



AQTF
Quality
Indicator
Service



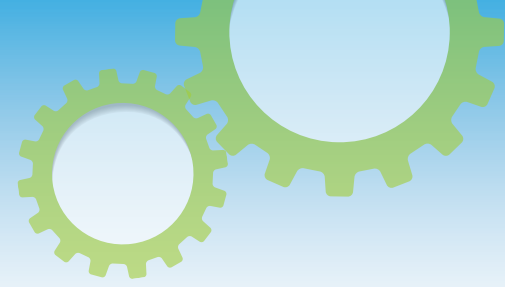
2011-12
Report



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Message from the Research Director



In 2007 ACER led a sector-side development, deployment and support of a set of instruments and reporting tools to underpin a new data-driven and outcomes-focused approach to quality assurance in Australia's vocational education and training sector.

The AQTF 2007 Quality Indicator survey resources provide building blocks for a wide range of conversations about the quality of vocational education and training. Such feedback is used in education systems and organisations to obtain information on the quality of education and training.

Broadly speaking, collecting information about performance provides a valuable source of data for RTOs to:

- ▶ gauge how well they are meeting client needs;
- ▶ inform data-driven continuous improvement planning;
- ▶ provide proxy measures of education and training outcomes;
- ▶ provide evidence to registering bodies as part of their risk assessment;
- ▶ manage and enhance relationships with key learner and employer stakeholders; and
- ▶ identify areas for improvement in their training and assessment services.

More specifically, collecting data from learners and employers helps RTOs assess their performance against all of the AQTF 2007 Essential Standards for Registration and most of the underpinning Essential Elements. In short, the data can help support continuous improvement processes to ensure that:

- ▶ the RTO provides quality training and assessment across all of its operations;
- ▶ the RTO adheres to principles of access and equity and maximises outcomes for its clients; and
- ▶ management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates.

With the development of the AQTF Quality Indicator Service (AQIS) earlier this year, ACER has again taken the lead in ensuring all RTOs have continuing easy access to the benefits of effective collection, analysis and reporting on the key Learner Engagement and Employer Satisfaction surveys.

ACER's analysis of the reporting data from the first round of AQIS reporting demonstrates the strong psychometric qualities of the surveys and reveals further opportunities for the use of AQTF Quality Indicator survey data to identify and drive continuous improvement at the individual RTO and system level.

Associate Professor Hamish Coates
Research Director

Message from the Director, Assessment Services

Since the release of the Australian Quality Training Framework (AQTF) in 2007, ACER's Assessment Services has supported a broad range of stakeholders in collection, analysis and reporting on the Learner Engagement and Employer Satisfaction Surveys, including working closely with public and private RTOs, industry, unions, regulators and registering bodies across Australia.

Following the announcement by National Skills Standards Council (NSSC) of its decision to cease compulsory reporting through the SMART system and its defunding of the ongoing helpdesk support in December 2011, ACER established the AQTF Quality Indicator Service (AQIS), a complete solution to enable all Australian RTOs to collect, analyse and report on quality standards information.

The establishment of AQIS demonstrates ACER's continued commitment to supporting RTOs, industry and regulators to participate in and benefit from a world-class continuous improvement and risk assessment process.

We have been heartened by the robust take up of AQIS in its first year of operation and the positive feedback from many RTOs who have used the valued-added AQIS reports to extend their engagement with the AQTF Quality Indicators beyond a simple compliance exercise.

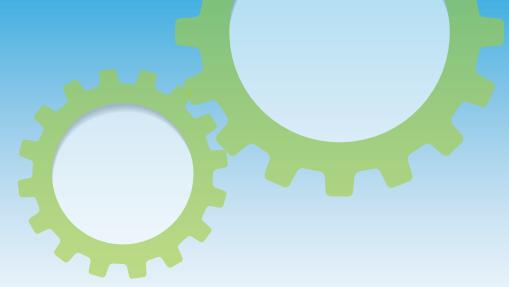
With ongoing feedback from users and input from research, ACER will continue to develop and improve AQIS to ensure that it meets the needs of RTOs, industry and regulators.



Ralph Saubern
Director, Assessment Services and Professional Resources



The Australian Quality Training Framework



In 2007 the Australian Council for Educational Research developed a set of instruments and resources in support of the Australian Quality Training Framework (AQTF). A suite of survey resources was developed to help RTOs collect and use feedback from learners and employers to enhance the quality of their training activities.

Active input from peak bodies, sector agencies and RTOs helped shape the design and development of the resources, and plans for deploying them into practice. Technical methods were used to ensure the validity of survey resources.

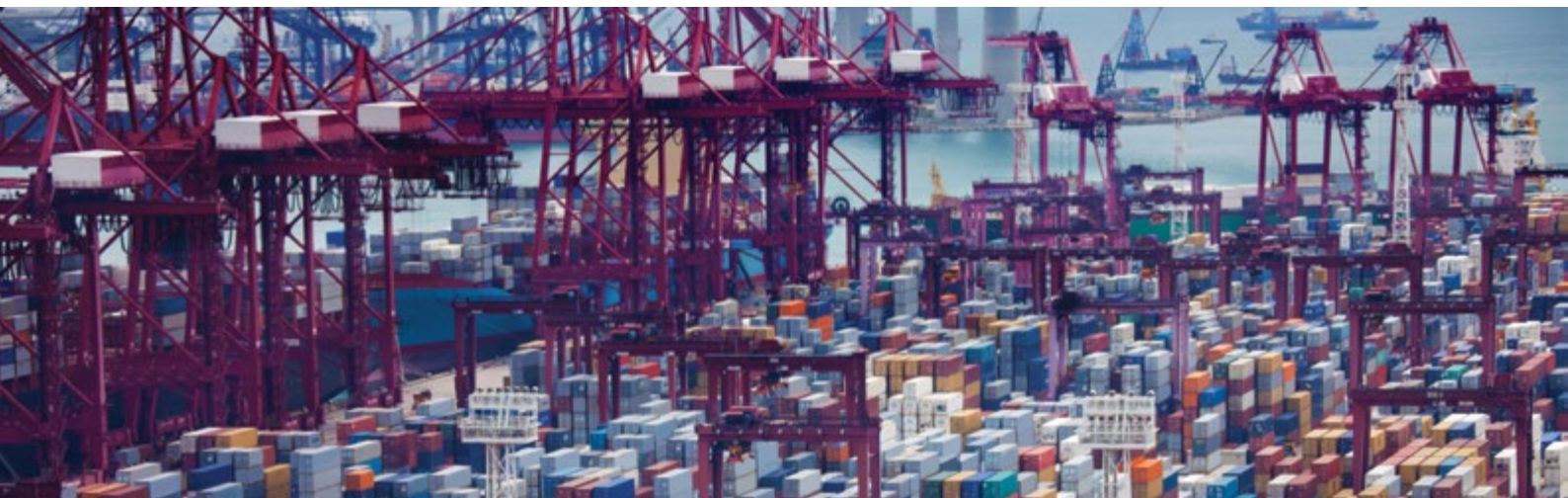
The AQTF Quality Indicator survey resources are designed to deliver valid and reliable data in an efficient manner for training organisations to use in quality assurance activities. The data is intended to provide a robust foundation for new conversations about the quality of education and training. The resources focus attention around core educational phenomena linked directly with high-quality provision.

The Learner Questionnaire (LQ) is a tool to measure learners' satisfaction with the quality of training, engagement in high-quality learning and perceptions of competency development. The LQ provides measurement of four broad domains: Training Quality, Work Readiness, Training Conditions and Learner Engagement. Ten underpinning scales are measured: Trainer Quality, Overall Satisfaction, Effective Assessment, Clear Expectations, Learning Stimulation, Training Relevance, Competency Development, Training Resources, Effective Support and Active Learning.

The Employer Questionnaire (EQ) is a tool to engage employers in providing feedback about the quality and outcomes of vocational education and training, and about the responsiveness of training organisations. The EQ provides measurement of three broad domains: Training Quality, Work Readiness and Training Conditions. Seven underpinning scales are measured: Trainer Quality, Overall Satisfaction, Effective Assessment, Training Relevance, Competency Development, Training Resources and Effective Support.

The LQ and EQ scale names and their underpinning items have been designed to focus attention on what has been shown by research and practice to be the distinguishing characteristics of high-quality education. Support resources have been developed to help RTOs turn empirical insights into the characteristics into evidence for enhancing practice.

Above all the resources developed by ACER in support of the AQTF provide a foundation for evidence-based and outcomes-focused quality assurance and a structure for enhancing conversations within Australian vocational education and training about strategies for developing and delivering high-quality training.



AQTF Quality Indicator Service – Collecting, Analysing, Reporting and Benchmarking

The AQTF Quality Indicator Service (AQIS) is an ACER service that enables RTOs to fulfil their mandatory reporting requirements under the AQTF and also to collect additional quality data tailored to a range of benchmarking options that include trainer quality, the effectiveness of assessment, the relevance of training, the quality of training resources and overall satisfaction.

RTOs register for an online account, choose a collection option (online, manually or by paper-based scanning) and send through data for scoring, analysis and reporting.

Reports

The standard AQTF report contains collated survey data from the Learner Engagement and Employer Satisfaction questionnaires to fulfil mandatory annual AQTF Quality Indicator reporting requirements.

The customised benchmark report adds another level to the standard AQTF report based on the type of additional comparative information RTOs might wish to collect. RTOs select an initial set of benchmark criteria upon registering for AQIS. The customised benchmark report is sent along with the standard AQTF report. RTOs may request additional benchmark data after their initial report is generated. These reports are provided at no extra cost.

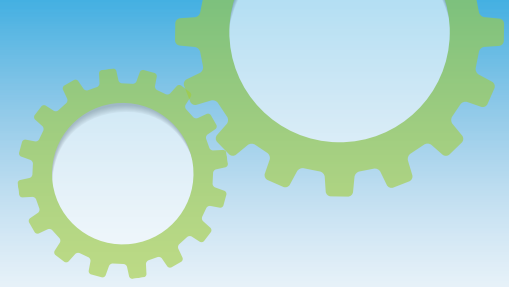
Why benchmark?

Benchmark data provides a valuable, evidence-based source of information about the quality of education and training, student support services and staff engagement within institutions. Collecting and distributing benchmark data also sends a clear message to current and new students, employees and regulators that an RTO takes quality assurance and continuous improvement seriously.

Benchmarking enables RTOs to:

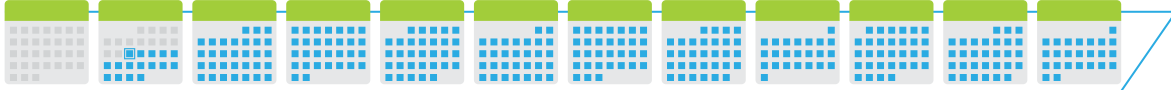
- ▶ compare with 'like' RTOs using a set of standard criteria
- ▶ see firsthand how students and staff rate their training and assessment experiences
- ▶ actively engage and retain apprentices, trainees and other VET students
- ▶ better understand those methods that can improve support services for students, apprentices and trainees
- ▶ evaluate and manage learning resources, and
- ▶ market training services based on high-quality independent review by students and teachers.

All data collected by ACER to produce baseline benchmark reports is treated as strictly confidential and no identifying RTO information is included in any of the benchmark reports sent to other RTOs.



AQIS by numbers

Commenced operations: **February 14, 2012**



Email and telephone support contacts: **6,128**

Registered users: **577**

Number of Learner Engagement Survey responses analysed: **70,385**

Number of Employer Satisfaction Survey responses analysed: **5,150**

Number of "like" RTO benchmark groups: **73**

FREQUENCY OF RTOs FLAGGED ON EMPLOYER QUESTIONNAIRE

Employer Scale	Immediate Attention	Examine Operations
Trainer Quality (TQ)	0.4%	16.5%
Overall Satisfaction (OS)	0.4%	16.5%
Effective Assessment (EA)	0.4%	17.3%
Training Relevance (TR)	0.0%	15.8%
Competency Development (CD)	0.4%	18.0%
Training Resources (TRS)	0.0%	18.3%
Effective Support (ES)	0.0%	18.3%

FREQUENCY OF RTOs FLAGGED ON EMPLOYER QUESTIONNAIRE

Learner Scale	Immediate Attention	Examine Operations
Trainer Quality (TQ)	0.0%	9.1%
Overall Satisfaction (OS)	0.0%	10.5%
Effective Assessment (EA)	0.2%	8.1%
Clear Expectations (CE)	0.2%	8.8%
Learning Stimulation (LS)	0.2%	7.2%
Training Relevance (TR)	0.0%	9.3%
Competency Development (CD)	0.5%	6.0%
Training Resources (TRS)	0.2%	11.2%
Effective Support (ES)	0.0%	9.1%
Active Learning (AL)	0.5%	4.5%

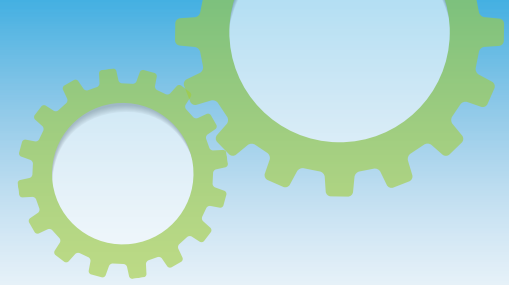
RTOs BY NUMBER OF FLAGS FOR “EXAMINE OPERATIONS” ON EMPLOYER QUESTIONNAIRE

Number of Scales Flagged	Percentage of RTOs
None	67.3%
1	8.1%
2	5.3%
3	3.9%
4	2.5%
5	3.5%
6	3.5%
7	6.0%

RTOs BY NUMBER OF FLAGS FOR “EXAMINE OPERATIONS” ON LEARNER QUESTIONNAIRE

Number of Scales Flagged	Percentage of RTOs
None	79.7%
1	7.4%
2	2.6%
3	1.0%
4	0.5%
5	1.4%
6	1.9%
7	1.0%
8	0.7%
9	2.9%
10	1.0%

AQIS 2012-13



The AQIS service opened registrations for the 2012-13 reporting season in August 2012. An early registration price of \$299 for small to medium RTOs and \$699 for large institutions includes access to the full collection, analysis and reporting service, and provides both the standard report and customisable benchmark reports.

For 2012-13 AQIS will continue to provide three collection options:

Online Survey through a secure internet application. Surveys are emailed to respondents and exported for analysis and reporting.

Manual Survey through RTOs preferred method (i.e. data collection in an Excel spreadsheet). Survey data is sent to ACER for processing and reporting.

Paper Based Scannable Survey[^] using survey materials provided by ACER. Survey data is completed by respondents on paper and sent back to ACER for scanning, analysis and reporting. ([^]Please note: additional charges for the use of the scanning service include the purchase of the scannable survey form as well as the scanning administration process.)

RTOs will be notified when their reports are ready to download. Reports can be accessed through an online AQIS account and may be viewed at any time once data analysis is complete.

Future Developments

With continuing demand for high quality data to support organisations in the implementation of evidence-based policies and practices to drive continuous improvement, ACER plans to further develop its range of Quality Indicator services. This will include enhanced reporting, additional survey tools, resources supporting quality assurance and continuous improvement, and seminars and professional development events.

To keep in touch with the latest AQIS developments, visit our website at www.acer.edu.au/vawe and subscribe to ACER's Vocational, Adult and Workplace Education newsletter:



Meet the AQIS team



Blanca Camacho
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AQIS information: <http://www.acer.edu.au/tests/aqis>

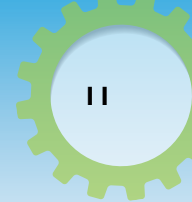
AQIS registration: <https://aqis.acer.edu.au/>

Customised Service

In 2012, the Department of Further Education, Employment, Science and Technology (DFEEST) approached ACER to assist their *Skills for All* applicants to provide evidence of satisfactory performance for each training package on an RTOs scope of registration, as outlined on the national register. To accommodate DFEEST's application requirements, ACER produced process manuals, developed compliance reports and customised the AQIS registration and reporting procedures.

AQIS continues to provide ongoing helpdesk support to *Skills for All* applicants, as well as AQIS clients and non-registered training organisations, to ensure that their submissions meet the essential standards for registration.





AQIS Technical Report for 2011-12

ACER conducted a thorough review of the data collected during the 2011-12 reporting season, analysing data from 5,150 valid Employer Satisfaction surveys and 70,385 valid Learner Engagement surveys. Item and scale analyses were performed using item response theory (IRT) model based on the multidimensional structure of the questionnaire described by Coates and Hillman (2007).

Overall the two surveys were shown to be working effectively to collect and describe the data with both individual survey items and survey scales operating at high reliability.

The benchmark reporting was satisfactory overall with additional reliability and validity to be gained from higher levels of use across all identified categories in future reporting rounds.

Employer Satisfaction Survey

The Employer questionnaire is comprised of 30 questions. It is hypothesised that seven scales underlie the items.

Item and scale analyses were performed for the employer questionnaire using ConQuest software. All items show reasonable fit to the model and the reliabilities of the seven scales were found to be high, ranging from 0.90 to 0.93 (Table 1).

The correlations between scales presented in Table 2 indicate strong relationships between pairs of scales. This is confirmed by Exploratory Factor Analysis that indicates a prominent single factor underlying the items. A scree plot shows this prominent single factor. Nonetheless, separating the items into the conceptualised seven scales is useful in describing the various aspects of quality training.

TABLE 1: SCORE RELIABILITY

Scale	Reliability
Trainer Quality (TQ)	0.913
Overall Satisfaction (OS)	0.933
Effective Assessment (EA)	0.930
Training Relevance (TR)	0.929
Competency Development (CD)	0.897
Training Resources (TRS)	0.923
Effective Support (ES)	0.923

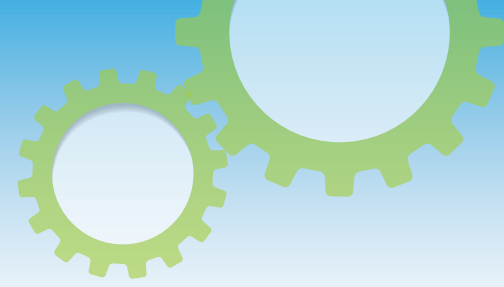


TABLE 2: CORRELATIONS BETWEEN SCALES

	TQ	OS	EA	TR	CD	TRS	ES
TQ	*						
OS	0.968	*					
EA	0.973	0.986	*				
TR	0.963	0.995	0.988	*			
CD	0.902	0.977	0.958	0.976	*		
TRS	0.985	0.975	0.983	0.969	0.919	*	
ES	0.987	0.976	0.985	0.967	0.924	0.996	*

Learner Engagement Survey

The Learner Questionnaire is comprised of 35 questions. It is hypothesised that ten scales underlie the items.

Item and scale analyses were performed for the employer questionnaire using ConQuest software.

Items LQ8 ("I received useful feedback on my assessments.") and LQ34 ("I looked for my own resources to help me learn.") demonstrated a slight under-fit compared to the other items. However when the high discrimination of these items is taken into account, the under-fit for item LQ8 can be considered to be within an acceptable range.

LQ34 had a slightly higher proportion of learners indicating that they strongly disagreed with the statement than other items (2%) and a higher proportion of learners that disagreed (13.9%) than for other items. Unlike the majority of the other items in the questionnaire, this item asks about the learners own capacity to learn rather than about the input of the RTO to their learning. This may explain why this item behaves somewhat differently from the others in the questionnaire.

Two other items with slightly lower discrimination, LQ32 ("I set high standards for myself in this training") and LQ33 ("I pushed myself to understand things I found confusing."), are also in the Active Learning Scale and like LQ34 relate to the learners own contributions to the training experience. Further monitoring of these items should be considered.

Reliabilities of the ten scales were found to be high, ranging from 0.85 to 0.96 (Table 3). The reliability for the Active Learning scale was slightly lower than for other scales.

The correlations between scales presented in Table 4 indicate strong relationships between pairs of scales. This is confirmed by exploratory factor analysis that indicates a prominent single factor underlying the items. A scree plot shows this prominent single factor. Nonetheless, separating the items into the conceptualised ten scales is useful in describing the various aspects of quality training.

TABLE 3: SCORE RELIABILITY

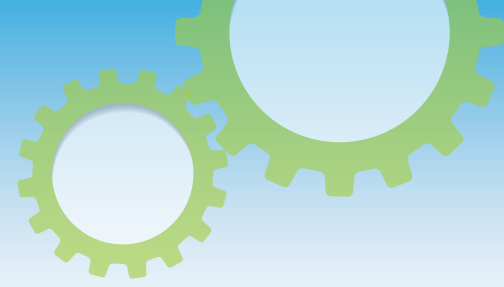
Scale	Reliability
Trainer Quality (TQ)	0.944
Overall Satisfaction (OS)	0.965
Effective Assessment (EA)	0.963
Clear Expectations (CE)	0.944
Learning Stimulation (LS)	0.962
Training Relevance (TR)	0.960
Competency Development (CD)	0.961
Training Resources (TRS)	0.939
Effective Support (ES)	0.961
Active Learning (AL)	0.851

TABLE 4: CORRELATIONS BETWEEN SCALES

	TQ	OS	EA	CE	LS	TR	CD	TRS	ES	AL
TQ	*									
OS	0.961	*								
EA	0.969	0.979	*							
CE	0.981	0.951	0.973	*						
LS	0.959	0.968	0.982	0.968	*					
TR	0.905	0.967	0.959	0.903	0.953	*				
CD	0.897	0.953	0.962	0.913	0.963	0.982	*			
TRS	0.974	0.955	0.970	0.982	0.967	0.904	0.914	*		
ES	0.974	0.968	0.987	0.984	0.982	0.941	0.950	0.981	*	
AL	0.817	0.820	0.879	0.866	0.885	0.861	0.906	0.848	0.891	*

Levels of Attention Required

RTOs are informed that an aspect of the training requires some level of attention by comparing the average score obtained on each of the scales (10 for Learners and 7 for Employers) for that particular RTO with the average of all RTOs excluding the one in question. If the average score on a given scale for an RTO is between 10 and 30 points lower than the average for all other RTOs the scale is flagged for the RTO to "examine operations". If the average score on a given scale for an RTO is more than 30 points lower than the average for all other RTOs the scale is flagged as requiring "immediate attention" by the RTO.



283 RTOs had data in the 2011 dataset from employer questionnaires and these RTOs were compared to see how many were flagged in either of the categories outlined in the previous paragraph. Table 5 shows the frequency of RTOs with scale averages flagging the need for “immediate attention”. Table 6 shows the frequency of RTOs with scale averages indicating the RTO needs to “examine operations”.

TABLE 5: FREQUENCY OF RTOs FLAGGED FOR “IMMEDIATE ATTENTION” FOR EMPLOYER SCALES

Learner Scale	Number of RTOs	Percentage of RTOs
Trainer Quality (TQ)	1	0.4
Overall Satisfaction (OS)	1	0.4
Effective Assessment (EA)	1	0.4
Training Relevance (TR)	0	0.0
Competency Development (CD)	1	0.4
Training Resources (TRS)	0	0.0
Effective Support (ES)	0	0.0

In this analysis, two RTOs were flagged with 2 scales requiring “immediate attention”.

TABLE 6: FREQUENCY OF RTOs FLAGGED FOR “EXAMINE OPERATIONS” FOR EMPLOYER SCALES

Learner Scale	Number of RTOs	Percentage of RTOs
Trainer Quality (TQ)	47	16.5
Overall Satisfaction (OS)	47	16.5
Effective Assessment (EA)	49	17.3
Training Relevance (TR)	45	15.8
Competency Development (CD)	51	18.0
Training Resources (TRS)	52	18.3
Effective Support (ES)	52	18.3

TABLE 7: FREQUENCY OF RTOs FLAGGED FOR “EXAMINE OPERATIONS” FOR EMPLOYER SCALES

Number of Scales Flagged	Number of RTOs	Percentage of RTOs
None	191	67.3
1	23	8.1
2	15	5.3
3	11	3.9
4	7	2.5
5	10	3.5
6	10	3.5
7	17	6.0

419 RTOs had data in the 2011 dataset from learner questionnaires and these RTOs were compared to see how many were flagged in either of the categories outlined in the previous paragraph. Table 8 shows the frequency of RTOs with scale averages flagging the need for “immediate attention”. Table 9 shows the frequency of RTOs with scale averages indicating the RTO needs to “examine operations”.

TABLE 8: FREQUENCY OF RTOs FLAGGED FOR “IMMEDIATE ATTENTION” FOR LEARNER SCALES

Learner Scale	Number of RTOs	Percentage of RTOs
Trainer Quality (TQ)	0	0.0
Overall Satisfaction (OS)	0	0.0
Effective Assessment (EA)	1	0.2
Clear Expectations (CE)	1	0.2
Learning Stimulation (LS)	1	0.2
Training Relevance (TR)	0	0.0
Competency Development (CD)	2	0.5
Training Resources (TRS)	1	0.2
Effective Support (ES)	0	0.0
Active Learning (AL)	2	0.5

In this analysis, two RTOs were flagged with 3 scales requiring “immediate attention” and two RTOs were flagged with 1 scale requiring “immediate attention”.

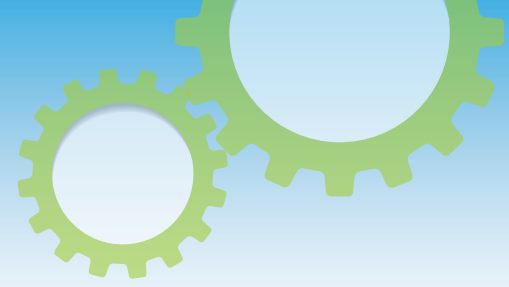


TABLE 9: FREQUENCY OF RTOs FLAGGED FOR “EXAMINE OPERATIONS” FOR LEARNER SCALES

Learner Scale	Number of RTOs	Percentage of RTOs
Trainer Quality (TQ)	38	9.1
Overall Satisfaction (OS)	44	10.5
Effective Assessment (EA)	34	8.1
Clear Expectations (CE)	37	8.8
Learning Stimulation (LS)	30	7.2
Training Relevance (TR)	39	9.3
Competency Development (CD)	25	6.0
Training Resources (TRS)	47	11.2
Effective Support (ES)	38	9.1
Active Learning (AL)	19	4.5

TABLE 10: FREQUENCY OF RTOs FLAGGED FOR “EXAMINE OPERATIONS” FOR LEARNER SCALES

Number of Scales Flagged	Number of RTOs	Percentage of RTOs
None	334	79.7
1	31	7.4
2	11	2.6
3	4	1.0
4	2	0.5
5	6	1.4
6	8	1.9
7	4	1.0
8	3	0.7
9	12	2.9
10	4	1.0

Benchmarking “Like” RTOs

There were 419 RTOs with Employer or Learner Questionnaire responses tracked and recorded for 2011. Each of these RTOs is classified according to five variables – Industry, Location, Size, Category and Survey Year. In the data used for this analysis there was only one survey year, 2011.

There are 12 types of Industry represented.

- ▶ Education
- ▶ Food, Hospitality and Personal Services
- ▶ Engineering and Related Technologies
- ▶ Health
- ▶ Agriculture, Environmental and Related Studies
- ▶ Management and Commerce
- ▶ Information Technology
- ▶ Society and Culture
- ▶ Natural and Physical Sciences
- ▶ Creative Arts
- ▶ Architecture and Building
- ▶ Other

There are 2 locations represented.

- ▶ Metropolitan
- ▶ Regional

There are 3 sizes represented.

- ▶ Small
- ▶ Medium
- ▶ Large

There are 4 types represented.

- ▶ ACE
- ▶ Enterprise
- ▶ Private
- ▶ TAFE

An RTO is deemed to be a “like” RTO with another when it shares the same characteristic across all four of these variables. There are 73 “Like RTO” groups represented in the 2011 data, many containing just one RTO. Only like groups with five or more RTOs are reported, these groups are presented in Table 7. Only 6 industries had sufficient like RTOs for reporting, including the “other” category. There were no groups in the large category with sufficient numbers to report, nor were there groups in the TAFE type category with sufficient numbers to report.

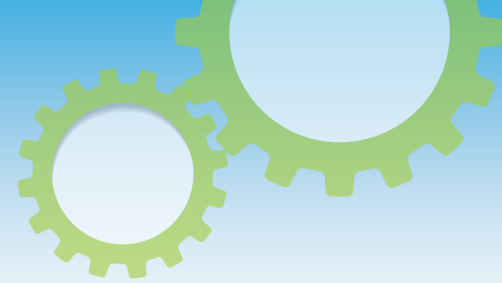


TABLE 11: LIKE GROUPS WITH SUFFICIENT RTOs FOR REPORTING

“Like” Group Industry	Location	Size	Type	Number of RTOs
Education	Metro	Medium	Private	40
Education	Metro	Small	ACE	7
Education	Metro	Small	Private	90
Education	Regional	Medium	Private	10
Education	Regional	Small	Private	24
Engineering and Related Technologies	Metro	Small	Private	6
Engineering and Related Technologies	Regional	Small	Private	7
Food, Hospitality and Personal Services	Metro	Small	Private	9
Food, Hospitality and Personal Services	Regional	Small	Private	6
Health	Metro	Medium	Private	9
Health	Metro	Small	Private	17
Management and Commerce	Metro	Small	Private	10
Other	Metro	Medium	Private	17
Other	Metro	Small	Enterprise	13
Other	Metro	Small	Private	35
Other	Regional	Medium	Private	5
Other	Regional	Small	Private	17

Demographics

5,150 Employer survey responses were used for these analyses. No background information about the employer was requested as part of the questionnaire.

70,385 Learner survey responses were used for these analyses.

A number of demographic and background questions were asked of learners as part of the questionnaire. These included questions about gender, age, Aboriginal and/or Torres Strait Islander background, language background, citizenship and residency in Australia and disability status. They were also asked about the type of qualification the learner was enrolled in and the broad field in which they were currently training and whether they were undertaking an apprenticeship or traineeship and if they had received any recognition of prior learning.

There were more male learners (47.1%) than female (39.7%), however 13.1% of learners did not indicate their gender.

Table 12 shows the age range of learners. The highest percentage of learners was aged 25 to 34 and the smallest group were those aged under 15 years. The 65 and over age group was also relatively small.

TABLE 12: AGE OF LEARNERS

Age (in years)	Frequency	Percentage
Under 15	233	0.3%
15 to 19	11225	15.9%
20 to 24	10729	15.2%
25 to 34	14356	20.4%
35 to 44	11150	15.8%
45 to 54	9021	12.8%
55 to 64	3676	5.2%
65 or over	391	0.6%
Missing	9605	13.6%

A small percentage of learners identified themselves as Aboriginal and/or Torres Strait Islander (2.2%), however 15.2% of learners did not respond to this question.

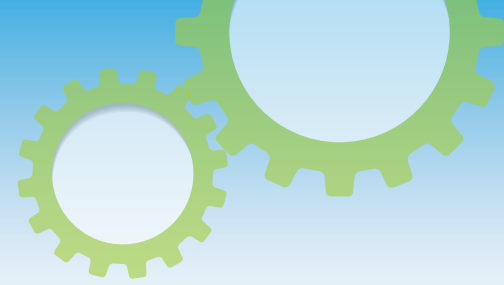
21.8% of learners said that they spoke a language other than English at home. 71% were permanent residents or Australian citizens and 5.7% said that they had a disability, impairment or other long-term condition.

Postcodes provided by the learners indicated their main place of residence. The frequencies and percentages are provided in Table 13.

TABLE 13: LEARNER PLACE OF RESIDENCE

Place of Residence	Frequency	Percentage
ACT	687	1.0%
NSW	13995	19.9%
NT	249	0.4%
QLD	17454	24.8%
SA	5128	7.3%
TAS	653	0.9%
VIC	17607	25.0%
WA	3333	4.7%
Missing or Invalid Postcode	11280	16.0%

14.2% of learners indicated that they were undertaking an apprenticeship or traineeship and 13.9% indicated that they had got some recognition of prior learning towards their training. Learners were also asked about the type of qualification they were enrolled in and the broad field of their current training. Their responses are outlined in Table 14 and Table 15.

**TABLE 14: TYPE OF QUALIFICATION**

Type of Qualification	Frequency	Percentage
Certificate I	1433	2.0%
Certificate II	8384	11.9%
Certificate III	13242	18.8%
Certificate IV	12183	17.3%
Certificate level unknown	417	0.6%
Diploma	6995	9.9%
Advanced diploma	1629	2.3%
Associate degree	43	0.1%
Degree	580	0.8%
Short course or statement of attainment	11392	16.2%
VET graduate certificate or graduate diploma	409	0.6%
Other qualification or training	2222	3.2%
Do not know	1400	2.0%
Missing or Invalid	10057	14.3%

TABLE 15: BROAD FIELD OF CURRENT TRAINING

Field of Training	Frequency	Percentage
Natural and physical sciences	465	0.7%
Information technology	1266	1.8%
Engineering and related technologies	4144	5.9%
Architecture and building	2723	3.9%
Agriculture, environmental and related studies	669	1.0%
Health	7340	10.4%
Education	4751	6.7%
Management and commerce	6515	9.3%
Society and culture	1619	2.3%
Creative arts	2052	2.9%
Food, hospitality and personal services	6207	8.8%
Other	20523	29.2%
Missing or Invalid	12112	17.2%

Item and Scale Descriptors

Employer

The Employer questionnaire is comprised of 30 questions and 7 scales. The items are summarised in Table 16, in the order that they appear in the questionnaire. These scales and the item labels for items in each scale are described in Table 17.

TABLE 16: EMPLOYER QUESTIONNAIRE ITEMS

Item Label	Item
EQ19	Trainers were effective in their teaching.
EQ17	Trainers had good knowledge and experience of the industry.
EQ21	Trainers were able to relate material to the workplace.
EQ12	Overall, we are satisfied with the training.
EQ14	We would recommend the training to others.
EQ18	Assessments were based on realistic activities.
EQ15	The training organisation gave appropriate recognition of existing knowledge and skills.
EQ4	Assessment was at an appropriate standard.
EQ9	The training focused on relevant skills.
EQ27	The training prepared employees well for work.
EQ22	The training had a good mix of theory and practice.
EQ13	We would recommend the training organisation to others.
EQ20	The training was an effective investment.
EQ6	The training reflected current practice.
EQ11	The training was effectively integrated into our organisation.
EQ10	Our employees gained the skills they needed from this training.
EQ24	The training has helped our employees work with people.
EQ26	The training helped employees identify how to build on their current knowledge and skills.
EQ28	Our employees gained the knowledge they needed from this training.
EQ29	The training prepared our employees for the demands of work.
EQ1	The training used up-to-date equipment, facilities and materials.
EQ5	The training resources were appropriate for learner needs.
EQ25	Training resources and equipment were in good condition.
EQ23	The training organisation acted on feedback from employers.
EQ7	The training organisation developed customised programs.
EQ16	The way employees were assessed was a fair test of their skills and knowledge.
EQ3	The training organisation was flexible enough to meet our needs.
EQ2	The training organisation dealt satisfactorily with any issues or complaints.
EQ8	The training organisation provided good support for workplace training and assessment.
EQ30	The training organisation clearly explained what was expected from employers.

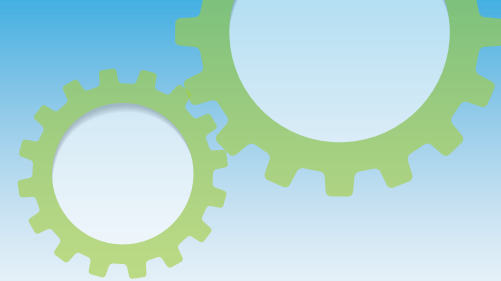


TABLE 17: EMPLOYER QUESTIONNAIRE SCALE DESCRIPTIONS

Scale	Items	Description
Trainer Quality (TQ)	EQ1 - EQ3	competence and effectiveness of trainers and teachers
Overall Satisfaction (OS)	EQ4 – EQ6	overall satisfaction with the education and training
Effective Assessment (EA)	EQ7 – EQ10	appropriateness and effectiveness of assessment
Training Relevance (TR)	EQ11 – EQ16	relevance of the training for work
Competency Development (CD)	EQ17 – EQ21	assessment of competencies developed in the training
Training Resources (TRS)	EQ22 – EQ24	quality and appropriateness of learning resources
Effective Support (ES)	EQ25 – EQ30	appropriateness and effectiveness of assessment

Learner

The Learner questionnaire is comprised of 35 questions and 10 scales. The items are summarised in Table 18, in the order that they appear in the questionnaire. These scales and the item labels for items in each scale are described in Table 19.



TABLE 18: LEARNER QUESTIONNAIRE ITEMS

Item Label	Item
LQ21	I developed the skills expected from this training.
LQ23	I identified ways to build on my current knowledge and skills.
LQ18	The training focused on relevant skills.
LQ24	I developed the knowledge expected from this training.
LQ19	The training prepared me well for work.
LQ32	I set high standards for myself in this training.
LQ20	The training had a good mix of theory and practice.
LQ34	I looked for my own resources to help me learn.
LQ5	Overall, I am satisfied with the training.
LQ7	I would recommend the training organisation to others.
LQ29	Training organisation staff respected my background and needs.
LQ33	I pushed myself to understand things I found confusing.
LQ3	Trainers had an excellent knowledge of the subject content.
LQ8	I received useful feedback on my assessments.
LQ10	The way I was assessed was a fair test of my skills and knowledge.
LQ22	I learned to work with people.
LQ17	The training was at the right level of difficulty for me.
LQ16	The amount of work I had to do was reasonable.
LQ9	Assessments were based on realistic activities.
LQ12	It was always easy to know the standards expected.
LQ28	Training facilities and materials were in good condition.
LQ13	I usually had a clear idea of what was expected of me.
LQ4	Trainers explained things clearly.
LQ31	The training organisation had a range of services to support learners.
LQ25	I learned to plan and manage my work.
LQ27	The training used up-to-date equipment, facilities and materials.
LQ35	I approached trainers if I needed help.
LQ2	Trainers made the subject as interesting as possible.
LQ6	I would recommend the training to others.
LQ11	The training organisation gave appropriate recognition of existing knowledge and skills.
LQ26	Training resources were available when I needed them.
LQ15	I was given enough material to keep up my interest.
L30	The training was flexible enough to meet my needs.
LQ1	Trainers encouraged learners to ask questions.
LQ14	Trainers made it clear right from the start what they expected from me.

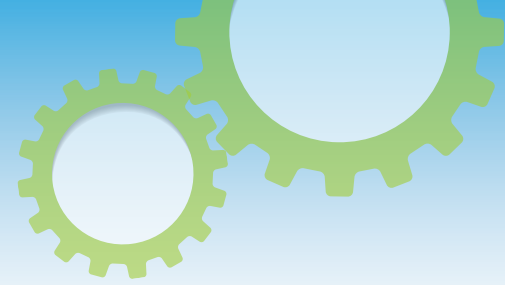


TABLE 19: LEARNER QUESTIONNAIRE SCALE DESCRIPTIONS

Scale	Items	Description
Trainer Quality (TQ)	LQ1 – LQ4	competence and effectiveness of trainers and teachers
Overall Satisfaction (OS)	LQ5 – LQ7	overall satisfaction with the education and training
Effective Assessment (EA)	LQ8 – LQ11	appropriateness and effectiveness of assessment
Clear Expectations (CE)	LQ12 – LQ14	clarity of training plan and approach
Learning Stimulation (LS)	LQ15 – LQ17	extent to which training stimulated people to learn
Training Relevance (TR)	LQ18 – LQ20	relevance of the training for work
Competency Development (CD)	LQ21 – LQ25	assessment of competencies developed in the training
Training Resources (TRS)	LQ26 – LQ28	quality and appropriateness of learning resources
Effective Support (ES)	LQ29 – LQ31	support provided to help people learn
Active Learning (AL)	LQ32 – LQ35	participation in active learning that is linked to high quality outcomes

Works Cited

Coates, H., & Hillman, K. (2007). Development of Instruments and Collections for the AQTF 2007 Quality Indicators. Melbourne: ACER.



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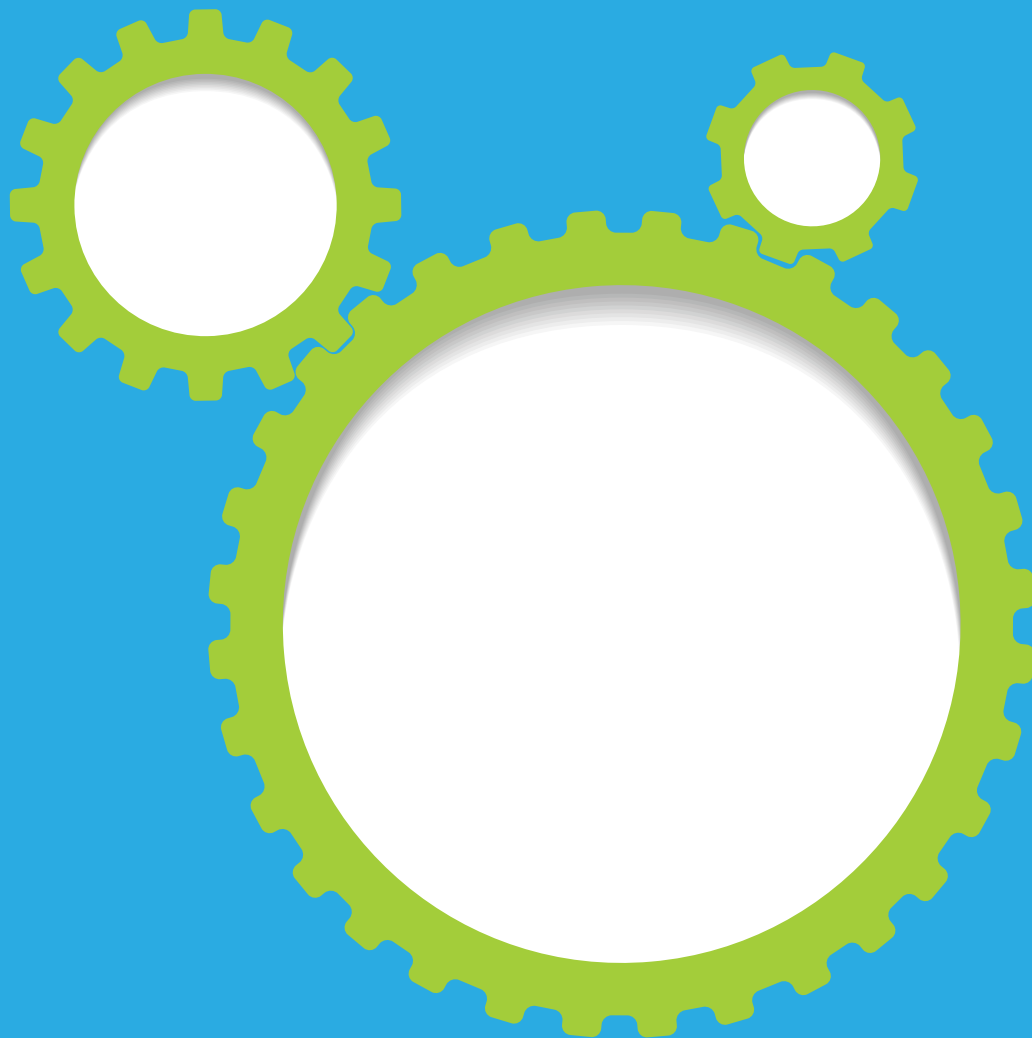
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