

# VET in Australia –how we measure its effectiveness

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Informing **policy** and **practice**  
in Australia's **training system**



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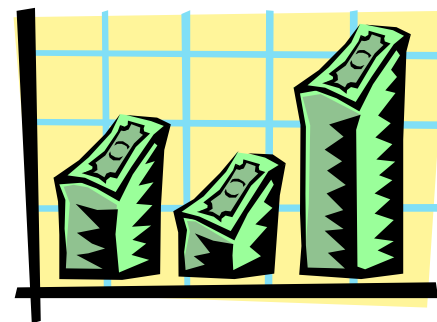
# What do we do?

- National VET statistics
- VET research and development
- Disseminate results of research and data analysis
- 'VOCED' research database - collect and make available research findings on VET from across the world
- Build international links with similar overseas organisations through our UNESCO Centre of Excellence
- Undertake commercial consultancy activity in Australia and overseas

# Stakeholders

- Australian and State Governments
- Industry Groups
- State Training Authorities
- Employers
- Learners
- Training Providers

# How to build a performance monitoring system?



# National Strategy for VET 2004-2010

Four main objectives:

- Industry will have a highly skilled workforce to support strong performance in the global economy.
- Employers and individuals will be at the centre of vocational education and training.
- Communities and regions will be strengthened economically and socially through learning and employment.
- Indigenous Australians will have skills for viable jobs and their learning culture will be shared

# S M A R T Monitoring Tools

- Specific
- Measurable
- Achievable
- Relevant
- Timebound

# Measuring performance and effectiveness

## Key Performance Measures (KPMs)

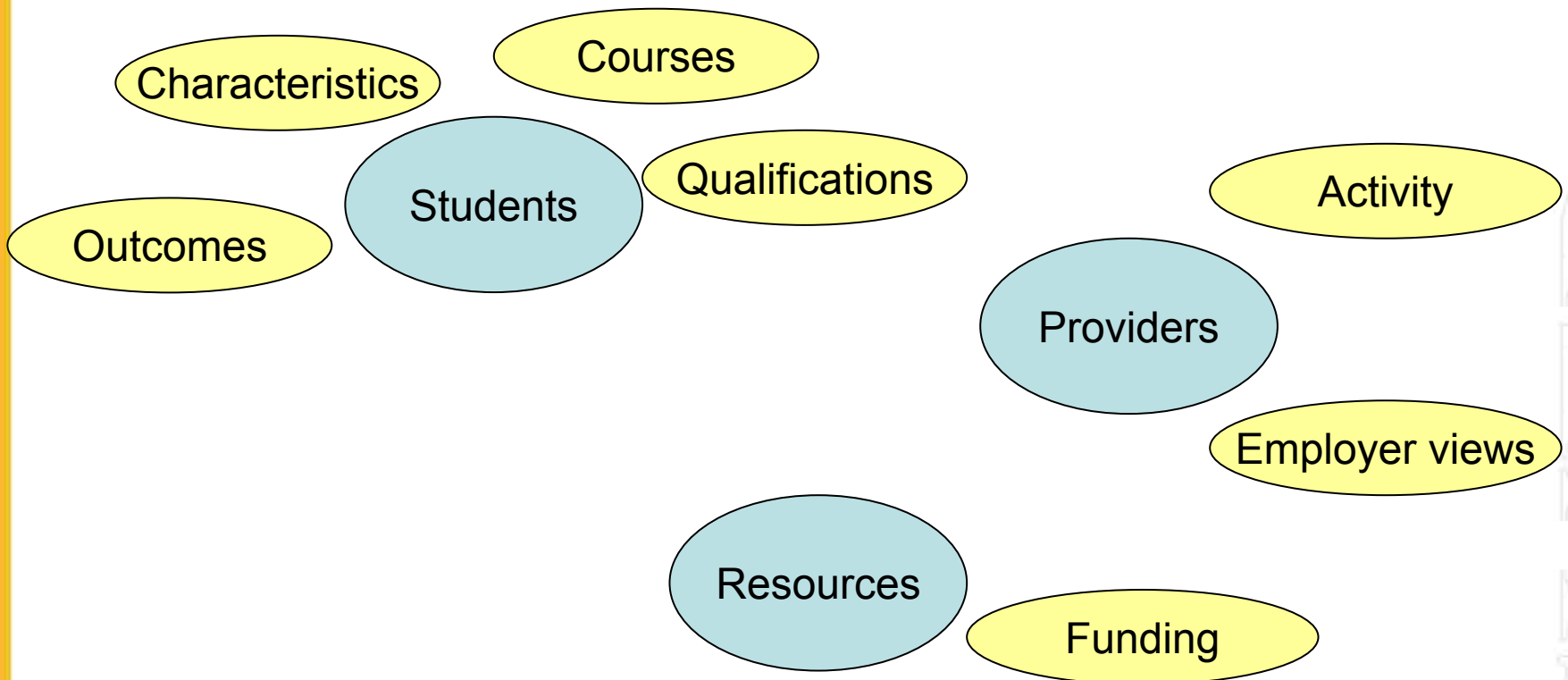
1. Student participation and achievement in VET
2. Student employment outcomes and satisfaction with VET
3. Employer engagement and satisfaction with VET
4. Vocational education and training outcomes for Indigenous Australians
5. Community engagement and satisfaction with vocational education and training
6. Efficiency performance

# Measuring performance and effectiveness

## Key Performance Measures (KPMs)

1. Student participation and achievement in VET
2. Student employment outcomes and satisfaction with VET
3. Employer engagement and satisfaction with VET
4. Vocational education and training outcomes for Indigenous Australians
5. Community engagement and satisfaction with vocational education and training
6. Efficiency performance

# What information to collect ?



# How to collect it?

## Australia's national VET data collections and surveys



# National data collections and surveys

1. Apprenticeships and traineeships
2. VET provider collection
3. VET finance collection
4. VET in Schools
5. Student outcomes survey
6. Survey of employer use and views of the VET system
7. One off surveys
  - Down the track survey
  - Survey of Indigenous VET students

# National data collections and surveys

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    - Down the track survey
    - Survey of Indigenous VET students
- } AVETMIS Standards  
Using standard  
classifications from  
ABS

# National data collections and surveys

## 1. Apprenticeships and traineeships

- 8 state systems
- Unit record collection every 3 months
- Transactional based and cumulative
- Estimations required due to lags in reporting
- Issue on timeliness



AVETMIS Standard for  
New Apprenticeships

# National data collections and surveys

1. Apprenticeships and traineeships

2. VET provider collection



AVETMIS Standard for  
VET Providers

- 2 200 providers supply information
- Annual collection March each year previous 12 months
- Unit record collection = approx 20 million subject enrolments
- Results published July each year
- Issue of timeliness

# National data collections and surveys

1. Apprenticeships and traineeships
2. VET provider collection
3. VET finance collection



AVETMIS Standard  
for Finance

- Annual collection, aggregated
- From 8 states and Aust Govt Dept
- Revenues and expenses
- Released Oct each year

# National data collections and surveys

1. Apprenticeships and traineeships
2. VET provider collection
3. VET
4. VET in Schools



AVETMIS Standard  
for VET Providers

- Annual unit record since 2005
- New standard being developed
- Reporting to Ministerial Council – yet to clear 2005 report

# National data collections and surveys

1. Apprenticeships and traineeships
2. VET provider collection
3. VET finance collection
4. VET in Schools
5. Student outcomes survey
  - Annual survey in May of previous year's completers
  - Alternate large (300 000) and small sample (90 000) years
  - Mail based (2 mail outs, 1 reminder, follow up phone sample and on-line option)
  - Prizes
  - Response rate slowly declining

# National data collections and surveys

1. Apprenticeships and traineeships
2. VET provider collection
3. VET finance collection
4. VET in Schools
5. Student outcomes survey
6. Survey of employer use and views of the VET system
  - 5000 employers 2005 and 2007
  - 20 minute telephone interview
  - Use of primary approach letter
  - Dropping response rate

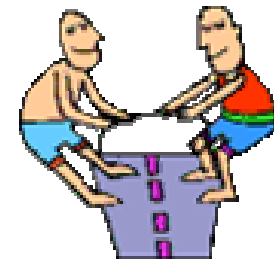
# Role of Research



# National VET research priorities 2007-2010

1. Growing the labour supply
2. Motivating individuals to participate in VET
3. Sustaining a skills base through apprenticeships & traineeships
4. Enhancing the productive capacity of enterprises
5. Enabling VET providers to compete effectively

# Challenges and New Developments



# Challenges

- Capturing all nationally recognised training
  - fee-for-service
  - prisoner training
  - other federal government funding outside the agreement
  
- With a new Training Reform Agenda a switch in focus from inputs to outputs of training – how to measure? KPMS will need to be revisited.
  
- A new Registering Standard for providers AQTF2007 and the need for individual provider quality indicators.

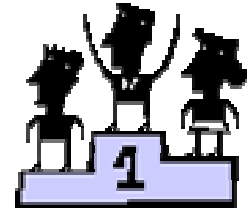
# Quality Indicators

- Employer satisfaction
  - Learner satisfaction
  - Completions
- 
- ▶ continuous improvement tool for RTOs
  - ▶ part of registering body's risk assessment



# Quality Indicators

- Employer satisfaction
  - ▶ employers' evaluations of learners' competency development
  - ▶ relevance to work and further training
  - ▶ overall quality of the training and assessment



- Employer satisfaction
- Learner satisfaction
  - ▶ extent to which learners are engaging in activities likely to promote high-quality skill outcomes
  - ▶ learners' perceptions of the quality of their competency development
  - ▶ support they receive from RTOs



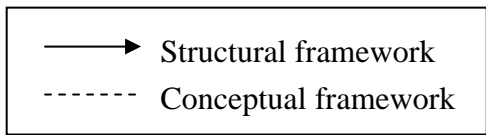
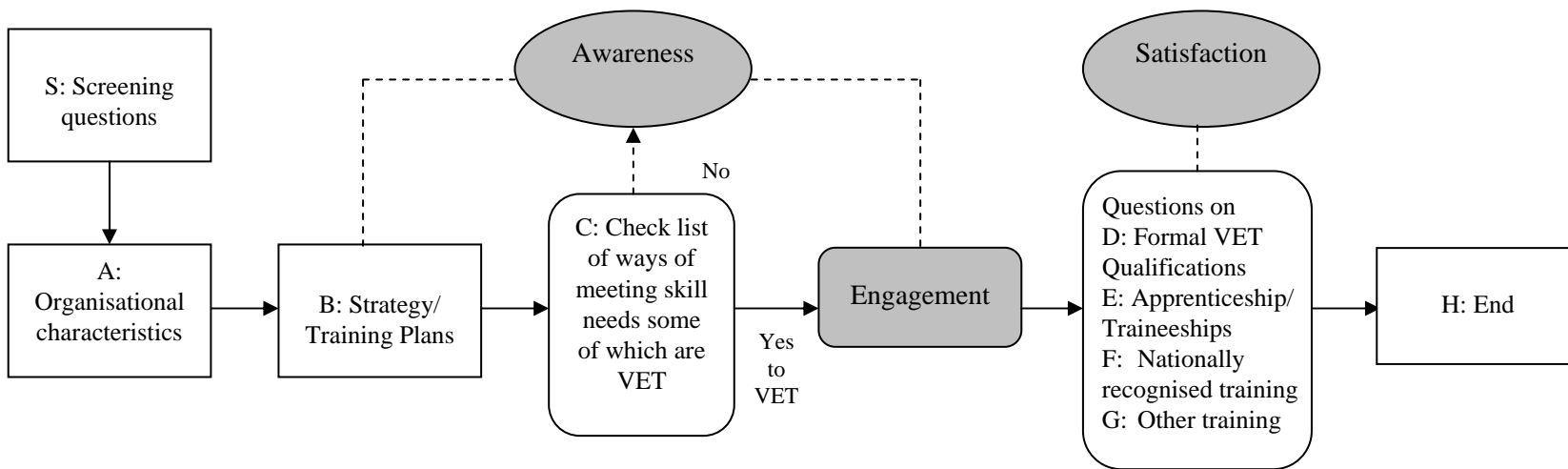
- Employer satisfaction
- Learner satisfaction
- Completions



- ▶ for qualifications and units of competency/modules
- ▶ data provided by RTOs for previous calendar year
- ▶ number of enrolments and qualifications completed and units of competency/modules completed

...and if time permits a little bit of the  
what

# 6. Employer Survey Content



## 7. One off surveys: Down the track

2001

Finished  
training

2002

Student  
Outcomes  
Survey: 15 -  
24 years

2004

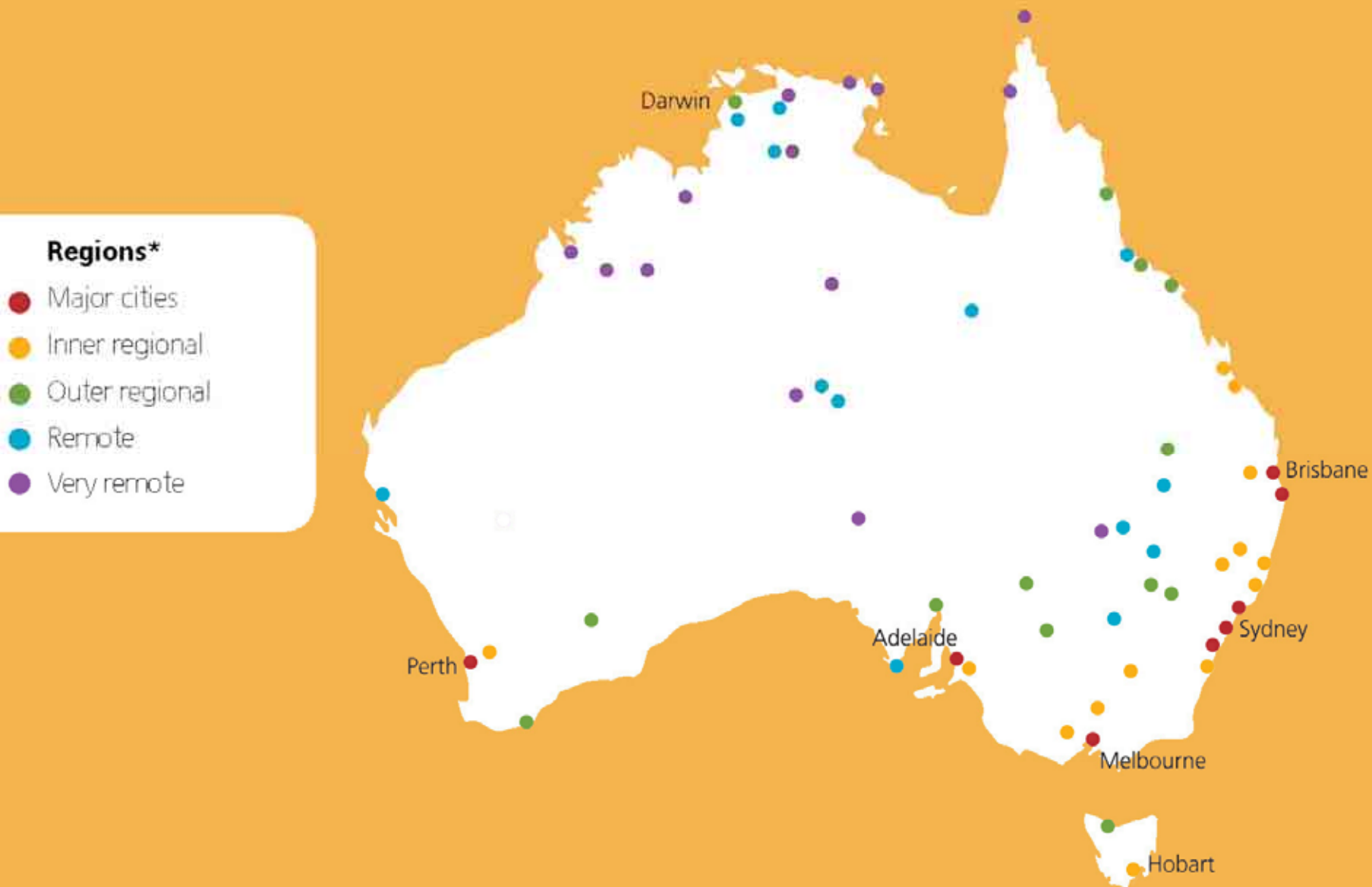
Down the  
Track  
Survey

## 7. One off Surveys: Survey of Indigenous VET Students

- Aim is to answer two broad questions
  - ▶ what are the individual, community and economic benefits of VET?
  - ▶ what factors influence participation and retention in VET?

## 7. Survey of Indigenous VET Students

- 785 interviews face-to-face
- 63 locations (70 clusters)
  - ▶ stratified by remoteness (ARIA) region
  - ▶ major cities to very remote
- Indigenous 'protocol manager'
- 12 interviewing teams
  - ▶ Indigenous and non-Indigenous
  - ▶ male/female
- recruitment and training of interviewers
- interviews at neutral location
- interpreters/translators



\* Based on Accessibility/Remoteness Index of Australia (ARIA)

...and finally why are data collection standards important?

# Australian survival tip No.1: How to order a beer.

## VICTORIA

200mL – A Beer  
285mL – A Pot  
425mL – A Schooner  
1140mL – A Jug

## SOUTH AUSTRALIA

200mL – A Butcher  
285mL – A Schooner  
425mL – A Pint  
1140mL – A Jug

## WESTERN AUSTRALIA

200mL – A Beer, or a Bobby  
285mL – A Middy  
425mL – A Pint  
1140mL – A Jug

## NORTHERN TERRITORY

200mL – A Seven, or a Seven Ounce  
285mL – A Pot, a Beer, or a Handle  
425mL – A Schooner  
1140mL – A Jug

## QUEENSLAND

200mL – A Glass  
285mL – A Pot  
425mL – A Schooner  
1140mL – A Jug

## NEW SOUTH WALES

200mL – A Seven, a Glass, or a Beer  
285mL – A Middy  
425mL – A Schooner  
1140mL – A Jug

## TASMANIA

170mL – A Six, a Six Ounce, or a Beer  
200mL – A Seven, or a Seven Ounce  
225mL – An Eight, or an Eight Ounce  
285mL – A Ten, or a Ten Ounce or a Beer  
425mL – A Pint  
1140mL – A Jug



It's one of the common necessities of life, ordering a beer. But it can be more complicated than you think. Do you ask for a pot or a pint? What's a schooner (sounds like something you might float away in)? And is it bigger or smaller than a jug?

Well if it's all a bit confusing, we suggest you sit down with a few friends, a jug of VB (Australia's favourite beer) and take in the terms you need to know to successfully order a cold one in the different states of Australia. Cheers.

## More information

<http://www.ncver.edu.au/>

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