VET in Australia – how we measure its effectiveness

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Bogota 24 October 2007
Informing policy and practice in Australia's training system
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?
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)

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5. Community engagement and satisfaction with vocational education and training
6. Efficiency performance
What information to collect?

- Characteristics
- Courses
- Qualifications
- Students
- Outcomes
- Activity
- Providers
- Employer views
- Resources
- Funding
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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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
   - 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
   - Annual collection, aggregated
   - From 8 states and Aust Govt Dept
   - Revenues and expenses
   - Released Oct each year

AVETMIS Standard for Finance
National data collections and surveys

1. Apprenticeships and traineeships
2. VET provider collection
3. VET
4. VET in Schools
   - Annual unit record since 2005
   - New standard being developed
   - Reporting to Ministerial Council – yet to clear 2005 report

AVETMIS Standard for VET Providers
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

- S: Screening questions
- A: Organisational characteristics
- B: Strategy/Training Plans
- C: Check list of ways of meeting skill needs some of which are VET
- Awareness
  - No
  - Yes to VET
- Engagement
- Satisfaction
  - Questions on D: Formal VET Qualifications
  - E: Apprenticeship/Traineeships
  - F: Nationally recognised training
  - G: Other training
- H: End

Structural framework

Conceptual framework
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
7. Survey of Indigenous VET Students
...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
485mL – 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

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