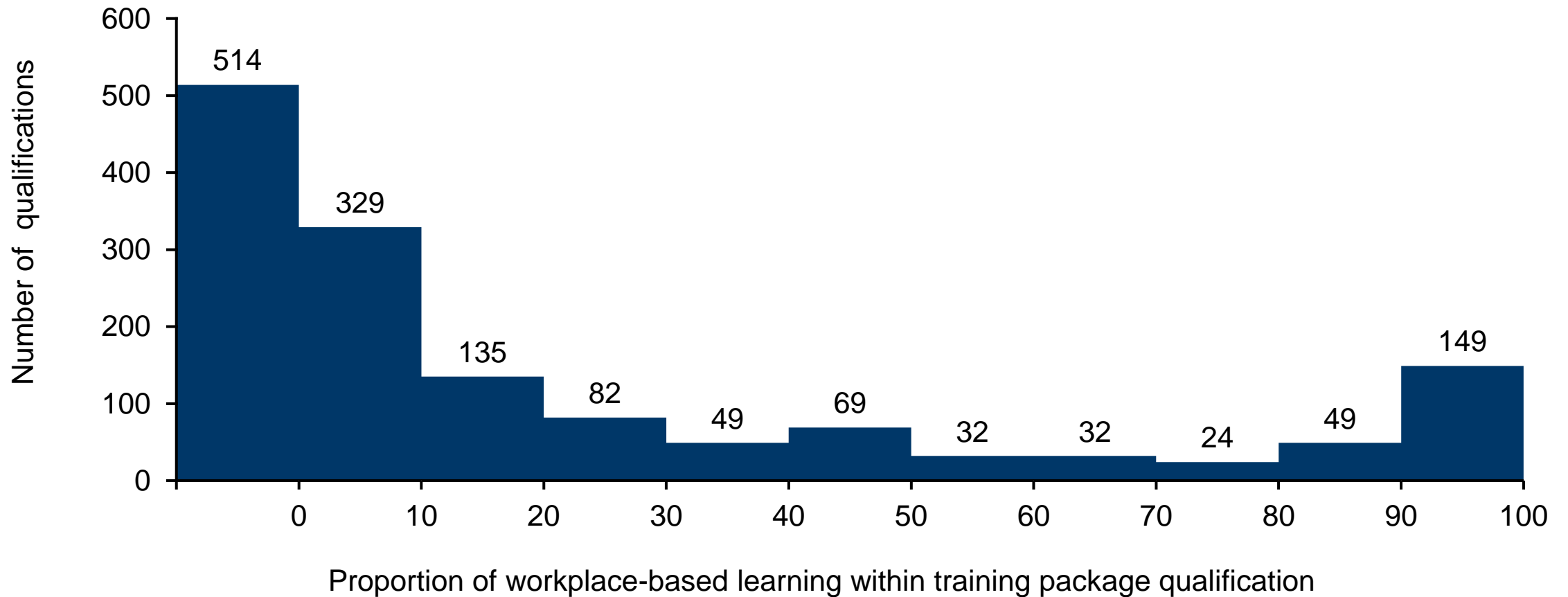
Workplace-based training in Australia

Australian Qualification Framework (AQF)	European Qualification Framework (EQF)
1 Certificate I	1 Primary education certificates Basic VET qualifications
2 Certificate II	2 Lower-secondary education Basic VET qualifications
3 Certificate III	3 Secondary education certificates; VET qualifications
4 Certificate IV	4 Upper secondary general education certificates; VET qualifications
5 Diploma	5 SCHE qualifications Higher professional qualifications
6 Advanced Diploma	



Notes: Excludes subjects delivered as part of an apprenticeship or traineeship, and those with no applicable delivery mode (such as subjects completed through the recognition of prior learning or credit transfer). Source: National VET Provider Collection, 2019

Workplace-based training in Australia



Notes: Only includes training package qualifications with one of more associated subject enrolments not part of an apprenticeship or traineeship, or with no applicable delivery mode (such as subjects completed through the recognition of prior learning or credit transfer). N = 1 464. Source: National VET Provider Collection, 2019

Best practice for employers

- The biggest takeaway overall is the need for teamwork
- Programs where training providers, host organisations, and students all communicate and set clear expectations are the most successful

Best practice for employers

- Invest in training for workplace mentors (ideally with support from government/other organisations).
- Establish clear expectations for learners in the workplace.
- Create environments conducive to learning by valuing student contributions and providing constructive feedback.

Best practice for employers

- Give students appropriately challenging work
- Collaborate on curriculum design by identifying skills needs
- Engage with external work-based programs as well as organisation-centered programs

Summary

- There are significant volumes of workplace-based delivery occurring in Australia outside of traditional apprenticeship structures.
- The inclusion of workplace-based delivery tends to be ‘heavy or light’.
- Little workplace-based delivery is taking place at lower qualification levels.

Find the report

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<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/work-based-education-in-vet>



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INTRODUCTION

The inclusion of work as a distinct component of an education program is a key element of a successful vocational education and training (VET) system. This summary explores available literature with the aim of identifying the benefits and challenges associated with work-based education experiences. It also presents a range of best practices for the provision of work-based education.

The benefits of work-based education for students include smoother transitions into ongoing employment and the development of broad occupational skills. Employers benefit from productivity gains through 'work-ready' recruits, having current employees upskilled in the workplace, and the more effective transfer of skills learned in the classroom to work tasks.

The challenges of work-based education for employers relate to costs and resourcing. For training providers, on the other hand, resourcing and coordination of placements are areas identified as problematic. Students are constrained by motivation and access to work-based education opportunities.

HIGHLIGHTS

- Work-based education can lead to better employment outcomes for students and provide employers with workers who have skill sets relevant to the employer's industry and workplace gained through structured training.
- The extra resources required to successfully host a student mean that cost is often a barrier to work-based education faced by employers. Targeted financial incentives can assist in addressing this, enabling a wider range of businesses to access students for participation in work-based education programs.
- Communication and coordination are key to quality work-based education in VET. The roles and expectations for all involved should be made clear before training begins, and regular communication between training providers, employers and students is key to successful work-based programs.

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