

DISCUSSION PAPER

Review of the Survey of Employer Use and Views of the VET System

NATIONAL CENTRE FOR VOCATIONAL
EDUCATION RESEARCH



NCVER



Australian Government

Department of Education, Employment
and Workplace Relations

Review of the Survey of Employer Use and Views of the VET System: discussion paper

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VOCATIONAL EDUCATION RESEARCH

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government or state and territory governments.

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Contents

Introduction	4
Purpose of the paper	4
Consultation plan	4
Development timetable	5
Issues for consideration	6
1. Purpose of the survey	6
2. Data items currently collected in the survey	7
3. Scope and methodology	8
4. Options for 2013 onwards	13
Providing feedback on the survey	14
Invitation to provide feedback	14
Timelines	14
Publication of submissions	14
Contact officers	14
Appendix 1	15
Appendix 2	17

Tables

1	Survey review and development timetable	5
2	Data items NCVER consider high priority for inclusion in the 2013 survey	8
3	Data items NCVER consider low priority and are proposing to remove from the 2013 survey	8
4	Data items NCVER consider medium priority that provide valuable contextual information but are little used	9
A1	List of data items available from the 2005, 2007, 2009 and 2011 surveys	17

Introduction

The Survey of Employer Use and Views of the VET System is designed to provide detailed information on the way employers interact with the vocational education and training (VET) system and their satisfaction with these dealings. The aim of the survey is to provide information enabling the Australian Government and state and territory governments to monitor, over time, employer engagement and satisfaction with vocational education and training in meeting the skill needs of the workforce. The survey also identifies and ranks the factors that influence employer engagement and satisfaction with vocational education and training.

The National Centre for Vocational Education Research (NCVER) has conducted the survey in its current form every two years since 2005. The next iteration of the survey will be conducted in 2011, with results available in December 2011.

The findings from this review will feed into the development and redesign of the 2013 survey.

Purpose of the paper

As part of the review of the survey, NCVER is consulting with users to identify their information requirements and how the survey may be modified to better meet their needs. This paper has been prepared to:

1. confirm the survey is collecting data relevant to policy and information requirements
2. provide information on data items currently collected in the survey
3. determine the most suitable scope and methodology for ongoing surveys
4. canvas ideas on options for 2013 onwards.

Interested users are invited to read this discussion paper and provide their feedback to NCVER by **Friday 8 April 2011**. For details on how to make a submission please see page 14.

Consultation plan

This paper will be the key instrument for obtaining feedback and input from users to assist with the development and redesign of the 2013 survey. NCVER will use feedback to identify the major issues of interest and to determine the relative information priorities from the survey.

NCVER will collate all submissions and make them publically available on our website <<http://www.ncver.edu.au>>. In response to the submissions received, NCVER will release a report on the outcomes from the discussion paper, which will be placed on our website. A public meeting will be held in mid-2011 to discuss the responses received and our recommendations for future employer surveys.

Development timetable

The broad review and development plan for the 2013 survey is shown in table 1.

Table 1 Survey review and development timetable

Phase	Approximate timing
Written submissions invited	March – April 2011
Submissions published on NCVER's website	May 2011
Report on the outcomes from the discussion paper released	June 2011
Public meeting	Mid-2011
Development and testing of 2013 survey instrument	September 2011 – May 2012
Pilot testing of survey instrument	August 2012
Fieldwork	February 2013 – June 2013
Publication of survey estimates	December 2013

Issues for consideration

1. Purpose of the survey

The current survey was designed to measure progress against two key performance measures (KPMs) introduced by the Australian Government in 2004, which focused on employers' awareness, engagement and satisfaction with the VET system. Specifically, the focus was on the proportion of Australian employers who:

- ✧ are aware of, and who have adopted VET as a strategy to meet the skill needs of their workforce.
- ✧ are satisfied with VET in meeting the skill needs of their workforce.

In 2006, the Commonwealth dropped awareness of VET as a KPM. From 2007 onwards, the survey followed suit focusing solely on employer engagement and satisfaction.

The KPMs for the VET sector were superseded by the new National Agreement for Skills and Workforce Development, focusing on outcomes and outputs, and set new performance measures (see appendix 1). With this change, it is timely to reconsider the content, scope and methodology of the survey.

Note the survey is not designed, nor would it be possible in the future, to monitor employer satisfaction with individual registered training organisations. This is due to the logistics involved in collecting information from employers about each registered training organisation they engaged with, either directly or indirectly, over the previous 12 months. In addition, given the nature and methodology of the survey, this level of reporting is not possible as the accuracy levels for this data would be too poor to allow for this data to be published.

Discussion questions:

- 1.1 From a policy perspective, interest will remain in collecting information on employers' engagement and satisfaction with the VET system. Are there any other areas of employer' interaction with the VET system that are of interest from a policy/research perspective?
- 1.2 What information does your organisation need to better understand the relationship between employers and the VET system?

2. Data items currently collected in the survey

The survey currently covers four ‘types’ of training: three types of training in the VET system—vocational qualifications as a job requirement, use of nationally recognised training and apprenticeships/traineeships (as a specific subset of nationally recognised training)—and unaccredited training.

For each of these types of training, the questionnaire looks at the following areas:

- ✧ reasons why employers do or do not use this type of training
- ✧ whether they know where to look for information about the availability of this type of training
- ✧ percentage of employees undertaking training
- ✧ types of training providers used and main type of provider used
- ✧ reasons for using the main type of provider
- ✧ level of satisfaction with the main type of provider
- ✧ importance of training to meet the organisation’s skill needs
- ✧ level of satisfaction with the training to meet organisation’s skill needs
- ✧ change in use of training in the last 12 months
- ✧ expected use of training in the next 12 months

Some general questions are also asked about:

- ✧ how an organisation determines its training needs
- ✧ the current skill level of its employees
- ✧ difficulties experienced recruiting staff over the last 12 months, the reasons for these difficulties, and what was done to address them.

To maintain consistency between iterations of the survey, only minor changes have been made since it was redesigned for 2005. A full list of data items collected across each of the surveys from 2005 to 2011 is shown in appendix 2.

A number of data items were removed following the 2009 survey for 2011. Key stakeholders rated these items as low priority, allowing us to reduce the average length of interview and thus the burden on respondents.

We have assigned a relative priority to each of the data items that will be collected in the 2011 survey. These are shown in appendix 2. We consider those assigned a high priority as core data items (see also table 2). Those assigned a low priority are the data items we are proposing to remove from future iterations of the survey as little to no use has been made of this information to date (see also table 3).

Table 2 Data items NCVET consider high priority for inclusion in the 2013 survey

High priority data items

Organisation characteristics
Industry (ANZSIC 06)
State of operation
Total number of employees

Training strategy
Whether organisation experienced any difficulties recruiting staff in past 12 months

Vocational qualifications as a job requirement
Whether organisation ever had jobs that require vocational qualifications
Level of satisfaction with vocational qualifications in providing employees with skills required for job

Apprenticeships/traineeships
Whether organisation ever had employees undertaking apprenticeships/traineeships in last 12 months
Level of satisfaction with apprenticeships/traineeships in meeting skill needs

Nationally recognised training
Whether organisation ever arranged or provided for employees to undertake nationally recognised training in last 12 months
Level of satisfaction with nationally recognised training in providing employees with required skills

Unaccredited training
Whether organisation ever arranged or provided for employees to undertake unaccredited training in last 12 months
Level of satisfaction with unaccredited training in providing employees with required skills

Table 3 Data items NCVET consider low priority and are proposing to remove from the 2013 survey

Low priority data items

Training strategy
Rating of current skill level of employees relative to needs of the organisation
Reasons for recruitment difficulties

Vocational qualifications as a job requirement
Reasons organisation has specific jobs that require vocational qualifications in last 12 months
Importance of employing people with vocational qualifications

Apprenticeships/traineeships
Reasons organisation has had apprentices/trainees in last 12 months
Importance of apprenticeships/traineeships in meeting skill needs

Nationally recognised training
Reasons organisation arranged for employees to undertake nationally recognised training
Importance of training leading to a nationally recognised qualification

Unaccredited training
Reasons organisation arranged for employees to undertake unaccredited training

The questionnaire currently collects information on the reasons why employers make the decisions they do. This information provides valuable contextual information about why employers are making the decisions they make, but also increases the length of the average interview and the complexity of the survey. Little use has been made of the data to date and we are proposing to remove a number of these items from the survey (table 3). We feel there is merit in keeping some items, which are shown in table 4, and would be interested in feedback from users. These data items are marked as medium priority in appendix 2.

Table 4 Data items NCVER consider medium priority that provide valuable contextual information but are little used

Medium priority data items

Vocational qualifications as a job requirement

Reasons organisation (does not have/no longer has) specific jobs that require vocational qualifications

Reasons for dissatisfaction with jobs that require vocational qualifications in meeting skill needs

Apprenticeships/traineeships

Reasons organisation does not have apprentices/trainees

Reasons for dissatisfaction with apprenticeships/traineeships in meeting skill needs

Nationally recognised training

Reasons organisation does not have employees who have undertaken nationally recognised training

Reasons for dissatisfaction with nationally recognised training in meeting skill needs

Discussion questions:

- 2.1 What information do you use from the survey (if any)?
- 2.2 Do you agree with the priorities we have assigned the current data items?
- 2.3 Do you agree with the data items we have ranked as high priority and are proposing to retain?
- 2.4 Do you agree with the data items we have ranked as low priority and are proposing to remove? If not, have you used any of this information in the past? How do you propose using this information in the future if the questions are retained?
- 2.5 Are there any data items we have ranked as medium priority that you believe should be removed from the survey?
- 2.6 Are there any data items you consider should be added to the survey? How would you use this information?

3. Scope and methodology

Scope

Since 2005 the scope of the survey has remained constant; that is, all organisations in Australia with at least one employee. For this survey, an employee is defined as ‘a person working in, or operating from, this organisation including full time, part time and casual employees’. An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.

The following organisations are out of scope of the survey:

- ✧ self employed and not employing staff
- ✧ private households employing staff
- ✧ foreign diplomatic missions
- ✧ consulates in Australia
- ✧ defence force establishments
- ✧ superannuation funds.

There has been some interest in expanding the scope to include single owner/operators in the survey, particularly in the building and construction industries. This would have an effect on the estimates as well as time series comparability and these issues would need to be carefully considered before any final decision is made. If there is particular interest in this sector, a separate targeted survey, in addition to the core survey may be more appropriate.

Mode of interview

The survey is currently conducted by computer assisted telephone interviewing (CATI). Interviewers ask to speak to the person who would be best suited to answer questions in relation to staff training and development for the organisation.

In the 2009 survey, respondents were asked about their preference for a telephone or online survey. A third of employers indicated they would like to do the survey online, 45% preferred the telephone, and a further 20% had no preference (the remaining 2% did not know or could not say).

NCVER investigated adding an online option for the 2011 survey, but found it was not feasible with the current content and structure of the questionnaire. When developing and redesigning the 2013 survey, development of an online will be considered along side the telephone survey. NCVER’s preference would be to offer the survey both online and via the telephone.

Sample frame

The target population for the survey is all employers in Australia; that is, all organisations with at least one employee. Since 2005, we have used the Australian Bureau of Statistics Business Register (ABR) as the sampling frame for the survey.

There are other employer lists available but none better than the ABR as the coverage of others is not as extensive nor as current, the statistical unit is not consistent, industry and size

is not always classified, and due to changes in legislation, the contact details in some cases may be many years out of date. The ABR is our preferred sampling frame, and other options will only be investigated if it is no longer possible to access the ABR via application with the Australian Bureau of Statistics (ABS).

Unit of selection

NCVER recommends keeping the statistical unit consistent with previous surveys, which align with the ABS employer surveys.

The vast majority of businesses included on the ABR have simple structures. For these businesses, an Australian Business Number (ABN) equates to one statistical unit. For a relatively small number of businesses, the ABN does not provide a suitable statistical unit. These businesses are usually large, with complex and varied operations. For these units, a type of activity unit (TAU) equates to one business. The TAU is comprised of one or more business entities, sub-entities or branches of a business entity within an enterprise group that can report production and employment data for similar economic activities. TAUs may have operations in one or more states/territories.

Businesses can operate in more than one state/territory, but for the survey only the state of the head office is selected. No information is collected on other state locations. This approach was adopted for the first time for the 2011 survey based on changes to the structure of the ABR.

Sample size and reliability

The key factor when determining sample size is the required reliability of survey estimates. As with previous surveys, the priority is on producing reliable estimates at the national, state/territory, industry division and employer size level. The 2005, 2007 and 2009 surveys were designed to achieve 5000 interviews, based on findings from the 2004 survey review. NCVER and major stakeholders decided that this would balance the accuracy levels required for measurement against the KPMs with the cost constraints.

Users have become increasingly concerned with the accuracy of the estimates and the ability to measure progress over time, particularly at the state and industry level. For example, in 2009 at the industry level there were 12 estimates of employer engagement with the VET system with relative standard errors (RSEs) greater than 25%. In response to these concerns, NCVER will increase the number of interviews achieved for the 2011 survey to about 7400. This should be sufficient to achieve our design parameters of RSEs of:

- ✧ 8% for state level estimates
- ✧ 16% for industry level estimates
- ✧ 6% for employer size level estimates
- ✧ 3% for Australia level estimates.

Any further increase in the number of interviews would require a considerable reduction in the length of the questionnaire to stay within budget. Any increase in the size of the sample selected from the ABR would need approval from the Australian Statistician and Statistical Clearing House.

Note the survey is not designed, nor would it be possible to monitor, employer satisfaction with individual registered training organisations.

Timing of fieldwork

Interviews are currently conducted between February and May of the survey year. No changes are proposed to the timing as it avoids employers' busy times; for example, the end of the financial year and the Christmas period.

Discussion questions:

- 3.1 Does the current scope satisfy your needs from a policy/research perspective?
- 3.2 Do you favour a mixed mode approach for the survey (both telephone and online)?
- 3.3 What levels of accuracy do you require from the survey?
- 3.4 Would you favour a shorter survey in exchange for more accurate estimates?

4. Options for 2013 onwards

The 2009 survey took employers an average of 15 minutes to complete over the telephone. We would like to limit future surveys to about the same length. Interviews any longer than this tend to lead to higher refusal rates. With the reporting burden on employers ever increasing, it is important to ensure the information we collect improves the VET system for employers and makes best use of employers' time while we have them on the phone.

With a limited budget for the survey, there is a trade-off between the length of the questionnaire and the number of telephone interviews achieved. Reducing the length of the survey would allow us to conduct more interviews, potentially improving the quality of estimates.¹

One option that NCVET is considering is that of a core module of questions with the opportunity of including a separate question module on a topical issue that could change between survey years. The core set of questions would be asked every year and would be based on information requirements for the Australian Government and state and territory governments performance monitoring.

NCVET would be interested in ideas users may have for topics of interest (or issues that would have been interesting to cover in the past had such space been available). When considering topics, it is important to remember that space is limited and that the Statistical Clearing House must approve the content of the questionnaire, a process that currently takes about nine months.

Discussion questions:

- 4.1 What are your views on having a core set of questions (as noted in table 2) each year with the option for including a separate module on a topic of interest?
- 4.2 Do you have any suggestions for issues that could be included in a question module approach, either past or present?

¹ The exact number of interviews that could be conducted would of course need to be cleared by the Statistical Clearing House, who are responsible for monitoring respondent burden.

Providing feedback on the survey

Invitation to provide feedback

Interested parties are invited to provide submissions by downloading the feedback form provided as a support document on the NCVER website at <<http://www.ncver.edu.au/publications/2349.html>>. It is not necessary to respond to all questions—only to those issues that are relevant to you and your organisation. This form also includes a section for providing feedback on any issues that have not been covered in this paper and you would like us to consider in the review of the survey.

Alternatively, written submissions can be sent to:

Toni Rittie
Surveys Branch
NCVER
PO Box 8288
Station Arcade SA 5000

or, directly to toni.rittie@ncver.edu.au.

Timelines

Submissions are due by Friday 8 April 2011. NCVER will summarise the feedback received into a report that will form the basis for further discussions with key stakeholders to determine the content for the 2013 survey.

Publication of submissions

NCVER is committed to a transparent consultation process. Accordingly, all submissions will be collated and made available on the NCVER website. Submissions will identify the responding organisation. If you would like that information removed from your submission, please indicate this in the section provided in the feedback form or make a note at the top of your written submission.

Contact officers

If you have any questions about the review, please contact either:

Toni Rittie (Senior Research Officer)
toni.rittie@ncver.edu.au
08 8230 8613

or

Mette Creaser (Surveys Manager)
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08 8230 8455

Appendix 1

Excerpt from the National Agreement for Skills and Workforce Development

Objectives, outcomes and outputs

12 This Agreement is concerned with improving the outcomes of all Australians, with a particular focus on improving the outcomes of Indigenous Australians.

The funding that each jurisdiction agrees to, including the SPP and the related Commonwealth Own Purpose Expenses (COPE) and National Partnership, Productivity Places Program, will contribute to achieving the following objectives and outcomes.

Objectives

13 All working aged Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market.

14 Individuals are assisted to overcome barriers to education, training and employment, and are motivated to acquire and utilise new skills.

15 Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce.

Outcomes

16 The working age population has gaps in foundation skills levels reduced to enable effective educational, labour market and social participation.

17 The working age population has the depth and breadth of skills and capabilities required for the 21st century labour market.

18 The supply of skills provided by the national training system responds to meet changing labour market demand.

19 Skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital.

Outputs

20 The following outputs will act as a proxy to measure progress towards the above outcomes.

- a. Number of enrolments in vocational education and training.
- b. Number of course completions in vocational education and training.
- c. Number of unit/module completions in vocational education and training.
- d. Number of course completions by Indigenous Australians in vocational education and training.

- e. Number of enrolments by Indigenous Australians in higher level vocational education and training qualifications.
- f. The outputs are discussed in greater detail at Part 3 (Schedule A).

Progress measures

- a. Proportion of the working age population at literacy level 1, 2 and 3.
- b. Proportion of 20-64 year olds who do not have qualifications at or above a Certificate III.
- c. Proportion of graduates employed after completing training, by previous employment status.
- d. The percentage of graduates with improved employment status after training.
- e. The number of hard to fill vacancies.
- f. Proportion of people employed at or above the level of their qualification, by field of study.

The table below links each progress measure with an agreed outcome:

Outcomes	Progress measure
The working age population have gaps in foundation skills levels reduced to enable effective educational, labour market and social participation.	Proportion of the working age population at literacy level 1, 2, and 3.
The working age population has the depth and breadth of skills and capabilities required for the 21st century labour market.	Proportion of 20-64 year olds who do not have qualifications at or above a Certificate III.
The supply of skills provided by the national training system responds to meet changing labour market demand.	Proportion of graduates employed after completing training, by previous employment status. The percentage of graduates with improved employment status after training.
Skills are used effectively to increase labour market efficiency, productivity, innovation, and ensure increased utilisation of human capital.	The number of hard to fill vacancies Proportion of people employed at or above the level of their qualification, by field of study.

Targets

- a. Halve the proportion of Australians ages 20–64 without qualifications at Certificate III level and above between 2009 and 2020.
- b. Double the number of higher qualification completions (diploma and advanced diploma) between 2009 and 2020.

Appendix 2

Table A1 List of data items available from the 2005, 2007, 2009 and 2011 surveys

Priority	Data item	2005	2007	2009	2011
	Organisation characteristics:				
N/A	Industry (ANZSIC 93)	✓	✓	✓	
	Industry (ANZSIC 06)		✓	✓	✓
	State of operation	✓	✓	✓	✓
N/A	Sector	✓	✓	✓	
	Total number of employees	✓	✓	✓	✓
N/A	Number of permanent employees	✓	✓	✓	
N/A	Number of full-time employees	✓	✓	✓	
N/A	Occupational distribution of organisation	✓	✓		
	Whether organisation is a registered training organisation (RTO)	✓	✓	✓	✓
N/A	If RTO, whether mainly provide training to own employees or to other organisations	✓	✓	✓	
	Training strategy:				
N/A	Whether organisation has business plan	✓			
N/A	Staff training part of business plan	✓			

Priority legend: **Green** = core requirement, **Orange** = medium priority, **Red** = low priority

Priority	Data item	2005	2007	2009	2011
N/A	Importance of training to overall business strategy	✓			
	Ways organisation currently determines training needs of staff	✓	✓	✓	✓
	Rating of current skill level of employees relative to needs of the organisation	✓	✓	✓	✓
	Whether organisation experienced any difficulties recruiting staff in past 12 months	✓	✓	✓	✓
	Reasons for recruitment difficulties	✓	✓	✓	✓
N/A	Occupations of recruitment difficulties		✓		
N/A	What has organisation done to address these difficulties	✓	✓	✓	
	Informal training:				
	Organisation done any of following in last 12 months: <ul style="list-style-type: none"> • supervisors provided informal training as required • provided/arranged for relevant training for new technology/equipment • provided training manuals or software for self-directed study • contributed to cost of university study • contributed to cost of VET study 	✓	✓	✓	✓
	Vocational qualifications as a job requirement:				
	Whether organisation ever had jobs that require vocational qualifications	✓	✓	✓	✓
	Reasons organisation (does not have/no longer has) specific jobs that require vocational qualifications	✓	✓	✓	✓
	Percentage of employees in organisation that had jobs requiring vocational qualifications in last 12 months	✓	✓	✓	✓
	Whether jobs require full or part qualification		✓	✓	✓
N/A	Occupations of employees that had jobs requiring vocational qualifications in last 12 months	✓	✓		
	Reasons organisation has specific jobs that require vocational qualifications in last 12 months	✓	✓	✓	✓

Priority legend: Green = core requirement, Orange = medium priority, Red = low priority

Priority	Data item	2005	2007	2009	2011
	Importance of employing people with vocational qualifications	✓	✓	✓	✓
	Level of satisfaction with vocational qualifications in providing employees with skills required for job	✓	✓	✓	✓
	Reasons for dissatisfaction	✓	✓	✓	✓
N/A	Suggestions for improvements	✓			
	Apprenticeships/traineeships:				
	Whether organisation ever had employees undertaking apprenticeships/traineeships in last 12 months	✓	✓	✓	✓
	Reasons organisation does not have apprentices/trainees	✓	✓	✓	✓
N/A	Whether know where to look for information about recruiting apprentice/trainee		✓	✓	
	Percentage of apprentices/trainees who undertook formal training in last 12 months	✓	✓	✓	✓
N/A	Expect number of apprentices/trainees to increase, stay the same, decrease in next three years		✓	✓	
	Whether number of apprentices/trainees increased, stayed the same, decreased in last 12 months				✓
	Expect number of apprentices/trainees to increase, stay the same, decrease in next 12 months				✓
N/A	Occupations of apprentices/trainees in last 12 months	✓	✓		
	Reasons organisation has had apprentices/trainees in last 12 months	✓	✓	✓	✓
	Method of hiring apprentices/trainees	✓	✓	✓	✓
N/A	Reasons for using a group training organisation to hire apprentices/trainees	✓	✓	✓	
	Types of organisations used to conduct formal training for apprentices/trainees	✓	✓	✓	✓
	Types of organisations used to conduct MAJORITY of formal training for apprentices/trainees	✓	✓	✓	✓
N/A	Reasons for using main type of training provider	✓	✓	✓	

Priority legend: Green = core requirement, Orange = medium priority, Red = low priority

Priority	Data item	2005	2007	2009	2011
	Level of satisfaction with the quality of training from main training provider	✓	✓	✓	✓
	Importance of apprenticeships/traineeships in meeting skill needs	✓	✓	✓	✓
	Level of satisfaction with apprenticeships/traineeships in meeting skill needs	✓	✓	✓	✓
	Reasons for dissatisfaction	✓	✓	✓	✓
N/A	Suggestions for improvements	✓			
	Nationally recognised training:				
	Whether organisation ever arranged or provided for employees to undertake nationally recognised training in last 12 months	✓	✓	✓	✓
	Reasons organisation does not have employees who have undertaken nationally recognised training	✓	✓	✓	✓
N/A	Whether know where to look for information about nationally recognised training		✓	✓	
	Percentage of employees provided with nationally recognised training in last 12 months	✓	✓	✓	✓
N/A	Whether nationally recognised training was for full qualification or for specific subjects/modules		✓	✓	
	If both, was the majority for a full qualification or for specific subjects/modules		✓	✓	✓
N/A	Expect amount of nationally recognised training to increase, stay the same, decrease in next three years		✓	✓	
	Whether amount of nationally recognised training increased, stayed the same, decreased in last 12 months				✓
	Expect amount of nationally recognised training to increase, stay the same, decrease in next 12 months				✓
N/A	Occupations of employees provided with nationally recognised training in last 12 months	✓	✓		
	Reasons organisation arranged for employees to undertake nationally recognised training	✓	✓	✓	✓
	Who conducted MAJORITY of nationally recognised training (external provider or internally)	✓	✓	✓	✓
	Types of organisations used to conduct nationally recognised training	✓	✓	✓	✓

Priority legend: Green = core requirement, Orange = medium priority, Red = low priority

Priority	Data item	2005	2007	2009	2011
	Types of organisations used to conduct MAJORITY of nationally recognised training	✓	✓	✓	✓
N/A	Reasons for using main type of training provider	✓	✓	✓	
	Level of satisfaction with the quality of training from main training provider	✓	✓	✓	✓
	Importance of training leading to a nationally recognised qualification	✓	✓	✓	✓
	Level of satisfaction with nationally recognised training in providing employees with required skills	✓	✓	✓	✓
	Reasons for dissatisfaction	✓	✓	✓	✓
N/A	Suggestions for improvements	✓			
	Unaccredited training:				
	Whether organisation ever arranged or provided for employees to undertake unaccredited training in last 12 months	✓	✓	✓	✓
	Percentage of employees provided with unaccredited training in last 12 months	✓	✓	✓	✓
N/A	Expect amount of unaccredited training to increase, stay the same, decrease in next three years		✓	✓	
	Whether amount of unaccredited training increased, stayed the same, decreased in last 12 months				✓
	Expect amount of unaccredited training to increase, stay the same, decrease in next 12 months				✓
N/A	Occupations of employees provided with unaccredited training in last 12 months	✓	✓		
	Reasons organisation arranged for employees to undertake unaccredited training	✓	✓	✓	✓
	Who conducted MAJORITY of unaccredited training (external provider or internally)	✓	✓	✓	✓
	Types of organisations used to conduct unaccredited training	✓	✓	✓	✓
	Types of organisations used to conduct MAJORITY of unaccredited training	✓	✓	✓	✓
N/A	Reasons for using main type of training provider	✓	✓	✓	

Priority legend: Green = core requirement, Orange = medium priority, Red = low priority

Priority	Data item	2005	2007	2009	2011
	Level of satisfaction with the quality of training from main training provider	✓	✓	✓	✓
	Whether comparable nationally recognised training available when choosing unaccredited training	✓	✓	✓	✓
N/A	Reasons for choosing unaccredited training over nationally recognised training	✓	✓	✓	
	Level of satisfaction with unaccredited training in providing employees with required skills	✓	✓	✓	✓
	Overall improvements to the VET system:				
N/A	Suggestions for improvements to the VET system		✓	✓	

Priority legend: Green = core requirement, Orange = medium priority, Red = low priority

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