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Continuity and change: employers' training practices and partnerships with training providers

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Introduction

There has been a lack of comprehensive research relating to the current state of employer training, with the majority of existing work in this area being between 10 and 20 years old. Since the mid-2000s there have been substantial changes to the Australian economy, including the effects of the Global Financial Crisis, industry restructuring, and increasing globalisation and competition. Concomitantly there have been major changes in the VET system relating to government funding, the reorganisation of State TAFE systems, and incentives for training providers to work more closely with employers. In these changed environments, the nature of employer training and the relationship between providers and employers needs to be re-examined. The lack of research evidence is unfortunate since it is over the past decade that Commonwealth and State governments substantially increased their direct investment in employers' use of VET.

It is commonly accepted that continued industry and organisational change is producing flatter, more flexible and responsive organisations with work cultures that support employees who need to be more autonomous, innovative and more customer-focused than in the past. Australian workers now require a wider range of capabilities, skills and technical know-how in order to successfully operate in these changed and highly competitive environments. Significantly, as noted by the Australian Workforce and Productivity Agency (2013, 2014), there is a clear link between the provision of quality formal learning and non-certified learning and increased workplace productivity.

Most research attention has focused on formal VET and employers. Numerous reports have commented on the changes that are occurring in the Australian VET sector (Callan et al. 2007; Stanwick 2009; Harris & Simons 2012; Allen Consulting Group 2013; Department of Industry, 2014a). The VET system has undergone a significant and permanent transformation towards being more focused on training for specific employers rather than for the general labour market. This development has created a change in the ways in which institutions are managed and how VET teachers work, including engaging in more marketised and commercially-driven behaviours, and more contextualisation of training. Over the last decade, the quantum of total State government funding for VET has increased, although this is now beginning to reverse. But it is also argued by many, including Burke (2013) that VET is underfunded compared with other sectors of education.

A number of initiatives to promote employer training, specifically using nationally-recognised training, have been implemented over the past decade and are discussed later in this paper. It is important to note that Australia is not alone in implementing new initiatives involving public funding, to promote training by employers. Indeed it could be argued that government-supported apprenticeship systems have been doing this for decades, if not centuries. The role of government in supporting training within companies is a long-lived, but also a contested, area, as will be discussed further later in this paper.

While research in Australia on employer training more generally may have suffered something of a hiatus during recent times, international research has continued apace. Such research has examined the often complex relationships between employers, employees, training providers, Governments and the nature of training. These studies often explore how employers and their workplaces are using training to assist them to respond better to skill gaps, as well as the training and retraining required

where industry responses to change and restructuring in response to continued globalisation and increased competition.

Given these reasons, now, more than ever, it is an appropriate time to return to fundamental questions such as what makes employers train their workers, what barriers and facilitators exist, what makes them decide to utilise nationally-recognised training and/or other forms of structured training, or more informal means of work-integrated learning as part of their training strategies.

Why do employers train?

It is notoriously difficult to evaluate the financial return on investment in training in relation to its contribution to organisational productivity, although there have been attempts over the years in Australia. Tharenou (2006) provides a useful overview of work in this area in a meta-analysis of 30 studies from the international literature, concluding that there is conclusive evidence that training improves organisational productivity and output, sales and customer service. Training is considered important not only because it is necessary for building and maintaining an effective workforce, but also as it drives corporate well-being, improves perceived organisational performance and provides organisations with a sustained competitive advantage (Salas et al. 2012; Saks & Burke-Smalley 2014). Indeed, organisations in Australia must see merit in training, as statistics from NCVER (2013) show that in 2013, 88% of responding employers provided at least some form of training for their employees, with 52% using VET, and 48% using unaccredited training. But understanding the factors that influence and motivate these training decisions in organisations largely remains to some extent a 'black box' for researchers and policy-makers, as Smith, Oczkowski and Hill (2009) note in a study analysing Survey of Employer Use and Views (SEUV) data.

Some general drivers that influence employers' decisions regarding training have been agreed upon. Broadly there is the rate of organisational change, increased globalisation and competition and in response the need for organisations to train and up-skill their employees. More specifically, a number of studies (Smith & Hayton 1999; Smith, E et al. 2005; Smith, A et al. 2008) have identified key drivers for employers supporting training around the availability of government funds, responses to skills and labour shortages, the need to improve the overall capability of their organisations or compliance with changes to external regulations and legislative or licensing requirements.

In a major investigation of the factors that affect decisions about training in Australian private sector organisations. Smith and Hayton (1999), in a large-scale study funded by the Commonwealth and Victorian governments, developed a model of training in organisations that comprised three key factors. The initial drivers for training provision by employers were found to be workplace change, new technology and quality assurance. The drivers triggered the decision to train. However, the nature of the training provision that occurred depended on another set of factors, 'training moderators' which were the specific characteristics of organisations that influenced the amount and type of training that employers provided. These included the size of the enterprise, the occupational structure, industrial relations, management attitudes to training and government training policies. The mix of training drivers and training moderators was different for each enterprise and resulted in the unique configuration of enterprise training observable in each enterprise. The diversity of training arrangements included the level of formality of training, the use of internal or external training resources, the focus of technical or non-technical skills and the focus on specific versus general training. This work revealed the complexity of training decisions in enterprises and the reasons for the diversity of training arrangements that can be observed. Figure 1 illustrates the findings of this project.
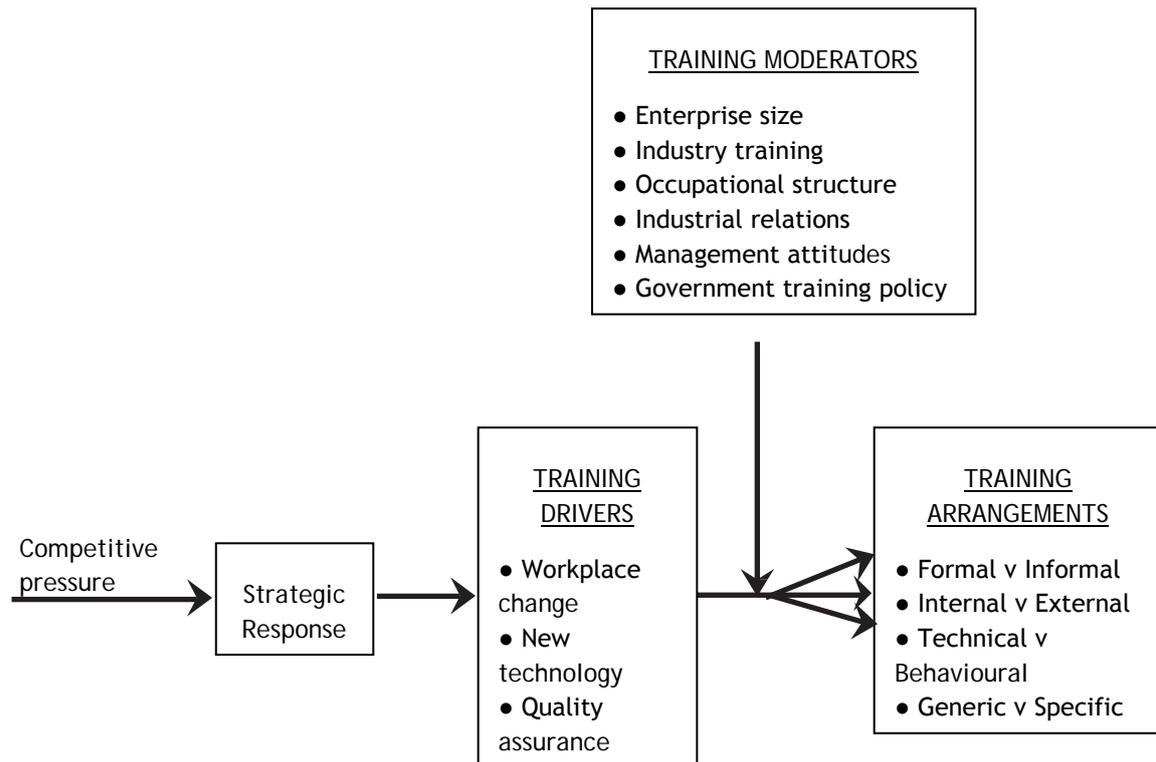
Figure 1: Model of enterprise training (Smith & Hayton 1999)

Training may also serve as part of an organisation's branding strategy. Employer branding is 'the package of functional, economic, and psychological benefits provided by employment and identified with the employing company' (Ambler & Barrow 1996). Promises regarding training and professional development almost always encompass these employee value propositions and branding initiatives. Building a reputation or brand around providing training can help secure the best and the brightest employees. The desire to project the image of being an 'employer of choice' is an important driver for some organisations, particularly in tight labour markets. Indeed, as Kaplan (2005) notes, workplace education – and not necessarily work-related – almost always appears on the menu of great places to work, and '77% of us would prefer to work for an employer that supports learning and training than one that gives large salary increases'.

As a corollary to training as a branding strategy to recruit the best employees, employers may also offer training and development in order to foster loyalty to the organisation. Recent Australian international studies, for instance, reveal that increased loyalty or organisational commitment decreases employee turnover, and in turn drives the economic performance of the firm (Smith, L et al. 2013; Robinson et al. 2014). However, the Australian Institute of Management (2006) found that the provision of development opportunities around access to training or rotation was only eighth of the 16 identified reasons for why employees stay with an employer. Training is also used to reward good employees. In an Australian study on managers' decision-making about training in medium-sized organisations (Coetzer, Redmond & Sharafizad 2012), it was shown that managers selected for training employees who were more committed to the organisation, who showed positive work attitudes, while training was seen to encourage their intentions to stay (Coetzer, Redmond & Sharafizad 2012).

Drivers for nationally recognised training

Employers are able to make a choice about whether to provide accredited or non-accredited training for the employees. Estimates by the National Centre for Vocational Education Research (NCVER) ten years ago suggested that up to 25 per cent of employers provided nationally recognised, or qualifications-based, training to their employees (Cully 2005). The primary reason for employers using 'nationally recognised' (or 'accredited') training for their employees has been found to be to meet external regulations such as legislative or licensing requirements or to fulfil the provisions of industrial agreements, awards or enterprise agreements (Smith, Oczkowski & Hill 2009). The provision of specific job – or business-related skills for their organisations is the second most important reason (Smith, Oczkowski & Hill 2009). In addition, many employers use nationally recognised training to enhance their competitiveness by improving quality or by responding to the demands of new technology. Enterprises gain significant benefits from providing such training. These include the ability to attract high-quality staff (i.e. as 'employer of choice'), accessing government funding to defray the costs of training provision, the possibility of integration of training with everyday work and the confidence to be sure that workers are trained to a recognised standard (Smith, E et al. 2005). Simons and Harris (2014) add some additional advantages of nationally-recognised training for employers: that they can achieve greater consistency across different areas within an enterprise; that they can save money by using nationally-developed learning materials; and that they receive external validation of their training

Employees also gain from nationally-accredited training. For many, their employment-based qualification is the first they ever have gained, and in many cases their qualification adds to their attractiveness to future employers, although the importance of qualifications varies among industries. Women in particular benefit from nationally-recognised training delivered through or via their employer, as some of the traditional constraints on women achieving qualifications are absent (Smith, E 2006). In a British study based on a national household panel survey, Booth and Bryan (2005) found that nationally-recognised training financed by employers was more associated with higher wages than non-accredited training. This applied both to people's current place of employment and their future employers. Using Human Capital Theory, they argue that employers should not be paying for this 'highly portable' training (Booth & Bryan 2005, p.394).

How do employers train?

Employers may utilise training of varying degrees of formality. These are described below.

Nationally recognised training

Nationally recognised or accredited training provides learners with nationally recognised and transferable skills. A primary reason why employers seek nationally accredited training is to enable their employees to obtain formal qualifications and/or Statements of Attainment. A Statement of Attainment is awarded as recognition of having completed part of an accredited qualification or course, i.e. a skill set (Smith & Keating 2003). Most VET qualifications are contained in Training Packages, developed on a national level through Industry Skills Councils, this function having being transferred in 2016 to new bodies known as Skills Service Organisations following a review by the Commonwealth Government (Department of Industry 2014a). There are 65 Training Packages containing in total 1600 qualifications (Department of Industry 2014b) which is a substantial number, although is a reduction over recent years, and a very large reduction from pre-Training Package times. Training Packages are competency-based and while debate has occurred about the desirability

of competency-based training (Smith, E 2010), the system is generally well accepted, although the nature of the discussion paper for a Review of Training Packages and Accredited Courses (Department of Industry 2014b) suggests that some modification to Training Packages may take place in the future. Training is offered by some 4000 Registered Training Organisations (RTOs), 59 of whom are large public Technical and Further Education (TAFE) providers.

NCVER's (2013) survey on employers' use and views of the VET system found that a third of employers provided jobs that required vocational qualifications. The qualifications were needed to provide the skills required for the job, to meet legislative, regulatory or licensing requirements and to meet and maintain professional or industry standards. Many employers used nationally recognised training in relation to apprenticeships or traineeships; outside apprenticeships/traineeships, 20% of employers who responded to the survey arranged or provided their employees with nationally recognised training. 17% used TAFE as their main provider, 45% used private training providers, and 23% used professional or industry associations. A higher proportion of employers using private providers were satisfied with the flexibility of the provider compared with those using TAFE (at 95% versus 88%) (NCVER 2013).

As noted, many employers use accredited training through the employment of apprentices and trainees. Apprenticeships and traineeships alike combine time working with training (usually at Certificate III level), and can be full-time, part-time or, less commonly, school-based. Apprenticeships are generally associated with occupations that are in the traditional trades, with a duration of typically three to four years. Traineeships generally cover a much wider range of more service-oriented occupations such as business, retail, financial services, childcare, health, and community services, and last for one to two years (Apprenticeships for the 21st Century Expert Panel 2012). There are a range of financial incentives for eligible organisations that employ an Australian Apprentice, as well as funding from State and Territory training authorities for the actual training (Australian Apprenticeships 2014a, 2014b). The funding is generally used to offset the additional costs of complying with the requirements of the apprenticeship system (Smith, E et al. 2009). Funding from both Commonwealth State governments has been reduced over the past five years for particular groups of workers and for some industry areas. For employers, a significant change has been the removal of employment incentives (with some exceptions) for 'existing workers' (employees who commenced working for an organisation in a different role but have been moved into apprenticeships or traineeships.) Guthrie et al. (2014) in a study in Victoria note some significant effects of the reduction of both streams of funding on employers as well as local communities.

Traineeships have served to be a major initiative for large-scale workforce development, with larger companies using traineeships for large cohorts of workers. In contrast, employers in small to medium sized firms have used traineeships to support more individualised learning and development of employees (Smith, E et al. 2011). As various reviews show (Karmel, Blomberg & Vnuk 2010; Smith, E et al. 2011), traineeships have traditionally been used by larger firms, often in service sector occupations that employ women rather than men. Furthermore, traineeships are often attractive to employers with a large proportion of part-time and casual workers. Traineeships, perhaps more than apprenticeships, have improved training opportunities for women (Smith, E 2006), the employment prospects of indigenous people, and have been most effective for employment and wage benefits for early school leavers (Karmel, Blomberg & Vnuk 2010; Smith, E et al. 2011).

Employers can engage with national-recognised training through a range of means. These can be conceptualised, in terms of intensity of engagement, on a spectrum ranging from becoming an enterprise Registered Training Organisation themselves, through partnerships with Registered Training

Organisations (RTOs) to the relatively 'passive' engagement of sending employees to undertake courses at an external Registered Training Organisation. For ease of discussion the continuum is separated into different engagement methods in the discussion below. Employers may engage in several of all of these methods, which are described further below.

Operating as an Enterprise Registered Training Organisation

Enterprise Registered Training Organisation (RTOs) are companies that are accredited to deliver qualifications to their own workers. The process of becoming an enterprise RTO is an onerous process for enterprises and those that take the step to become an enterprise RTO are likely do so to meet specialised skill needs for their workforce or a need to train large numbers of workers to a high standard of quality. They perceive the possibility for greater customisation of training and more control over delivery (Enterprise RTO Association 2009). Benefits for employers include the ability to attract high-quality staff (i.e. as 'employer of choice'), accessing government funding to defray the costs of training provision, the integration of training with everyday work and the confidence to be sure that workers are trained to a recognised standard (Smith, E et al. 2005). In the past, enterprise RTOs were likely to be larger enterprises working in industry sectors characterised by relatively slow organisational or technological change (Smith, E et al. 2005). However, a recently completed research project indicates that this situation may be changing. E Smith et al. (2015) found, in a large national study, that these companies were actually likely to be experiencing an increase in technology and organisational change. The research also showed that learner satisfaction with their training was high.

Forming partnerships with RTOs

The predominant partnership strategies include a relationship dynamic whereby the training provider is a supplier to the market and the employers purchase trained employees from that market; and where the training provider as a supplier of training directly to the employer with the employer acting as the customer.

Callan and Ashworth (2004) carried out an empirical study on employer partnerships with RTOs. They completed a survey of training providers, and interviews with fifty-two training providers and their industry partners about the nature, success and "lessons learned" from larger scale training partnerships. The training providers had actively sought these larger partnerships as they often generated substantial revenue over a number of years, and had flow-on effects around building stronger links with industry, and enhanced capabilities among their training staff especially around their entrepreneurial and commercial skills. For industry and employers, the benefits included assistance in dealing with skills shortages, including access to a range of external or Government funds.

Training providers considered that there was strong support in their organisations for seeking more training partnerships with industry, while developing more profitable and often customised training partnerships was a major objective of the VET providers. However, in a number of instances, VET providers were less clear about the strategic objectives of industry–training partnerships. Also industry identified a number of barriers to deepening such training partnerships that included the procedures, structures and accountability mechanisms within public training organisations in particular, which slowed down the establishment of partnerships, as well as the day-today management, customisation and flexibility of the training.

Successful partnerships were sustainable financially, but partnerships were not necessarily expected to be highly profitable; rather, employers and training providers talked about a 'break-even' outcome

initially being the primary goal, whereby a mix of financial and non-financial outcomes was realised from the training partnership (Callan & Ashworth 2004, p.7).

Training partnerships may be quite bounded in nature or may be more comprehensive and involve some sharing of the risks and costs associated with the training. Delahaye (2005) refers to strategic alliances and joint ventures in this context.

Individual enrolment of employees in RTOS for training based on qualifications and skill sets

This form of engagement is characterised by individuals being encouraged by their employer to undertake qualifications related to their jobs. Employees may receive funding from their employer for the training, and/or time release from work for attendance time and associated activities.

A major study on employers' use of nationally-recognised training

Research into employers' use of nationally recognised training examined the extent of provision of such training in Australian enterprises and the factors that influenced them to provide qualifications-based training (Smith, E et al. 2005). Just over half of a sample of 73 Australian enterprises, accessed via a survey of HR managers, used nationally recognised training; and the project also accessed 50 Enterprise RTOs via a survey which duplicated many of the survey questions. The latter sample, of course, all used nationally recognised training. Detailed case studies were also carried out in 12 organisations in four industry areas. For employers, the research showed that the benefits included the provision of a national quality benchmark for the skills of trained workers and the attraction to workers of offering a qualification in tight labour market conditions. Some enterprises also used the competency standards associated with the national qualifications internally for a number of HR activities including performance appraisals and recruitment. The project also provided some evidence that companies that used NRT also had increased amounts of training overall, suggesting that the use of NRT deepened the training culture within the enterprises. Trewin (2003) also noted an increase in formal structured training in companies over the period 1997-2001 which he attributed to government investment in training.

The E Smith et al. (2005) research charted a typical progression in the use of NRT in enterprises. Often enterprises started by using nationally recognised training to meet a large scale training need for workers in the organisation. The availability of government funding a role in decisions to engage with nationally recognised training in the first place. Some organisations then progressed to an extension stage where they used nationally recognised training for training other groups of workers besides the group first targeted (typically, production workers were the initial target). The decision to extend the use of nationally recognised training was often prompted by the success of its use in the prior stage. At this point, funding was not a decision factor in the decision to extend use of nationally recognised training. Finally, a small number of enterprises progressed to an integration stage where not only did the enterprise use the training for multiple groups of workers but also built aspects of accredited training into their HR and other systems, sometimes leading to a "learning and development led" HR function. The E Smith et al. (2005) project developed a model (Figure 2) of employer engagement with national-recognised training showing this move from engagement through adoption to integration. The model indicates the facilitators and barriers associated with each stage.
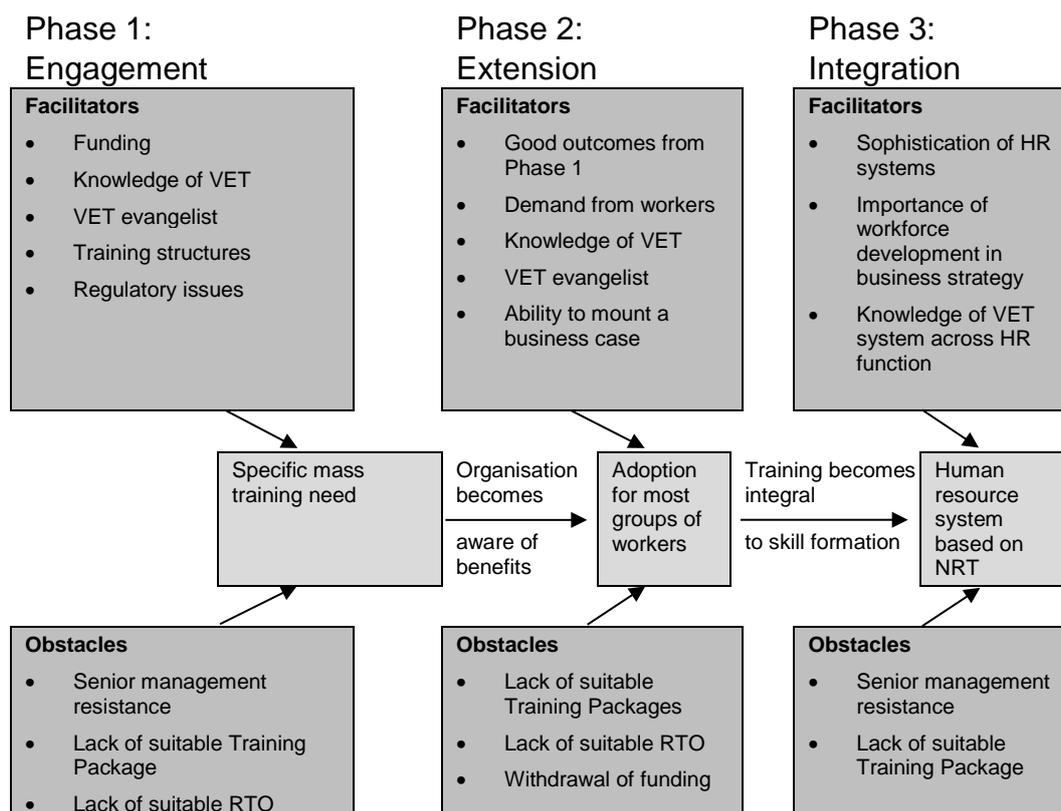
Phase 1: Engagement

Facilitators
- Funding
- Knowledge of VET
- VET evangelist
- Training structures
- Regulatory issues

Phase 2: Extension

Facilitators
- Good outcomes from Phase 1
- Demand from workers
- Knowledge of VET
- VET evangelist
- Ability to mount a business case

Phase 3: Integration

Facilitators
- Sophistication of HR systems
- Importance of workforce development in business strategy
- Knowledge of VET system across HR function

Specific mass training need → Organisation becomes aware of benefits → Adoption for most groups of workers → Training becomes integral to skill formation → Human resource system based on NRT

Obstacles (Phase 1)
- Senior management resistance
- Lack of suitable Training Package
- Lack of suitable RTO

Obstacles (Phase 2)
- Lack of suitable Training Packages
- Lack of suitable RTO
- Withdrawal of funding

Obstacles (Phase 3)
- Senior management resistance
- Lack of suitable Training Package

Figure 2: Development of nationally recognised training in enterprises (Smith, E et al. 2005, p.50)

Non-accredited training

The most common form of training that is provided by Australian employers is non-accredited, in-house training. In the 2012 SEUV survey, the major reasons for using unaccredited training were said to be to provide employees with the skills required for the job and to maintain professional or industry standards (NCVER 2013). Other research has shown that firm-specific non-accredited training is more often used during times of organisational change or upheaval that are more nuanced and specific to the firm. In these situations, internal training may be employed as a strategy to help employees adjust to a wide variety of organisational changes – whether they be people, structure, systems or IT related (Callan 2003; Bowtell 2014).

Non-accredited training offered by employers to their workers can occur in a wide variety of ways, some of which are listed below.

External formal training that is not nationally recognised in the VET system. This can cover a range of activities, including course that are accredited and sometimes also run by external bodies such as the Pharmacy Guild and CISCO computer networking certificated courses, and formal off-the-job training offered by training providers, higher education providers or consultants. This type of training can include mandatory training to meet regulatory requirements (Cooney & Bhatia 2006, p.102), although such training has become increasingly enveloped by the formal VET system.

Induction training. Sometimes known as orientation or socialisation, induction training is provided by many organisations to new employees. The purpose of induction training is to provide new employees with the knowledge of the organisation that they will require to function effectively (Smith, A 1998, pp.166–168). It is usually not linked to the specific skills or knowledge required by particular jobs but rather to give the employees a sense of the organisational context in which they will be working.

Off-the-job training. Many larger organisations often provide off the job training for their employees which is non-accredited. This training is usually carried out off the job, in a 'classroom' setting (Jacobs 2003). Off the job training is less likely to be provided by smaller organisations.

Vendor training. Many organisations engage the manufacturers of equipment and technology to provide training for their employees in the specific skills and knowledge required to operate the new equipment effectively (Lengermann 1996). In most cases, this form of training is delivered on-the-job and quite informally. However it may take different forms off-site, such as demonstrations and talks at events such as farm days for multiple rural employers.

On-the-job training. ABS data in Australia show that individuals report on the job training as most commonly occurring type of training (Richardson 2004). This training is tailored specifically to the skills and knowledge requirements of a job and is often carried out by co-workers or, sometimes, by workers who have training responsibilities attached to their jobs – workplace trainers This form of training is often quite in character but may be quite structured, especially if it is based on the commonly used Job Instruction Technique developed in the USA (Jacobs 2003).

Informal learning

While much of the focus on employer-provided training is on formal training and learning, informal learning can be just as important (NCVER 2000). Marsick and Volple (1999) describe informal learning as 'often haphazard and influenced by chance, occurring … inductively through action and reflection' (cited in Conlon 2003, p.285). Learning develops through everyday work, often due to a trigger or stimulus such as a new type of problem to be solved (Marsick & Watkins 2001). Marsick and Watkins (2001) note that more needs to be known about how such learning interacts with the organisation as a whole, and how it can be facilitated within organisations. Informal learning is especially important in small businesses, where employers and employees are more focused on 'learning through doing' (Dawe & Nguyen 2007). With continuous innovation in technologies and workplaces, informal learning also helps employees keep up with the pace of change (Callan 2007; Bowtell 2014). Billett argues for the presence of a workplace 'curriculum' which comprises induction activities for new workers, guidance by an experienced worker, and suggested actions by enterprises to ensure effective workplace learning (Billett 2001, pp.4–9).

Differences among organisations

The characteristics of an organisation strongly influence the type of training arrangements that are put in place. Some characteristics which affect the choice of training include, but are not limited to: organisational size; the industry that the organisation operates in and its traditions around training; and organisational structure and location (Smith & Hayton 1999). Government policy, including funding, may also have a significant effect. These factors are discussed below.

There is consistent evidence that small organisations provide proportionately less training than large organisations (Smith, A 2003; Freyens 2006). McGraw (2014) attributes this to three factors: that larger companies benefit from economies of scale in training delivery, that larger companies contain proportionately more employees who work in more highly skilled jobs, and that small companies are less likely to make long-term investments due to market uncertainty and lower profit margins. Also, larger organisations are more likely to actively engage in branding strategies that position them more favourably in a competitive marketplace and to attract the best employees (Wallance et al. 2014). An OECD study across six countries (OECD 2013) found that small and medium enterprises (SMEs) used both informal and informal training but reported better outcomes from informal training. The study

noted that market forces were the main motivator for training, and that SMEs in growth phases were likely to focus on training that increased productivity. Dawe and Nguyen (2007), in an Australian systematic review on training needs for small businesses, found that flexible provision, including individualising training information, content and delivery, was required to meet the needs of training for small businesses.

Industry sector also affects training. Lindorff (2011) found that training and development was most often undertaken in the mining (62%), public administration and safety (49%), transport and storage (48%), and education (45%) sectors. Internal training was reported most often in construction (37%), arts and recreation services (33%), and retail (30%) industries, and was used least often in the utilities sector (15%). External training was used most often in mining and agriculture (both 29%), public administration and safety (27%), and transport and storage (26%), and least often in IT and communications (11%). Not surprisingly, location also affects the nature of training provided. Callan (2009), for example, found that Australian businesses in regional locations, and those with multiple locations, were more committed to building upon and sustaining their e-learning innovations.

There are some available levers for governments to influence policy in relation to training. One of the main ways in which governments intervene in the market for VET services is to provide funds to deliver training. According to the Productivity Commission (2011), this type of intervention is usually either warranted on efficiency or equity grounds or both. Efficiency-related funding is used to directly address the under provision of training arising from externalities, whereas equity-related funding seeks to fund access to VET by disadvantaged groups. Funding incentives by the Australian Government and States/Territories are often attractive to employers and have been utilised for decades in traditional apprenticeships. In their research on traineeships, for example, E Smith et al. (2011) identified three key factors attracting employers to this type of training: the availability of funding; the efficacy of intermediary bodies; and the effectiveness of training organisations delivering training that was accessible to the business.

There are different types of government funding provided to encourage training in Australia. The responsibility for the administration of VET funding for training delivery lies with the States and Territories, with the Commonwealth Government providing the funding through National Agreements. State and Territory governments oversee the delivery of publicly funded training (Australian Government 2014a). The Australian Government also provides specific incentives, interventions and assistance for national priority areas (Australian Government 2014b). There are a range of general and specific funding arrangements, and between 2008 and 2014 the Productivity Places Program and the National Workforce Development Fund have extended the influence of government funding in the provision of funding for accredited training within enterprises. These programs both relied on partnerships between employers and RTOs, with the assistance of Industry Skills Councils, to improve the take-up of accredited training.

There is a school of thought that funding for apprenticeships and traineeships, and indeed for training more generally, has been overly generous, which led to the Expert Panel's recommendations to limit funding (2012) for traineeships, which have since been largely enacted by the Commonwealth and State governments. A similar school of thought exists in the U.K. in relation to funding for the Advanced Apprenticeship initiative (Ryan, Gospel & Lewis 2006) and these debates continue in the UK and have carried more urgency in times of financial constraint post-Global Financial Crisis (GFC) (Keep 2014). In a specific example, the UK's 'Train to Gain' initiative, piloted from 2002-2006 as the Employer Training Pilots, and implemented from 2006 to 2011, provided incentives for employers to offer workers subsidised training in basic skills and Level 2 vocational qualifications and was later

extended to offer partially-subsidised employer-based training for level 3 qualifications. But critics argued that the state was paying for the training that some employers would have done anyway (Abramovsky et al. 2011). These perceived 'deadweight' arguments were part of the reason why the UK moved to a new funding program known as 'Employer Ownership of Skills' (UKCES 2011), that funded fewer employers to undertake more ambitious programs.

Agreements about funding for VET are subject to a National Partnership Agreement determined by the Council of Australian Governments (COAG) in 2012 (ACIL Allen, 2015). Other agreements include the setting of targets for participation and achievement. These are also set for State governments by the COAG and include, for example, equity targets which were set in 2008, on which Ministers are required to report at COAG meetings. The regulatory framework is another policy lever. Through the operations of the Australian Skills Quality Authority (ASQA) and the standards for RTOs which ASQA applies, the Commonwealth government has considerable effects upon the operations of the VET system (Smith & Keating 2003). These provisions apply directly to employers who are enterprise RTOs and indirectly to employers using the VET system through partnerships and other arrangements. The quality arrangements are, of course, designed to improve employer confidence in the VET system which has been widely reported to be low (Allen Consulting Group 2013).

Major barriers to, and enablers of, training

Major barriers

There are many potential barriers to employers providing training to their staff. In an Australian Industry Group (AIG) survey of over 500 employers in 2005 (Allen Consulting Group 2006), the main barriers to training were stated by employers to be the difficulty of accommodating training around work demands and other constraints internal to the firm; insufficient government incentives; and issues with the training system, including a lack of flexibility and unavailability of relevant training. The predominant barriers are elaborated on in more detail below.

Resourcing issues

Resourcing and related issues present significant barriers to employers engaging with training. Indeed, the 2005 AIG survey (Allen Consulting Group 2006) found that one of the main barriers to training was the difficulty of accommodating training provision around work demands. Mawer and Jackson's (2005) consultations with 40 individuals across 12 small- to medium-sized businesses in the retail, manufacturing, and building and construction industries showed that difficulties in releasing staff, long hours and out-of-work commitments for employees, and non-standard employment arrangements were some of the key barriers to providing employees with training.

Organisational size is often cited as a barrier to resourcing training in organisations, with smaller firms facing larger barriers to training due to a lack of suitable formal training opportunities given their size (Storey & Westhead 1997; Storey & Greene 2010). However, in Coetzer, Redmond and Sharafizad's (2012) study on medium-sized organisations (fewer than 200 employees), organisational size did not emerge as an important barrier in the managerial decision making process.

Costs, perceived complexity and employer knowledge

In the AIG survey (Allen Consulting Group 2006), insufficient financial incentives from government were a major barrier to training. In a later survey by the AIG (AIG 2008), 52% of chief executive

officers (CEOs) surveyed stated that cost was the major barrier to up-skilling their existing employees. Further, a lack of government incentives was mentioned by 36% of the CEOs.

The training system itself can serve as a barrier for organisations. Cully (2005), in a summary of research on employer-provided training, stated that: 'A strong finding to emerge from this body of research is that employers find it difficult to organise training for their workforces; in particular, they find the formal VET system to be complex' (p.8). E Smith et al. (2005), in their study on the use of nationally recognised training by enterprises for their existing workers, found that organisations perceived the VET system to be complex and jargon-ridden. This perception pervaded all business sizes; however, unsurprisingly, was more prevalent in small- and medium-sized enterprises.

Mawer and Jackson's (2005) findings demonstrated that, while generally aware of the national training system, and moves towards competency-based standards and qualifications, organisations were not aware of specific components, such as the relevant training package or range of qualifications for existing employees. Employers found the training world confusing, and sourcing appropriate training information and provision difficult, and relied heavily on employer and professional associations for assistance in navigating through the different qualifications, programs and subsidies. Most organisations did not know about provisions such as recognition of prior learning (Mawer & Jackson 2005).

Not only is it difficult for organisations to obtain the appropriate information on what kinds of training will be suitable for their employees, but it is difficult for them to keep up-to-date with the ever-evolving training market. The types of information organisations value in the decision-making process regarding training include information on different training providers, as well as the potential return on investment of the training (Stanwick 2009). On a more positive note, the Allen Consulting Group (2006) found that the complexity of the training system was not seen as so much of an issue by employers as it had been in an earlier survey conducted in 1998.

Perceived lack of appropriate training content

E Smith et al. (2005) found that a relatively small proportion of employers not engaged with nationally recognised training were dissatisfied with the content of the training or the training providers. This issue was further reiterated by the Allen Consulting Group (2006). Simons and Harris (2014), however, reported some complaints in this area, including that national recognised training was too general, too specific and that there was not enough emphasis on practical skills.

Major enablers

Training infrastructure

A significant enabler for organisations providing training to employees is access to training infrastructure. There are several strategies that successful organisations implement to support and enable employee training. These actions include the development of policies for structured training, along with processes that enable space to be made in the work schedule for training and training supervision to be carried out (Smith, P 2000). Mawer and Jackson (2005) found that organisations with a designated manager or supervisor who had training qualifications and responsibilities had a greater understanding of the VET system and available training options. Hodge, Smith and Barratt-Pugh (2013) found a range of roles associated with people with responsibility for training, often known as learning and development managers. In the UK, it has been noted that these professionals are experiencing a continued shift towards integration with business strategy and taking a great role in monitoring and

evaluation. (CIPD 2015). An important component of training infrastructure and culture in an organisation is the presence of systematic training needs analysis processes, although Clarke (2003) maintains that training needs analyses may be political processes within the firm. Training needs analysis takes place at one or all of the following levels: organisational, individual and job or task level (Lawler & Tovey 2011). The E Smith et al. (2005) study found that companies using nationally-recognised training were more likely than other companies to have established training infrastructure and some evidence of a training culture.

Contemporary issues in employer training

This section recounts some key trends in the literature on employer training over the past five to ten years. Not surprisingly a major concern in the international literature is the effects of the Global Financial Crisis (GFC).

The effects of economic downturns: Training floors and ceilings

Recent research in the UK has explored the trajectory of training activity during the GFC and its subsequent recession. Although Australia has not been affected as much as many other countries, this research nevertheless provides useful information. The findings of the regular UK employer skills survey have shown that training activity was not as affected by the recession as might have been thought given the conventional wisdom that training expenditure tends to viewed as discretionary by most employers (UKCES 2011). The variations in the reduction in training activity are explained by Felstead and Jewson (2014) by employing the concepts of training "floors" and training "ceilings". The concept of a training ceiling refers to the total amount of training activity that an organisation undertakes including all forms of training. The training floor refers to the non-discretionary element of training, that is, the training that the organisation feels it is obliged to carry out if it does not wish to jeopardise its operations. Health and safety training in the mining industry might be an example of a training floor for many mining organisations. During the recession different forms of responses were observed including the cutting of training ceilings as organisations no longer carried out training that was discretionary. This suggests that a certain level of training activity, the training floors, would continue despite economic conditions. However, some organisations did cut their training floors – especially if they were very adversely affected. The picture is complex but suggests that the concept of employer training is not homogeneous across all industries and employers (Felstead, Green & Jewson 2012). This work also demonstrated that training activity in the public sector was not immune to economic recession and that, although training in the public sector was maintained in the recession, the funding and planning of training suffered to a greater extent than training in the private sector (Jewson, Felstead & Green 2014).

In the Australian context, McGraw (2014) notes that a survey in 2011 had found that over 70% of respondent companies had maintained or increase their training budgets since the onset of the GFC, although a separate review of multi-national companies in Australia found that just over half had reduced their expenditure, presumably as a result of changes elsewhere in the world. McGraw also noted the two-speed economy that characterised Australia at the time of his paper, and the risks, particularly to other industries and the skills of their workforces, associated with the high dependence on mining.

Training intensity

The Employer Skills Survey (UKCES 2011) traced the patterns of employer training provision during the worst years of the recession from 2007 to 2009. The reports shows that, as Felstead et al (2012) had discovered, the total amount of training activity declined during this period. Employers spent less on training (training expenditure declined by over 5 per cent) and fewer workers received training from their employers. However, the form of training changed. More employers provided off the job training, often in combination with on the job training. The emphasis of the primacy of on the job training seemed to give way to a more nuanced and focused approach. This was also reflected in the training expenditure on each individual employee that was trained (training intensity). This rose by 3 per cent over the same period that total training expenditure by employers declined by 5 per cent, indicating a stronger focus on returns to training investments and value for money, as opposed to a blanket approach to workforce training.

High performing workplaces and resource-based theories of the firm

The drivers of training have been more fully investigated in the literature on high performing workplaces. The original Australian work including the Industry Training Studies model (Smith & Hayton 1999) and the later work on the impact of new management practices on the incidence and form of employer training (Smith, A et al. 2003) have been developed by reference to the impact of competitive markets and business strategy. Ashton and Sung (2006) have argued that input-based models of employer training take account neither of the external competitive environment of different firms nor the internal impact of work re-design and re-organisation. In particular, they point out that simply training more will not necessarily yield benefits for firms working in standardised markets and with mass production technologies. The impact of workforce skills will be greater where production is differentiated and where the firm competitiveness is based on innovative capacity. This argument has also been adopted by the advocates of the resource-based theory of the firm. In this case, resource-based theory predicts that the basis of firm competition will be on the inimitable factors of workforce skills and innovation rather than on productivity and price. In this situation, exhorting employers to undertake more training makes sense as it fits with the competitive basis of the industry and will yield tangible competitive benefits (Boxall & Purcell 2000).

Financial incentives for employers

In terms of encouraging employers to provide more training to their workers there have been a number of schemes used in the developed world to provide incentives for employers to increase their training effort. In general, these schemes have either provided subsidies to employers or have used a more punitive, levy approach in which employers are compelled to pay a certain levy if they do not train (Smith & Billett 2006). A recent review of these systems by the OECD (Müller & Behringer 2012) concludes that that the evidence for subsidy or levy schemes working to promote an effective increase in employer training is limited. They argue that subsidies are often prone to the deadweight argument, mentioned earlier in this paper, in that governments may only be paying firms to carry out training that they would have provided in any case. They also state that levy systems tend to promote reluctant compliance on the part of employers who are not convinced of the need to provide more training (perhaps for the competitive reasons outlined by Ashton and Sung (2006) and so may find ways to game the system and avoid paying levies whilst providing training that may be of limited value in the creation of skills.

Smith and Billett (2006) suggested that the most effective schemes to promote employer training were those which worked with employer backing and often on an industry sector basis. Good examples of this approach can be found in the Netherlands where the industry associations operate voluntary training levy schemes which create a pool of funds on which employers can draw to fund training they require. Sung (2008) has also endorsed this sectoral emphasis in his analysis of industry training bodies in New Zealand and Britain. His research suggests that it is the voluntary "buy-in" of employers to national or industry based training arrangements that produces success rather than a simple top down approach from government.

While this area is problematic, it is difficult for governments to withdraw from this area. Many employers still claim the cost of training is unduly burdensome and prohibitive (NCVER 2013). With the withdrawal of funding in some industry areas, some employers have indicated that the cost of training was prohibitive for themselves and also for their employees wishing to self-fund their training within the VET system in order to up-skill (Guthrie et al. 2014).

Skills utilisation

In the global market, effective skill utilisation is linked to higher level of creativity and innovation (Buchanan et al. 2010; Bretherton 2011). As Bowtell (2014) remarks, the training sector needs to increase its efforts beyond developing skills 'for' the workplace to the utilisation of skills 'in' workplaces. Significantly, these calls for new approaches confirm the importance for the continuous evolution of our thinking about learning and employee development within workplaces (Buchanan et al. 2010; Bretherton 2011; Bowtell 2014). A current OECD project on utilisation of skills (OECD 2015) is carrying out country case studies to find good practice examples. Better skills utilisation also has significant implications for workers in the current 'job quality' debate in the literature on the sociology of skill (Warhurst & Knox 2015).

Conclusion

One of the key characteristics of the literature on employer training is the consensus around the major drivers for employers to provide training. In general, the key drivers identified in research have been a relatively few and simple set of factors including:

- The need to ensure quality

- Support for programs of organisational change

- The need to meet regulatory requirements e.g. licensing and health safety standards

- The need to respond to increasing competition

- The need to adopt new technologies and upskill workers to deal with hose technologies.

The research evidence to date highlights the fact that most employers provide training of some sort to their employees. Australian statistics have shown that over 80 per cent of employers provide training. This figure tends to support Felstead and Jewson's (2014) notion of a 'training floor' resting on regulatory requirements and that, despite changes to the economic and policy environments within which business operates, employers will tend to preserve a base amount of training.

A critical factor in the research surveyed in this chapter is the key role played by organisational size in the level of training that employers offer to their employees. On almost all measures of training, the larger the enterprise, the more training that it will offer to its workers. This is clearly linked to access to resources as larger employers are not only able to fund more training but will often invest in significant training infrastructure such as establishing training departments, allocating training budgets and devising written training strategies and plans.

In Australia, the take up of nationally recognised training (NRT) by employers has been and remains quite high. NCVER statistics show that around 25 per cent of employers provide NRT to their employees. In many cases these are the larger employers so that the coverage of workers by NRT is higher than the number of employers might suggest. In addition, around 250 larger employers have taken the step of becoming enterprise RTOs (ERTOs), allowing them to provide qualifications in their own right. Again, the size of ERTOs means that coverage of the working population is higher than might be expected given the small numbers of employers who have become ERTOs. Research has also shown that employers will often use the competency standards that are the basis of NRT Training Packages for other purposes than training such as recruitment and performance management, thus embedding the culture of NRT in many larger employers.

Governments have struggled in the developed world to increase the level of employer training through policy and public funding. Australia has experimented with levy systems and more recently with funding paid directly to employers to promote training such as the National Workforce Development Fund. However, research with employers on the role of funding has yielded somewhat ambivalent answers to the importance of funding in employer decisions to train. Often employers will train regardless of the availability of funding as the key drivers to train are focused on business and competition needs not on government policy. However, employers also say that funding can make difference, especially in terms of establishing the infrastructure for training. Clearly, governments have yet to find the right policy settings to significantly increase the level of employer training.

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Detailed research method

The project used a mixed methods methodology as it was trying to find out both the extent of practices and the reasons for them (Cresswell & Plano Clark 2011). The method comprised the design and completion of two on-line surveys ('Employer survey', 'RTO survey'), administered in late 2015, and semi-structured interviews with employer and RTOs. The surveys, interview protocols and associated documents were approved through Federation University's Ethics Committee.

The aim of the Employer survey was to establish a picture of current training practices in Australian organisations including their partnerships with RTOs. The RTO survey investigated the nature of RTO partnerships with industry. Copies of the survey instruments used in the study are available at Appendices A and B of the main report. Both surveys included questions aligned with those in surveys for two previous NCVER funded projects completed by the authors.

- 2003 survey of employers from *Enterprises' commitment to nationally recognised training for existing workers*, (Smith, Pickersgill, Smith & Rushbrook, 2005), and

- 2002 survey of RTOs from *Working together: industry and VET provider training partnerships* (Callan & Ashworth, 2004). This allowed comparisons to be made in changes in the intervening years.

The Employer survey also included some questions adapted from a 2011 employer survey by the UK Commission for Employment and Skills.

The total numbers of respondents to each survey were 173 for the Employer survey and 107 for the RTO survey. A number of questions in each survey involved automatic 'skips' which required participants to answer certain questions depending on their responses to previous questions, leading to lower numbers responding to some questions.

Interviews were completed over two phases. They examined training partnerships, with employers and their RTO partner organisation being interviewed separately about the same training partnership. Questions for both parties, as well as background information about the nature of the employer and the RTO, explored employers' motivations for training, the types of training and employee groups being trained in the partnership, benefits to both parties, and a series of questions about the partnership processes. The interview protocol was adapted from the protocol used in the earlier Callan and Ashworth study and is available at Appendix C of the main report.

The two major components of the project – qualitative and quantitative – were carried out separately and findings from one were not designed to inform the other. The reason for this was that one purpose of the project was to map changes over time which required comparability of data collection methods with the earlier projects. The findings were brought together in the final analysis.

A reference group was formed (Table 1), consisting of representatives of key stakeholder groups, and recommended experts in the area. The group advised the research team at key points in the project including commenting on the employer and RTO survey instruments, and on the data collected. Members of the group also apprised the researchers of relevant VET and industry developments that might affect the project as it developed.

Table 1   Project reference group

Name	Organisation
Stephen Bolton	Australian Chamber of Commerce and Industry
Gerald Burke	Monash University
Robyn Burley	NSW Health
Pam Caven	TAFE Directors Australia
Sandy Chong	Australian Hairdressing Council (AHC) – nominee of Council of Small Business of Australia
Dana Grgas	Australian Human Resources Institute
Michael Hartman	ForestWorks Industry Skills Council & Skills Impact
Megan Lilly	Australian Industry Group
Grant Lovelock and Tracey Murphy	Department of Education and Training, Canberra
Martin Powell	Australian Council for Private Education & Training
Tim Shipstone	Australian Council of Trade Unions
Robin Shreeve	TAFE NSW, Western Sydney Institute

Procedure and samples

Surveys

Both the RTO and Employer surveys were developed through various iterations in consultation with NCVER and the reference group and were piloted in paper form and on-line. The two surveys were designed and delivered on-line using Qualtrics Survey Software.

As planned in the design of the project, a commercial survey organisation was used to identify respondents and administer the Employer survey. Quota sampling was used to achieve sample sizes that matched the sample sizes and characteristics of the previous Employer survey mentioned above. The company emailed links to the survey to potential respondents on its multiple data bases that matched our selection criteria of locating senior people (CEOs, senior executives in charge of training, senior HR directors) who had experience in making decisions about training for their current enterprise. An initial screening question identified these respondents as holding a senior position (or having done so in the recent past) that gave them a good working knowledge of training or learning and development in the organisation. A further feature of the quota sampling was to sample organisations proportionally across different numbers of employees, to match as closely as possible the characteristics of organisations responding to the survey undertaken in 2003. The final sample was 173 respondents, with very good matching with the earlier survey by organisational size. It should be acknowledged, however, that the sampling method relied quite heavily on the integrity of the commercial company's database.

The RTO sample included TAFE and non-TAFE respondents. All TAFE CEOs, including dual-sector universities' TAFE directors, were contacted by email in September 2015 with a link to the RTO survey. The final sample included 20 TAFE Institutes, including one that identified as a dual-sector university, a very satisfactory completion rate of approximately 40%. The non-TAFE populations in the RTO survey were identified from data provided by the Department of Education and Training from the training.gov.au database. The sampling strategy for the training.gov.au database excluded TAFE Institutes and also enterprise RTOs, both government and non-government, and schools. The latter exclusions occurred because the survey was about partnerships with employers, which do not normally apply to these two types of RTO, for differing reasons. A random selection of one in seven organisations from this modified data base was invited to participate in the RTO survey and provided with the survey link. There were three separate waves of emails to achieve the required target of 100

total RTO responses for comparability with the 2002 survey (n=102). The total number of responses was 107; 87 non-TAFE RTOs and 20 TAFE responses. The private RTO response rate was low (5.4%), with some communications to the project team indicating that some RTOs had ceased to operate, or did not engage in industry partnerships although were otherwise very interested in the research. Because of the low non-TAFE response rate, it cannot be stated without reservation that the non-TAFE RTO results are typical of all RTOs, although the TAFE sample is large enough to be more certain about). There is no database of characteristics of non-TAFE RTOs against which our non-TAFE respondents can be measured and so representativeness would not, in any case, be possible to establish. For the RTO survey, it was requested that the survey should be completed by people in a responsible position in relation to industry partnerships. Only one respondent was sought from each institution. In this respect the survey differed from the 2004 Callan and Ashworth survey, as that earlier survey included multiple respondents from some RTOs. This difference somewhat limits the comparability of the RTO survey with the earlier project.

Interviews

Interviews were completed with nine employers and their RTO partners (i.e. nine pairs of interviews or 18 in total). The use of paired interviews, as with the earlier Callan and Ashworth (2004) project, allowed us to understand the history, nature and perceived success of the training partnership from both the employer and RTO perspectives. Interviewees were located through researchers' networks and industry contacts, including the project reference group, and in the case of the paired interviews, we asked the person that was contacted first to seek the approval from the other person to be interviewed and so complete the pair. All interviews were conducted by phone, ranging from 30 to 60 minutes. Each interview was audio-taped and transcribed for analysis. While such a small number of paired interviews could not be claimed to be representative of Australian industry, a wide range of industry areas and employer size was deliberately sought and achieved. The purpose of the interviews was to draw out and highlight features of successful partnerships, rather than to provide a definitive picture of employer-RTO partnerships. The interview questions were primarily based on the earlier project, to enable changes over time to be identified; and all questions were 'mirrored' for the two parties in the partnership.

Respondent characteristics

Surveys

As noted earlier, in the Employer survey, a screening question identified respondents as senior members of the organisation with a good working knowledge of training in their enterprise. All sizes of organisations were represented, as we matched the sample with the sample from the 2003 survey. Because of the variation in organisation size, while respondents were generally from management, some were business owners, and some were professional workers or administrators.

Over 80% of respondents to the RTO survey were CEOs or senior managers, with a small number of people in business development, quality or middle management roles. Half of all respondents who replied had set up and continued to manage training partnerships, while other respondents had those managing partnerships report to them (16%), set up partnerships only (12.3%) or managed partnerships only (8.5%). As noted earlier, in the final sample there were 20 TAFEs (18.7%), 55 for- profit private providers (51.4%) and 32 (29.9%) non-profit private providers. Approximately half (51%) of respondent organisations were metropolitan-based, and the rest were regional (39.7%) or other (9.4%). All States

and Territories were represented in the final sample, with a large majority (79.4%) having their head-quarters in NSW, Victoria or Queensland.

Interviews

As Table 2 illustrates, the nine employers interviewed were from a wide range of industries. Four of the investigated partnerships involved TAFE, and five were with private RTOs. The training partnerships ranged from 2 to 20 years, and the vast majority of employer companies were larger businesses. As to be expected, the TAFE training providers were large organisations (200-850 employees), while the biggest non-TAFE RTO had 130 employees. There did not seem to be any correlation between size of employer and size of partnering RTO. Employers could not be classified according to whether they were urban, rural or regional, as many had multiple sites, two for example being headquartered in a city but having multiple regional branches.

Table 2   The partnerships

No.	Industry area of employer	Nature of RTO	Length of partnership	State(s)	Approximate size of company (workers)	Approx. size of RTO (workers)
1.	Pulp and paper manufacturing	TAFE	2 years	Vic	1500	400
2.	Agricultural services	TAFE	4 years	All states but based in Victoria	c. 5000 employees	250
3.	Expedition support (trades)	TAFE	20 years	Tas	300 plus 150 casuals	850
4.	Design and engineering production	TAFE	4 years	Vic	100	200
5.	Pathology labs-public system	Private	5 years	WA	2000	15 plus casuals
6.	Home and community care	Private	5 years	NSW	135	130
7.	Hospitality chain	Private	7 years	Tas	390	4 plus casuals
8.	Wine production	Private	17 years	SA	100	5 plus casuals
9.	Scientific research	Private	15 years	Qld	500	1

Data analysis

Data from both surveys were automatically captured online using Qualtrics software. These data were downloaded into data files suitable for analysis using the Statistical Package for the Social Sciences (SPSS). Various checks were put in place to monitor data quality throughout the survey period, including the removal of respondents who gave low quality responses (e.g. large amounts of missing data and overly rapid completion of surveys which could be tracked through the Qualtrics records, e.g. 10 minutes for the whole survey). Initial analyses involved data checking and data cleaning through the generation and inspection of descriptive analyses (e.g. inspection of percentages, mean scores, counts). Replies that were obviously inaccurate, e.g. random collections of letters of the alphabet, were removed at this stage.

In the first stage of the analyses for each survey, frequency tables with percentages and sample sizes were generated for the quantitative responses. These are provided in Appendices D and E of the main report. Next, additional analyses were completed by sub-groups or categories of respondents. For the RTO survey data, cross-tabulations of quantitative and qualitative data were undertaken by organisational type (TAFE, For Profit Private, and Non Profit Private). For the Employer survey data,

cross tabulations on the data were compiled by firm size (1-49 employees, 50-99, 100-499, and above 500) and by purchaser type (recent purchaser of nationally accredited training or not a recent purchaser of national accredited training). Various methods of data display (Miles & Huberman 1994) were utilised to determine the best methods for analyses of the qualitative responses to the surveys. From these we undertook thematic analyses both across the samples as a whole, and also by employer or RTO type respectively. This stage of the analysis provided us, in particular, with large numbers of examples of, and some 'mini-case studies' on, respectively, the informal training of groups of employees (Employer survey), and the nature of partnerships with industry (RTO survey).

Qualitative data from the interviews were analysed in successive stages. The 'matched pair' interviews were written up as mini-case studies according to an agreed template. A 'cross-case' thematic analysis was then undertaken, focusing on the nature of the partnerships, the benefits to each party, the success factors, and challenges. A typology of partnerships was developed from the interviews, which was subsequently augmented using the partnership data from the employer and RTO surveys.

The survey responses were compared with the corresponding surveys from 2003 (Employer survey) and 2002 (RTO survey) respectively. These were carried out as follows.

Employer survey

A set of tables were produced for the Employer survey responses that enabled comparisons from 2003 to 2015. These showed that were some differences in the findings of the current survey from the 2003 survey. However there were some limitations to the comparisons. The 2003 survey analysis had divided its respondents into three categories: Enterprise RTOs (n=51); other enterprises that had used nationally-recognised training in the previous two years (which the report called 'purchasers') (n=34) and enterprises that had not used NRT in the past two years (which the report called 'non-users') (n=39). The reason for the large number of enterprise RTOs was that a specially adapted version of the 2003 survey had been sent to all enterprise RTOs[1]. This was not replicated in 2015 because of other research being undertaken on enterprise RTOs by members of the research team, and in fact only two enterprise RTOs were captured in the 2015 sample of employers, and they were not separated out from the other employers. In the comparison stage, we inspected the 2003 data both with and without the enterprise RTOs that had responded.

RTO survey

A set of tables were produced for the RTO survey responses that were readily comparable from 2002 to 2015. Again, there were some differences in nature of the two surveys. Respondents to the 2002 survey (n=102) were mainly TAFE employees who managed partnerships (n=96), whereas in the 2015 survey TAFEs (n=20) represented less than 20% of total respondents (n=107), because only one respondent was invited from each TAFE Institute. The majority of respondents to the 2015 survey were private providers (n=87). The current survey analysis divides respondents into three categories: TAFEs (n=20); for-profit private RTOs (n=55) and non-profit private RTOs (n=32). Therefore, comparison was undertaken primarily between the total 2002 responses (n= 102) (the small number of private RTOs could not be separated out) and the 2015 TAFE responses (n=20).

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[1] Other employers in 2003 were accessed via a sample from the Dunn and Bradstreet commercial database, Human Resource Manager list.

The qualitative and quantitative data were finally brought together under three major themes, which were derived from the project research questions, the literature, and the data that had been collected:

- Why do employers train?

- What are the choices they make about training methods and sources of training?

- What is the nature of training partnerships between employers and registered training organisations?

As part of the analysis, three models, one from each of the earlier reports and one from Smith & Hayton (1999) were updated, and a new diagrammatic representation of RTO-employer partnerships was developed. These are all presented in the Conclusion chapter of the main report.

Limitations

There are inevitably limitations to surveys which potentially could access a very large population such as employers. 173 employers is a very small proportion of the total number of employers in Australia; and 107 is a small proportion of the total RTO population, which was 4,601 in 2014 (according to Stanwick, 2016). The distribution of responses by industry sector to the Employer survey correspond very closely with ABS data on distribution of employment across the economy (allowing for some differences of classification (profile.id, 2016) The distribution across employer size also provide some grounds for generalisability, as does the fact that some of the responses align well with available national data on employer training (e.g. NCVER, 2013). For the RTO survey, the distribution by type of provider also aligns reasonably well with the national distribution of RTO type given that non-TAFE RTO sizes are considerably smaller than those in TAFE (Harris, Simons & McCarthy 2006).

No claim is made that the results are representative of the entire population of Australian industry or RTOs. The findings from the interviews aligned well with the survey data. This fact, and the positive feedback from the project reference group when the findings were presented to them, indicates that the data are trustworthy.

As discussed above, the time comparisons had some drawbacks, including that industry areas for responses varied quite a bit from 2003 to 2015 for the Employer survey (although there was good matching on employer size). The main limitation for the comparison for the RTO survey was the different nature of the respondents, i.e. firstly that the 2002 responses were almost all from TAFE, and that the 2015 survey involved only one respondent per RTO while the 2002 survey had included multiple respondents from some institutions.

Detailed findings from the employer survey

In this section, the overall results from the 2015 survey of employers are discussed, including an analysis by size of employer. The section concludes with a discussion of variations between employers who were current users of nationally recognised training, and those who were not. Detailed tables showing analysis of quantitative and qualitative data by size of employer are provided after the main body of the support documents.

Nature of the responding organisations

The employing organisations were of differing sizes, with the size distribution purposefully selected to match the survey administered in 2003 (Smith et al 2005). The distribution of employees was as follows:

- 29.2% (50): 1-49 employees ('micro')

- 10.5% (18): 50-99 employees ('small')

- 25.7% (44): 100-499 employees ('medium')

- 34.5% (59): 500 employees or more ('large').

11 of the large organisations had more than 3000 employees, with a small number employing in the tens of thousands.

There was a good variety of firm structures, with just over one-third located at single sites, just over one-third operating on between two and nine sites, and one-quarter having 10 or more sites. Not surprisingly, micro companies were less likely to be multi-site, than the other size categories.

Over two-thirds of employees across all organisations were permanent full-time, with a mean of 69.9% in this category, with 14.8% permanent part-time, 8.7% casual and 6.7% contractors. There was little difference in this distribution among organisations of different sizes.

The distribution by industry is seen in Table 3 below. While category 8 seems large, it includes several industry sectors which were consolidated in the earlier project's results and therefore retained for this one. The distribution aligns closely with distribution of employment across the Australian economy in the 2011 national census.

Table 3   Industry areas of survey respondents

	Industry area	Number	Percent
1.	Primary (includes mining)	8	5.0
2.	Financial services	12	7.5
3.	Other services (includes hospitality)	16	10.0
4.	Communications & IT	8	5.0
5.	Transport and distribution	4	2.5
6.	Sales (wholesale and retail)	20	12.5
7.	Manufacturing	14	8.8
8.	Government/community/ public utilities	33	20.6
9.	Construction and civil engineering	13	8.1
10.	Health	13	8.1
11.	Consultancy	5	3.1
12.	Education	14	8.8
	Total	160	100.0

In order to understand the environment in which the employers were operating, we asked a series of questions about their own operations and the external environment, over the past five years:

- 47.9% of the organisations had expanded their operations, with 44.8% staying about the same

- 49.4% had added new products or services with 45.7% staying about the same

- 37.8% had increased employee numbers with 42.7% staying about the same.

Thus the vast majority of the companies were in a healthy state, either expanding or remaining about the same. While 19.5% of organisations reported a fall in employee numbers the small number of organisations reporting a decline in business (only 7.3%) suggests that some companies reporting a decline in employee numbers had in fact simply become more efficient in their use of labour. The disparity was greatest for large companies, which reported the greatest degree of expansion and also above-average decline in employee numbers.

Most companies (almost 90%) were affected by licensing or regulation, with 43% saying they were affected a great deal and 46.7% affected to a certain extent. Large organisations (500+ employees) reported a greater effect from these factors.

Table 4 shows the organisations' evaluation of the changes in technology, skill needs and the competitive environment over the previous five years.

Table 4   Recent changes in operating environments, as reported by the employers

	Use of technology in the industry	Skill needs of the industry	Skill needs of the organisation	Intensity of the competitive environment for the organisation
Increased rapidly	23.2%	17.2%	17.8%	28.2%
Increased steadily	62.2%	57.1%	60.7%	45.4%
Undergone no real change	14.0%	24.5%	20.2%	24.5%
Declined	0.6%	1.2%	1.2%	1.8%
Total	100.0%	100.0%	100.0%	100.0%

Note: n=163

Nearly all (85%) of the organisations reported increases in the use of technology in their industries, mainly reporting a 'steady' rather than 'rapid' increase. Three-quarters reported increased skill needs in their industries and their companies alike. Skill needs were judged to be increasing less rapidly

than technology use, and one-quarter and one-fifth respectively reported no real change in skill needs in the industry or their own companies. Three-quarters reported an increase in the competitive environment for their businesses, with over one-quarter stating that things had become much more competitive.

Analysed by employer size, small and medium employers reported lower increases in technology use in their industries; and also a lower proportion of these companies reported increases in skill needs. Large companies were more likely to report an increase in skill needs, albeit steady rather than rapid in comparison with the average. Medium and large companies were most likely to report that the environment had become much more competitive (36% and 40% respectively), with micro companies least likely to report changes.

Reasons for training

Reasons for training employees, from a provided list, were given as follows (Table 5)

Table 5   Responses to the question 'In your business/organisation, how important are the following reasons for the training of your existing staff?' (Q 2.3)

	Not important		Of some importance		Very important		Total N
	N	%	N	%	N	%	
New technology	9	5.6	73	45.6	78	48.8	160
Workplace health and safety requirements	20	12.5	67	41.9	73	45.6	160
Licensing requirements	26	16.3	59	36.9	75	46.9	160
Other regulatory requirements	22	13.8	68	42.5	70	43.8	160
Market pressures	30	18.9	70	44.0	59	37.1	159
Quality	5	3.1	55	34.4	100	62.5	160
Business strategy	18	11.2	67	41.6	76	47.2	161
Demand from employees	22	13.8	81	50.6	57	35.6	160
Business/organisation change	20	12.5	74	46.3	66	41.3	160
Required skills are not available on the external labour market	27	16.8	78	48.4	56	34.8	161
Other			10	7.9	7	5.6	

Most of the factors applied reasonably equally to companies of different sizes, with the following exceptions.

- Workplace health and safety were less important in driving training in micro and small employers

- Business strategy was more important in large employers (only 7% stated it was 'not important')

- Demand from employees was uniformly less important in the three smaller categories of employer (17% 'not important') than large employers (only 7.5% 'not important').

Employers were then asked to select the *most important* reason for training. New technology and quality were equal first, with 19.2% each, with new technology being selected more often by large companies (24%), and quality by small companies (35%).

Organisations' training structures and practices

Respondents were asked to self-evaluate whether they did the same amount of training as other similar organisations; one-third felt that they did more, one-half that they did about the same and

only 16.6% saying they did less training. A greater proportion of large companies (43%) than the average thought they did more training; and a greater proportion of medium companies (19%) said that they did less than other similar organisations.

When asked if they provided more or less training than five years previously, only 9.2% said that provision had decreased, and 35% saying it had stayed the same. 15.3% said that training had increased greatly, and 40.5% that it had increased somewhat. Medium-sized companies were most likely to report a great increase in training (21.5% selected this option) and small employers were most likely to report only a moderate increase in training. Micro employers were most likely to report that they offered about the same amount of training than five years previously (nearly 60% selecting this option)

In terms of training structures, just over half of the employers (50.6%) had a dedicated training department or section; the likelihood, as might be expected, increased with employer size. Most of these departments were small, with 41.5% (of the 65 responding to this question) having 5 or fewer employees. However, over one-fifth (21.5%) had between 16 and 40 staff; but only 10% had more than 40 staff. The numbers in these latter departments were consistent with the size of the organisations.

Table 6 provides an overview of the training structures and attributes in all of organisations, not just those with training departments. The responses are arranged in prevalence order, by percentages of the respondents to each item.

Table 6   Training structures and attributes reported by employers in their organisations

	Yes N	Yes %	Total N
Workplace trainers/instructors, part of whose job is to train or assess	99	61.9	160
Evaluation of workers' satisfaction with training events	93	58.9	158
Its own training manuals developed for the company	87	54.7	159
Formal development plans for staff	86	54.4	158
A written training strategy or implementation plan	84	53.2	158
A scheme to reimburse employees for course fees for external courses (please exclude apprentices or trainees)	85	53.1	160
Evaluation of learning outcomes for workers from training events	82	52.2	157
A training manager	83	51.9	160
A separate training budget	82	51.6	159
Evaluation of impact for the business/organisation (e.g. fewer quality problems or fewer accidents)	79	49.7	159
Training based on systematic training needs analyses	75	47.5	158
Evaluation of workers' changes in behaviour or skills post-training	71	44.9	158
An in-house online learning system	69	43.9	157
A purchased on-line learning system	55	34.6	159
A training committee	45	28.3	159

Note: (i) The table shows responses to Q2.6

Responses to each item increased for each category of employer size. There was a fairly steady rate of increase up through the size categories, except in the following instances:

- Workplace instructors and formal development plans for staff became common at small-employer stage, with proportions remaining consistently the same thereafter

- Training committees were only common in medium and large employers

- Evaluation of impact of training for the business/organisations was almost as common in micro-employers as for the other categories of employer size.

Respondents were asked what *type* of training they gave to their employees (either in-house or via another provider), from a provided list. In descending order, and with percentages who stated 'Some' or 'A great deal' (as opposed to 'None' or 'A little'), the responses varied only over 20 percentage points. They were:

- Job-specific training: 70.4%

- Induction training: 67.1%

- OH&S training including first aid: 66.4%

- Training in new technology: 60.7%

- Training for licensing requirements: 59.6%

- Supervisory training: 54.3%

- Vendor training in new products or equipment: 51.3%

- Management training: 50.0%

At least a 'little' job-specific training was provided by over 92% of employers. Induction training was the type of training performed most frequently; 36.8% reported that they did this type of training 'a great deal'. With only one exception, which was training for licensing requirements, the prevalence of all types of training increased steadily through the employer size categories.

Formal or structured training

Employers were asked to estimate the percentage of their employees that had been involved in national recognised training or other formal or structured training in the current and previous calendar year. Just under one-quarter provided both forms of training to over 75% of their employees. The provision of formal or structured training did not vary across the size groups. Just over one-quarter did not provide NRT to *any* of their employees, and the same proportion did not provide other formal or structured training.

Nationally recognised training

We now move on specifically to employers' use of nationally recognised training. 48.4% (n=74) of employers had used this type of training for existing workers in the current and previous calendar year, and the proportion of employers in each size group that had used it were as follows:

- Micro (1-49 employees: 32.6%

- Small (50-99 employees): 37.5%

- Medium (100-499 employees): 62.5%

- Large (500 + employees): 54.0%

It is interesting to note from the above that medium-sized employers were more frequently users of nationally recognised training than large employers.

We asked all respondents about their sources of knowledge about nationally recognised training (whether they had recently used it or not). Just over one-fifth said they had no knowledge. The most common sources of knowledge (more than one answer was allowed) were:

- TAFE or other RTOs: 52.3%

- Employer/industry association: 34.0%

- Commonwealth Department of Education and Training: 26.8%

- State Training Authority or Department: 21.6%

- Group Training Organisation: 20.9%

About 15% gained knowledge from Industry Skills Councils and the various government web sites (e.g. training.gov.au or Australian Apprenticeships site) respectively.

Analysis of the 'most important' sources suggests that official government sources were a secondary rather than primary source of information, because Group Training Organisations were more likely to be deemed 'most important' source than either Commonwealth or State government. Analysing by size (where numbers permitted) TAFE or other RTOs were more frequently the most important source for micro (30%) and small employers, with large employers not far behind (26%).

Three-quarters of those who used nationally recognised training said that it was customised to the specific needs of their organisations, with 30.3% saying that it was customised to a great extent. Analysis by size suggested that larger companies were more likely to have their training customised to a great extent.

Two-thirds of the respondents who used nationally recognised training said that their decision to use nationally recognised training was affected by availability of government funding, with 36.8% saying it was 'very important' and 31.6% 'of some importance'. Larger companies were much more likely to say it was 'very important' (51.9%). 14.5% of respondents said they did not think there was funding available, and only 13.2% said it was of no importance.

Slightly over half of the users of nationally recognised training (51.3%) said that the total amount of training had increased since starting to use nationally recognised training. Just over half attributed this increase to the availability of nationally recognised training.

Informal training

Informal training was an important part of overall training effort. For just over one-quarter (28.0%) of firms, informal training was 'very important' (greater than formal training); and for just over half (54.8%), informal training was about half of the overall training effort. We wanted to find out what types of informal training there were. The list below indicates those forms of training (from a provided list) that were offered 'Sometimes' or 'A great deal' (as opposed to 'None' or 'A little').

- Provided supervision by a manager or supervisor to ensure that employees are guided through their job role: 64.7%

- Allowed staff to perform tasks that go beyond their strict job roles, in a structured manner: 59.9%

- Provided a mentor or buddy to ensure that employees are guided through their job role: 59.4%

- We have structured work so that inexperienced people can progressively undertake more complex activities: 58.3%

- Provided opportunities to spend time learning through watching others perform their jobs: 57.7%

- We have regular meetings (at least monthly) of groups of employee groups that incorporate a sharing of lessons learned: 53.2%

- Provided development activities for supervisors in how to train via informal training: 50.0%

By organisation size, each type of training was more commonly offered by large companies, with steady increases over the categories of employer size, except that small employers (50-99 employees) were more likely to offer supervision as a training activity than medium employers; however the latter category were most likely to offer 'a great deal' of mentoring.

To gather a deeper understanding of informal training, we also asked respondents to nominate a specific job in the organisation and say how informal training was used in that job. 124 employers responded to both parts of that question. The responses were sorted alphabetically by job role to enable comparison of answers for similar job roles. Some examples for the most common job roles for which responses were received are provided in Table 8.

Table 8   Methods of informal training used for nominated job roles

Job	Reponses where two or more instances of a job were provided
Administration	- Mentoring - Just trained by another staff member - buddy system / observation and repeat / - promotional opportunities / acting in other capacities - tutorial
Call centre operator	- Courses and in house - Trained by senior staff members - Initial 6 week induction, on the job training and coaching, online modules & knowledge system - On the job training - Reading on Wikipedia - Seminar - Side by side coaching with a Manager
Manual labourer	- On job training - Books - Online - Site induction for hazards and industry "white card", so they are informed of general expectations on different sites - Previous skills - Orientation
Teacher	- First aid, responding to abuse and neglect - First aid course - Creation of teams inclusive of a range of experience and subject expertise. Enabling these teams to observe each other's work and participate in the development of higher level teaching skills focusing on specific areas of student need. - Staff meetings including brief presentations, staff professional development days and sessions etc., and none on one training especially for the uptake of new computer-based and online processes.

Notes: (i) The table provides selected responses to Q 3.3. & 3.4: 'To help us find out more about informal training, please think about the most common job role in your organisation. What are the main methods of the informal training/learning (if any) that are used for people going into that job?'
(ii) Job names varied somewhat, so generic titles were used; a very small number of responses that provided details of formal, not informal, training have been removed.
n=124

Other interesting one-off responses included:

- Border control: Buddy up with experienced staff

- DJ: Learning to DJ is a can do or can't do it situation

- International Education Counsellor:

    - Sitting in on counselling sessions with overseas students - with those students' consent

    - Writing up formal notes from joint counselling sessions

    - Discussion with Asia Pacific Manager &/or Counselling Manager re specific student files either before or after the counselling sessions

    - Follow-up within 7 days (as we also work weekends!) re the specific student matter(s)

    - Delegation of certain tasks for the new Counsellor (e.g. school visit with student, email communication for student's feedback re a specific matter, etc.).

Barriers to training

60% of respondents said that they would have liked to provide more training over the previous twelve months than they did. They were asked to evaluate the applicability of a range of provided reasons for not providing more training. Table 9 provides the responses in the order of applicability.

Table 9   Reasons for not providing more training

	Not applicable		Somewhat applicable		Very applicable	
	N	%	N	%	N	%
Employees are generally too busy to give training to others	9	9.9	38	41.8	44	48.4
Insufficient money available for training	10	10.9	47	51.1	35	38.0
Employees are generally too busy to undertake training and development	12	13.0	43	46.7	37	40.2
Managers have lacked sufficient time to organise training	15	16.1	42	45.2	36	38.7
Training is not considered to be a high priority for the establishment, by senior management	29	31.2	41	44.1	23	24.7
All our staff are proficient/no pressing business need for a great deal of training	35	38.0	35	38.0	22	23.9
More highly trained staff may be poached by other employers	37	40.7	32	35.2	22	24.2

Note: The table provides the responses to Q6.2: How applicable are the following reasons for not providing as much training as you would have liked?

When asked to select the *one* most important reason, the following were the key reasons:

- Insufficient money 38.0%;

- Employees are generally too busy to be trained 19.0%;

- Managers do not have time to organise training 13.9%.

Numbers were too small to draw firm conclusions about variations by employer size, except for a very clear finding that large and medium employers were more likely (41.9% and 55.6%) to cite lack of funds than smaller employers.

Relations with external providers of training

External training

Before asking specifically about partnerships with RTOs, we asked if employers purchased training from any of a range of outside sources. Their answers are in Table 10.

Table 10   Use of external training providers

	No		A little		Some		A great deal		N who purchased	% of all respondents who purchased
	N	%	N	%	N	%	N	%		
TAFE Colleges	86	54.1	31	19.5	30	18.9	12	7.5	73	45.9
Universities	84	52.8	27	17.0	35	22.0	13	8.2	75	47.1
Private training providers	43	26.9	40	25.0	53	33.1	24	15.0	117	73.1
Equipment & product suppliers	59	36.9	35	21.9	43	26.9	23	14.4	101	63.1
Employer, industry or professional associations	62	38.8	31	19.4	42	26.3	25	15.6	98	61.2
Other			3	2.2	5	3.7	4	3.0	12	8.9

Note: The table provides the responses to Q 2.7 Has your organisation purchased (using its own or government funds) training from any of the following external providers? Respondents were asked to include on-site and off-site training,

The table shows that most employers were using a wide range of training providers, and in fact TAFE and universities were least-used. However 28 employers answered 'no' to all types of providers – i.e. they did not purchase any external training. Micro-employers were most likely not to use any external training. In interpreting the table it needs to be emphasized that there is no assumption in this particular table that the training purchased is necessarily part of the formal VET system.

Analysis by employer size showed that the proportion of employers purchasing training increased steadily with employer size except that large employers (500+ employees) purchased less from TAFE and from universities than medium employers; and slightly less than medium employers from employer or professional associations. Micro employers were most likely to use private RTOs and equipment and product suppliers.

The potential benefits of external training providers (from provided choices in Question 2.8) were clustered into two main groups, albeit with little difference between the frequencies

Most commonly reported potential benefits: Opportunity for employees to have wider viewpoint, providers' content expertise and providers' training expertise (85% agreement). Of this group of reasons, gaining a wider viewpoint had more 'great deal of benefit' responses.

Commonly reported potential benefits: Availability of a range of qualifications, useful when only one or a few people require training, more resource efficient than providing in-house (82% agreement). Of this group of reasons, the availability of a range of qualifications had more 'great deal of benefit' responses.

The least-selected reason was 'opportunity for employees to have time away to think', but still 70% of all responding employers thought this was a benefit.

Respondents were asked whether they were satisfied with the training that they purchased. In order of satisfaction the proportions were:

▪ Employer industry and professional associations 83.6%;

- Universities 82.0%;

- Equipment and produce suppliers 79.2%;

- Private training providers 80.0%;

- TAFE 66.1%.

By size, the main differences were that micro employers were more likely to be satisfied with TAFE (86% of micro employers who used TAFE) and that large employers were more likely to be satisfied with private training providers (87.1%).

We asked those who were dissatisfied to give reasons for their dissatisfaction. As some respondents had indicated multiple sources of dissatisfaction, it was not always possible to attribute their responses to a particular type of provider. Comments from respondents who indicated multiple dissatisfaction included:

- Trainers have little work life experience so you only get what is in the manual

- I've yet to see a program that justifies the cost. No real standout yet, but still looking and researching

- Service

- Not qualified.

Some qualitative responses were provided by respondents who had indicated a single source of dissatisfaction. The following unique responses were recorded in relation to TAFE: 'The training provided by TAFE is often not of a high enough level', 'The teachers weren't of good quality, [and] weren't teaching the right thing'; 'Not all the strategy could be achieved'. For private providers, there was just one unique comment: 'Poor options' and for employer, industry or professional associations, again just one: 'Not as effective as expected'.

Relationships and partnership with RTOs

Earlier in this section, the use of external training providers was discussed, as was the general use of nationally recognised training. We now move on to discuss, specifically, partnerships with RTOs for the purpose of providing nationally recognised training to employees.

Of all the respondents, slightly less than half (45.1%) had an arrangement of some sort with an external RTO to provide nationally recognised training. Employers were invited to detail all of their types of arrangement (formal and informal) with TAFE and non-TAFE RTOs. 29 employers (19%) had formal partnerships with TAFE, and 22 (14.4%) with other RTOs. Slightly smaller numbers had informal but on-going partnerships. 31 employers (20.3%) had ad hoc arrangements with RTOs as necessary. Three stated that they were enterprise RTOs but two of these also had arrangements with other RTOs. The most important single relationships with external RTOs were, in descending order: Ad hoc arrangements, Formal (TAFE,) Formal (non-TAFE). By size, where numbers permitted analysis, this order did not vary.

132 employers reported on the nature of training delivery in these arrangements. They were asked to select one choice from a provided list of modes of training. Responses to the provided options were as follows:[2]

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[2] 'Other' responses (n=6) were removed from the analysis

- Mostly at the RTO's premises: 34.9%

- About half and half: 31.7

- Mostly on-site by the RTO: 17.5%

- Mostly on-site delivered by 'our' (the employer's) trainers and moderated by the RTO: 15.9%

In other words, around two-thirds of the employers sent employees to training at the RTO for some or all of their training, and around one-third of the employers received most or all of the training for their workers at their own premises. In differences by size of employer, large, medium and small employers were somewhat more likely to have training at their own premises, and micro employers were much more likely to have RTO-based training.

Employers were on the whole satisfied, but not especially happy with, with the training that was received from the RTOs that they utilised. Thinking about the training provider with whom they did the largest portion of their training business, all items scored over a 69% satisfaction rate ('satisfied' signifying 4, 5, or 6 out of a six-point scale). But the mean responses (out of 6) for satisfaction with various items relating to training delivery were not particularly high:

- Skill of the trainer delivering the qualification/skill set: 4.19

- Quality of feedback provided to the learner: 4.17

- Quality of resources provided: 4.16

- Currency of resources provided: 4.10

- Efficient use of learning technologies: 4.10

- Qualification/skill set was assessed at the appropriate level: 4.09

- Volume of learning received: 4.02.

By employer size, the data show that satisfaction increased steadily with the size of the employer on all items, with a few minor variations.

Satisfaction with partnership

Employers were asked to think about the one training provider with whom they did most of their business and to answer a number of questions about their satisfaction with that provider. The items have been divided below into those relating to the process of the partnership and those relating to the operation of the training. As with the previous section they were asked to report satisfaction on a scale of 1 ('highly dissatisfied') to 6 ('highly satisfied') and the mean scores are provided below.

Table 11   provider performance

Partnership 'Process' items: Mean scores	'Partnership 'Operational' items: Mean scores
- Quality of RTO's communication with us: 4.18	- RTO's willingness to customise training to meet our needs: 4.13
- Commitment shown by RTO's staff to make the partnership a success: 4.17	- RTO's flexibility in providing different delivery modes for the training: 4.11
- RTO's level of planning within the partnership: 4.13	- RTO's flexibility with staffing arrangements: 4.08
- The administrative arrangements the RTO puts in place to manage the day-today issues arising in the partnership: 4.12	- RTO's success in customising the training: 4.04
- RTO's ability to establish trust: 4.11	- RTO's willingness to make changes to the nature of the on-the-job training that they deliver: 4.03
- The RTO's willingness to adopt a long-term perspective in judging the success of the partnership: 4.08	- RTO's openness to experimentation: 3.94
	- RTO's willingness to make changes to the nature of the off-the-job training: 3.94

As with the previous section, overall satisfaction was quite high, with overall satisfaction (4, 5, or 6 out of 6) at 67% or above for nearly all items. The only items scoring lower than this were: The RTO's openness to experimentation (60.5% satisfaction) and the RTO's willingness to make changes to the nature of the off-the-job training (63.3%).

Interestingly, larger employers were much more likely to report satisfaction with their training providers than smaller employers, with differences of 20 percentage points or more between large (500+ employees) and micro employers for some items: quality of communication with the employers, commitment of RTO's staff to making the partnership a success, willingness to customise training, success in customising training, flexibility in modes of delivery, and the RTO's level of planning with the partnership.

Employers who use nationally recognised training and those who do not

In order to find out differences between those employers who currently used nationally recognised training and those who did not, we undertook a cross-tabulation of a number of key questions against a question which asked whether the organisation had provided or purchased (using its own or government or other funds) national accredited training in the current and previous calendar year (Q 4.7). The 153 respondents to this question were split almost 50-50. (74 had provided such training and 79 had not).

Some key differences in the characteristics of the two groups were as follows:

- Users of NRT were more likely to have a number of sites (only 25.7% were single site compared with 46.8% of non-users)

- Users of NRT had a more diverse employment structure - a lower proportion of full-time permanent workers with a mean of 67.0% full-time permanent as opposed to 73.0% of non-users (although a slightly larger proportion of permanent part-time workers, on average, compared with non-users)

- Users of NRT were more likely to be affected by regulation or licensing (52.7% of users were affected 'a great deal' compared with 35.4% of non-users)

- Over the previous five years, users of NRT were twice as likely as non-users to report having expanded their operations and their number of employees, and 50% more likely to have added new products or services

- The users of NRT were much more likely to say they were in industries where, over the past five years, the use of technology had increased rapidly, and where the skills needs of both the industry and the organisation had increased rapidly.

There were also some clear differences in their answers about the training that they offered. Users of NRT considered that they trained more than similar organisations in their industry (47.8% as opposed to 22.8%) and were much more likely to say that the amount of training they offered to employees had increased *greatly* over the previous five years (28.4% as opposed to 3.8%). When asked about the drivers of training the following key differences emerged (Table 12).

Table 12: Training drivers: Differences between users and non-users of nationally recognised training

Whether major or minor driver	Users of NRT more likely to report as being 'very important' (more than 5 percentage point difference)	About the same percentage of 'very important' responses from users and non-users (within 5 percentage point difference)
Major (Over 45% of 'more likely' group stating 'very important')	- 'Other' (non-licensing) regulatory requirements - OH&S - Business strategy - Business/organisation change	- New technology - Licensing requirements - Quality
Minor (Less than 45% stating 'very important')		- Market pressures - Demand from employees - Required skills not on the external labour market

Note: This table is derived from Q2.3: 'In your business how important are the following reasons for the training of your existing staff?' (10 choices plus 'other' provided). Options were 'not important', 'of some importance' and 'very important'.

When respondents were asked to choose the *most important* driver, almost one-third (31.2%) of non-users selected 'quality', compared with only 8.6% of users. Other than this, 'new technology' was the most common first choice, with 21.4% of users and 18.2% of non-users selecting this option.

In training structures, users of nationally recognised training were more than twice as likely (71.6% as opposed to 32.9%) to have a dedicated training department or section. They were consistently about 50% more likely to have each of the following features: a written training plan, a training manager, workplace trainers or assessors, an in-house online learning system, and evaluation of impact of training. They were at least twice as likely to have a separate training budget, a training committee and to undertake training needs analyses.

Recent users of nationally recognised training were more likely to purchase training from other sources, such as equipment suppliers and employer associations, with about one-third of non-users reporting purchasing 'some' training or 'a great deal' from these sources, compared with almost half of users of NRT. Not surprisingly, users of NRT were more likely to agree with the benefits of using external training. Non-users were also less likely to provide informal training opportunities and less likely to provide each of the provided choices of *types* of training, such as induction and supervisory training. There was no appreciable difference in the proportions of users compared with non-users reporting using national competency standards for other purposes, except for a greater proportion of non-users of NRT using them for non-accredited training, perhaps suggesting that they may have previously been using NRT and then stopped using it but continued with the training, and a greater proportion of users applying competency standards to performance management.

In terms of understanding of VET, only 30.4% of non-users said they had no sources of knowledge (interestingly, 12.2% of users also said they had none, suggesting the expertise resided elsewhere in the organisation, or the systems had been inherited). When asked to nominate the most important source, responses were similar between the groups, with TAFE or other RTOs and employer associations being the top two. Around 10% of users nominated each of the Commonwealth Department of Education and Training or their State Department as the next most important, while non-users nominated Group Training organisations and government web sites such as training.gov.au or the Apprenticeships web site as the next most important. The latter finding presumably reflects the fact that some non-users (n=12) were employing apprentices and trainees, although they did not currently use nationally recognised training for existing workers.

Conclusion

The results from the Employer survey are very clear about the major factors which employers say are very important reasons why they offer training to their employees. The top five factors are in order:

- Improving the quality of goods and services

- New technology

- Business strategy

- Licensing requirements

- Workplace health and safety requirements.

In effect, the answers to the survey reveal that the drivers for training provision amongst employers are very straightforward – the ability to adopt new technologies, the need to improve quality, responses to market pressures and the need to meet regulatory requirements such as licensing and health and safety. With regard to market pressures, over 7 per cent of employers nominated 'business strategy' as the most important factor but over 47 per cent of employers put business strategy as one of the key factors that drive decisions to train. Both business strategy and market pressures may be viewed as responses to the competitiveness of the business environment for employers. In the survey over 73 per cent of employers stated that the intensity of competition had increased rapidly or increased steadily in the past 5 years. In regard to quality, 19.2 per of employers stated that this was their most important reason for providing training (the same proportion as for new technology). However, when asked to nominate all their reasons for providing training, 62.5 percent of employers nominated quality as one of their key reasons for training. Quality is thus a dominant reason for employers to provide training.

About two thirds of employers stated that they had increased the amount of training that they had provided to their employees over the last 5 years. Over 60 per cent of employers stated that in an ideal world they would have provided more training to their employees. When asked to nominate the major reasons why they had not provided the amount of training they would have wished, employers tended to nominate two key reasons.

1. Lack of time. This included time for managers to organise training, for employees to give training to others, and for employees to undertake training themselves.

2. Lack of money available for training.

Thus the major barriers to providing training related to organisational resources – either lack of funding or lack of time.

A key element that has been found in past research in employer training emerged strongly in this research project, i.e. the effect of employer size on propensity to train. In every aspect, larger employers provide more training to their employees, they have a more formal and structured approach to training and usually support a higher degree of training infrastructure – training staff and training budgets etc. Larger companies are also more likely to have increased the amount of training over the previous five years.

The qualitative interviews with employers reinforced the importance of improving the skill levels of employees and of workplace health and safety, licensing and regulation as drivers for training. The interviews also confirmed the commitment of employers to training (although this commitment is likely to be linked to their propensity to engage with the research) and the importance of individuals

within organisations who drive the growth of training. Internal organisational matters emerged in these interviews; for example the need to justify training to senior management, and the need for good record keeping and constant monitoring of effectiveness of training.

There had been some changes since the employer survey carried out in 2003 (Smith, E et al., 2005) as part of the project on nationally recognised training. In 2003, slightly more employers said that they provided more training to their employees compared to similar organisations – 38.6 per cent in 2003 as opposed to 33.7 per cent in 2015. In 2003, 58.8 per cent of employers said that the amount of training they provided had increased compared to 51.3 per cent in 2015. Yet the data reported on the previous page shows two thirds of 2015 employers believing they offered more training than five years previously. With relation to the impact of nationally recognised training, in 2015, more employers than in 2003 thought that the reason for the increase in their total training activity was connected to the use of nationally recognised training (52.7 per cent) than in 2003 (39.1 per cent).

Two conclusions emerge from these data. It appears that over the twelve-year period, employers may have increased the amount of training they do (acknowledging the contradictions in the data); and that the use of nationally recognised training may have become an increased driver for an overall increase in training activity.

It should be noted as a limitation that different employers were surveyed in 2015 compared with 2003, although in both studies the samples were representative of industry distribution, and the composition of the samples by employer size was the same. Some tables with more detail comparing the two surveys (2003 and 2015) are provided later in this Support Document.

The results of this research generally support the findings of previous work in this area. In line with Australian statistics, most employers in the survey provided training to their employees even if the level of training was not as high as they might have wished (NCVER, 2013). The size of the employers is also critical in the providing of training (McGraw, 2014; Freyens, 2006). In line with Smith and Hayton's (1999) study, the drivers for training are relatively straightforward, but the decision to train is mediated by a variety of organisation-specific factors.

Detailed findings from the survey of registered training organisations (RTOs)

Responses to the RTO survey were received from 20 TAFE Institutes and 87 non-TAFE RTOs (response rates of 40% and 5.4% respectively).

Question 3 of the survey asked the respondents to classify their organisation. Responses to this question allowed the responses from the RTOs (n=107) to be split between public and private RTOs. To analyse and report on the data, responses were divided into three groups, TAFE Institutes (n=20), for-profit private RTOs (n=55) and non-profit private RTOs (n=32). Private RTOs comprised 81% of respondents (51% for-profit and 30% non-profit) with the remaining 19% of respondents from TAFE Institutes.

Apart from the questions relating only to certain categories of respondents, such as Questions 16, 24, 31, 33, and 35, all questions were answered by the vast majority of respondents.

Characteristics of the respondents

Two-thirds of respondents were senior managers (Chief Executive Officer/Director/Managing Director, Other Senior Manager and Head of School/Department). Over 70% of the respondents identified themselves as a person who set up and/or managed partnerships within the organisation, with 50% of respondents both setting up and managing partnerships (Table 13).

Table 13   Partnership role

	TAFE		For-Profit		Non-Profit		All RTOs	
	N	%	N	%	N	%	N	%
Set up and continue to manage partnerships	11	55.0	25	45.5	17	54.8	53	50.0
Those managing key partnerships report to me	7	35.0	4	7.3	6	19.4	17	16.0
Set up partnerships	1	5.0	9	16.4	3	9.7	13	12.3
Manage partnerships	0	0.0	7	12.7	2	6.5	9	8.5
Other	1	5.0	10	18.2	3	9.7	14	13.2
Total	20	100.0	55	100.0	31	100.0	106	100.0

Respondents in the 'other' category held various management and compliance roles related to partnerships or the organisation more generally.

All states and territories were represented. The largest percentages of responses were from RTOs with their head office based in Queensland (32%), Victoria (25%) and New South Wales (22%). Overall about half of the respondents were from metropolitan-based RTOs, with a higher proportion (56%) of the for-profit RTOs being metropolitan-based than the TAFE Institutes and non-profit RTOs (both 45%). In the 'other' category, of the 10 respondents (9%), six classified the organisation as both metropolitan and regional (state-wide or national), three as national and one as remote.

Geographical spread of training

79% of respondents reported training partnerships in their local area, 50% in other parts of their state, 42% in other states and 7% overseas (Table 14). In contrast to the private RTOs, the majority of TAFE Institutes had partnerships outside their local region, with 80% having partnerships in other parts of their state and 60% having partnerships in other jurisdictions. In contrast, less than half of the private RTOs reported partnerships in other parts of their state or in other states. The location(s) of international partners were identified by five of the seven respondents who indicated their RTO had partners overseas. Locations included Americas (n=1), China (n=3), Hong Kong (n=1), Korea (n=1), New Zealand/Australasian region (n=2), Qatar (n=1) and UK (n=1).

Table 14   RTO/Industry partner locations

	TAFE		For-Profit		Non-Profit		All RTOs	
	N	%*	N	%*	N	%*	N	%*
Your local region	19	95.0	39	70.9	27	84.4	85	79.4
Other parts of your State	16	80.0	25	45.5	12	37.5	53	49.5
Other Australian States	12	60.0	24	43.6	9	28.1	45	42.1
Overseas countries	4	20.0	2	3.6	1	3.1	7	6.6
Total Respondents	20		55		32		107	

Note: *Percentage of respondents

RTOs were asked to list up to three areas of training for which their organisation was best known, in terms of successful training partnerships, the vast majority of the TAFE Institutes identified three areas, indicating the diversity of partnerships for these RTOs. Examples included: agriculture/ aviation/ health and heath/ building and construction/ ICT. The private RTOs on the whole appeared more specialised, with many only identifying a single area they are best known for. Some of the private RTOs appeared to have highly specialised partnerships, such as RTOs that identified they are known solely for training in areas such as the dive industry, polymer processing and technology, and tyre fitting. Other private RTOs did identify more than one area, however, in most cases the areas were closely related, for example medicine, dentistry and nursing, and retail, food service and hospitality.

The nature of the partnerships

Types of partnership

In the RTO questionnaire (Question 8), RTOs were asked: What do you understand by the term 'VET industry-provider partnerships?

Responses from the three types of RTOs were consistent in that partnerships were seen as collaborative, mutually beneficial, relationships built around the provision of training, as exemplified by the following responses:

▪ Collaborating with industry to meet their workforce development needs

▪ Agreed collaborative arrangements established to enable mutually beneficial strategies to provide specific workforce training and in maintaining skilled employees

▪ Partnerships that are of mutual benefit for both students and industry e.g. graduate outcomes, internships, work experience, access to industry experts

- As an organisation that is very much about Industry alignment and industry needs, we are continually partnering with employers and industry to provide strong VET and skills development outcomes for current and potential employees/apprentices. Partnerships can be at an Employer/Apprentice/RTO level or at an Industry Association level whereby we have created strong formal and informal forums for dialogue, improvements to VET outcomes for the sector and general enhancements to Vet delivery including from within school to the workplace. Listening and responding to VET needs in regional locations has positioned our RTO as a provider of choice in a number of locations within this state and beyond

- Co-design of curriculum, cooperation in designing delivery models and choice of training products. Industry input into validation of training and assessment products. Collaboration on employment and further education pathways

- A relationship with industry to provide more relevant vocational education and training.

However, there was not a consensus among the respondents on the formal/informal nature of partnerships. For some they were formal arrangements; for example, they were reported to be:

- A formal arrangement to deliver education services with documented outcomes for all stakeholders

- Formal partnerships based on a training needs analysis and strategic plan for workforce development

- Partnerships are a formal relationship with MOUs in place

- Partnerships traditionally to me are about formal agreements between industry and RTO to provide targeted, ongoing training.

For others both formal and informal relationships were included. For example the following:

- Formal and informal training relationship / Local / Engaged with local industry / Upskilling workforce

- Formal & informal i.e. / Formal- where we have an MOU / Informal- where we utilise industry facilities, equipment, expertise for practical training days

- Partnerships built with employers to support industry hands-on training. Formal and informal relationships have been built

- Partnerships in our case are both formal and informal, they are in several regions in NSW and our company can be the lead company but not necessarily so

- Partnerships do not demand formality to be recognized by the participants.

There were also a small number of respondents for whom partnerships were informal relationships, for example:

- Informal relationships with employers for on job training of trainees, with the hope of employment outcomes

- Informal training relationships.

RTOs were asked to indicate the size of enterprises with which they partnered, with three categories of size provided. A strong difference emerged between the TAFE Institutes and private RTOs, with a higher proportion of private RTOs (65%) having partnerships mainly with small (up to 20 employees) or medium size enterprises (21-200 employees), in contrast to the TAFE Institutes (33%). The majority of TAFE Institutes (61%) reported they had a fairly even mix of small, medium and large partners. Only a

small number (5%) of RTOs identified that they mainly partnered with large organisations (over 200 employees). Further analysis of those RTOs who identified that they mainly partnered with small or medium enterprises showed that small enterprises (under 20 employees) dominated (approximately 66%) the partnerships for private RTOs.

Attitudes to partnerships

Respondents were asked (Question 9 – RTO survey) to rate on a scale of 1 (strongly disagree) to 6 (strongly agree) a number of statements to indicate their levels of agreement or disagreement about aspects of partnering. Table 15 shows that the vast majority of RTOs agreed to some extent that they had a highly successful track record in partnering with industry (86%) especially in niche markets (89%), that their track record was partly what attracted industry to partner with them (86%), and that their organisational culture was an asset (92%). They felt that they were operating in a highly competitive training market (94%). Interestingly, all TAFE respondents (n=20) believed there was strong support within their organisation for seeking industry partnerships. Approximately 30% of the private RTOs did not believe there was strong support for partnerships within their RTOs.

Around three-quarters of RTOs believed that their organisation had:

- a goal of increasing the levels of profitable training partnerships (79%)
- a structure (e.g. level of hierarchy, control systems) that was an asset when partnering with industry (79%)
- strong internal support for seeking profitable and high profile industry training partnerships (76%)
- a clear strategy about how it will build its level of industry partnering (72%).

The vast majority of TAFE Institutes believed they had locational advantages (85%), whilst acknowledging they were still developing a track record in partnering (85%). In contrast, less than half of the private RTOs or saw their location as a competitive advantage (42%). Similarly, the majority of TAFE Institutes were operating as almost the only provider of certain types of industry training (60%); however, less than half of the private RTOs (for-profit 47% and non-profit (38%) believed they had a niche market advantage in this way.

Table 15   RTO partnering characteristics

Per cent of respondents who agree (rated 4,5 or 6 out of 6) Total N - 107	TAFE	For-Profit	Non-Profit	All RTOs
We are operating in a highly competitive training market	95.0	94.5	90.6	93.5
Our organisational culture (e.g. our values, how we relate to people) is proving to be an asset in our partnering with industry	80.0	96.4	90.6	91.6
We see ourselves being successful in particular niche markets of industry training	80.0	89.1	93.8	88.8
We have a highly successful track record in partnering with industry	95.0	83.6	84.4	86.0
Industry is attracted by our track record as a successful partner	90.0	83.6	81.3	84.1
Increasing the levels of profitable training partnerships is a major goal of our organisation	95.0	78.2	71.9	79.4
Our organisational structure (e.g. level of hierarchy, control systems) is proving to be an asset in our partnering with industry	65.0	83.6	81.3	79.4
There is strong support in our organisation for seeking industry training partnerships that will be profitable and high profile	100.0	70.9	68.8	75.7
Our organisation has a clear strategy about how it will build its level of industry partnering	70.0	76.4	64.5	71.7
We are the 'partner of choice' for a number of industries	70.0	72.7	62.5	69.2
We are still developing a track record as a good training partner	85.0	69.1	40.6	63.6
Our organisation manages partnerships interstate	75.0	45.5	46.9	51.4
Our geographical location gives us competitive advantages in gaining access to certain key industry partners	85.0	40.0	43.8	49.5
We operate almost as the only provider of certain types of industry training	60.0	47.3	37.5	46.7

Note: n=107

Respondents were asked to classify the percentages of their partnerships that fell under various specified types of partnerships, such as mutual service, joint ventures, fee-for service and provision of government subsidised training. RTOs had on average a higher proportion of partnerships which were fee-for-service (mean=40%) and provision of government subsidised training (mean=29%), compared to mutual service partnerships (mean=15%) and joint ventures (mean=9%). This pattern was reflected across all the types of RTOs. It must be noted, however, that the variation across RTOs was extensive, with some RTOs identifying all their partnerships were within one category. This finding held across all categories.

Partnership drivers

Question 11 of the RTO survey (Table 16) asked respondents to rate on a scale of 1 (strongly disagree) to 6 (strongly agree) the main drivers for involvement in industry/employer partnerships, using provided categories. The vast majority of respondents (88%) said that their motivations for entering

into partnerships were clear. There was strong agreement, with varying extents, by the TAFE respondents on all the 'positive' drivers (i.e. excluding copying others, and preventing others getting and advantage). For the private RTOs the levels of agreement were lower, indicating a narrower range of drivers for each of these RTOs. For example, less than 70% agreed they partnered to build staff capability or to find employment for students.

Table 16   RTO drivers for involvement in industry partnerships

Per cent of respondents who agree (rated 4, 5 or 6 out of 6)	TAFE	For-Profit	Non-Profit	All RTOs
To maintain relevance/alignment with industry needs/requirements	100.0	91.1	86.2	91.3
To keep up-to-date with industry needs/requirements	100.0	86.7	86.2	89.1
Industries/employers have requested that we assist them	94.4	77.7	82.8	82.6
To bring in additional revenue	100.0	77.7	65.5	78.3
To give staff stronger links with industry	88.9	75.5	75.9	78.3
To build extra capability within our staff	94.4	68.8	69.0	73.9
To find future employers for our students	88.9	55.5	69.0	66.3
If we did not get involved in the partnering, another organisation would have taken the opportunity	83.3	45.4	51.7	54.9
To copy what other organisations are doing	11.1	15.9	10.7	13.3

Note: n=106

The RTOs were given the opportunity to provide up to three 'other' reasons. The first response for each RTO was analysed and responses fell into three main categories which are given below with some typical answers:

Growing the RTO/competitive edge

- To gain access to state of the art equipment

- Maintain our presence within the market force

- To develop our reputation within industry as a valuable training partner that adds real value to industry's profitability

- Reputation

- To increase customer loyalty and longevity

- Provides professional development opportunities.

- To build stable income base with larger companies instead of working with individual members of the public

Community and industry service

- To assist the community

- To provide training for the rural and remote agricultural industries where access is extremely limited and no other opportunities for training services are offered

- To support the economic development of this state and Australia overall

- To assist the industry to maintain a pool of qualified staff for seasonal work

Training quality

- To keep our industry partners up to date with standards/WHS requirements

- To deliver industry relevant educational outcomes

- Collaboration to influence design of new training and curriculum

- To support employers to realise efficiencies and improvements through high quality, well designed training solutions

Question 12 of the RTO survey asked 'What are the types of partnerships that you want to get more of?' The most common types of partnerships identified by the respondents (n=78) were fee-for-service partnerships (n=39), mutual service partnerships (n=13) and joint ventures (n=11), with the majority of respondents (n=50) identifying one or more of these. A small number of respondents also said they wanted more partnerships with larger enterprises or more partnerships of any type.

Characteristics of successful partnerships

Respondents were asked to think about a successful partnership and for that partnership describe what it was about, how it came about, the benefits to the organisation, and the benefits to the industry partner/employer. In addition, there was an optional question about the annual revenue from the partnership. Total respondents numbered 82 (18 TAFE Institutes, 41 for-profit RTOs and 23 non-profit RTOs).

A wide range of successful training partnerships were identified by the respondents, including pre-employment training, graduate placements, various employee training, licencing training, placement opportunities, group training and upskilling. These partnerships came about through a variety of means including: third party referral, professional and personal relationships/networks, direct contact by the employer, RTO initiated, through RTO reputation and building trust with industry, and formal tendering.

Most RTOs identified a number of benefits to them from the partnership. Benefits identified were financial and non-financial. Financial benefits identified were increased revenue, revenue stabilisation, repeat business, and associated indirect financial benefits such as reputation, credibility, brand recognition and awareness all of which can be leveraged to attract other partners. Non-financial benefits identified focussed on staff development, such as exposure to industry, industry experience and partnership management experience, access to equipment, student placement opportunities and job outcomes for graduates.

In addition to meeting workforce needs through training, the RTOs perceived a diversity of benefits to the partner. Benefits of the various partnerships included qualifications for staff, meeting compliance/licencing/ registration requirements, being an employer of choice through investing in staff training, customised training, a customer focussed service, and from company/organisational perspective enhanced performance, productivity and profitability - value add for the organisation and staff retention.

There were no obvious differences evident in the nature and benefits described for the successful partnerships between the different types of RTOs. However, differences emerged when the revenue for these successful partnerships was considered. The revenue, where identified (n=43), ranged from zero to approximately $3 million. For the TAFE Institutes (n=10) the revenue from the identified successful partnerships ranged from $30,000 to $3 million annually. Of the TAFE Institutes that

responded, four reported revenue under $200,000 and two reported revenue over $1 million. Interestingly, of the for-profit RTOs who responded (n=21) seven reported zero revenue or negligible profits for their successful partnerships. Of the remaining 14 for-profit RTOs, one reported revenue of $300,000 and 13 reported revenue for the partnership of under $200,000, four reporting partnership revenue of $100,000 - $200,000, seven $50,000 - $10,000 and three less than $10,000. Three non-profit RTOs also identified zero or negligible revenue from their successful partnerships. The remaining six non-profit RTOs identified revenue ranging from $30,000 to $600,000.

A number of exemplars of successful partnerships are provided in Table 17. The partnerships included were chosen to illustrate the diversity of the successful partnerships, and their associated benefits to the RTO and the industry partner.

Table 17   Examples of successful industry partnerships

What is the partnership about?	How did it come about?	What benefits does it bring to your RTO?	What benefits does it bring to the industry partner?	Revenue in an average year
TAFE Institutes				
As always - meeting the training requirements of an employer aligned to their work environment and ensuring that they meet their statutory, compliance and WHS obligations	Employer dissatisfied with training outcomes from attendance at a campus using learning and assessment resources that are a best fit of industry practices	Access to equipment donations, premium client to assist with positioning in the marketplace, currency of teachers, increased number of apprentices, first option to any fee-for-service training	Training is completely contextualised to the practices and equipment used in their workplace, less time away from the workplace, improved productivity, greater value for their training dollar by leveraging off government funding sources	$400,000
Provision of ongoing formal and informal training spanning apprentices, licensing, specialist skill sets and general professional development	Building trust and capability with industry	Opportunities to develop our offering and provide diversity for our training departments	Able to work with an RTO to achieve accredited training that is specific to their site's needs and procedural policies.	$0.5 million
Health	Longer term relationship building	Student placements, job outcomes for graduates, positive marketing	Meeting workforce needs	Not provided
For-profit RTOs				
Delivering a program of procurement certification training and standards	Public tender	Intimate knowledge of the government procurement policies and standards / ability to contribute to current and future needs	Expanded body of skills and expertise with real life experiences and current industry case studies	Not provided
Dementia	Fee for service workshop	Industry engagement, innovation	Quality cost effective training	Not provided
Training the whole workforce in safety	Approached by industry/employer	Ongoing/annual training provided and the company uses us for other training also.	The learnings from this partnership also impact the content of other training programs delivered to industry - content targets current needs/issues	Not provided
Delivery of first aid training to corporate and private clients	They were referred to me by a common acquaintance	Networking / Brand awareness / additional revenue	Revenue / Additional services	$10,000 - $15,000

What is the partnership about?	How did it come about?	What benefits does it bring to your RTO?	What benefits does it bring to the industry partner?	Revenue in an average year
Non-profit RTOs				
Mutual service partnership - work placement for our students which benefits us and the industry employer	Strategised and planned for more hands-on experience for our students to gain practice in the real world, rather than just a simulated environment	Reputation gained with how good our training is, and the industry partners are keen to obtain more of our students. /Satisfies the work placement requirement which is embedded as part of our course	Free labour during the work placement period. The opportunity to witness our students, and employ them once their work experience is completed.	$0
To deliver timely and relevant training where gaps exist.	By approaching industry direct where partnership funding arose.	Keeping up to date with industry needs.	A better skilled and job ready work force.	Not provided
Getting a group of previously unqualified staff in an organisation trained and ensuring that the organisation can then moving forward train their own staff.	Through previously established networks	Increased revenue, better industry connection	High quality staff training, ability to provide staff training internally, better ROI	$100,000

Partnership performance

RTO Performance

We wanted to find out the extent of satisfaction with the partnerships. Firstly we asked about RTOs' satisfaction (Question 17 – RTO survey), on a scale of 1 (highly dissatisfied) to 6 (highly satisfied) with their own performance (Table 18, which is arranged in descending order of satisfaction with items for the sample as a whole). The results indicated that RTOs were satisfied, on the whole (rating 4 or above), with their own performance in the partnership, with the vast majority of RTOs satisfied with their own performance regarding their relationships with partners, flexibility and customisation, partnership management and financial returns. However, TAFE Institutes' responses showed lower levels of satisfaction in a number of areas including partner communication, measuring success, willingness to change and their openness to experimentation. In particular, only a minority of the TAFE Institutes were satisfied with their own organisations' levels of flexibility with staffing arrangements (44%) and their administrative arrangements for managing partnerships (33%). In comparison, the vast majority of private RTOs were satisfied with their flexibility with staffing arrangements (for-profit 98% and non-profit 83%) and their administrative arrangements to manage partnerships (for-profit 87% and non-profit 83%).

Table 18   Satisfaction of RTO with their industry partner performance

Per cent of respondents rating themselves as satisfied with (rated 4, 5 or 6 out of 6)	TAFE	For-Profit	Non-Profit	All RTOs
Our ability to establish trust	100.0	93.3	95.8	95.4
Our willingness to customise training to meet industry needs	94.4	95.5	95.8	95.3
Our success in customising the training	94.4	95.5	95.8	95.3
The commitment shown by our staff to make the partnerships a success	83.3	95.6	91.7	92.0
The quality of our communication with the industry partner	72.2	93.3	95.8	89.7
Our openness to experimentation	66.7	97.7	87.5	88.2
Our level of planning within the partnership	83.3	88.9	87.5	87.4
Our willingness to adopt a long-term perspective in judging the success of the partnership	77.8	95.6	79.2	87.4
Our willingness to make changes to the nature of the on-the-job training that we deliver	72.2	95.2	83.3	86.9
Our willingness to make changes to the nature of the off-the-job training	66.7	95.3	83.3	85.9
Our flexibility with staffing arrangements	44.4	97.8	83.3	82.8
Our flexibility in providing different delivery modes for the training	77.8	84.1	82.6	82.4
The financial returns to us in the longer term	88.9	76.7	79.2	80.0
Our application of non-financial measures to determine the success of the partnering	61.1	86.4	79.2	79.1
Our application of financial measures to determine the success of the partnering	66.7	79.5	83.3	77.9
The administrative arrangements we put in place to manage the day-to-day issues arising in such partnerships	33.3	86.7	83.3	74.7
The financial returns to us to date	72.2	65.9	75.0	69.8

An open-ended question was asked about the organisational characteristics that they considered made it attractive for industry to partner with them. The 82 responses to this question included, responsiveness (n=7), reliability (n=11), flexibility (n=29), adaptability (n=7), quality of training (n=16), staff expertise and industry experience/relevance (n=18), and strong customer service (5).

Interestingly when asked to identify key areas for improvement to the RTO to increase success in partnering (an open ended question), flexibility was also identified by six TAFE institutes as an area in need of improvement. In particular, more flexible working arrangements and learning options were identified. The for-profit RTOs (n= 40) commonly identified marketing and communication in need of improvement (n=11). For the non-profit RTOs (n=18) developing opportunities (n=7) was a common theme, either by offering a wider range of training, better marketing or as one respondent explained "adopting a more commercial mentality".

Perceptions of industry partner's performance

Question 20 of the RTO survey asked RTOs to rate their satisfaction on a scale of 1 (highly dissatisfied) to 6 (highly satisfied) with attributes of their industry partners' performance. Overall, the RTOs were satisfied with their industry partners' performance, at least to some extent (see Table 19), again arranged in descending order of satisfaction with items for the sample as a whole), with the vast majority of RTOs happy about all aspects of their partners' performance. TAFE Institutes were less satisfied than the average with the flexibility of their partners with staffing arrangements (71%) and the level of partnership planning (71%). It was interesting that TAFE institutes were less satisfied with their own levels of staffing flexibility (see Table 18).

Table 19   Satisfaction of RTO with the attributes of industry partners

Per cent of respondents satisfied with their industry partners (rated 4, 5 or 6 out of 6)	TAFE	For-Profit	Non-Profit	All RTOs
Their ability to establish trust with us	94.4	97.7	95.8	96.5
Their willingness to adopt a long-term perspective in judging the success of the partnership	88.2	87.2	95.0	89.5
The quality of their communication with us	87.5	86.4	95.8	89.3
Their willingness to customise the training	94.1	88.1	86.4	88.9
The commitment shown by their staff to make such partnerships a success	88.2	86.4	91.7	88.2
Their openness to experimentation with the training model	88.9	88.4	87.0	88.1
Willingness to make changes to the nature of the on-the-job training that they deliver	81.3	88.9	85.7	86.3
Their application of non-financial measures to determine the success of the partnering	86.7	79.5	94.7	84.9
Their success in customising the training on the job	88.2	90.0	71.4	84.6
Their flexibility in facilitating different delivery modes for the training	77.8	89.5	81.8	84.6
The financial returns to them to date	93.8	78.8	86.7	84.4
The financial returns to them in the longer term	88.2	80.6	85.7	83.9
Their application of financial measures to determine the success of the partnering	88.2	70.6	89.5	80.0
Their level of planning within the partnership	70.6	81.1	82.6	79.2
Their flexibility with staffing arrangements	70.6	80.5	82.6	79.0
The administrative arrangements they put place to manage the day-to-day issues arising in such partnerships	82.4	73.0	82.6	77.9

Factors affecting performance

Question 21 asked respondents to rate on a scale of 1 (strongly disagree) to 6 (strongly agree) how well they believed their organisation performed in a number of aspects related to partnering. The vast majority of the private RTOs reported organisational cultures that were open to the sharing of new ideas and receptive to learning from current partnerships to improve future partner performance (see Table 20, which is arranged in descending order of agreement with items for the sample as a whole). However, whilst the majority of TAFE Institutes agreed that staff were comfortable sharing new ideas (83%) and that new ideas were welcomed (72%) only a small minority believed that they communicated well to staff the learnings from partnerships (22%). The TAFE Institutes also were less likely to report an environment that was open to constructive feedback (61%) and where open discussion occurred about mistakes (50%). In contrast over 93% of the for-profit RTOs agreed with each of the partnership learning items detailed in Table 20. The non-profit RTOs all agreed that new ideas that challenge current training practice are welcomed (100%), however, less agreed (79%) that they communicated well to all staff learnings from partnerships.

Table 20 RTO partnership learnings

Per cent of respondents who agree (rated 4,5 or 6 out of 6)	TAFE	For-Profit	Non-Profit	All RTOs
Staff are comfortable about sharing new ideas that might improve the partnering outcomes	83.3	97.8	95.8	94.3
New ideas that challenge current training practices are welcomed	72.2	95.6	100.0	92.0
I work in an environment where constructive feedback is welcomed by management about how our industry partnerships are going	61.1	97.8	87.5	87.4
A failed partnership is seen as an opportunity to learn and improve our operations	66.7	97.7	83.3	87.2
There is open discussion of what we have learned from our mistakes in partnering	50.0	97.8	91.7	86.2
We regularly review the progress of partnerships with our industry partners	66.7	93.2	83.3	84.9
Our organisation does a good job in communicating to all staff what we have learned from successful and failed partnering	22.2	95.6	79.2	75.9

In answers to a qualitative question, RTOs reported that they used a range of criteria to evaluate partnerships. These included client and student satisfaction, judged by feedback and by repeat business, and training outcomes, such as enrolments, retention, completions and workforce development. Financial outcomes were also mentioned by the majority of the TAFE Institutes, approximately a quarter of the for-profit RTOs, and only by a small minority of the not for-profit RTOs. RTOs also mentioned communication, reputation/trust, meeting expectations, and compliance.

About half of all the RTO respondents had been involved in ending an industry partnership (n=45). These respondents were then asked to say what had caused the partnership to end. Of the 44 who responded, many (n=26) identified issues with the industry partner around compliance, quality, lack of trust and poor communication. Examples included:

▪ The industry partners were not willing to train to the standards of the AQF Training Package and they were unwilling to complete the paperwork that we required. We became tired of explaining

ASQA compliance requirements to staff members who were not interested, and chasing paperwork became too time consuming for our staff members

▪ Unethical behaviour displayed by the partner including signing off assessments without conducting them, providing misleading information to clients and not paying partnership fees when requested

▪ They [are] interested in numbers; no understanding of industry standards, ethics or compliance.

Other reasons identified included 'financial' (3 TAFE Institutes) and 'changes in government funding' (1 TAFE and 2 for-profit RTOs).

RTOs were asked to rate, on a scale of 1 (strongly disagree) to 6 (strongly agree), their staff's effectiveness in aspects of industry partnering. Table 21, arranged in descending order of effectiveness with items for the sample as a whole, shows the responses. Three-quarters or more of for-profit RTOs said that their staff were effective in each aspect of partnering identified in the question, with all but two of the items gaining over 85% agreement. The TAFE Institutes were less confident in their staff's effectiveness, with answers between five and ten percentage points lower in most cases, with some differences around 20 percentage point. Non-profit RTOs showed a higher level of confidence than for-profit RTOs in personal relationships and negotiation skills. Legal and contractual matters were acknowledged weaker areas for all categories of RTO.

Table 21   Effectiveness of RTO staff in aspects of partnering with industry

Per cent of respondents rating their own staff as effective in (rated 4,5 or 6 out of 6)	TAFE	For-Profit	Non-Profit	All RTOs
Building personal relationships with the industry partner	100.0	95.6	100.0	97.7
Showing real interest in partners' proposals and concerns	94.4	100.0	91.3	96.5
Employer liaison	94.4	97.8	87.0	94.2
Doing training needs analyses	88.9	97.7	82.6	91.8
Setting shared goals with the industry partner	88.9	93.3	87.0	90.7
Negotiation skills	83.3	84.4	91.3	86.0
Identifying and managing risk in the partnership	77.8	88.6	82.6	84.7
Providing information and regular feedback to the organisation about the performance of partnerships that they manage	72.2	90.9	82.6	84.7
Winning the job	72.2	88.9	82.6	83.7
Marketing what we can do	66.7	86.7	78.3	80.2
Project management	66.7	79.5	78.3	76.5
Legal and contractual arrangements	44.4	77.8	69.6	68.6

In qualitative questions, respondents were asked to identify up to three strengths of their 'partnership' staff, and also to note areas were people needed further development. Most respondents identified three strengths. 70% of RTOs identified aspects of customer relationship management as a strength. The TAFE Institutes and for-profit RTOs also frequently identified customisation and understanding the needs of industry (TAFE 53% and for-profit 50%). A range of areas were identified by respondents as requiring staff development to improve returns, both financial and non-financial, from partnering. These included financial, project management, marketing, negotiation, and communication skills, and industry/VET knowledge. For the TAFE Institutes (n=16) the focus tended to be on improving commercial skills (76%), exemplified by the following responses:

- Greater understanding on the financial aspects required to deliver training within budget

- Project management / financial accountability / communication - business intelligence

- Developing financial knowledge on positioning for win-win scenarios. Ability to design contingency planning, prospecting new partners.

For-profit RTOS (n=35) were more likely to identify a need for the developing the marketing and negotiation skills of staff with the aim of growing business (60%). The non-profit RTOs (n=20), similar to the TAFE Institutes, had a focus, albeit weaker, on the needs regarding the financial aspects of their operations (45%).

Respondents were then asked to reflect on their own personal needs to perform their current role more effectively. They repeated some of those identified for their staff, and the TAFE respondents frequently identified organisational and managerial areas requiring development, such as team building and getting staff 'on-board', for example:

- Ability to mobilise my own organisation to deliver beyond just training requirements

- Improve organisational culture (more buy-in about the need to change).

For-profit RTO respondents typically mentioned, government funding, clients, industry, changes in the VET sector, and legal aspects of contracts and MOUs and non-profit RTOs provided diverse responses.

Government funding for partnerships

The final section of the RTO survey explored the importance of government funding for partnerships with industry and the impacts of changes to Commonwealth and state/territory funding on the amount and nature of training.

Government funding was identified as important or very important for partnerships with industry by three-quarters of all RTOs (n=87). However, significant variation in the importance to partnerships of government funding was found across the three RTO types (see Table 22). Nearly two-thirds of TAFE Institutes (61%) and half the non-profit RTOs identified government funding as very important, in contrast to only a third of for-profit RTOs. Government funding for industry partnerships was identified as important to some extent by all the TAFE Institutes except one, compared with only just over half of for-profit RTOs (55%).

Table 22　Importance of government funding in RTO partnerships with industry

	TAFE		For-Profit		Non-Profit		All RTOs	
	N	%	N	%	N	%	N	%
Very important	11	61.1	15	33.3	12	50.0	38	43.7
Important	6	33.3	10	22.2	9	37.5	25	28.7
Not very important	1	5.6	12	26.7	2	8.3	15	17.2
Not at all important	0	0.0	8	17.8	1	4.2	9	10.3
Total	18	100.0	45	100.0	24	100.0	87	100.0

Respondents mentioned a number of funding sources used for their partnerships including: user choice, traineeship funding, Victorian Training Guarantee, Certificate III guarantee, Smart and Skilled (NSW), user choice (Queensland), as well as range for specific programs for example 'Workready' funding, LLN funding, Jobs First, and motor vehicle transformation training. They also reported other sources of non-VET government funding such as Centrelink and Indigenous Advancement Strategy funding. Some mentioned specific industry funding such as Construction Skills Queensland and the Tasmanian Seafood Pledge.

Changes to funding

Commonwealth funding

Two-thirds (67%) of TAFE and slightly fewer non-profit RTOs reported impacts of Commonwealth funding changes; however, only a minority (48%) of for-profit RTOs reported impacts. Interestingly, a significant proportion (20%) of RTOs said they did not know if funding changes had had an impact.

Table 23　Impact of Commonwealth funding changes on amount and nature of training provided

	TAFE		For-Profit		Non-Profit		All RTOs	
	N	%	N	%	N	%	N	%
Yes	12	66.7	21	47.7	16	66.7	49	57.0
No	3	16.7	11	25.0	6	25.0	20	23.3
Don't know	3	16.7	12	27.3	2	8.3	17	19.8
Total	18	100.0	44	100.0	24	100.0	86	100.0

For those RTOs who identified an impact of Commonwealth funding changes (n=49), the survey asked them to provide more details by selecting one of the statements provided (Table 24). Two-thirds of RTOs (65%) said that Commonwealth funding changes had resulted in employers accessing less training from RTOs, with higher proportions of TAFE institutes (75%) and non-profit RTOs (75%) affected most. A small proportion (10%) of the private RTOs said that employers accessing more training from RTOs. Fewer than 10% of RTO reported employers accessing the same amount of training but paying more for it themselves.

Table 24   More details of the impacts due to Commonwealth funding changes on training

	TAFE		For-Profit		Non-Profit		All RTOs	
	N	%	N	%	N	%	N	%
Employers accessing less training from RTOs	9	75.0	11	52.4	12	75.0	32	65.3
Employers accessing more training from RTOs	0	0.0	3	14.3	2	12.5	5	10.2
Employers accessing the same amount of training but pay more for it themselves	1	8.3	2	9.5	1	6.3	4	8.2
Other changes	2	16.7	5	23.8	1	6.3	8	16.3
Total	12	100.0	21	100.0	16	100.0	49	100.0

State/territory funding

TAFE Institutes were affected slightly more by State/Territory (78%) than by Commonwealth (75%) changes in their partnership arrangements with industry. Non-profit RTOs were less affected by State funding changes than by Commonwealth changes, while for-profit RTOS were equally affected (in total) by changes associated by each source of funding.

Table 25   Impact of State/Territory funding changes on amount and nature of training provided

	TAFE		For-Profit		Non-Profit		All RTOs	
	N	%	N	%	N	%	N	%
Yes	14	77.8	22	50.0	14	58.3	50	58.1
No	3	16.7	13	29.5	7	29.2	23	26.7
Don't know	1	5.6	9	20.5	3	12.5	13	15.1
Total	18	100.0	44	100.0	24	100.0	86	100.0

The details of the impacts of state funding changes (Table 26) indicated that, compared with the Commonwealth funding impacts, TAFE institutes reported employer being more likely to access the same training but pay for it themselves; while the reverse was true for non-TAFE RTOs.

Table 26   More details of the impacts due to State funding changes on training

	TAFE		For-Profit		Non-Profit		All RTOs	
	N	%	N	%	N	%	N	%
Employers accessing less training from RTOs	6	42.9	14	63.6	9	64.3	29	58.0
Employers accessing more training from RTOs	2	14.3	2	9.1	1	7.1	5	10.0
Employers accessing the same amount of training but pay more for it themselves	0	0.0	1	4.5	2	14.3	3	6.0
Other changes	6	42.9	5	22.7	2	14.3	13	26.0
Total	14	100.0	22	100.0	14	100.0	50	100.0

The impacts of state changes appeared more complex. Over a quarter of all RTOs in this case identified 'other' changes with almost 43% of TAFE respondents selecting 'other' changes as their preferred option. Some of the responses to 'other' could perhaps have been allocated to one of the provided options; however the responses were interesting and some are listed below.

- There is a mixture of results depending on the individual partner

- Drop in funding has made the delivery of courses to the workplace financially unviable. With the course fee being increased employers will not commit if they are not earning from it

- Funding eligibility is seen as a complication not a support mechanism for employers and stakeholders within the industry. In addition complexities funding change per state whereby Industry is located nationally

- In NSW funding is assigned to individuals as an 'entitlement'. Complicated to reassign entitlement to employers or even to get them to become third party fee payers without some form of entitlement waiver

- Employers won't take on a trainee unless the training is subsidised by Work Ready

- State funding in most cases is a subsidy to the RTO only and some employers are resistant to higher contributions

- Low levels of funding based on completed units, and cumbersome administrative and reporting requirements make it almost impossible for a small RTO to do this and be financially viable. Add to this, a constant lack of engagement by learners and you see RTO's losing money rather than making a profit. Many RTOs are withdrawing from traineeships, which is something we are about to do

- Changes to state funding has impacted on the mandated Course Fees

Some RTOs were managing to cope with the changes, as this example shows:

> 'Initially there was much confusion in 2015 because our best partnering employers could not place trainees with us except through Fee for Service as a low rate. Now that has changed. And there was a great deal of confusion. We now have greater knowledge so for us and our best employers most of that has ceased.'

The following response is quite forthright and is not the only one of its nature:

> 'As for the Commonwealth. Government funding always changes training from meeting actual needs to meeting perceived needs, usually needs as perceived by people with no current experience of the real industry working environment. It promotes banality and cupidity, not effective training.'

Summary

The findings of the RTO survey showed the complex and diverse nature of partnerships and also highlighted the differences between the three types of RTOs, including the geographical spread of partnerships, the size of partnering enterprises, the level of partnership income, the support for partnering within the RTOs, and the drivers for partnering. The examples of successful partnerships reveal variations in purpose, initiation, and benefits to the RTOs and their partners for these partnerships. Although many RTOs identified financial motivations, the reality was that some of the successful partnerships identified brought little financial gain, or even in some instances little or no revenue, to the RTOs. Many RTOs were unwilling or unable to determine the annual revenue from the successful partnerships they identified. This difficulty could be compounded by flux and uncertainty around government funding identified by the RTOs.

The RTOs were operating in a highly competitive environment and whilst they were generally satisfied with their partnership performance a number of areas for improvement emerged. The strengths of the RTOs revolve around the relationship aspects of partnerships, but, weaknesses were identified, particularly for TAFE institutes, around the commercial aspects of partnering and the understanding of legal and contractual arrangements.

The organisational characteristics of RTOs that they thought making them attractive for industry to partner with included, responsiveness, reliability, flexibility, adaptability, quality of training, staff expertise, industry experience, and strong customer service. Interestingly, in addition to improving commercial skills, flexibility was identified by TAFE Institutes as a particular area in need of improvement. The for-profit RTOs saw a need for improvements in marketing and communication and the non-profit RTOs saw a need to develop a more commercial mentality to develop and capture opportunities.

Detailed findings from the interviews

This aspect of the project involved 'matched-pair' interviews with employers and RTOs with which they partnered.

Nature of the partnerships

Nine 'paired interviews' were undertaken, with the main players in each party to the employer-RTO partnership. The interview questions are provided in Appendix C of the main report. Many of the same questions were asked of both parties.

A range of industry areas, locations and type of provider was sought and achieved (see the research method section of the report). In all cases, one qualification or skill set(s) formed the main *raison d'etre* of the partnership, and these, together with the main methods of delivery for each, are detailed in Table 27 below.

Table 27   The nine partnerships

Partner-ship no.	Industry area of employer	Main qualifications/ skill sets examined in interview	Type of training (e.g. team/individual)	Delivery model (e.g.: on premises or not; on-line)
1.	Pulp and paper manufacturing	Emergency response training (Skill set)	Group	Face to face mainly in workplace but also at TAFE
2.	Agricultural services	Cert IV in Agriculture	Small group intakes every 6 months	3 x 1 week long workshops at TAFE,& self-directed learning materials
3.	Expedition support (Trades)	Units of competency containing licence e.g. crane operation	Small groups	At TAFE or employer (Block delivery)
4.	Design and engineering production	Engineering apprenticeships in three trades.	Small group; individual.	Primarily on TAFE premises; previously on site
5.	Pathology labs-public system	Cert IV and Diploma from Lab Operations Training Package	Individual-traineeships	Workplace-based with learning materials
6.	Home and community care	Cert III Home and Community Care	Mainly team including regular days off-job	On premises and 'homework'
7.	Hospitality chain	Cert II Commercial Cookery & Patisserie; skill sets e.g. sommelier	Individual; (Groups when numbers were larger)	Workplace-based learning and at RTO (1 day every 3 weeks)
8.	Wine production	Cert II & III Wine Industry Operations	Individual (Groups when numbers were larger)	Face to face in the workplace & RTO; classroom sessions at workplace
9.	Scientific research	Dangerous Goods by Air certificate (CASA)	Small group	On site, face-to-face for the initial course; online for the refresher course

Table 28 shows how the partnerships started; this table provides, for each partnership, the main training need which was addressed and the processes by which the partnership was established.

Table 28 The establishment of the partnerships

Partnership no.	Drivers	Partnership set-up processes
1.	Licensing requirements; previous provider was not specific enough, as well as being too expensive.	A revival of a previous failed partnership, when new people were appointed at both the employer and the RTO. A Service Level Agreement was set up
2.	Need to combine a broad knowledge of the agricultural business with company-specific procedures.	Dissatisfaction with a previous partnership where the RTO only offered on-line training. The new RTO offered a combination of modes of delivery
3.	Needed just-in-time training in specific skill sets for tradespeople going on Antarctic expeditions.	A panel of trainers was established via tender, and the RTO was selected for this particular aspect
4.	Needed to shift the balance of the apprenticeship towards a greater proportion of off-the-job training, to provide more variety of machines.	Discussions about one apprentice led to the whole program being developed.
5.	To provide workers with greater depth of knowledge and to provide a development pathway into a Diploma and higher-level work.	Traineeship program was trialled with small numbers of trainees at a range of providers, and this RTO was selected after the trial. A previous RTO had over-subscribed trainees, leading to high attrition. Partnership brokered by an Australian Apprenticeship Centre.
6.	Rising accreditation requirements in the industry, and a wish to qualify workers prior to a take-over.	A revival of a previous partnership. The relevant manager at the company had previously been trained by the training provider. Partnership brokered by an Australian Apprenticeship Centre.
7.	Wish to provide broad training for workers and to meet identified weaknesses.	A State Government funding program enabled apprenticeship provision by the RTO to expand more broadly.
8.	To develop a training culture, particularly around food safety and OH&S.	Wish for a partnership that would involve shared delivery of the training. Brokered via a peak body in the industry.
9.	An accreditation requirement (CASA)	A limited number of providers of this training and this RTO was local. The relevant manager at the company had previously been trained by the training provider.

Table 28 shows the diversity of training needs which training partnerships were meeting. The set-up processes were also diverse, although there were some common themes: for example, dissatisfaction with a previous RTO, the revival in two cases of previous failed partnerships albeit with new principals in place; the involvement of third parties who 'brokered' or introduced the parties to each other; a small-scale initiative which grew into a partnership. An interesting feature of two partnerships was that the principal on the employer side had been trained previously by the trainer; this presumably engendered trust in the quality of provision and indicates the importance of reputation.

Some employers, such as the pathology laboratories (5), had exclusive arrangements with their partnering RTO, while others, like the pulp and paper mills (1) preferred to spread the risk around a few RTOs. All of the interviews were with RTOs who were either the sole provider or the most important provider for the respective employers.

In some cases, partnerships were restricted to the delivery of single qualifications or skills sets to a defined group of employees. However, in other cases, the partnership had extended beyond the delivery of single qualifications to the provision of other nationally recognised training or to other non-accredited training. Examples where additional qualifications or skill sets were added included the home and community care employer (6), where a Diploma in Service Co-ordination was also delivered and the winery (8) where TAE skill sets were offered. The engineering company (4) was working with its partnering RTO on delivery of a Certificate IV in Competitive Systems & Practices.

Non-accredited training was sometimes an additional part of the partnerships. The Agricultural Services company (2) had a partnership with a TAFE Institute to deliver the Certificate IV in Agriculture to stock and station agents, but the TAFE Institute offered driver training to the trainees through the Driver Education Centre. The Institute operated as a "spinoff" benefit in the partnership. Employer 6 used its partnering RTO for First Aid training.

Table 29 indicates the size of the partnerships in financial terms. These data should be approached with caution. In some cases, both parties estimated the size, but in other cases only one estimate was provided. Interviewees were given the choice of providing a dollar figure or an answer in certain provided 'bands', which were: Up to $10,000 p.a./between $10,000 and $100,000 p.a./over $100,000. This accounts for the different nature of the responses. It is also obvious that sometimes employer and RTO estimates differed. It is possible that the employer was referring only to its own outlay, whereas the RTO probably factored in the government funding received as well. However, the figures do indicate that the partnerships did not generate very large financial returns.

Table 29   Reported financial size of partnerships

Partnership no.	Dollar value of partnership (p.a./other measure)
1.	$300,000
2.	Approx. $70,000 p.a.
3.	RTO states $200,000; Employer states $10,000 - $100,000 range
4.	$10,000-$100,000 range (no exact figures given)
5.	RTO states $10,000-$100,000 range; Employers states $20,000 -$30,000 of employer funds
6.	RTO states over $100,000; Employer states $40,000
7.	$40,000 - $60,000
8.	Currently $10,000 - $20,000 (Scaled back from earlier in the partnership)
9.	$10,000-$12,000 a year

Government funding was not a feature of all of the partnerships. In the cases where some or all training was for specific activities where there was licensing (e.g. partnership 2), the arrangements were purely commercial (fee-for-service). In general, the employers used some government funding but also purchased fee-for-service training as well. Standard 'traditional apprenticeship' funding formed part of the partnerships in 1, 4 and 7.

The seven partnerships for which government funding was a factor in the partnership can be divided into those based on traineeships or apprenticeships, and those based on other funding arrangements. The traineeship programs had been particularly affected by the progressive withdrawal for traineeship funding at both State and Commonwealth levels. The short lead-time funding cuts or the introduction of new funding systems were mentioned in two States. Funding cuts did not only affect the employers and their purchase of training; RTOs reported that their own viability and staffing levels had been adversely affected (e.g. the RTOs in partnerships 5 and 8).

Benefits of partnerships to RTOs

The nine partnerships showed recurring themes in terms of the benefits that RTOs reported from their partnership activities.

Firstly, all the RTOs stressed the importance of the financial benefits of their partnerships. The spur to undertake partnerships with industry for RTOs was to increase the financial returns to the business. But the partnerships examined in this project involved only quite limited financial returns, in terms of

profit, for the RTOs. In most cases the financial size of the partnership was only a few tens of thousands of dollars in any one year. In many cases, respondent interviewees could not accurately recall the financial size of the partnership or the employer and RTO interviewees often disagreed about the finances of the partnership. Thus, although the RTOs identified the financial returns as a key driving factors in the establishment of partnerships, the actual size of the return was often far smaller than might be expected.

All the RTOs mentioned the importance of the partnership in developing the skills of their teachers and trainers. The experience of working closely with industry partners provided an invaluable learning and development opportunity for their teachers. Teachers were able to get out of the institution and work with employers on their own premises, whether training was delivered on site or not. The teachers enhanced their industry currency and learned about aspects of the business which were clear to them as teachers. Apart from importing the industry knowledge and experience of the teachers, improving the provision of training as part of partnership arrangements also enabled teachers to experience new and more flexible forms of training delivery. In many cases, training curriculum and delivery had to be substantially customised to meet the needs of businesses that operated on a national rather than a local basis. This experience of customising training allowed the RTOs to change the older cultures of delivery that often pervaded the ranks of long standing teachers and trainers.

Partnerships with industry were also highly beneficial to the reputation of the RTOs. Partnerships with a large and well-known business had the potential to significantly raise the profile of the RTO in the industry, to enable the RTO to attract other business partnerships and claim expertise in an area of training delivery. In some of the cases (e.g. 1, 2, 5, 6) RTOs had partnered with large national or state-wide employers, thus giving the RTO significant national exposure in the industry area.

Benefit of partnerships to employers

The benefits to employers were slightly more diverse than the benefits to RTOs from partnerships.

The key benefit to employers was the opportunity to upskill and develop their staff. In all cases examined, the partner employers were keen to provide training to their employees and were committed to the notion of workforce development. In some cases, partner employers provided training despite the fact that the training or qualifications were not strictly necessary for employees. An example of this situation occurred in the pathology organisation of the State Health Service (5) that worked with a private RTO to provide the Certificate IV in Laboratory Technology to their pathology workers and to upskill to a Diploma. The attainment of the qualification was not necessary for the workers to work in the industry, but the training allowed the organisation to ensure that knowledge gaps were filled and this enabled workers to access further promotion in the organisation.

A key benefit of customised partnerships with RTOs for employers was the flexibility of delivery and of curriculum that the partnership enabled. In many cases, the partnerships examined in the project had originated in previous arrangements with other RTOs where training had been less than satisfactory to the employer, particularly in terms of flexibility of delivery. The partnerships allowed employers to arrange the delivery of training and to customise the content of the training to meet the specific requirements of their business in a way that no other arrangement was capable of. A good example of this was the partnership between a TAFE provider and an Antarctic expedition organisation (3). This partnership provided training in specific skills sets for a range of trade staff that accompanied Antarctic expeditions. The irregular nature of expedition timings and availability of staff meant that the TAFE Institute had to be highly flexible in the delivery and content of training.

Many of the partnerships in the study had been active for a long time. The longevity of the partnership was a benefit to the employer because the business could depend on the RTO to deliver training that addressed the needs of the organisation exactly. Over time, RTOs and the companies reached a stable relationship based on mutual trust and respect. This situation gave confidence to the employer and freed the employer from having to consider finding another RTO to provide the training. In some cases, successful partnerships had been built from unsuccessful attempts in the past, but these problems had been overcome, often when new staff in both organisations played a role. A good example of this renewal of a previous partnership by new staff was the pulp and paper mill partnership (1). This partnership had originated between the company and one of the predecessor institutions to the TAFE Institute, but the partnership had faltered. With the formation of the new TAFE Institute in 2014, the partnership was renewed by different staff in both parties to the partnership, and at the time of research was operating well.

Employers mentioned the knowledge of, and access to, training funding that partnerships with RTOs afforded as a key benefit. Often the RTO acted as a navigator for the company around the training system, alerting the company to possibilities for government funding to underpin training programs. The RTOs operated as experts in the training system for their partner employers.

Other benefits mentioned by employers centred on the RTO staff developing a deep understanding of their businesses. This is a corollary of the benefit identified by RTOs about the development of industry knowledge by their trainers as a result of the partnership. Opportunities for staff development of managers and others arose through the close relationships and joint activities.

Success factors for partnerships

The interviews indicated a number of factors which appear in successful RTO-employer partnerships. Some of the factors were specific to the delivery of training, while many can be seen as those which characterise successful business relationships more generally.

Values alignment. In successful and long term partnerships, the RTO and the employer shared a set of values that enabled the parties to communicate well and understand each other's expectations. In general, the interviewees described the values alignment as a shared commitment to the value of training and the need to provide development opportunities for staff – both at the employer and at the RTO.

Trust. The most frequently mentioned factor in ensuring the success of partnerships was the notion of trust. The RTO could trust the employer to continue with its commitment to training over a long period, and neither cancel the program nor search for alternative providers. The employer could trust the RTO to deliver training effectively as agreed and to high quality standards. Trust was typically built up over a long period of time and was particularly a characteristic of long term partnerships.

Personal connections. The establishment of trust in the partnership was often linked to personal connections between the key players in the partnership at the employer and the RTO. In two of the cases studied, the revival of a previous partnership had taken place as a result of personal connections which had encouraged a trusting relationship from the start and led to the successful rejuvenation of previously lapsed agreements.

Communication. A key element in many of the cases was regular communication between the RTO and the employer. This communication did not generally need to be formalised (but occasionally was).

In many cases it was the level and quality of frequent informal communications between the RTO and the employer that provided the bedrock of trust in which the partnership thrived.

Single point of contact. An important aspect of the successful partnership was the location of communication points in the respective organisations. Whilst frequent communication was a key aspect of successful partnerships, it was also critical that there were clear channels of communication between the two players and that, preferably, a single major point of contact was established by each partner. This enabled swift communication to take place as required and both organisations to be confident that successful training would follow.

Flexibility. One of the most important factors mentioned by employers in a successful partnership was the flexibility of the RTO. This term was used to refer to the willingness of the RTO to alter delivery methods and to customise content to suit the specific needs of the employer. In one case, an employer had terminated a previous partnership with an RTO that used on-line delivery as it was considered too inflexible, and replaced it with another RTO which used a blended delivery method and worked more closely with the employer to customise content.

Understanding of business needs. Another key characteristic sought by employers in partnering RTOs was an understanding of the business of the employer. This usually centred on the knowledge and skills of the RTO staff about the employer's industry and their willingness to work closely with the staff at the employer to learn more about the business. As a result they could provide a service that met their needs, including being accommodating about matters such as the timing of the training delivery. Improving understanding of the business was also considered by many RTOs to be an invaluable source of development for training staff at the RTO.

Government funding. External funding was often useful as it facilitated partnerships in initial stages. However it seemed to become less important over time; in many cases, for example partnerships 5 and 6, this was a necessity as available funding had been reduced. Generally the employers affected by funding reductions tried to maintain activities through self-funding, but sometimes (e.g. 6) this provide difficult. Employers appreciated RTO efforts to find other sources of funding.

Challenges

The challenges identified by the interviewees varied considerably across the partnerships. All partners identified at least one challenge, with the exception of one partnership (2) where no challenges were identified by either partner. The timing and scheduling of training was frequently identified as a challenge by providers and employers. In particular, the following were identified, with examples:

- Finding a suitable day and/or time for training (5, 9)

- Ensuring staff were available to attend training (8)

- Minimising disruption to work schedules (1)

- Meeting deadlines for training and minimising training days (3)

For the public RTOs, meeting their partners' training requirements was especially challenging, given the 'nine to five' culture of many staff and the need at times to deliver outside of normal working hours. For the public RTOs, challenges around flexibility and compliance were also identified. One TAFE identified that its partnerships required flexibility and this had required a culture shift within the organisation. In particular, the challenge was to balance being a government provider with the

attendant industrial relations limitations, whilst providing training for an employer who had demands in terms of training needs, delivery site, delivery times and short timeframes.

Organisational culture was also identified by employers as an issue. Two of the employers specifically identified the reluctance within their organisations to recognise the value of training (4) and the need for change (1). Another employer (8) had faced reluctance from employees to embrace training and assessment as part of their roles, whereas for other employers the training culture was already embedded in their organisations. For these employers, the challenges identified focussed on ensuring the qualifications met the organisations requirements.

Interestingly, one employer (1) reflected the challenge was to not become too reliant on a single provider even if the relationship was good, 'because then you end up over a barrel'. This challenge had become a reality for another employer (7) whose preferred provider, a small private RTO, had grown over the time of the partnership and was no longer as available as in the past. However, this employer had been willing and able to adjust and the employer acknowledged that the RTO had managed their expectations well.

Other challenges identified revolved around communication between the partners. In particular, one TAFE identified the challenge of ensuring the employer (1) kept them updated regarding changes in company policies and procedures. Another RTO identified the challenge of ensuring the employer updated them on new trainees to avoid surprises (5).

Given that these were relatively successful ongoing partnerships it is not surprising that limited challenges were identified. However, in the case of one partnership (1), which had been recently revived, the initial challenges of building a partnership were clearly evident. Reviving an early partnership that had broken down required a rebuilding of trust between the two organisations. In this instance the TAFE had to partner with another organisation to provide some of the training expertise required and the misgivings the employer had about the TAFE's experience in the training area had to be addressed. The challenges and time to developing a good relationship in this instance were evident and provide an insight into the work already undertaken by the other RTOs and employers to develop and maintain their partnerships.

Evaluation of the partnership

On the whole the partnerships were viewed as successful; however, the level of actual evaluation of the partnerships and the training varied considerably. At a minimum the continuation of each of these partnerships was identified as an indicator of success. Informal forms of evaluation, in various combinations, were frequently identified by both the RTOs and the enterprises, including:

- Informal feedback from participants to enterprise and/or trainer
- Feedback between partners
- Limited numbers of complaints from participants
- High levels of completion
- Training running smoothly
- Meeting training requirements
- Training participation judged by the trainer.

Formal evaluation was also identified in two of the cases. In one instance (6) the enterprise had reporting requirements regarding the success of the training and partnership, and the RTO utilised the 'ASQA' evaluation form for that purpose. In another case, feedback from trainees was gained via evaluation surveys to the RTO and the enterprise formally tracked the progress of trainees. In one instance, an enterprise (7) identified a continuous process of evaluation and review of training embedded within their day to day operations.

Employer survey – selected results by firm size

	Firm Size			
	1-49 employees	50-99 employees	100-499 employees	500+ employees
	50	18	44	59

Q1.2   How many employees approximately are in your entire business/organisation in Australia?

Firm Size											
1-49 employees			50-99 employees			100-499 employees			500+ employees		
N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
50	12.7	12.5	18	69.6	16.2	44	243.6	112.1	59	11011.5	23203.7

Q1.3   We would like to know how many sites you have. Is your business/organisation:

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Located at a single site	41	82.0	7	38.9	12	27.3	3	5.1
Multi-site (up to 9 branches)	9	18.0	10	55.6	26	59.1	15	25.4
Multiple sites (10+ branches)	0	0.0	0	0.0	6	13.6	37	62.7
Other	0	0.0	1	5.6	0	0.0	4	6.8

Q1.4   Please estimate the percentage of employees in the following classifications:

	Firm Size											
	1-49 employees			50-99 employees			100-499 employees			500+ employees		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Full-time permanent	50	74.2	34.0	17	74.7	27.5	41	70.1	23.2	54	64.3	22.5
Part-time permanent	50	13.3	25.2	17	13.1	12.5	41	14.8	11.9	54	16.8	15.4
Casual (either full-time or part-time)	50	6.7	20.1	18	5.7	11.5	42	8.4	11.5	54	11.9	11.9
Contractors	50	5.9	18.4	18	7.3	16.4	42	7.3	11.7	54	7.0	8.0

Q1.6   To what extent does government regulation or licensing affect the market for the sales and/or services of your business/organisation?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
A great deal	16	32.0	6	33.3	17	40.5	17	59.3
Somewhat	26	52.0	9	50.0	22	52.4	22	35.2
Not at all	8	16.0	3	16.7	3	7.1	3	5.6

Q1.7   **Over the last five years, has your business/organisation:**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Expanded its operations	18	36.0	9	50.0	21	50.0	30	55.6
Stayed about the same	30	60.0	5	27.8	19	45.2	20	37.0
Reduced its operations	2	4.0	4	22.2	2	4.8	4	7.4

Q1.8   **Over the last five years, has your business/organisation:**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Added new products and services	18	36.7	8	44.4	19	45.2	35	64.8
Stayed about the same	27	55.1	9	50.0	22	52.4	17	31.5
Reduced its range of products and services	4	8.2	1	5.6	1	2.4	2	3.7

Q1.9   **Over the last five years has the total number of employees in your business/organisation:**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Increased	15	30.6	6	33.3	19	42.5	21	38.9
Stayed the same	31	63.3	6	33.3	16	38.1	17	31.5
Declined	3	6.1	6	33.3	7	16.7	16	29.6

Q1.10   **Over the last five years, in your opinion, has the use of technology in your industry:**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Increased rapidly	10	20.4	2	11.1	9	21.4	16	29.6
Increased steadily	27	55.1	12	66.7	28	66.7	35	64.8
Undergone no real change	11	22.4	4	22.2	5	11.9	3	5.6
Declined	1	2.0	0	0.0	0	0.0	0	0.0

Q1.11   **Over the last five years, in your opinion, have the skill needs of your industry:**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Increased rapidly	6	12.2	3	17.6	8	19.0	10	18.5
Increased steadily	26	53.1	9	52.9	24	57.1	34	63.0
Undergone no real change	16	32.7	4	23.5	10	23.8	10	18.5
Declined	1	2.0	1	5.9	0	0.0	0	0.0

Q1.12   Over the last five years, in your opinion, have the skill needs of your business/organisation:

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Increased rapidly	9	18.4	1	5.9	10	23.8	9	16.7
Increased steadily	25	51.0	9	52.9	26	61.9	38	70.4
Undergone no real change	14	28.6	6	35.3	6	14.3	7	13.0
Declined	1	2.0	1	5.9	0	0.0	0	0.0

Q1.13   Over the last five years, in your opinion, has the environment for your business/organisation:

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Become much more competitive	7	14.3	4	23.5	15	35.7	20	37.0
Become somewhat more competitive	26	53.1	8	47.1	18	42.9	21	38.9
Undergone no real change	15	30.6	4	23.5	9	21.4	12	22.2
Become less competitive	1	2.0	1	5.9	0	0.0	1	1.9

Q2.1   Compared with similar businesses/organisations in your industry, do you think you do:

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
More training	12	24.5	4	23.5	15	35.7	23	42.6
About the same amount of training	29	59.2	10	58.8	19	45.2	23	42.6
Less training	8	16.3	3	17.6	8	19.0	8	14.8

Q2.2   Over the last five years, in your opinion, has the amount of training that your business/organisation has provided to its employees:

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Increased greatly	4	8.2	2	11.8	9	21.4	9	16.7
Increased somewhat	14	28.6	12	70.6	16	38.1	24	44.4
Stayed about the same	28	57.1	3	17.6	13	31.0	13	24.1
Decreased	3	6.1	0	0.0	4	9.5	8	14.8

Q2.3   In your business/organisation, how important are the following reasons for the training of your existing staff?

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
New technology	Not important	3	6.3	1	5.9	2	4.9	3	5.7
	Of some importance	22	45.8	8	47.1	22	53.7	20	37.7
	Very important	23	47.9	8	47.1	17	41.5	30	56.6
OH&S requirements	Not important	13	26.5	3	17.6	3	7.5	1	1.9
	Of some importance	22	44.9	6	35.3	15	37.5	23	43.4
	Very important	14	28.6	8	47.1	22	55.0	29	54.7
Licensing requirements	Not important	10	20.8	5	29.4	5	12.2	6	11.3
	Of some importance	15	31.3	6	35.3	17	41.5	20	37.7
	Very important	23	47.9	6	35.3	19	46.3	27	50.9
Other regulatory requirements	Not important	10	20.8	3	17.6	4	9.8	5	9.4
	Of some importance	22	45.8	8	47.1	15	36.6	23	43.4
	Very important	16	33.3	6	35.3	22	53.7	25	47.2
Market pressures	Not important	6	12.8	5	29.4	8	19.5	11	20.8
	Of some importance	25	53.2	7	41.2	17	41.5	21	39.6
	Very important	16	34.0	5	29.4	16	39.0	21	39.6
Quality	Not important	1	2.1	2	11.8	1	2.4	1	1.9
	Of some importance	19	39.6	6	35.3	15	36.6	15	28.3
	Very important	28	58.3	9	52.9	25	61.0	37	69.8
Business strategy	Not important	7	14.3	2	11.8	5	12.2	4	7.5
	Of some importance	20	40.8	10	58.8	14	34.1	23	43.4
	Very important	22	44.9	5	29.4	22	53.7	26	49.1
Demand from employees	Not important	8	16.7	3	17.6	7	17.1	4	7.5
	Of some importance	23	47.9	10	58.8	19	46.3	29	54.7
	Very important	17	35.4	4	23.5	15	36.6	20	37.7
Business/ organisation change	Not important	6	12.5	3	17.6	7	17.1	4	7.5
	Of some importance	23	47.9	9	52.9	17	41.5	24	45.3
	Very important	19	39.6	5	29.4	17	41.5	25	47.2
Required skills are not available on the external labour market	Not important	9	18.8	2	11.8	6	14.3	10	18.9
	Of some importance	22	45.8	10	58.8	20	47.6	25	47.2
	Very important	17	35.4	5	29.4	16	38.1	18	34.0
Other	Not important	37	90.2	11	91.7	24	88.9	37	82.2
	Of some importance	3	7.3	1	8.3	2	7.4	3	6.7
	Very important	1	2.4	0	0.0	1	3.7	5	11.1

Q2.4   Please nominate, from the list above (i.e. from Q2.3), the number that represents the most important driver for training?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
New technology	8	16.7	3	17.6	7	17.9	12	23.5
OH&S requirements	3	6.3	3	17.6	4	10.3	6	11.8
Licensing requirements	8	16.7	0	0.0	5	12.8	4	7.8
Other regulatory requirements	3	6.3	2	11.8	5	12.8	4	7.8
Market pressures	6	12.5	2	11.8	3	7.7	6	11.8
Quality	7	14.6	6	35.3	10	25.6	7	13.7
Business strategy	4	8.3	1	5.9	3	7.7	4	7.8
Demand from employees	1	2.1	0	0.0	0	0.0	1	2.0
Business/ organisation change	3	6.3	0	0.0	1	2.6	3	5.9
Required skills are not available on the external labour market	2	4.2	0	0.0	1	2.6	2	3.9
Other	3	6.3	0	0.0	0	0.0	2	3.9

Q2.5   Does your business/organisation have a dedicated training department or section?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Yes	11	22.4	7	41.2	25	59.5	38	71.7
No	38	77.6	10	58.8	17	40.5	15	28.3

Q2.5b   How many employees approximately are employed solely in the training department or section?

	Firm Size											
	1-49 employees			50-99 employees			100-499 employees			500+ employees		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
	50	6.3	9.5	18	11.4	18.3	44	31.5	65.7	59	54.5	96.9

Q2.6   Does your business/organisation have?

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
A written training strategy or implementation plan	Yes	13	27.1	8	47.1	24	60.0	38	73.1
	No	33	68.8	9	52.9	13	32.5	7	13.5
	Don't know	2	4.2	0	0.0	3	7.5	7	13.5
A training manager	Yes	14	29.2	8	47.1	24	57.1	36	69.2
	No	31	64.6	9	52.9	16	38.1	14	26.9
	Don't know	3	6.3	0	0.0	2	4.8	2	3.8
Workplace trainers/ instructors, part of whose job is to train or assess	Yes	17	34.7	12	70.6	29	70.7	40	76.9
	No	29	59.2	5	29.4	11	26.8	10	19.2
	Don't know	3	6.1	0	0.0	1	2.4	2	3.8
A separate training budget	Yes	8	16.7	7	41.2	26	63.4	40	76.9
	No	36	75.0	10	58.8	13	31.7	9	17.3
	Don't know	4	8.3	0	0.0	2	4.9	3	5.8
A scheme to reimburse employees for course fees for external courses (please exclude apprentices or trainees)	Yes	16	32.7	9	52.9	24	58.5	35	67.3
	No	31	63.3	8	47.1	13	31.7	12	23.1
	Don't know	2	4.1	0	0.0	4	9.8	5	9.6
Training based on systematic training needs analyses	Yes	12	25.0	6	35.3	26	65.0	30	57.7
	No	33	68.8	9	52.9	11	27.5	13	25.0
	Don't know	3	6.3	2	11.8	3	7.5	9	17.3
A training committee	Yes	5	10.4	2	11.8	15	36.6	22	42.3
	No	38	79.2	15	88.2	22	53.7	23	44.2
	Don't know	5	10.4	0	0.0	4	9.8	7	13.5
Its own training manuals developed for the company	Yes	17	35.4	9	52.9	22	53.7	38	73.1
	No	28	58.3	8	47.1	14	34.1	8	15.4
	Don't know	3	6.3	0	0.0	5	12.2	6	11.5
An in-house online learning system	Yes	5	10.6	6	35.3	21	52.5	36	69.2
	No	39	83.0	11	64.7	16	40.0	12	23.1
	Don't know	3	6.4	0	0.0	3	7.5	4	7.7
A purchased on-line learning system	Yes	5	10.2	6	35.3	18	45.0	25	48.1
	No	39	79.6	11	64.7	16	40.0	21	40.4
	Don't know	5	10.2	0	0.0	6	15.0	6	11.5
Formal development plans for staff	Yes	7	14.6	12	70.6	28	70.0	38	73.1
	No	37	77.1	5	29.4	10	25.0	11	21.2
	Don't know	4	8.3	0	0.0	2	5.0	3	5.8
Evaluation of workers' satisfaction with training events	Yes	13	27.1	11	64.7	26	65.0	42	80.8
	No	33	68.8	6	35.3	12	30.0	7	13.5
	Don't know	2	4.2	0	0.0	2	5.0	3	5.8
Evaluation of learning outcomes for workers from training events	Yes	12	25.0	8	47.1	23	59.0	39	75.0
	No	32	66.7	8	47.1	14	35.9	10	19.2
	Don't know	4	8.3	1	5.9	2	5.1	3	5.8
Evaluation of workers' changes in behaviour or skills post-training	Yes	11	22.9	9	52.9	23	57.5	28	53.8
	No	35	72.9	7	41.2	14	35.0	18	34.6
	Don't know	2	4.2	1	5.9	3	7.5	6	11.5

		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
Evaluation of impact for the business/ organisation (e.g. fewer quality problems or fewer accidents)	Yes	18	37.5	8	47.1	22	53.7	31	59.6
	No	28	58.3	8	47.1	17	41.5	11	21.2
	Don't know	2	4.2	1	5.9	2	4.9	10	19.2

The header "Firm Size" spans the four firm-size columns.

Q2.7 **Since January 2014 has your business/organisation purchased (using its own funds or government/other official funds) training for your employees from any of the following external providers? Please include cases where the provider comes on-site and also where your staff attend the provider or study by distance.**

		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
TAFE Colleges	No	36	75.0	10	58.8	16	39.0	24	46.2
	A little	4	8.3	3	17.6	8	19.5	16	30.8
	Some	5	10.4	4	23.5	13	31.7	7	13.5
	A great deal	3	6.3	0	0.0	4	9.8	5	9.6
Universities	No	36	75.0	10	58.8	16	39.0	22	42.3
	A little	2	4.2	5	29.4	7	17.1	13	25.0
	Some	9	18.8	1	5.9	12	29.3	12	23.1
	A great deal	1	2.1	1	5.9	6	14.6	5	9.6
Private training providers	No	27	56.3	3	17.6	7	16.7	6	11.5
	A little	9	18.8	5	29.4	12	28.6	14	26.9
	Some	10	20.8	8	47.1	12	28.6	22	42.3
	A great deal	2	4.2	1	5.9	11	26.2	10	19.2
Equipment & product suppliers	No	29	59.2	8	47.1	11	26.2	11	21.6
	A little	11	22.4	2	11.8	9	21.4	13	25.5
	Some	6	12.2	5	29.4	15	35.7	16	31.4
	A great deal	3	6.1	2	11.8	7	16.7	11	21.6
Employer, industry or professional associations	No	31	63.3	7	41.2	10	24.4	14	26.9
	A little	7	14.3	4	23.5	8	19.5	12	23.1
	Some	6	12.2	5	29.4	13	31.7	17	32.7
	A great deal	5	10.2	1	5.9	10	24.4	9	17.3
Other	No	37	88.1	14	100.0	28	96.6	43	87.8
	A little	2	4.8	0	0.0	0	0.0	1	2.0
	Some	2	4.8	0	0.0	0	0.0	3	6.1
	A great deal	1	2.4	0	0.0	1	3.4	2	4.1

The header "Firm Size" spans the four firm-size columns.

Q2.8   How useful for your business/organisation are the following potential features of using external training providers?

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
Their specific content expertise	No real benefits	14	29.8	2	11.8	2	4.9	7	13.5
	Some benefits	23	48.9	10	58.8	22	53.7	18	34.6
	A great deal of benefit	10	21.3	5	29.4	17	41.5	27	51.9
Their training expertise	No real benefits	14	29.2	2	11.8	2	5.0	6	11.5
	Some benefits	22	45.8	10	58.8	20	50.0	23	44.2
	A great deal of benefit	12	25.0	5	29.4	18	45.0	23	44.2
Availability of a range of qualifications	No real benefits	15	31.3	2	11.8	6	15.0	6	11.5
	Some benefits	25	52.1	9	52.9	12	30.0	26	50.0
	A great deal of benefit	8	16.7	6	35.3	22	55.0	20	38.5
Opportunities for employees to gain a wider viewpoint	No real benefits	12	25.0	3	17.6	3	7.5	6	11.5
	Some benefits	23	47.9	9	52.9	20	50.0	22	42.3
	A great deal of benefit	13	27.1	5	29.4	17	42.5	24	46.2
Opportunities for employees to have time away to think	No real benefits	18	38.3	8	47.1	10	24.4	13	25.0
	Some benefits	19	40.4	8	47.1	17	41.5	25	48.1
	A great deal of benefit	10	21.3	1	5.9	14	34.1	14	26.9
Useful when only one or a few employees require training	No real benefits	13	27.7	3	17.6	3	7.5	10	19.2
	Some benefits	23	48.9	12	70.6	24	60.0	25	48.1
	A great deal of benefit	11	23.4	2	11.8	13	32.5	17	32.7
More resource efficient than providing in-house	No real benefits	17	36.2	2	11.8	2	5.0	8	15.7
	Some benefits	22	46.8	12	70.6	23	57.5	23	45.1
	A great deal of benefit	8	17.0	3	17.6	15	37.5	20	39.2
Other	No real benefits	37	88.1	14	100.0	32	100.0	42	89.4
	Some benefits	3	7.1	0	0.0	0	0.0	3	6.4
	A great deal of benefit	2	4.8	0	0.0	0	0.0	2	4.3

Q2.9   What is your general level of satisfaction with each of these sources of training?

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
TAFE Colleges	Satisfied	12	85.7	5	62.5	12	60.0	11	57.9
	Dissatisfied	2	14.3	3	37.5	8	40.0	8	42.1
	Mean		*3.63*		*3.10*		*3.26*		*3.23*
Universities	Satisfied	11	84.6	6	85.7	14	73.7	18	85.7
	Dissatisfied	2	15.4	1	14.3	5	26.3	3	14.3
	Mean		*3.64*		*3.50*		*3.45*		*3.50*
Private training providers	Satisfied	11	68.8	10	76.9	19	79.2	27	87.1
	Dissatisfied	5	31.3	3	23.1	5	20.8	4	12.9
	Mean		*3.31*		*3.50*		*3.50*		*3.63*
Equipment & product suppliers	Satisfied	10	71.4	5	83.3	20	76.9	21	84.0
	Dissatisfied	4	28.6	1	16.7	6	23.1	4	16.0
	Mean		*3.37*		*3.42*		*3.59*		*3.50*
Employer, industry or professional associations	Satisfied	14	93.3	4	66.7	22	84.6	20	80.0
	Dissatisfied	1	6.7	2	33.3	4	15.4	5	20.0
	Mean		*3.62*		*3.17*		*3.59*		*3.46*
Other	Satisfied	1	100	0	0.0	1	33.3	2	66.7
	Dissatisfied	0	0.0	0	0.0	2	66.7	1	33.3
	Mean		*3.25*		*--*		*2.40*		*3.50*

Q3.1   Thinking about your organisation as a whole (and excluding management and professional workers who receive their vocational preparation at university) what is the relative importance of informal training as a component of overall training?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Not important (there is very little informal training)	11	23.4	3	17.6	10	25.0	3	5.8
Somewhat important (about half of our overall training)	26	55.3	7	41.2	19	47.5	33	63.5
Very important (greater than the formal training provided)	10	21.3	7	41.2	11	27.5	16	30.8

Q3.2   Has your business/organisation provided any of the following informal training to aid the development of your employees since January 2014?

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
Provided supervision by a manager or supervisor to ensure that employees are guided through their job role	None	13	27.7	1	5.9	6	15.4	1	1.9
	A little	7	14.9	5	29.4	8	20.5	14	26.9
	Some	17	36.2	9	52.9	17	43.6	20	38.5
	A great deal	10	21.3	2	11.8	8	20.5	17	32.7
Provided a mentor or buddy to ensure that employees are guided through their job role	None	11	24.4	3	17.6	4	10.0	3	5.8
	A little	10	22.2	8	47.1	9	22.5	15	28.8
	Some	20	44.4	4	23.5	13	32.5	23	44.2
	A great deal	4	8.9	2	11.8	14	35.0	11	21.2
Provided opportunities to spend time learning through watching others perform their jobs	None	14	30.4	4	23.5	5	12.5	2	3.8
	A little	11	23.9	4	23.5	8	20.0	18	34.6
	Some	16	34.8	5	29.4	19	47.5	24	46.2
	A great deal	5	10.9	4	23.5	8	20.0	8	15.4
Allowed staff to perform tasks that go beyond their strict job roles, in a structured manner	None	15	31.9	1	5.9	3	7.5	5	9.6
	A little	11	23.4	6	35.3	9	22.5	13	25.0
	Some	19	40.4	8	47.1	19	47.5	25	48.1
	A great deal	2	4.3	2	11.8	9	22.5	9	17.3
We have structured work so that inexperienced people can progressively undertake more complex activities	None	14	29.8	2	11.8	2	5.1	3	5.8
	A little	14	29.8	6	35.3	10	25.6	14	26.9
	Some	16	34.0	7	41.2	18	46.2	25	48.1
	A great deal	3	6.4	2	11.8	9	23.1	10	19.2
We have regular meetings (at least monthly) of groups of employee groups that incorporate a sharing of lessons learned	None	23	51.1	3	17.6	6	15.4	6	11.5
	A little	6	13.3	5	29.4	8	20.5	15	28.8
	Some	13	28.9	5	29.4	14	35.9	16	30.8
	A great deal	3	6.7	4	23.5	11	28.2	15	28.8
Provided development activities for supervisors in how to train via informal training	None	24	51.1	6	35.3	6	15.4	6	11.5
	A little	6	12.8	4	23.5	9	23.1	17	32.7
	Some	12	25.5	6	35.3	14	35.9	21	40.4
	A great deal	5	10.6	1	5.9	10	25.6	8	15.4
Other	None	36	90.0	13	92.9	28	90.3	41	85.4
	A little	2	5.0	0	0.0	2	6.5	2	4.2
	Some	2	5.0	0	0.0	1	3.2	5	10.4
	A great deal	0	0.0	1	7.1	0	0.0	0	0.0

Q4.1   Please estimate the percentage of your employees that have been involved in the following types of training since January 2014 (either provided in-house or by an external provider).

	Firm Size											
	1-49 employees			50-99 employees			100-499 employees			500+ employees		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Nationally Accredited Training	46	33.8	39.9	16	36.6	38.2	40	51.4	35.7	50	50.8	74.7
Other formal or structured training	46	38.0	41.7	16	49.7	40.6	40	34.6	33.4	50	40.3	33.9

Q4.2   Which of the following types of training has your business/organisation provided for your employees since January 2014? (Either yourselves or through an external provider)

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
Induction training	None	16	34.8	1	6.3	0	0.0	0	0.0
	A little	10	21.7	4	25.0	12	30.8	7	14.0
	Some	15	32.6	4	25.0	11	28.2	15	30.0
	A great deal	5	10.9	7	43.8	16	41.0	28	56.0
OH&S training (including first aid)	None	15	32.6	1	6.3	2	5.1	0	0.0
	A little	13	28.3	5	31.3	8	20.5	7	14.0
	Some	10	21.7	4	25.0	13	33.3	21	42.0
	A great deal	8	17.4	6	37.5	16	41.0	22	44.0
Training for licensing requirements	None	15	33.3	4	25.0	3	7.7	6	12.0
	A little	9	20.0	6	37.5	8	20.5	10	20.0
	Some	14	31.1	4	25.0	16	41.0	23	46.0
	A great deal	7	15.6	2	12.5	12	30.8	11	22.0
Job specific training	None	9	19.6	1	6.3	2	5.1	0	0.0
	A little	14	30.4	5	31.3	9	23.1	5	10.0
	Some	13	28.3	7	43.8	14	35.9	15	30.0
	A great deal	10	21.7	3	18.8	14	35.9	30	60.0
Supervisory training	None	19	43.2	2	12.5	4	10.5	0	0.0
	A little	13	29.5	6	37.5	9	23.7	15	30.0
	Some	10	22.7	7	43.8	13	34.2	23	46.0
	A great deal	2	4.5	1	6.3	12	31.6	12	24.0
Management training	None	24	53.3	5	31.3	4	10.5	4	8.0
	A little	10	22.2	5	31.3	13	34.2	10	20.0
	Some	11	24.4	4	25.0	11	28.9	24	48.0
	A great deal	0	0.0	2	12.5	10	26.3	12	24.0
Training in new technology	None	16	35.6	2	12.5	2	5.3	3	6.0
	A little	10	22.2	4	25.0	15	39.5	7	14.0
	Some	16	35.6	8	50.0	11	28.9	23	46.0
	A great deal	3	6.7	2	12.5	10	26.3	17	34.0
Vendor training (new products or equipment)	None	17	37.8	8	50.0	6	15.8	4	8.0
	A little	12	26.7	3	18.8	9	23.7	14	28.0
	Some	12	26.7	5	31.3	15	39.5	19	38.0
	A great deal	4	8.9	0	0.0	8	21.1	13	26.0
Other	None	35	85.4	13	100.0	28	93.3	42	87.5
	A little	2	4.9	0	0.0	0	0.0	2	4.2
	Some	4	9.8	0	0.0	1	3.3	1	2.1
	A great deal	0	0.0	0	0.0	1	3.3	3	6.3

Q4.3   What are the sources of your knowledge about nationally accredited training?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Have no knowledge	13	28.3	3	18.8	8	20.0	9	18.0
TAFE or other Registered Training Organisation	19	41.3	12	75.0	24	60.0	25	50.0
Commonwealth Department of Education and Training	6	13.0	3	18.8	15	37.5	17	34.0
State Training Authority or Department	6	13.0	1	6.3	15	37.5	11	22.0
Employer/industry association	12	26.1	6	37.5	13	32.5	20	40.0
Trade unions	4	8.7	2	12.5	12	30.0	9	18.0
Australian Apprenticeship Centre	1	2.2	2	12.5	7	17.5	8	16.0
National Industry Skills Council	3	6.5	3	18.8	7	17.5	9	18.0
State Industry Training Advisory Body if still present in your State/ Territory	1	2.2	1	6.3	7	17.5	10	20.0
Group Training Organisation	5	10.9	3	18.8	14	35.0	10	20.0
Training.gov.au website, My Skills web site or Australian Apprenticeships web site	5	10.9	2	12.5	9	22.5	8	16.0
Skills@Work eNewsletter	2	4.3	1	6.3	1	2.5	3	6.0
Other	3	6.5	1	6.3	1	2.5	3	6.0

Q4.4   Please nominate, from the list above (i.e., from Q4.3), the number that represents the source of information that is the most useful?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Have no knowledge	7	17.5	2	14.3	0	0.0	1	2.2
TAFE or other Registered Training Organisation	12	30.0	4	28.6	4	11.8	12	26.1
Commonwealth Department of Education and Training	2	5.0	0	0.0	5	14.7	3	6.5
State Training Authority or Department	4	10.0	0	0.0	3	8.8	3	6.5
Employer/Industry association	7	17.5	3	21.4	5	14.7	10	21.7
Trade unions	1	2.5	0	0.0	2	5.9	1	2.2
Australian Apprenticeship Centre	0	0.0	1	7.1	1	2.9	0	0.0
National Industry Skills Council	0	0.0	0	0.0	2	5.9	3	6.5
State Industry Training Advisory Body if still present in your State/ Territory	1	2.5	0	0.0	2	5.9	3	6.5
Group Training Organisation	1	2.5	1	7.1	5	14.7	5	10.9
Training.gov.au website, My Skills website, or Apprenticeships website	0	0.0	2	14.3	4	11.8	3	6.5
Skills@Work eNewsletter	2	5.0	0	0.0	0	0.0	1	2.2
Other	3	7.5	1	7.1	1	2.9	1	2.2

Q4.5 **Do you use nationally accredited qualifications or skill sets for existing workers in your business/organisation?**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
No	24	52.2	8	50.0	6	15.0	10	20.0
Yes and the qualification or skill set is awarded	18	39.1	7	43.8	26	65.0	32	64.0
Yes – but no qualification or skill set is awarded	2	4.3	1	6.3	5	12.5	4	8.0
Don't know	3	6.5	0	0.0	4	10.0	4	8.0

Q4.5a **Did you include qualifications for apprentices or trainees in your answer?**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Yes	7	38.9	5	71.4	18	69.2	19	59.4
No	11	61.1	2	28.6	8	30.8	13	40.6

Q4.5b **Did you include apprentices?**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Yes	5	71.4	4	80.0	15	83.3	11	57.9
No	2	28.6	1	20.0	3	16.7	8	42.1

Q4.5c **If so, were they recruited from outside or were they existing workers?**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
From outside	2	40.0	1	25.0	6	40.0	5	45.5
Existing workers	3	60.0	3	75.0	8	53.3	3	27.3
Some from each group	0	0.0	0	0.0	1	6.7	3	27.3

Q4.5d **Did you include trainees?**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Yes	5	71.4	4	80.0	16	88.9	16	84.2
No	2	28.6	1	20.0	2	11.1	3	15.8

Q4.5e   Were they recruited from outside or were they existing workers?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
From outside	3	60.0	1	25.0	4	25.0	9	56.3
Existing workers	2	40.0	3	75.0	10	62.5	3	18.8
Some from each group	0	0.0	0	0.0	2	12.5	4	25.0

Q4.6   Do you use competency standards as the basis for any of the following other activities?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Do not use	27	58.7	7	43.8	9	22.5	11	22.0
In writing job descriptions	10	21.7	4	25.0	14	35.0	17	34.0
In job evaluation/classification	9	19.6	4	25.0	20	50.0	25	50.0
In performance management	4	8.7	5	31.3	21	52.5	24	48.0
In recruitment and selection	6	13.0	3	18.8	13	32.5	22	44.0
In non-accredited training	0	0.0	4	25.0	6	15.0	5	10.0
Other	1	2.2	1	6.3	1	2.5	0	0.0

Q4.7   Has your business/organisation provided or purchased (using its own funds or government/other official funds) nationally accredited training for any existing workers since January 2014?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Yes	15	32.6	6	37.5	25	62.5	27	54.0
No	31	67.4	10	62.5	15	37.5	23	46.0

Q4.10   Are complete qualifications or just skill sets (Statements of Attainment) issued to your existing workers?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Statement of attainment only	0	0.0	0	0.0	1	50.0	0	0.0
Qualifications only	0	0.0	0	0.0	0	0.0	0	0.0
Some of each	0	0.0	0	0.0	1	50.0	0	0.0

Q4.11   How important was the availability (or non-availability) of government funding in your business/organisation's decision to use nationally accredited training?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Very important	2	13.3	1	16.7	11	40.7	14	51.9
Of some importance	6	40.0	2	33.3	9	33.3	6	22.2
Not important	0	0.0	0	0.0	5	18.5	5	18.5
No funding available, to my knowledge	6	40.0	3	50.0	0	0.0	2	7.4
Don't know	1	6.7	0	0.0	2	7.4	0	0.0

Q4.13   Is the nationally accredited training you provide to, or purchase for, your employees customised to the specific needs of your business/organisation?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Customised to a great extent	3	20.0	1	16.7	8	29.6	11	40.7
Customised somewhat	8	53.3	2	33.3	11	40.7	10	37.0
Not customised or customised in very minor ways	4	26.7	3	50.0	8	29.6	6	22.2

Q4.14   Since your business or organisation has been using nationally accredited training, has the total amount of all training in your business/organisation:

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Increased considerably	1	6.7	2	33.3	2	7.4	2	7.4
Increased somewhat	8	53.3	2	33.3	10	37.0	11	40.7
Stayed about the same	5	33.3	2	33.3	12	44.4	13	48.1
Decreased	0	0.0	0	0.0	2	7.4	1	3.7
Don't know	1	6.7	0	0.0	1	3.7	0	0.0

Q4.15   If the total amount of all training has increased, do you think this is attributable to:

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
The availability of nationally-accredited training	4	28.6	4	66.7	20	76.9	11	40.7
Some other reason	4	28.6	0	0.0	3	11.5	6	22.2
Don't know	6	42.9	2	33.3	3	11.5	10	37.0

Q5.1   What arrangement(s), if any, do you have with an external RTO or RTOs for the purpose of providing nationally accredited training?

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
No arrangements at all	36	78.3	12	75.0	13	32.5	23	46.0
A formal partnership with a TAFE(s)	3	6.5	3	18.8	10	25.0	13	26.0
A formal partnership with a non-TAFE RTO(s)	2	4.3	1	6.3	11	27.5	8	16.0
An informal but on-going partnership with a TAFE(s)	2	4.3	2	12.5	7	17.5	7	14.0
An informal but on-going partnership with a non-TAFE RTO(s)	2	4.3	1	6.3	8	20.0	5	10.0
Ad hoc arrangements with training provider(s) as necessary	6	13.0	2	12.5	11	27.5	12	24.0
We are an enterprise RTO but also have arrangements with other RTOs	0	0.0	0	0.0	2	5.0	0	0.0
We are an enterprise RTO and have no arrangements with other RTOs	0	0.0	0	0.0	1	2.5	0	0.0

Q5.2 **Please nominate, from the list above (i.e., from Q5.1), the number that represents the most important arrangement that you currently have in place with an external RTO:**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
No arrangements at all	19	54.3	6	50.0	7	25.0	11	27.5
A formal partnership with TAFE(s)	3	8.6	2	16.7	5	17.9	6	15.0
A formal partnership with a non-TAFE RTO(s)	3	8.6	0	0.0	5	17.9	5	12.5
An informal but ongoing partnership with a TAFE(s)	0	0.0	1	8.3	3	10.7	4	10.0
An informal but ongoing partnership with a non-TAFE RTO(s)	3	8.6	2	16.7	1	3.6	1	2.5
Ad hoc arrangements with training provider(s) as necessary	7	20.0	1	8.3	6	21.4	12	30.0
We are an enterprise RTO but also have arrangements with other RTO(s)	0	0.0	0	0.0	0	0.0	0	0.0
We are an enterprise RTO and have no arrangements with other RTO(s)	0	0.0	0	0.0	1	3.6	1	2.5

Q5.4 **In general, is the nationally accredited training/assessment provided by the external training provider(s) to your workers:**

	Firm Size							
	1-49 employees		50-99 employees		100-499 employees		500+ employees	
	N	%	N	%	N	%	N	%
Mostly at the training provider's premises	15	48.4	3	23.1	13	35.1	13	29.5
About half and half	8	25.8	4	30.8	13	35.1	14	31.8
Mostly on-site by the training provider(s)	3	9.7	1	7.7	8	21.6	10	22.7
Mostly on-site delivered by our trainers and moderated by the training provider(s)	5	16.1	5	38.5	3	8.1	7	15.9
Total	31	100.0	13	100.0	37	100.0	44	100.0

Q5.5 **Thinking about the training provider with which you have done most of your training business, please rate along the scale from 'Highly dissatisfied' to 'Highly satisfied' your level of satisfaction with the performance of your training provider partner in the following aspects:**

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
The training provider's ability to establish trust	Satisfied	17	58.6	8	57.1	28	77.8	35	76.1
	Dissatisfied	12	41.4	6	42.9	8	22.2	11	23.9
	Mean		3.8		3.6		4.4		4.2
The quality of the training provider's communication with us	Satisfied	18	62.1	8	57.1	29	76.3	38	82.6
	Dissatisfied	11	37.9	6	42.9	9	23.7	8	17.4
	Mean		3.9		3.7		4.3		4.3
The commitment shown by the training provider's staff to make the partnership(s) a success	Satisfied	17	60.7	9	64.3	27	67.5	39	84.8
	Dissatisfied	11	39.3	5	35.7	13	32.5	7	15.2
	Mean		3.9		3.9		4.2		4.3
The training provider's willingness to customise training to meet our needs	Satisfied	16	61.5	7	50.0	28	71.8	39	84.8
	Dissatisfied	10	38.5	7	50.0	11	28.2	7	15.2
	Mean		3.7		3.9		4.1		4.4
The training provider's success in customising the training	Satisfied	14	53.8	7	50.0	26	72.2	35	76.1
	Dissatisfied	12	46.2	7	50.0	10	27.8	11	23.9
	Mean		3.7		3.6		4.3		4.2
The training provider's openness to experimentation	Satisfied	12	48.0	7	50.0	27	69.2	28	62.2
	Dissatisfied	13	52.0	7	50.0	12	30.8	17	37.8
	Mean		3.7		3.7		4.2		4.0
The training provider's flexibility with staffing arrangements	Satisfied	18	69.2	7	50.0	27	71.1	33	71.7
	Dissatisfied	8	30.8	7	50.0	11	28.9	13	28.3
	Mean		3.8		3.8		4.3		4.1
The training provider's flexibility in providing different delivery modes for the training	Satisfied	14	53.8	9	64.3	29	76.3	34	79.1
	Dissatisfied	12	46.2	5	35.7	9	23.7	9	20.9
	Mean		3.7		3.9		4.2		4.3
The training provider's level of planning within the partnership	Satisfied	16	61.5	5	35.7	28	73.7	38	82.6
	Dissatisfied	10	38.5	9	64.3	10	26.3	8	17.4
	Mean		3.8		3.8		4.3		4.3
The training provider's willingness to adopt a long-term perspective in judging the success of the partnership	Satisfied	14	56.0	9	64.3	31	81.6	34	73.9
	Dissatisfied	11	44.0	5	35.7	7	18.4	12	26.1
	Mean		3.8		3.9		4.4		4.0
The training provider's willingness to make changes to the nature of the off-the-job training	Satisfied	14	56.0	7	50.0	26	70.3	28	65.1
	Dissatisfied	11	44.0	7	50.0	11	29.7	15	34.9
	Mean		3.7		3.6		4.2		3.9

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
The training provider's willingness to make changes to the nature of the on-the-job training that they deliver	Satisfied	14	60.9	5	41.7	29	74.4	34	77.3
	Dissatisfied	9	39.1	7	58.3	10	25.6	10	22.7
	Mean	3.6		3.5		4.4		4.0	
The administrative arrangements the training provider puts in place to manage the day-to-day issues arising in such partnerships	Satisfied	14	56.0	8	57.1	29	76.3	33	73.3
	Dissatisfied	11	44.0	6	42.9	9	23.7	12	26.7
	Mean	3.8		3.8		4.3		4.2	

Q5.6 **Continuing to think about the same training provider partner, please rate them on the following items regarding your satisfaction with the quality of their training:**

		Firm Size							
		1-49 employees		50-99 employees		100-499 employees		500+ employees	
		N	%	N	%	N	%	N	%
Skill of the trainer delivering the qualification/skill set	Satisfied	21	70.0	11	84.6	26	65.0	38	82.6
	Dissatisfied	9	30.0	2	15.4	14	35.0	8	17.4
	Mean	4.0		4.1		4.2		4.3	
Volume of learning received	Satisfied	17	56.7	8	61.5	30	76.9	37	80.4
	Dissatisfied	13	43.3	5	38.5	9	23.1	9	19.6
	Mean	3.5		3.7		4.4		4.2	
Quality of resources provided	Satisfied	15	50.0	10	76.9	29	74.4	40	87.0
	Dissatisfied	15	50.0	3	23.1	10	25.6	6	13.0
	Mean	3.6		4.1		4.3		4.4	
Currency of resources provided	Satisfied	14	50.0	7	53.8	28	73.7	38	82.6
	Dissatisfied	14	50.0	6	46.2	10	26.3	8	17.4
	Mean	3.6		3.5		4.4		4.3	
Efficient use of learning technologies	Satisfied	15	50.0	7	53.8	31	81.6	38	82.6
	Dissatisfied	15	50.0	6	46.2	7	18.4	8	17.4
	Mean	3.6		3.6		4.4		4.3	
Qualification or skill set was assessed at the appropriate level	Satisfied	15	50.0	6	50.0	29	72.5	38	82.6
	Dissatisfied	15	50.0	6	50.0	11	27.5	8	17.4
	Mean	3.7		3.6		4.3		4.3	
Quality of the feedback provided to the learner	Satisfied	16	53.3	8	61.5	34	87.2	38	82.6
	Dissatisfied	14	46.7	5	38.5	5	12.8	8	17.4
	Mean	3.6		3.9		4.5		4.3	

Q6.1   In an ideal world, over the last 12 months, would you have provided more training for your staff than you were able to do?

| | Firm Size | | | | | | | |
| | 1-49 employees | | 50-99 employees | | 100-499 employees | | 500+ employees | |
	N	%	N	%	N	%	N	%
Yes	20	43.5	11	68.8	28	70.0	33	66.0
No	26	56.5	5	31.3	12	30.0	17	34.0

Q6.2   How applicable are the following reasons for not providing as much training as you would have liked?

| | | Firm Size | | | | | | | |
| | | 1-49 employees | | 50-99 employees | | 100-499 employees | | 500+ employees | |
		N	%	N	%	N	%	N	%
Insufficient money available for training	Not applicable	2	10.5	1	9.1	2	7.1	5	15.2
	Somewhat applicable	9	47.4	8	72.7	14	50.0	15	45.5
	Very applicable	8	42.1	2	18.2	12	42.9	13	39.4
Managers have lacked sufficient time to organise training	Not applicable	3	15.0	4	36.4	3	10.7	5	15.2
	Somewhat applicable	11	55.0	3	27.3	12	42.9	15	45.5
	Very applicable	6	30.0	4	36.4	13	46.4	13	39.4
Employees are generally too busy to give training to others	Not applicable	1	5.3	1	9.1	2	7.4	5	15.2
	Somewhat applicable	8	42.1	4	36.4	14	51.9	11	33.3
	Very applicable	10	52.6	6	54.5	11	40.7	17	51.5
Employees are generally too busy to undertake training and development	Not applicable	2	10.5	3	27.3	3	10.7	4	12.1
	Somewhat applicable	8	42.1	6	54.5	15	53.6	13	39.4
	Very applicable	9	47.4	2	18.2	10	35.7	16	48.5
Training is not considered to be a high priority for the establishment, by senior management	Not applicable	6	30.0	4	36.4	6	21.4	13	39.4
	Somewhat applicable	10	50.0	5	45.5	13	46.4	12	36.4
	Very applicable	4	20.0	2	18.2	9	32.1	8	24.2
All our staff are proficient/no pressing business need for a great deal of training	Not applicable	5	26.3	5	45.5	8	28.6	17	51.5
	Somewhat applicable	10	52.6	4	36.4	11	39.3	9	27.3
	Very applicable	4	21.1	2	18.2	9	32.1	7	21.2
More highly trained staff may be poached by other employers	Not applicable	9	47.4	3	27.3	6	22.2	19	57.6
	Somewhat applicable	7	36.8	7	63.6	10	37.0	8	24.2
	Very applicable	3	15.8	1	9.1	11	40.7	6	18.2
No particular reason	Not applicable	8	40.0	7	70.0	14	53.8	23	69.7
	Somewhat applicable	6	30.0	3	30.0	6	23.1	7	21.2
	Very applicable	6	30.0	0	0.0	6	23.1	3	9.1
Other	Not applicable	15	78.9	8	88.9	19	86.4	29	93.5
	Somewhat applicable	3	15.8	0	0.0	2	9.1	0	0.0
	Very applicable	1	5.3	1	11.1	1	4.5	2	6.5

Q6.3   From the list in the previous question (i.e., Q6.2) what is the most important reason for not providing more training?

| | Firm Size | | | | | | | |
| | 1-49 employees | | 50-99 employees | | 100-499 employees | | 500+ employees | |
	N	%	N	%	N	%	N	%
Insufficient money available for training	4	22.2	3	27.3	10	55.6	13	41.9
Managers have lacked sufficient time to organise training	5	27.8	2	18.2	0	0.0	4	12.9
Employees are generally too busy to give training to others	2	11.1	1	9.1	0	0.0	3	9.7
Employees are generally too busy to undertake training and development	4	22.2	2	18.2	3	16.7	5	16.1
Training is not considered to be a high priority for the establishment, by senior management	0	0.0	1	9.1	1	5.6	4	12.9
All our staff are proficient/no pressing business need for a great deal of training	2	11.1	0	0.0	1	5.6	0	0.0
More highly trained staff may be poached by other employers	0	0.0	1	9.1	0	0.0	1	3.2
No particular reason	1	5.6	0	0.0	2	11.1	0	0.0
Other	0	0.0	1	9.1	1	5.6	1	3.2

Employer survey qualitative data – selected results by firm size

(Only questions with more than 20 responses overall are presented in tables)

Q1.5 **In what industry sector is your business/organisation (e.g. retail, mining, local government...) (n=159)**

1-49 employees	50-99 employees	100-499 employees	500+ employees
Accountancy firm	Education	Aged care	Banking
Accounting	Federal government	Animal health	Casino / hospitality
Aged care	Government	Automotive	Consulting
Agriculture	Health	Business	Consulting
Arts	Health	Construction	Corporate, government, education
Building certification	Insurance	Construction	Disability
Building services	IT	Construction	Education
Business services/training	IT recruitment	Consultancy	Education
Charity for abuse victims	Local government	Education	Education
Charity recruitment	Manufacturing	Education	Education
Chemical manufacturing	Manufacturing	Education	Education
Construction industry	Manufacturing	Education	Education
Construction	Mining	Education	Education
Construction	Real estate agency	Energy	Education and training
Construction	Retail	Engineering	Engineering consulting
Construction	Specialist business consulting for international students & new migrants to Australia	Federal government	Federal government
Consultants		Finance	Federal government
Consulting	Wholesale	Food processing	Federal government
Education		Government	Food and accommodation
Engineering		Healthcare	Government
Entertainment		Insurance	Government
Fast moving consumer goods		Logistics services	Government
Finance		Manufacturing	Health
Finance		Manufacturing	Health
Fundraising		Manufacturing	Health - aged care
Gold mining research		Manufacturing	Health care
Government		Mining	Healthcare/retail
Health		Non-profit; NGO	Insurance
Health		Not for profit	IT
Investment and development		Pet industry	IT
Landscaping lawns & garden care		Printing	Local government
Logistics		Private financial services	Local government
Mining		Professional services	Manufacturing
Mining		Professional services	Media
Professional		Retail	Mining
Professional		Ship building	Non-government organisation
Professional		Transport and logistics	Non profit
Real estate		Truck manufacturing - defence	Retail
Retail		Utility	Retail
Retail		Water utilities	Retail
Retail		Wholesale	Retail
Retail			Retail
Retail/wholesale			Science
Retailer			State government
Trades			State government
Water			State government
Wholesale			State government
			State government

1-49 employees	50-99 employees	100-499 employees	500+ employees
Wholesale			Telecom
Wholesale trade			Telecommunication
			Utilities
			Utilities
			Warehousing

Answers to questions 3.3 and 3.4. Most common job roles and informal methods of training used for it

Q3.3 To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator')

Q3.4 What are the main methods of the informal training/learning (if any) that are used for people going into that job?

Organisation size: 1-49 employees

To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator') (n=41)	What are the main methods of the informal training/learning (if any) that are used for people going into that job? (n=39)
No response	On the spot job training as you are working is perhaps great
No response	Teaching
Accountant	On the job learning
Accounting software consultant	None - they already have the knowledge
Admin	Just trained by another staff member
Agent	Hands on
Artist	No response
Auto	Communication
Call centre operator	Reading on Wikipedia
Cement renderer	Actually doing the job and being hands on
Chief manager	Online training courses
Clerical	On the job
Consultant	Research
Consultant	Keep up with the latest technology innovation and regulations
DJ	Learn(ing) to DJ is a can do or can't do it situation
Drafting	TAFE
Electrical installation	Their knowledge with on the job training
Engineer	No response
Help desk	Must know all the changes to our product/service and therefore need to attend internal sessions
Labourer	On job training
Lawn mowing	Manual experience
Listening	More information
Loan processor	Learning by watching and doing
Manual labour	Books
Negotiating skills	On job training
Office	QMS manuals
Packing up small parcels; using the computer for research	Watching experienced workers
Preparing tax returns	Customer service, understanding people from non-English backgrounds
Process operator	Buddy system
Processing of council regulatory applications	Personal guidance through process by senior employee experienced in process
Property assistant	Working closely with a senior property person
Receptionist	In-house
Sales	No response

Organisation size: 1-49 employees

To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator') (n=41)	What are the main methods of the informal training/learning (if any) that are used for people going into that job? (n=39)
Sales assistant	No response
Sales representative	On the job training in product knowledge and client relationships
Skincare maker	Working with other industry professionals
Storeman	Health and safety issues
Strategy	PhD
Support officer	Qualifications in reception, counselling, casework
Technician/trade installing and wall mounting TV's	Generally on the job
There are only two jobs and they are completely different. The certifier provides certification. Admin does admin	On the job - practice
Training others on tools	Training with others
Veterinary receptionist	TAFE course to be able to learn customer service skills such as answering telephone

Organisation size: 50-99 employees

To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator') (n=14)	What are the main methods of the informal training/learning (if any) that are used for people going into that job? (n=12)
Admin assist	No response
Border control	Buddy up with experienced staff
Call centre operator	Seminar
Database administrator	A senior consultant works with junior dbas. We also have a team lead who mentors all consultants. Basically we provide very little training but we expect staff to be active in developing and maintaining their skill set. We have found that in the past we have provided our staff with a lot of training, only to see them leave for higher paying jobs elsewhere. Our approach over the last 5 years has been to expect staff to maintain their training and certifications in their own time, and we pay an above-average wage to keep them with the company. This way we always attract the highest qualified staff.
Delivering knowledge	Some more experienced colleagues will be aside when they are working
Food production staff	On the job training
Frontline manager	No response
Grinder	Work instructions, work under competent operator
International education counsellor	(1) Sitting in on counselling sessions with overseas students - with those students' consent / (2) Writing up formal notes from joint counselling sessions / (3) Discussion with Asia Pacific Manager &/or Counselling Manager re specific student files either before or after the counselling sessions / (4) Follow up within 7 days (as we also work weekends!) Re the specific student matter(s) / (5) Delegation of certain tasks for the new Counsellor (e.g. school visit with student, email communication for student's feedback re a specific matter, etc.)
Manual labourer	Formal TAFE training
Policy officer	Looking through previous processes. Using previous discussion papers and meeting papers as templates. Learning from previous experiences with stakeholders, especially in difficult or contentious areas.
Recruitment consultant	We have a structured learning program for new employees with limited or no experience in the industry and lots of informal on the job training for more experienced employees
Sales	Learning an ERP system to incorporate customer and

Organisation size: 50-99 employees

To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator') (n=14)	What are the main methods of the informal training/learning (if any) that are used for people going into that job? (n=12)
	sales
Service technician	On the job

Organisation size: 100-499 employees

To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator') (n=35)	What are the main methods of the informal training/learning (if any) that are used for people going into that job? (n=29)
Account manager	External training companies and internal training
Administration, clerk	Tutorial
Business manager	University qualifications
Call centre	Trained by senior staff members
Call centre operator	On the job training
Case worker	No response
Claim officer / underwriting officer	The team leader shows the new officer about the steps to complete their jobs
Consultant	Nearly all formal
Crane operator	No response
IT	Courses
Landscaping	On the job
Lecturer	Some of work is overseas, so there are a number of issues pertaining to the requirements of foreign colleges, as well as cultural issues
Liaison	Study
Line operator	Hands-on teaching
Lower aps level clerical jobs	Being coached by a more experienced operator
Maintenance fitter and turner, factory hand, manual labourer	RMIT / TAFE / general schooling
Manual labourer	Online
Manual labourer	Site induction for hazards and industry "white card" so they are informed of general expectations on different sites
Manual labourer / printers	Previous skills
Manual work	Orientation
Nursing assistant	Handover time at work
PCA	On the job training
Production worker	On job training
Rail	Use green flag
Reservations	Manual on how to answer calls & communicate with clients also up-selling
Sales	On job
Scheduler	No response
Storeman	Warehouse induction
Teacher	First aid, responding to abuse and neglect
Teacher	First aid course
Teacher	No response
There is no 'common role'	No response
Tradesperson	On the job training
Veterinary nurse	On the job training
Youth worker	No response

Organisation size: 500+ employees

To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator') (n=48)	What are the main methods of the informal training/learning (if any) that are used for people going into that job? (n=44)
Admin	Mentoring
Administration	Buddy system / observation and repeat /
Administration	Promotional opportunities / acting in other capacities
Administrator	No response
Assistant manager	Food and beverage / customer service
Business development	Market an sales forecasting training
Call centre	Courses and in house
Call centre consultant	Initial 6 week induction, on the job training and coaching, online modules & knowledge system
Call centre sales consultant	Side by side coaching with a manager
Changes to equipment or resident needs	On the job, train the trainer
Civil engineer	Having a degree
Client services	No response
Consulting	On the job
Counter enquiries	Able to speak clearly, spell and able to handle most situations
Customer service	Email
Customer service	Working under direct supervision for a specific period of time
Customer service officer	Buddy system and work checking
Customer service operator	Interaction
Equipment	Learn from experience staff
Field worker	On the job training under supervision
Front of line staff whose job is to ensure customers receive the right information and are correctly assessed for payment of any benefits	On The Job training with proficient staff who can guide them to the right decisions. There are also in house IT courses to ensure they can ably perform online functions etc.
Help desk officer regarding internal work operating systems	On the job training; employee queries; regular team training meetings regarding internal house systems
Input officer	Soft skills training, excel and word training
IT specialist	Internal university
Lecturer	No response
Line worker - repairs power poles and overhead power lines	Supervisor guidance and peer to peer training
Nurse	Mentoring
Nurse	Mentorship, training as you go
Nurse	Uni
Operator	Job supervision
Optical dispenser	Shadowing a qualified dispenser on floor, working supervised by qualified dispenser
Parallel analytical SSL's	Informal training in this specialist field in area is largely ineffectual
Pharmacy assistant	Shown basic essential practices such as how to use the till, put alongside a more experienced staff member and then largely left to work it out themselves
Pick packer	On the job training
Police officer	On the job
Procurement officer	On the job training. Sitting in with an experienced operative. Taking notes of important items and being prompted to answer questions. Being overseen as they undertake very basic work.
Project manager	Person development

Organisation size: 500+ employees	
To help us find out more about informal training, please think about the most common job role in your organisation. (e.g. 'manual labourer', 'call centre operator') (n=48)	What are the main methods of the informal training/learning (if any) that are used for people going into that job? (n=44)
Providing ICT services government and schools	ICT training. Knowledge of IT trends in education
Reception management, HR	Workshops
Residential support workers	The buddy system
Sales	Computer
Sales work	Being with them to show the ropes
Serving meals	Watching others then a mentor
Site engineer	Induction into work procedures / spend time with other staff when they first start to provide /
Skilled tradesman	No response
Support work	Buddy shifts. / Training by on site team leaders
Teacher	Creation of teams inclusive of a range of experience and subject expertise. Enabling these teams to observe each other's work and participate in the development of higher level teaching skills focusing on specific areas of student need.
Teacher	Staff meetings including brief presentations, staff professional development days and sessions etc., and none on one training especially for the uptake of new computer-based and online processes.

Q4.7a   Is there any particular reason why you do not use nationally-accredited training? (n=53)

1-49 employees	50-99 employees	100-499 employees	500+ employees
Because the training has to be regulated	All of the IT qualifications are not offered by nationally accredited organisations - they are vendor specific. (e.g. Microsoft certified developer)	Didn't need it	All our training is for changes to government policy and is not required outside of our workplace
Doesn't seem required		Do not have information to implement them	
It is not a requirement in our small business		No recent need	All training is done in-house and no accreditation is required
It is not necessary at this stage	Because it is not necessary for an internationally	Not required	
My business operates overseas		Not required	Don't need it
No employees	Don't need so far	The evaluation of these courses are not complete in our organisation	Generally does not apply to the needs of our workforce
No need	I don't believe there is any for our particular industry sector		
No need		Too expensive and too much time off the job.	Have in house training
No need for it	Management see little to none benefit	We train for the future	Have not needed it
No particular reason I can think of			I'm not privy to that information
No special reason	No need		It is too costly at the moment. Demographic of our workers also mean that it would be either traineeship level (with no incentives currently) or the other extreme and post graduate which is very expensive and difficult to justify the ROI
Not applicable to my business	Not specific to our requirements		
Not enough funding	Slack training system		
Not needed			
Not really needed			
Not relevant and no national training exists for the field I work in			Just the way we want
Not specific to our industry			Not enough funding
People have university degrees			The majority of the training component for the organisation where I work is based upon on the job training methods, for an internal/in house content management system
Probably lack of direction from provider			
So far there hasn't been a need			
The price and that we are a "different" business			
We are a small company and do not have the budget for this, we do hope in the future to incorporate more training for the staff			We use our in house training
We don't have apprentices anymore			
We don't have enough time allowance to do all the training at a specific time scale			
We have no real need			

Q4.8 For what occupations/jobs within your business/organisation do you provide or purchase nationally accredited training (e.g. machine operators, supervisors)? (Please list up to three, in approximate order of number of employees involved).

Organisation size: 1-49 employees

Largest number of employees	Second largest number of employees	Third largest number of employees
Accountant		
Accountants		
BAS agent	Trainer/assessor	
Builder		
Civil engineering	Mechanist	Air conditioning
Counsellors	Receptionists	
Loan processing		
Machine operation	Office	Sales
Tradesmen		
Training		

Organisation size: 50-99 employees

Largest number of employees	Second largest number of employees	Third largest number of employees
Enabling employees (finance, HR, WHS staff)	Policy staff	
Food processors	Food technicians	Production staff
International education counsellors	Accounting & book-keeping clerks	Registered migration agents
Operators	Shift boss	
Outdoor manual workers	Professional staff	
Supervisor	Front line employee	Specialist

Organisation size: 100-499 employees

Largest number of employees	Second largest number of employees	Third largest number of employees
Call centre/management/customer service		
Care workers		
Electricians	Machine operators	Mechanics
Fork lift/machine operators	Maintenance fitters and turners	Gas fitters
IT	HR	Business
PCA		
Project managers	V & V staff	
Social workers	Case workers	Managers
Teacher	PC software accreditation	OH&S
Teachers		
Technician	Technical writer	Consultant
Tradespeople	Plant operators	Supervisors
Trainers		
Training and assessment packages		
Welders		

Organisation size: 500+ employees

Largest number of employees	Second largest number of employees	Third largest number of employees
Call centre consultants	Apprentice chefs	
Engineers	Scientists	CAD operators
Field workers		
First aid	CPR	
Food and beverage	Table games	
Input officers	Accountants	Bookkeepers
IT	Sales	HR
Manager	Assistant manager	Supervisor
Managers	Nurses	
Optical dispensers		
Pharmacy assistants	Pharmacists	
Professional	HR	
Rangers		
Residential support workers	Community support workers	Middle management employees
Supervisors	Project managers	
Supervisors	Customer service staff	
Teachers teaching RTO/VET subjects are trained in the Cert IV TAA	Some equipment operating subjects	OH&S competencies
Technicians	Call centre	Sales
There is no one main employment category		
Trade	Supervisor	OH&S
Trainers	Managers	Supervisors
Treatment plant operators		

Note: Highlighted rows represent respondents who completed all three responses

Q4.9   **Starting with the most important, list in order of importance up to three reasons why your business/organisation decided to provide or purchase nationally accredited training.**

Organisation size: 1-49 employees

Most important reason	Second most important reason	Third most important reason
Government over-regulation		
Government regulations	Upgrade internal skill sets	
Had to	Growth	Choice
I had to perform my job	If I don't I lose my accreditations	
It resolves issues from the initial process (sic)	Give more credibility of new employee	It innovative (sic)
Knowledge	Preparation	
Licensing requirement	Increase knowledge base	Potential recruitment of staff
Regulatory requirements		
Safety		
-	Less cost	Compliant
To be able to provide a new service	To boost income	To diversify

Organisation size: 50-99 employees

Most important reason	Second most important reason	Third most important reason
It will train others	They need to answer phone calls	It is a must
Knowledge	Safety	
Skills gained	Qualifications gained	
SQF Requirement		
To ensure up to date and professional knowledge for the relevant workers	To provide the highest-quality services to our clientele	As an employee/contractual benefit to our workers, so that they can "up-skill"
To further individual qualifications while they work for us	To assist workers to find a promotion either with us or with another organisation	

Organisation size: 100-499 employees

Most important reason	Second most important reason	Third most important reason
Because it means that the employees have been trained according to strict guidelines/criteria and are highly qualified	Their skills are of a very high standard	Their training, skills and degrees are widely and nationally recognised
Better skill		
Government requirement	Meet competency standards	Provide training
High standards	Knowledgeable	Competent
IT	HR	Business
Job requirement		
Legal requirement	Continual learning	Cost effective
Legislation		
Maintain standard	Improve ability of employees	Gain reputation
Management training	Consistent work	
Must needed training		
Quality system required	In house training	Better for business itself
Required for being competitive	Reinforce standards	RTO
Safety requirements	Trade requirements	
Strategy	Numbers	Analysis
Unable to recruit staff		
Very useful	Well organised	Easy
Welders had to comply with welding standards demanded for job	Painters had to comply to standards for job	

Organisation size: 500+ employees

Most important reason	Second most important reason	Third most important reason
Accredited professional qualifications	Government requirement to have qualified staff	
Competitive edge	Innovation	
Compliance	Safety	Skill sets
Compliance with RTO/VET regulations, with the secondary college I teach at registered as an RTO	There is budgetary support for such training	Support for the national scheme
Cost	Accreditation	
Employees required a nationally recognised qualification to do their job		
Helps attract the best employees		
Incentive		
Keep better employees	Train better staff	Retention

Organisation size: 500+ employees		
Most important reason	Second most important reason	Third most important reason
Knowledge	Experience	Speed
Knowledge	Productivity	Growth
Laws relating to requirements for operation	Industry regulations relating to accreditation and registration to operate	Government financial assistance given for training
Legislation requirements for OH&S white card training and for RISI/Pegasus accreditation	Chartered engineers a requirement for the business	
Mandatory	To keep up to date	Improve the service
Meet national standards / Only qualified optical dispensers can go on to own their own stores	Use of experienced trainers	
Process improvement	Employee satisfaction	
Provide staff with qualification	Quality of training	Confidence for regulators
Staff development for junior staff	Improved training for supervisors	
Supervisors	Project managers	
WHS		

Note: Highlighted rows represent employers who completed all three responses (Q4.9a, b, c) for this subgroup (n=4)

Q4.12   Please state what sources (if any) of Government funding for training that you have accessed since January 2014, and make any comments that you would like about Government funding for training. (n=32)

1-49 employees	50-99 employees	100-499 employees	500+ employees
CCWT Centrelink Health Information None - I paid for the extra competency for the Financial Services qualification and the Community College for whom I do work provided the TAELLN411 competency	Assisted training for non professional or degree qualified staff None, given the very specific nature of our business	Annual allocation of govt funding to our school Defence contract awards Defence Industry Funding Free industrial training Government funding was applied for to get welders up to standard as this was a government defence forces contract Government Management training Ideally, we would like to receive government funding for the training of our employees. We have only accessed a very small portion of funding from the government. Needs more Personal funding for individuals doing courses SA TAFE VOLUNTEERING Warehouse training	Basic Both Commonwealth and State/Territory level funding Budgets Funding for vet places Funding for vocational courses for young jobseekers, specifically VET-compliant pharmacy industry courses. Funding for placements of tertiary students for that part of their education, specifically student pharmacists. It is enough It is very important if they could step up New skills training Often the funding is too restrictive (Australian Residents) for our Employee base There is an allocation of funding in the Department budget for this purpose Very difficult to obtain Website

Answers to questions 5.2 and 5.3. These were follow-up questions to Q5.1, which provided a number of options to describe arrangements with an external RTO or RTOs.

Q5.2 **Please nominate, from the list above (i.e. from Q5.1), the number that represents the most important arrangement that you currently have in place with an external RTO.**

Q5.3 **Why is this arrangement the most important to your organisation?**

Organisation size: 1-49 employees (n=23)

Which is the most important arrangement you have with an external RTO?	Why is this arrangement the most important to your organisation?
1. No arrangements at all	Because we don't need it
	It is not needed
	It's the only one
	No employees
	Small organisation
	There is no necessity to have formal training at this stage
	Trainers are poor and we won't use them. Tick and flick at best.
	We are not big enough to have a dedicated provider
	We don't have any apprentices anymore
	We have none
2. A formal partnership with TAFE(s)	Best results from employees
	It would be beneficial
3. A formal partnership with a non-TAFE RTO(s)	Cost
	We need a bit more professional credited association in order to improve our credibility
4. An informal but ongoing partnership with a TAFE(s)	-
5. An informal but ongoing partnership with a non-TAFE RTO(s)	We provide training at the RTO
	It make mobility easier
	It is with an industry professional body and training courses are tailored to working in the industry
6. Ad hoc arrangements with training provider(s) as necessary	Dynamic
	No other need
	Only used when required
	Only way to get govt. Approval to do this work
	Very beneficial to staff
	Because of our small budget we cannot afford consistent training

Organisation size: 50-99 employees (n=7)

Which is the most important arrangement you have with an external RTO?	Why is this arrangement the most important to your organisation?
1. No arrangements at all	Not required at this stage
	Slack training program
	Therefore, we do not have any formal partnerships with TAFEs or RTOs because they might not necessarily provide the training we require.
	We have to find specific training and educational courses for our employees & contractors
2. A formal partnership with TAFE(s)	It is a formal one
3. A formal partnership with a non-TAFE RTO(s)	
4. An informal but ongoing partnership with a TAFE(s)	Most relevant
5. An informal but ongoing partnership with a non-TAFE RTO(s)	They get all our new "apprentices" through TAFE Hub
6. Ad hoc arrangements with training provider(s) as necessary	It allows us to tailor courses to specific groups of individuals as and when required

Organisation size: 100-499 employees (n=22)

Which is the most important arrangement you have with an external RTO?	Why is this arrangement the most important to your organisation?
1. No arrangements at all	As per management decision
	Flexible
	It has no cost factor.
	So employees are trained properly
	There is none
2. A formal partnership with TAFE(s)	Better training
	Good and easy
	It fits really well with our team
	It has to suit the employee's need
	It provides most of our training requirements
3. A formal partnership with a non-TAFE RTO(s)	Because we find this arrangement to be the most efficient and effective way to have our employees trained
	Great training purposes
	It is safety related
	It's crucial
	To recruit employees
4. An informal but ongoing partnership with a TAFE(s)	Appropriate skill set needed by organisation
5. An informal but ongoing partnership with a non-TAFE RTO(s)	It helps our organisation to complete the training for employees in the cost effective manner
6. Ad hoc arrangements with training provider(s) as necessary	Course is implemented when required
	Flexibility
	It's the only arrangement applicable from the list provided
	Only need use of them when sufficient new welders are employed
	Only use when need arises

Organisation size: 500+ employees (n=30)

Which is the most important arrangement you have with an external RTO?	Why is this arrangement the most important to your organisation?
1. No arrangements at all	Due to the difference between our department and the public sector
	I'm not sure that it is. Most of local government use external providers
	In house trainers
	Relevance
2. A formal partnership with TAFE(s)	Good staff training
	Growth
	Lots of students do courses such as school based apprenticeships in which cooperation with TAFE is vital
	National accreditation
	Recognised qualifications
3. A formal partnership with a non-TAFE RTO(s)	It gives quality training
	It is used for the majority of external training
	It provides the greatest range of relevant training at the most effective cost
	It trains specifically in the industry skill set and is registered to do so
	On the job
4. An informal but ongoing partnership with a TAFE(s)	Business to Business relationship
	High number of trade staff
	It works well for us
	We have an excellent relationship with the training provider. They understand our needs and we understand theirs.
5. An informal but ongoing partnership with a non-TAFE RTO(s)	It fits the organizational structure
6. Ad hoc arrangements with training provider(s) as necessary	Each applicant for funding is assessed on an ad hoc basis and is judged on the requirements of the

Organisation size: 500+ employees (n=30)	
Which is the most important arrangement you have with an external RTO?	Why is this arrangement the most important to your organisation?
	Department and consistency with Government priorities
	Get what we want from whoever we want
	It is flexible
	It is often utilised for licensing qualifications which are purely based on demand and location
	Its flexible
	Keep up our competitiveness
	On an as need basis. Training selected based on requirements at the time.
	They have the skill
	Used when required
	We apply as needed. Sometimes there is not enough staff to cover sending new staff to regular training, otherwise, waste of money, we pay as we need it
	We don't do a lot of external training

Note: Two RTOs selecting one each of the two 'enterprise RTO' responses in Q5.2 are omitted as they did not answer Q5.3.

Q6.4   Finally, what would facilitate the offering of more training in your organisation? (n=74)

1-49 employees	50-99 employees	100-499 employees	500+ employees
Affordability and time	A budget for training	Better funding	A bigger budget
Better organisation by senior management	Additional funding for in house training	Better management	A bigger budget
Cheaper cost of training courses / more government funding available, more time available to staff to undertake more training	Government give more funds	Cheaper suppliers	Better market
	Market need	Government subsidies.	Cheaper
	Money	Greater retention of employees	Further funding
Commitment from the CEO	More time, more money	Internal or TAFE funded	Having dedicated time for education and training
For quality	New owners!	Larger budget	If employees' job duties / roles / responsibilities were less involved and time consuming
Free money	Regular timeslot set aside	More funding	
Knowing it was good quality training and specific to our needs	The ease of obtaining Government funding for training; at the moment, this can be quite a convoluted process	More funding!	Less time pressures to release staff from their day to day jobs
		More funds	Money
More cash flow		More government support	More commitment by the organisation to provide sufficient funding and resources to learning & development activities
More examination		More money	
More funding from head office		More money	
More time		More money	More funding
Need more person		More time	More funding
Seeing how it would directly benefit the business and improve productivity		More time for employees to do the training / More cost effective training methods available	More funding
			More funding
When we have the budget to afford training we will do more training		Paid study leave will definitely encourage employee to spend time in studying	More government incentives for business to provide training - we no longer offer traineeships. The cost is significant.
		Short term training sessions - 1 to 2 day	More improvement
		Time constraints on staff	More resources
		We already offer enough	More resources
		We feel that we already have more than sufficient training in place in our organisation	More SSL channels
			More staff
			More time to focus on training
			Reduced costs
			Senior managers believing that staff should have the opportunity to learning
			Time
			Trainers coming on site to train and help when it's busy allowing trainee staff to shadow/freeing up qualified staff to be on the floor/serving customers
			Training being more formally built into the job specifications of the various roles, particularly in terms of time.

Note: Very lengthy responses have been removed from the table and are listed below. The size of the relevant employers has been indicated.

1 – 49 employees:

Government funding… plus what training do you provide to a fully licensed builder? It's on the job training isn't it, I don't know of any other courses unless he was to learn a trade, but that is a bit pointless, given that learning a trade is a 4 year course!

50-99 employees:

First, as the Asia Pacific Manager, I need to schedule a bit more time to explain the training and run some of our educational packages in-house myself. After that, I believe all of our employees and contractors will have a more positive approach to training.

500 and above employees:

In house training is increasing with the introduction of smart boards across the country. Larger offices have the main smart board installed and smaller ones have a smaller option. Staff can gather (without travelling) and can participate with like staff from across the country. Methodology, techniques etc can be discussed where any office can take the floor; i.e. when required and with notice to other offices, one location can take over. Anything written on the smart board is immediately on the boards at other locations and everyone can talk when needed. It is a 100% interactive experience. The Department has spent a huge amount of money on this Conference/Training facility and is benefiting by not paying travelling/accommodation/travelling allowance costs.

Perhaps training of senior managers(!) Specifically - a clear, systematic rationale for the benefits of training provision, in the same way that concepts like "gross profit" and other tangible items are bandied around as currency for decision-making. I think it is assumed that senior managers are inherently imbued with abilities to manage all areas of the business and this isn't true; seniority in itself doesn't translate to immediate qualification in all areas. The aspects of a business that relate to people - both staff and the public customer base - are an untapped resource in many businesses. Probably because people are harder to pin down and quantify in black and white on a balance sheet…but, it is a very real, very critical area of business, just the same.

RTO survey – results by organisation type

Q2.   **What is your title?**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Chief Executive Officer/Director/Managing Director	3	15.0	34	61.8	11	34.4
Other Senior Manager	8	40.0	9	16.4	16	50.0
Head of School/Department	3	15.0	0	0.0	0	0.0
Program Co-ordinator	0	0.0	3	5.5	0	0.0
Teacher	0	0.0	0	0.0	0	0.0
Business Development Manager/Partnership Management Coordinator	4	20.0	1	1.8	0	0.0
Other	2	10.0	8	14.5	5	15.6
Total	20	100	55	100	32	100

Q4.   **How would you classify the location and type of your organisation?**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Metropolitan-based, public provider	9	45.0	4	7.3	0	0.0
Metropolitan-based, private provider	0	0.0	27	49.1	14	45.2
Regional, public provider	10	50.0	1	1.8	4	12.9
Regional, private provider	0	0.0	20	36.4	7	22.6
Other	1	5.0	3	5.5	6	19.4
Total	20	100	55	100	31	100

Q5.   **What State/Territory is your organisation (head office) based in?**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
New South Wales	6	30.0	13	23.6	5	15.6
Victoria	6	30.0	13	23.6	8	25.0
Queensland	4	20.0	22	40.0	8	25.0
South Australia	1	5.0	3	5.5	3	9.4
Western Australia	3	15.0	2	3.6	4	12.5
Tasmania	0	0.0	1	1.8	2	6.3
Northern Territory	0	0.0	1	1.8	1	3.1
Australian Capital Territory	0	0.0	0	0.0	1	3.1
Total	20	100	55	100	32	100

Q6. **What is your level of involvement in VET industry-provider partnerships?**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Set up partnerships	1	5.0	9	16.4	3	9.7
Manage partnerships	0	0.0	7	12.7	2	6.5
Set up and continue to manage partnerships	11	55.0	25	45.5	17	54.8
Those managing key partnerships report to me	7	35.0	4	7.3	6	19.4
Other	1	5.0	10	18.2	3	9.7
Total	20	100	55	100	31	100

Q7. **In which of the following locations does your organisation have VET industry-provider partnerships?**

	TAFE		For Profit Private		Non Profit Private	
	N	% based on answers	N	% based on answers	N	% based on answers
Your local region	19	37.3	39	43.3	27	55.1
Other parts of your State	16	31.4	25	27.8	12	24.5
Other Australian States	12	23.5	24	26.7	9	18.4
Overseas countries	4	7.8	2	2.2	1	2.0
Total answers	51	100	90	100	49	100

	TAFE		For Profit Private		Non Profit Private	
	N	% based on respondents	N	% based on respondents	N	% based on respondents
Your local region	19	95.0	39	70.9	27	84.4
Other parts of your State	16	80.0	25	45.5	12	37.5
Other Australian States	12	60.0	24	43.6	9	28.1
Overseas countries	4	20.0	2	3.6	1	3.1
Total respondents	20		55		32	

Q9. Please select a number from 1 (strongly disagree) to 6 (strongly agree) to show how much you agree or disagree with each of the following statements.

	TAFE			For Profit Private			Non Profit Private		
	N Agree	% Agree	Mean	N	% Agree	Mean	N	% Agree	Mean
There is strong support in our organisation for seeking industry training partnerships that will be profitable and high profile	20	100.0	5.55	39	70.9	4.36	22	68.8	4.25
We are operating in a highly competitive training market	19	95.0	5.60	52	94.5	5.27	29	90.6	5.19
Increasing the levels of profitable training partnerships is a major goal of our organisation	19	95.0	5.40	43	78.2	4.45	23	71.9	4.03
We operate almost as the only provider of certain types of industry training	12	60.0	3.85	26	47.3	3.15	12	37.5	3.25
We have a highly successful track record in partnering with industry	19	95.0	4.90	46	83.6	4.76	27	84.4	4.72
Our geographical location gives us competitive advantages in gaining access to certain key industry partners	17	85.0	4.45	22	40.0	3.25	14	43.8	3.41
Our organisation manages partnerships interstate	15	75.0	4.60	25	45.5	3.07	15	46.9	3.06
Our organisation has a clear strategy about how it will build its level of industry partnering	14	70.0	4.20	42	76.4	4.29	20	64.5	4.06
Industry is attracted by our track record as a successful partner	18	90.0	4.45	46	83.6	4.58	26	81.3	4.53
We see ourselves being successful in particular niche markets of industry training	16	80.0	4.50	49	89.1	4.95	30	93.8	4.91
We are still developing a track record as a good training partner	17	85.0	4.30	38	69.1	4.16	13	40.6	3.31
Our organisational culture (e.g. our values, how we relate to people) is proving to be an asset in our partnering with industry	16	80.0	4.35	53	96.4	5.49	29	90.6	4.97
Our organisational structure (e.g. level of hierarchy, control systems) is proving to be an asset in our partnering with industry	13	65.0	3.90	46	83.6	4.95	26	81.3	4.66
We are the 'partner of choice' for a number of industries	14	70.0	4.50	40	72.7	4.31	20	62.5	4.19

Q10. **What percentage of your training partnerships with industry falls under each of the following categories?**

	TAFE			For Profit Private			Non Profit Private		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Mutual service partnerships where we pool resources with the industry partner to gain access to equipment or resources that aid training	18	11.9	9.6	45	16.8	25.6	29	14.5	20.8
Joint ventures where we pursue a training opportunity together by combining our capabilities and sharing business risk	18	8.4	9.0	45	8.3	16.8	29	10.9	14.0
We provide fee-for-service contracted services to client organisations	18	36.3	15.4	45	46.6	34.0	29	31.4	28.9
We cooperate with an industry partner to provide training that is wholly or largely government subsidised	18	37.5	18.3	45	21.8	30.2	29	35.8	29.9
Other	18	5.8	9.9	45	6.4	23.0	29	8.6	23.6

Q11. **What are the main drivers for your organisation's involvement in industry/employer partnerships?**

	TAFE			For Profit Private			Non Profit Private		
	N Agree	% Agree	Mean	N Agree	% Agree	Mean	N Agree	% Agree	Mean
To bring in additional revenue	18	100.0	5.22	35	77.7	4.53	19	65.5	3.90
To copy what other organisations are doing	2	11.1	2.17	7	15.9	2.02	3	10.7	1.96
To give staff stronger links with industry	16	88.9	5.00	34	75.5	4.40	22	75.9	4.31
Our motivations are not really clear	2	11.1	2.11	6	13.6	1.82	3	10.7	1.79
Industries/employers have requested that we assist them	17	94.4	4.94	35	77.7	4.47	24	82.8	4.66
If we did not get involved in the partnering, another organisation would have taken the opportunity	15	83.3	4.83	20	45.4	3.34	15	51.7	3.62
To find future employers for our students	16	88.9	4.78	25	55.5	3.53	20	69.0	4.28
To build extra capability within our staff	17	94.4	5.06	31	68.8	4.11	20	69.0	4.21
To keep up-to-date with industry needs/requirements	18	100.0	5.17	39	86.7	4.93	25	86.2	4.97
To maintain relevance/alignment with industry needs/requirements	18	100.0	5.44	41	91.1	5.16	25	86.2	5.00

Q15. **Please indicate whether your partnerships are mainly with small, medium or large enterprises.**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Mainly small or medium (up to 200 employees)	6	33.3	29	64.4	19	65.5
Mainly large	1	5.6	3	6.7	1	3.4
A fairly equal mixture of small, medium and large	11	61.1	13	28.9	9	31.0
Total	18	100	45	100	29	100

Q16. As you indicated that your partnerships are mainly with small or medium enterprises (up to 200 employees), please indicate which predominates.

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Small - up to 20 employees	2	33.3	19	67.9	9	64.3
Medium - 21 to 200 employees	4	66.7	9	32.1	5	35.7
Total	6	100	28	100	14	100

Q17. Please select a number from 1 (highly dissatisfied) to 6 (highly satisfied) to indicate your level of satisfaction with the performance of <u>your own organisation</u> in the following aspects of partnering with industry or with specific employers.

	TAFE			For Profit Private			Non Profit Private		
	N	% Sat	Mean	N	% Sat	Mean	N	% Sat	Mean
Our ability to establish trust	18	100.0	4.67	42	93.3	5.33	23	95.8	5.17
The quality of our communication with the industry partner	13	72.2	4.00	42	93.3	5.13	23	95.8	4.96
The commitment shown by our staff to make the partnerships a success	15	83.3	4.44	43	95.6	5.40	22	91.7	5.21
Our willingness to customise training to meet industry needs	17	94.4	4.89	42	95.5	5.52	23	95.8	5.21
Our success in customising the training	17	94.4	4.44	42	95.5	5.36	23	95.8	4.96
Our openness to experimentation	12	66.7	4.17	42	97.7	5.28	21	87.5	4.54
Our flexibility with staffing arrangements	8	44.4	3.22	44	97.8	5.33	20	83.3	4.75
Our application of financial measures to determine the success of the partnering	12	66.7	4.00	35	79.5	4.43	20	83.3	4.54
Our application of non-financial measures to determine the success of the partnering	11	61.1	3.67	38	86.4	4.86	19	79.2	4.50
The financial returns to us to date	13	72.2	4.00	29	65.9	3.93	18	75.0	4.17
The financial returns to us in the longer term	16	88.9	4.33	33	76.7	4.07	19	79.2	4.42
Our flexibility in providing different delivery modes for the training	14	77.8	4.28	37	84.1	4.91	19	82.6	4.91
Our level of planning within the partnership	15	83.3	3.89	40	88.9	5.04	21	87.5	4.92
Our willingness to adopt a long-term perspective in judging the success of the partnership	14	77.8	3.89	43	95.6	5.24	19	79.2	4.79
Our willingness to make changes to the nature of the off-the-job training	12	66.7	4.17	41	95.3	5.37	20	83.3	4.92
Our willingness to make changes to the nature of the on-the-job training that we deliver	13	72.2	4.11	40	95.2	5.43	20	83.3	5.00
The administrative arrangements we put in place to manage the day-to-day issues arising in such partnerships	6	33.3	3.17	39	86.7	5.00	20	83.3	4.71

Q20. **Please select a number from 1 (highly dissatisfied) to 6 (highly satisfied) to indicate your level of satisfaction with the attributes of <u>your industry partners in general</u> in the following aspects of their partnering with your organisation.**

	TAFE			For Profit Private			Non Profit Private		
	N	% Sat	Mean	N	% Sat	Mean	N	% Sat	Mean
Their ability to establish trust with us	17	94.4	5.38	43	97.7	5.38	23	95.8	5.08
The quality of their communication with us	14	87.5	4.84	38	86.4	4.84	23	95.8	4.96
The commitment shown by their staff to make such partnerships a success	15	88.2	4.84	38	86.4	4.84	22	91.7	4.75
Their willingness to customise the training	16	94.1	5.02	37	88.1	5.02	19	86.4	5.04
Their success in customising the training on the job	15	88.2	5.02	36	90.0	5.02	15	71.4	4.74
Their openness to experimentation with the training model	16	88.9	4.80	38	88.4	4.80	20	87.0	4.83
Their flexibility with staffing arrangements	12	70.6	4.73	33	80.5	4.73	19	82.6	4.58
Their application of financial measures to determine the success of the partnering	15	88.2	4.67	24	70.6	4.67	17	89.5	5.00
Their application of non-financial measures to determine the success of the partnering	13	86.7	4.82	31	79.5	4.82	18	94.7	5.29
The financial returns to them to date	15	93.8	4.95	26	78.8	4.95	13	86.7	5.58
The financial returns to them in the longer term	15	88.2	5.05	25	80.6	5.05	12	85.7	5.78
Their flexibility in facilitating different delivery modes for the training	14	77.8	4.91	34	89.5	4.91	18	81.8	4.92
Their level of planning within the partnership	12	70.6	4.86	30	81.1	4.86	19	82.6	4.71
Their willingness to adopt a long-term perspective in judging the success of the partnership	15	88.2	4.93	34	87.2	4.93	19	95.0	5.21
Willingness to make changes to the nature of the on-the-job training that they deliver	13	81.3	5.07	32	88.9	5.07	18	85.7	5.08
The administrative arrangements they put place to manage the day-to-day issues arising in such partnerships	14	82.4	4.67	27	73.0	4.67	19	82.6	4.71

Q21. **We want to know how well you think your organisation does at some aspects that relate to partnering. Please indicate your level of agreement with the following statements in relation to your organisation.**

In our organisation:	TAFE			For Profit Private			Non Profit Private		
	N	% Agree	Mean	N	% Agree	Mean	N	% Agree	Mean
Staff are comfortable about sharing new ideas that might improve the partnering outcomes	15	83.3	4.61	44	97.8	5.38	23	95.8	5.04
There is open discussion of what we have learned from our mistakes in partnering	9	50.0	3.72	44	97.8	5.47	22	91.7	5.13
A failed partnership is seen as an opportunity to learn and improve our operations	12	66.7	3.78	43	97.7	5.32	20	83.3	4.79
Our organisation does a good job in communicating to all staff what we have learned from successful and failed partnering	4	22.2	2.94	43	95.6	5.00	19	79.2	4.50
I work in an environment where constructive feedback is welcomed by management about how our industry partnerships are going	11	61.1	4.06	44	97.8	5.36	21	87.5	4.92
We regularly review the progress of partnerships with our industry partners	12	66.7	3.89	41	93.2	5.16	20	83.3	4.88
New ideas that challenge current training practices are welcomed	13	72.2	3.94	43	95.6	5.33	24	100.0	5.21

Q23. **Have you been involved in ending an industry-provider partnership?**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Yes	11	61.1	24	53.3	10	41.7
No	7	38.9	21	46.7	14	58.3
Total	18	100	45	100	24	100

Q25. Please select a number from 1 (strongly disagree) to 6 (strongly agree) to show how much you agree or disagree with each of the following statements. Think about those staff who do industry partnering and the following aspects.

Those staff are effective in:	TAFE			For Profit Private			Non Profit Private		
	N Agree	% Agree	Mean	N Agree	% Agree	Mean	N Agree	% Agree	Mean
Marketing what we can do	12	66.7	4.06	39	86.7	4.71	18	78.3	4.39
Negotiation skills	15	83.3	4.33	38	84.4	4.80	21	91.3	4.61
Doing training needs analyses	16	88.9	4.56	43	97.7	5.05	19	82.6	4.61
Employer liaison	17	94.4	4.56	44	97.8	5.13	20	87.0	4.83
Legal and contractual arrangements	8	44.4	3.50	35	77.8	4.31	16	69.6	4.35
Project management	12	66.7	3.78	35	79.5	4.48	18	78.3	4.39
Winning the job	13	72.2	4.00	40	88.9	4.82	19	82.6	4.65
Setting shared goals with the industry partner	16	88.9	4.39	42	93.3	4.91	20	87.0	4.78
Building personal relationships with the industry partner	18	100.0	5.06	43	95.6	5.33	23	100.0	5.17
Identifying and managing risk in the partnership	14	77.8	3.83	39	88.6	4.73	19	82.6	4.43
Showing real interest in partners' proposals and concerns	17	94.4	5.06	45	100.0	5.49	21	91.3	5.09
Providing information and regular feedback to the organisation about the performance of partnerships that they manage	13	72.2	3.94	40	90.9	4.95	19	82.6	4.61

Q29. How important is government funding in your partnerships with industry?

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Very important	11	61.1	15	33.3	12	50.0
Important	6	33.3	10	22.2	9	37.5
Not very important	1	5.6	12	26.7	2	8.3
Not at all important	0	0.0	8	17.8	1	4.2
Total	18	100	45	100	24	100

Q32. Have recent changes to Commonwealth training funding affected the amount and nature of training that employers with whom you partner provide to their employees?

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Yes	12	66.7	21	47.7	16	66.7
No	3	16.7	11	25.0	6	25.0
Don't know	3	16.7	12	27.3	2	8.3
Total	18	100	44	100	24	100

Q33.   **If yes, please provide more details by selecting one of the following statements.**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Employers accessing more training from RTOs	0	0.0	3	14.3	2	12.5
Employers accessing less training from RTOs	9	75.0	11	52.4	12	75.0
Employers accessing the same amount of training but pay more for it themselves	1	8.3	2	9.5	1	6.3
Other changes	2	16.7	5	23.8	1	6.3
Total	12	100	21	100	16	100

Q34.   **Have recent changes to State/Territory training funding affected the amount and nature of training that employers with whom you partner provide to their employees?**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Yes	14	77.8	22	50.0	14	58.3
No	3	16.7	13	29.5	7	29.2
Don't know	1	5.6	9	20.5	3	12.5
Total	18	100	44	100	24	100

Q35.   **If yes, please provide more details by selecting one of the following statements.**

	TAFE		For Profit Private		Non Profit Private	
	N	%	N	%	N	%
Employers accessing more training from RTOs	0	0.0	1	4.5	2	14.3
Employers accessing less training from RTOs	6	42.9	14	63.6	9	64.3
Employers accessing the same amount of training but pay more for it themselves	2	14.3	2	9.1	1	7.1
Other changes	6	42.9	5	22.7	2	14.3
Total	14	100	22	100	14	100.0

RTO survey qualitative data - by organisation type

Q8. **What do you understand by the term 'VET industry-provider partnerships'? (n=93)**

TAFE	For Profit	Not for Profit
A contextualised training relationship/agreement that meets both entities needs (meets the workforce development needs of the employer and allows for innovative and viable approaches to meet the training needs)	A formal arrangement to deliver education services with documented outcomes for all stakeholders. / Our model is workplace based and integrates enterprise policies, procedures etc into tasks linked to assessment towards nationally recognised qualifications	A relationship with a client/enterprise where the client contributes to the partnership beyond cash. / Client may typically provide equipment, facilities, human resource expertise that is not readily available to the RTO. / This may be a formal i.e. contractual or informal arrangement /
Co-design of curriculum, cooperation in designing delivery models and choice of training products. Industry input into validation of training and assessment products. Collaboration on employment and further education pathways.	A relationship with industry to provide more relevant vocational education and training.	As an industry provider we are the partnership.
Collaborating with industry to meet their workforce development needs/	A tripartite relationship to develop long term sustainable economic and social participation in both a workplace and local community context.	As an organisation that is very much about Industry alignment and industry needs, we are continually partnering with employers and industry to provide strong VET and skills development outcomes for current and potential employees/ apprentices. Partnerships can be at an employer/ apprentice/ RTO level or at an industry association level whereby we have created strong formal and informal forums for dialogue, improvements to VET outcomes for the sector and general enhancements to Vet delivery including from within school to the workplace. Listening and responding to VET needs in regional locations has positioned our RTO as a provider of choice in a number of locations within this state and beyond.
Critical to the future success of TAFE - both from the perspective of future business but also future support in challenging and competitive times / Under-resourced / Roles of each often misunderstood by each party; industry says "you don't provide the right kind of training we need"; VET providers say "they're your courses - we don't develop them, you do"	Accredited training providers.	
Development of partnerships, networks creating alliances between industry and the workplace is paramount in the creating new ways of doing business. / Offering pathways from certificate level to degree creates a relationship throughout the learning experience and maintain a client base which will continue to invest as they develop. Long term relationships will be key in the institute's course offer as well as adapting to the needs of the workforce as environmental changes grow. / Both informal & formal training has to be offered in order to capture the range of needs that industry & individuals require. Adaptability to emerging trends is required to train the workforce of the future. Developing links with offshore institutions and policy makers to roll out highly regarded Australian training is required to meet emerging high demands for work-ready graduates which will aid development of links with industry	Agreed collaborative arrangements established to enable mutually beneficial strategies to provide specific workforce training and in maintaining skilled employees.	Delivering accredited training to organizations that are not RTOs but want training that is accredited/ nationally recognized.
	An Auspice company that adopts your policies, procedures and materials creating a formal training relationship to ensure industry standards are met.	Employer-training provider partnerships in our area can involve either formal (accredited) or informal (non-accredited VET) delivery of training. Training may be customised; workshop style with specific outcomes expected or follow training package guidelines to reach accreditation. A not for profit, satisfying employer need is our priority over profit for our organisation.
	As we do not rely on a business-to-business model for student recruitment, to us such partnering is all about getting our students connected with industry employers, associations and membership bodies for the betterment of their future careers.	Finding out what industry wants, informing them what is available and arranging for the provision of the training and then evaluation to see if it met their needs.
	Collaborating with: / 1. RTO's that have a different scope to ours; / 2. Community based organisations who have a membership based interested in VET courses; / 3. Industry to provide formal qualifications (through training and/or RPL) to workers who may not have formal qualifications.	Formal and informal partnerships for training design and delivery which is of benefit to the industry partner.
Enterprise solutions cover multi facets of educational delivery solutions including in-house/ Bespoke online/Operational and strategic objectives that results in ROI for industry. Partnerships are those who are engaged in the services of the RTO as an extension	Connections with industry to provide training, input into training delivery, vocational placements and developing future workforce	Formal and informal training relationship / Local / Engaged with local industry / Up skilling workforce
	Delivery and assessment, workplace training arrangements where employers are actively involved in the process and or assist in determining specific sector/environmental needs	Making money to keep the company a float but the most important thing is the quality of training we delivery
	Formal & informal i.e. / Formal- where we have an MOU / Informal- where we utilise industry facilities, equipment, expertise for practical training days	
	Formal and informal relationships with key industry bodies and employers and on the ground staff	

TAFE	For Profit	Not for Profit
to their business solution.	and personnel. The focus is on a partnership to work together to meet the needs of the training package, the employer needs and the industry needs. / The training needs to be transferable with an partnership that is transparent	to get the best outcome to our students
I understand this term to relate to any partnerships between organisations in the VET sector and organisations outside the sector. These could be formalised clients through an MOU, collaborative working relationships, or more strategic alliances, such as with industry groups.		Our partnerships with industry are both formal and non-formal, however with the goal to see positive outcomes for children, educators and families. We have a strong connection and involvement in peak bodies within the sector also in several locations. While we need sufficient finances to run our RTO, it is not the driving force behind why we participate in things.
In our organisation, we have various industry sites come to us to work in collaboration to achieve their formal or informal training goals. Sometimes we bring in external resources to achieve as required so in a sense we have become an extension of their training department.	Formal partnership between industry and training companies to provide support and development to workers. / In most cases this is sets up additional consulting work and does not represent the main source of revenue and profits for the company.	Our VET Industry Partnerships include professionals practising in the industry, employers (corporate, education, employment services, DEA, DET, clients participating in our training, individuals committed to improving career development of young people.
It is about an industry arrangement which benefits both parties. It could be a commercial project, student centred aimed at work experience and employment and developing an industry relationship which could lead to research opportunities.	Formal partnerships based on a training needs analysis and strategic plan for workforce development. Our primary focus is to improve efficiency and staff retention for our partners and in turn it generates a reliable revenue stream for our organisation.	Partnership to deliver RTO training within an enterprise. Partnership to sub-contract assessment services.
Long term partnerships exploring all scopes of training in the workforce both accredited and non-accredited, utilizing expertise of workforce for delivery and assessment in outsourcing arrangements.	Formal training relationship in regional and remote agricultural areas of Australia where specific outcomes are expected before issuing nationally recognised training certificates or statement of attainments.	Partnerships and MOUs with industry bodies and directly with the employers.
My understanding of the term 'VET industry-provider partnerships' is - An industry partner enters into a formal relationship with a RTO to support their workforce development and to meet their compliance and professional development requirements. There are a number of variations to these arrangements including co-provider agreements, engagement of a training alliance manager, the contextualisation of delivery to align to the employers specific workplace requirements, to overcome resourcing issues including access to specialist teachers, reducing the amount of time employees spend away from the workplace, to broker training, etc, etc	Informal relationships with employers for on job training of trainees, with the hope of employment outcomes. Informal training relationships. Involved a core group of provider and industry staff who managed the partnership or multiple partnerships. / Ongoing relationships, often involving more than just direct delivery of training and, as a result, often had no defined end date. Involvement of industry in course development for their particular needs, contextualisation of courses and assessment and, where, relevant validation. / For ourselves, much of our industry input comes from employees because we do not cater for entry level training and many of our students are mature aged with considerable industry experience.	Partnerships built with employers to support industry hands-on training. Formal and informal relationships have been built. This is monitored on an ongoing basis Partnerships with industry, providing traineeships including school based traineeships. Also offering external training but being involved with industry in organising practical placements. Assisting in training employees to provide quality staff to local services. Relationships both formally documented and informal that cover the breadth of services supporting workforce development, from collaboration on product design, development of product or program solutions, delivery of services, validation of activities and outcomes, research, and integrated employment and training pathways.
Need to have a commercially viable return from our involvement - whether that is auspicing, direct delivery or consultancy services.	Long term specific training quality outcomes with an end to pay the bills	RTO is contracted to provide skilling programs as per industry needs plan for industry-specified skill sets.
Our partnerships are generally based on formal qualifications delivered in industry or a combination of RTO/ industry delivery in local and interstate locations. In terms of outcomes, all programs need to be financially viable; however we endeavour to advance skills development of staff from our commercial clients.	Making a difference in business by supporting the implementation of skills learnt via training Money is not a key factor- my prices are cheaper to encourage people to study. The field I work in, is not funded very well so many TAFE's are no longer running the courses. Regional employees are hardest hit so I am working with their supervisors to choose units that best reflect what they do in the work place. By focusing on RPL and work based training, these students do not need to travel to metropolitan areas which could be interstate. These are not contracted	The college partners with the ECEC sector to provide training and assessment to ECEC educators. Service provision includes regional and remote educators. The outcomes are more about being 'job ready' and less about money.
Partnerships vary from very formal i.e. auspicing to MOU's and local industry networking.		VET Industry-provider partnerships for our organization is both formal and informal. / We would normally identify the organization that we wish to partner with then establish a MOU which would have general concept of the relationship identifying such things as: / 1. "Preferred training provider" for the organization / 2. Reciprocal arrangement about identifying as 'strategic partners' on website / 3. Reference to operational
Providing tailored training to suit industry, having industry help guide what training is delivered and how, working with industry so that they		

TAFE	For Profit	Not for Profit
can deliver and we oversee and assist	relationships- the staff are free to choose which provider they want to study with.	arrangements and responsibilities / Second level agreements - Service Level Agreements is then drawn up to cover details of operational arrangements: / 1. Identifies persons responsible for day to day operations / 2. Training services / 3. Facilities provided / 4. Dollars for service etc. /

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TAFE

can deliver and we oversee and assist

The term covers many circumstances for our Institute. It can refer to a partnership formed for the purpose of building regional capacity, by agreeing to work together to strengthen services in the region. It can also refer to partnerships that have a financial basis e.g. for the delivery of Government funded training hours or for commercial arrangements.

VET Industry-Provider partnerships is about establishing a relationship that has mutual benefits for industry and TAFE. The long term success of a partnership is based on the meeting the needs of industry at the right time, at the right cost, with right people to ensure quality and compliance standards are achieved for our industry partner. Responsive communication and attention to their needs is a MUST.

We are involved in a broad range of partnerships which are predominantly formal training relationships however there are a lesser number of informal training relationships. The breadth of scope of these relationships cover all of our training areas and are generally in several locations. Whilst the vast majority are designed to make money in the present, they are all still very much about the achievement of joint outcomes as agreed between the partners.

Workforce needs are identified. Training is developed and customised to meet these needs. The partnership is continued through industry input into other programs, up skilling of teachers and general direction of training.

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For Profit

relationships- the staff are free to choose which provider they want to study with.

Partnerships are a formal relationship with MOUs in place. They are educated in our methods and are to operate under our auspice abide by our policies and procedures. We pride ourselves on outcomes and the professional manner of delivery. A partnership is constantly audited to ensure that delivery, advertising and all facets of the MOU are abided by.

Partnerships in our case are both formal and informal, they are in several regions in NSW and our company can be the lead company but not necessarily so.

Partnerships in the form of: / Industry consultants - for validation and moderation / Host organisations - to host internships allowing students to gain 'practical' skills and knowledge to complement their studies. / Philanthropic - building awareness of corporate social responsibilities

Partnerships that are of mutual benefit for both students and industry e.g. graduate outcomes, internships, work experience, access to industry experts

Partnerships traditionally to me are about formal agreements between industry and RTO to provide targeted, ongoing training

Partnerships with employers for the delivery of industry led training

Partnerships with our "supply chain", community groups and the employers or prospective employers of our graduates. Partnerships do not demand formality to be recognized by the participants.

Providing advice and guidance to industry on how best to develop learning and development strategies.

Providing labour force with training required to continue up to date skill and knowledge for the relevant business and industry. To ensure individuals have the competitive edge with the skills and knowledge to perform effectively and efficiently. / Such VET industry-provider engagement will both benefit from the corporation as a long term and continuing strategy with sustainable business operation for the business as well as constant feedback to the VET provider as a check and measure of the reflection from the real world/industry.

Providing training that meets and exceeds current industry requirements now and into the near future

Real workplace experience.

The relationship between our business (as a private training

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Not for Profit

arrangements and responsibilities / Second level agreements - Service Level Agreements is then drawn up to cover details of operational arrangements: / 1. Identifies persons responsible for day to day operations / 2. Training services / 3. Facilities provided / 4. Dollars for service etc. /

VET partnerships are vital to remain industry current as an RTO as well as meeting audit standards requirements. Our organisation has a variety of different partnerships, such as Clinical Placements opportunities provided for our students to complete their Diploma. These can be with hospitals, both public and private, aged care providers, community service providers. In some instances we pay for this privilege, however in turn the health sites have access to employing our top graduates who have already completed some of their training with those organisations. Win/win for both partners. We also have more informal relationships to leverage numbers enrolling for both partners.

We work in the Primary Health Care 'industry' where the industry and employer are often the same. Our understanding stretches to both 'industry' - other PHC stakeholders and employers operating in our local space.

Where providers work in conjunction with industry bodies and employers to ensure that the needs of the industry are met

Working with businesses who have a primary purpose other than VET to deliver/assess industry relevant training

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TAFE	For Profit	Not for Profit
	provider offering training and assessment services) and our clients (industry, students and Job active service providers)	
	The term VET industry provider partnerships means our RTO has the advantage of accessing skilled trainers and assessors around Australia, this in turn saves our organisation extremely high travel costs in delivering training and assessment. The RTO takes the 'risk' and has in place processes for maintaining and monitoring partners and the partners have the ability to deliver training without becoming an RTO themselves.	
	This means either a formal or informal partnership with Industry representatives that give guidance to the RTO with regards to outcomes and expectations from training.	
	To provide a quality relationship between partners and delivering a quality training outcome. It is very important to develop partnerships within the industry to understand their needs and prepare students for the next step. In this industry more is needed in quality training and not just pushing numbers through courses.	
	Traineeship / VET at school	
	Training relationships with industry players, receipt of student enrolments from industry partners, moderation and verification of assessments, assistance in the preparation of assessment and learning strategies	
	Two way relationship between a firm in our industry and our RTO to provide current industry information and training to staff and clients of the firm and our RTO. The informal relationships incorporate industry engagement and currency, including feedback, TNA, development of specific delivery arrangements and assessment validation where applicable.	
	VET industry provider partnerships is a formal relationship with the industry to be involved in identifying key industry needs and incorporating those in the training and assessment to students. Industry partnership helps students in their career pathways, which leads them to be Job Ready.	
	VET industry-provider partnerships - - / RTO and a business enterprise work together to provide customised outcomes for the business employees. The training and assessment is targeted to the industry and benefits the learners because of contextualised training and assessment. Specific industry-based outcomes are expected.	
	We deliver training to meet a regulated need for Real Estate,	

TAFE	For Profit	Not for Profit
	mainly in NSW but also over all states and territories. Industry-provider partnerships are tenuous. Training is sought to meet a need (to gain a real estate licence) and there the relationship ends. The real estate industry has a high employee turnover rate so periodically we can develop a partnership to work with the new entrants into the industry. However, the industry is also extremely impatient and fickle. There appears to be little value placed on training apart from a means to an end.	
	We have Clinical Placement Agreements in the health sector. Memorandums of Understanding in the community, aged and disability sectors. We also have MOU's with the education sector, both private and public. / We work together to provide student placement and they input back to us to improve our training delivery and composition of course structures.	
	We have established partnerships with existing businesses in our local region and outside our region. These partnerships were established to allow the industry to train their personnel to meet their exact needs, whilst still ensuring a quality outcome as required by an RTO. All of our partnerships are formal agreements to ensure partners meet our requirements. All partnerships incur a cost to the partner, however this is substantially less than us providing the training directly to them. We generally use a partnership to enable a partner to better train their staff or where the training provided directly by us would be too costly.	
	We have informal relationships to provide non accredited training.	
	We only have a limited partnership at this stage, assisting airline clients meet regulatory requirement for the qualifications of pilots involved in 'checking and testing' of other pilots, according to their licensing requirements. Our partnership grew from or initial consultation and discussion with one airline, and then onto a subsidiary airline (with regard to whether or not it would be in their best interest to establish their own RTO). We value our partnership with the airline and always look to provide them with the best outcomes in terms of the training requirements of their staff (and those of their associated companies).	
	We work closely with industry to provide training specific to an industry sector. Our relationship is with employers, employees as well as peak industry bodies. Our relationship is formed directly with the candidate; however we work with the employers / industry to	

TAFE	For Profit	Not for Profit
	ensure that the training we offer the candidates meets the industry / employer needs.	
	We work closely with our RTO to get highly skilled employees. to do this we need to work closely with the RTO so they train to our needs	
	Where the industry contracts to work with a training provider to develop, deliver and update industry specific training for employees.	
	Working together to deliver consistent training	

Q11.1a   What are the main drivers for your organisation's involvement in industry/employer partnerships? (Other 1) (n=23)

TAFE	For Profit	Not for Profit
Collaboration to influence design of new training and curriculum	Provides professional development opportunities.	Other RTO's would be training the students in our field
Grow the business	Such partnerships are difficult for us as the larger organisations price us out of the market place	Reputation
Maintain our presence within the market force	To build stable income base with larger companies instead of working with individual members of the public	To help our local industries with find staff with appropriate skills
To assist the community	To deliver industry relevant educational outcomes	To support employers to realise efficiencies and improvements through high quality well designed training solutions
To develop our reputation within industry as a valuable training partner that adds real value to industry's profitability (ROI)	To keep our industry partners up to date with standards/WSH requirements	To support the economic development of this state and Australia overall
To gain access to state of the art equipment	To meet Industry standards	We are owned by PHC remote clinics
To increase customer loyalty and longevity	To provide a service to assist the industry to maintain a pool of qualified staff for seasonal work	
	To provide training for the rural and remote agricultural industries where in many instances, access is extremely limited and no other opportunities for training services are offered	
	VET in Australia is split into two parts. Training organisations who work closely with self-funding employers to provide relevant and cost effective training and training organisations who exploit government funding provided to lazy industries.	
	We work to provide high quality staff to industry	

Q11.1b **What are the main drivers for your organisation's involvement in industry/employer partnerships? (Other 2) (n=14)**

TAFE	For Profit	Not for Profit
Collaboration to design training for jobs that are emerging/ do not yet exist.	Engaged Industry staff are properly licensed, have current competencies	Supporting the industries we work in
Diversify funding sources	N/A	To provide genuine opportunities for youth, unemployed or underemployed to establish their future
To assist in the development of new and emerging industries	Not sure	
To ensure we are current with Industry Trends	Provide training for employed staff looking to move into the agricultural sector and for those already working in the sector to have their knowledge, skills and abilities recognised or upgraded	
To improve student completion rates and outcomes	To build long term relationships with employers for mutual benefit	
To increase effectiveness as a solution	To control the quality and relevance of our training so that the highest and most relevant courses are delivered free of the stultifying and corrupting influence of government handouts.	

Q11.1c **What are the main drivers for your organisation's involvement in industry/employer partnerships? (Other 3) (n=11)**

TAFE	For Profit	Not for Profit
Offer development opportunities in a diverse range of vocations	Ensure industries investment in the training provides the best possible training experience and outcomes	N/A
To better position the organisation to be competitive in tender applications	N/A	To assist in the facilitation of Industry knowledge and understanding of current and changing Training Packages, and the importance of apprenticeships to that Industries future
To build reputation in the corporate space	Not sure	
To move to a more autonomous operation	To minimise the influence and power of the educational bureaucracy on what we do.	
	To offer relevant, contextualised and applied learning to our trainees	

Q11.1   What are the main drivers for your organisation's involvement in industry/employer partnerships? (Other 1+2+3 Combined) (n=48)

TAFE	For Profit	Not for Profit
Collaboration to design training for jobs that are emerging/ do not yet exist.	Engaged Industry staff are properly licensed, have current competencies	N/A
Collaboration to influence design of new training and curriculum	Ensure industries investment in the training provides the best possible training experience and outcomes	Other RTO's would be training the students in our field
Diversify funding sources	N/A	Reputation
Grow the business	N/A	Supporting the industries we work in
Maintain our presence within the market force	Not sure	To assist in the facilitation of Industry knowledge and understanding of current and changing training packages, and the importance of apprenticeships to that Industries future
Offer development opportunities in a diverse range of vocations	Not sure	To help our local industries with find staff with appropriate skills
To assist in the development of new and emerging industries	Provide training for employed staff looking to move into the agricultural sector and for those already working in the sector to have their knowledge, skills and abilities recognised or upgraded	To provide genuine opportunities for youth, unemployed or underemployed to establish their future
To assist the community	Provides professional development opportunities.	To support employers to realise efficiencies and improvements through high quality well designed training solutions
To better position the organisation to be competitive in tender applications	Such partnerships are difficult for us as the larger organisations price us out of the market place	To support the economic development of this state and Australia overall
To build reputation in the corporate space	To build long term relationships with employers for mutual benefit	We are owned by PHC remote clinics
To develop our reputation within industry as a valuable training partner that adds real value to industry's profitability (ROI)	To build stable income base with larger companies instead of working with individual members of the public	
To ensure we are current with Industry Trends	To control the quality and relevance of our training so that the highest and most relevant courses are delivered free of the stultifying and corrupting influence of government handouts.	
To gain access to state of the art equipment	To deliver industry relevant educational outcomes	
To improve student completion rates and outcomes	To keep our industry partners up to date with standards/WSH requirements	
To increase customer loyalty and longevity	To meet Industry standards	
To increase effectiveness as a solution	To minimise the influence and power of the educational bureaucracy on what we do.	
To move to a more autonomous operation	To offer relevant, contextualised and applied learning to our trainees	
	To provide a service to assist the industry maintain a pool of qualified staff for seasonal work	
	To provide training for the rural and remote agricultural industries where in many instances, access is extremely limited and no other opportunities for training services are offered	
	VET in Australia is split into two parts. Training organisations who work closely with self-funding employers to provide relevant and cost effective training and training organisations who exploit government funding provided to lazy industries.	
	We work to provide high quality staff to industry	

Q12.   What are the types of partnerships that you want to get more of? (n=80)

TAFE	For Profit	Not for Profit
A partnership where our RTO is the trusted training provider exploring innovative delivery strategies and finding complete training and workforce development solutions that may or may not involve other RTOs. Obviously a key part of this is about revenue generation but it is also about building reputation, positioning both organisations to secure tender opportunities and increasing the amount of delivery that occurs in the workplace to achieve efficiencies and most importantly superior training outcomes.	Any type of partnership that will increase to number of students that can exit as highly qualified graduates. This then supplies staff to our partners as they struggle to maintain staffing levels. there are not enough qualified staff in our industry	A lot of our arrangements are where we provide the assessment processes while the industry provides the workplace training, we then gap train staff in the areas which are not covered by the on the job training
Fee for service	Currently looking at Joint ventures with Industry. An area where we are not currently involved	As an industry provider in a niche market area we provide industry specific training to clients, in many cases we are the only provider so we are providing a training service they can't get elsewhere. Our links with industry are already good and we hope to expand this fee for service arrangement. / Into the future we plan to build partnerships with other RTOs to service their clients for training areas they can't deliver. This will not be auspice or broker arrangements.
Fee for service / Mutual service partnerships / Vocational & community partnerships. International & domestic	Employer links for employment opportunities for students / High quality employers for excellent staff work placements / Like minded RTOs where we pool resources/allocations	
Fee for service activity or other that lends itself to providing staff development and research opportunities	Fee for service	
Fee for service arrangements where our capability is aligned with industries learning and development strategy for their workforce.	Fee for service	Fee for service
	Fee for Service	Fee for service
Fee for service is a main driver plus employer co-contribution with government funding arrangements dependent on the size of the organisation.	Fee for service	Fee for Service in particular outside of the NT - untied monies / Resource sharing partners who have valuable assets in remote locations e.g. accommodation.
	Fee for service	
Fee for service support partnerships, i.e. both partners become stronger due to a combined offer. / Also preferred provider partnerships where we are able to offer a full service model.	Fee for service and mutual service / / environmental influences upon partnerships / changes to the training model / the role of people and relationships /	Fee for Service partnerships. Customised business training is our specialty and meeting specific needs for employers is rewarding for both employee and employers.
	Fee for service if any	Fee for Service, / Association service
Fee for service; mutual partnerships, specialised in high value areas	Fee for service partnerships	
	Fee for service partnerships where we customise training for the partner for the benefit of learners	Fee-for-service
Increase our training consultancy activity in industry		Getting into the high schools in regional and remote areas, completing school based traineeships we already have a strong relationship with [a] senior high school but would like to branch that out.
Joint ventures	Fee for service via professional certificates in key areas / Mutual partnerships with business and higher education providers	
Joint ventures / service partnerships / fee for service / government contracts	Fee-for service	
	Fee-for-service	
Joint ventures whereby we fill a gap of services in education that supports an organisation and or Industry growth in productivity. JV's that compliment a product range deficiency to meet market demands both B2C & B2B	Fee-for-service whereby there is a benefit to both parties.	Joint venture.
	Fee-for-service, joint ventures. Working together to develop industry/customer targeted training programs and better understand industry needs. Industry participation in assessment validation to strengthen assessment process and outcomes.	Joint ventures and partnerships that provide industry currency for our trainers and employment opportunities for our students
Mutual service partnerships		Joint ventures with good employment outcomes or workforce development
Outsourcing and consultation		
Partnerships with large companies who have the resources for a total win/win long term relationship	Find employers for our students and to keep up-to-date with industry for both staff and training course	Mutual service partnerships (i.e. accepting outsourced training from TAFESA to deliver high demand training) / fee for service / joint ventures
There is no specific drive regarding the type of partnership however the reality is in the current training environment we need more fee for service partnerships due to the changing funding regimes. In addition there is a stronger focus on driving joint venture partnerships to compliment the scope we have	I want to service large facilities with a range of staff, offering a pathway from the certificate III up to the advanced diploma. It is hard to retain staff in our field so offering career progression might keep staff in a workplace longer.	Mutual service partnerships (that align with our scope of registration and support our regulatory obligations) / Fee-for-service (increasing this component of overall activity is an essential risk mitigation strategy in the current VET climate)
	Increase mutual service and joint ventures	Mutual service partnerships / Fee-for service
	Joint ventures with industry	Mutual service partnerships and fee-for-service
	Linking with larger industries.	
	Mentoring of our small organisation by the bigger ones.	Mutual service partnerships, fee for service
	Mutual service partnership / Fee-for-service	
	Mutual service partnerships	
	Mutual service partnerships / joint	

TAFE	For Profit	Not for Profit
available to unlock different opportunities as well as stretch our geographical reach.	ventures / fee-for-service	Partnerships that lead to the success of both parties and students get the best training possible. A partnership that the companies want their student trained not just tick and flick and they get a certificate
Those that will result in job outcomes for students / Those that assist individuals that would be otherwise disengaged from training / Those that promote new business development / Those that will contribute to employment growth in future	Mutual service partnerships and fee for service	Research and development of process and product.
	Mutual service partnerships and fee for service	Sponsorships
	Mutual service partnerships, career pathway partnerships that we can support development for a business over the long term, offering a range of job ready training outcomes.	To build our fee for service provision.
We would like to build more mutual service, fee-for-service and government subsidised training partnerships that support regional development and our local community, industry and government sectors. Ideally, the partnerships would support Q11, No's 3,7,8,9 and 10, but without clear direction on the purpose of partnerships and a commitment to invest in them, we don't achieve the level of advantage that we should from partnering activities.	Our direction is to partner with more niche industry partnerships. The large industry partners deal with large organisations therefore our direction is more on the smaller partners that tend to need more quality students working within their organisation.	We would like to embed leading industry innovation and direction into our training capability to ensure we continue to meet industry needs and to provide our students and apprentices with opportunities to broaden their skills portfolio. Increasing partnerships or knowledge sharing with Industry would assist this area and would also ensure that we continue to address any barriers to employment in our pre-employment training. / Increased opportunities to meet industries workforce development needs through: pre-employment training, apprenticeship services (placement, training and on-hire) as well as providing assistance in skills needs analysis is an area that would be welcomed should partnership opportunities arise.
	Partnering with Job active service providers and industry to provide job-ready future employees for industry	
	Partnerships with all industry sectors within the beauty industry	
	Professional businesses which value learning as an aid to increasing productivity where we can work in an equal and mutually beneficial role as a B2B partner	
	Professional industry bodies that we support and they support us. / We are keen to build relationships in Europe	
	Public sector and or corporate	Working with industry specialist who cannot deliver accredited training but have great experience in the industry and can provide educational opportunities for students.
	Traineeship Training Contracts - User Choice state funded partnerships	
	We are happy with our levels of partnership. We are many partnerships with each individual small farming business. The problem is the lack of access to funding in SA as the government has closed the funding to private RTO's in our industry for private RTO's.	
	Where the employer bears 100% of the cost of the training and is committed to long-term relationships that enable them to develop training courses that are entirely relevant to their needs.	
	With other RTO's and industry bodies	

Q13.1-Q13.5   Think about one successful partnership between your RTO and industry that you are familiar with. Please detail:

		Organisation type: TAFE (n=18)		
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
Industry bespoke in house model whereby industry customers learning development team is trained by our organisation as an extension to our organisation Auspice. Delivering finance programs nationally in-house accredited.	Initial prospective call and review of company needs and direction. In addition their passion in educating their employees.	High revenues, extension to their organisation, recognition by organisation on TAFE quality assured, long term cross over into other educational needs we deliver directly to them. Increase in reputation for the sector and other L&D/HR professionals.	TAFE Accredited recognition with programs infused with company skills, needs and wants aligned to training package requirements. Saves time on employees seeking education outside working hours, propels their L&D department and brand. Recently won awards for both parties on the initiative.	2-3mil +. Other partnership generate from 1-12mil per year.
Provision of our training expertise to address skills deficit	Third part referral	Additional revenue and increased opportunities to develop core business services	Reduces cost of training and increase skills/productivity of the existing and future workforce and also makes them an employer of choice as they are seen to invest in their staff	
Technical skills training for automation engineers	Through our workforce development consultant we developed a training / program entailing a team based approach to technology applications for / industry	This program develops the technical competence of our staff through the / close links with this enterprise and their clients/suppliers.	To develop the entrepreneurial and communication skills of the client / in the context of technical applications	$30k
Provision of ongoing formal and informal training spanning apprentices, licensing, specialist skill sets and general professional development	Building trust and capability with industry	Opportunities to develop our offering and provide diversity for our training departments	Able to work with an RTO to achieve accredited training that is specific to their site's needs and procedural policies.	$0.5 million
Provision of traineeship training (Govt funded) and fee-for-service training to a Group Training Scheme	They contacted us for some minor services and we have been able to build on that contact to develop a partnership that has resulted in additional work being offered to us.	Lecturers work in an industry environment for short periods of time in a tropical location, so it's a popular option for staff. It brings Government funded hours, FFS hours. It builds industry currency and capability for our staff	We provide a quality streamlined customer focussed service, which they had been struggling to find until they started working with us.	$100 - $120,000
Accessing Govt funds to allow the [partner] to deliver training under our	Strong relationships between our lecturers and the	Revenue, kudos	qualifications for their staff	

Organisation type: TAFE (n=18)				
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
auspice	[partner]			
… flexible online Diploma of Nursing with workplace integration at its centre. This model allows students to be recruited by [the health organisation] as the employer. It targets students who want to work at the hospital on completion, the training is offered onsite and students feel and are treated as part of the [health organisation] team during the program. Success of the program includes over 250 successful graduates – 99% of those offered employment and 98% retention rate two years post-graduation…	Need for more flexibility especially mature aged students	Can service students Australia wide	[We] are able to recruit directly from the program knowing how the training has been delivered.	Over $1m
Group training	Business case to the procurement department	Exposure to Industry and being able to identify alternative methods of training that achieve a high level outcome. gaining repeat business and referrals.	Staff development / compliance / registration	
Training and assessment of new entry level meat processing workers	TAFE established relationship with meat processing plant businesses	TAFE has embedded on-site trainer at the processing plants / Initial relationship has multiplied new opportunities with other processing plants expanding partnerships / Enables strong alignment with skills council (MINTRAC) / Opportunities for export training services / Steady income from delivery of services	TAFE has strengthened accredited training within the processing plants. / Accredited training supports their workforce direction around career pathways through their business + rewarding employees / TAFE has identified Commonwealth and State funding initiatives suitable for the industry and applied jointly for the funding which reduces their training costs	$175K per year per partnership (meat processing plant) + other project funded initiatives that TAFE deliver as the RTO
As always - meeting the training requirements of an employer aligned to their work environment and ensuring that they meet their statutory,	Employer dissatisfied with training outcomes from attendance at a campus using learning and assessment resources that are a	Access to equipment donations, premium client to assist with positioning in the marketplace, currency of teachers, increased	Training is completely contextualised to the practices and equipment used in their workplace, less time away from the workplace, improved	$400k

Organisation type: TAFE (n=18)				
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
compliance and WHS obligations	best fit of industry practices	number of apprentices, first option to any fee-for-service training	productivity, greater value for their training dollar by leveraging off government funding sources	
Air conditioning and climate control, refrigeration	Industry organisation pitched the idea. The TAFE and the organisation collaborated to conceptualise and implement.	Increased influence on the direction of training in the area. Ability to collaborate on design of innovative training products.	Access to improved training outcomes. Ability to influence/ drive training direction. Ability to improve training of post-apprenticeship staff.	
Tailored training to meet client needs within national qualification	Alumni referral	Income growth, access to state of the art equipment, strong student and staff engagement	Highly skilled workforce, staff with national quals, rich engagement with University	
Pre-employment program	Approach from the company	Government funded training hours	Potential workforces	$100 k government funding
Specialist training to multinational service provider	Assiduous and long-standing relationship building / Developing and providing a consistently good product/s	Income / "Street cred" within the industry, leading to more work / Ability to cross-subsidies community obligations through profitable JVs / Staff expertise; particularly in on-the-job training and assessment	Value add to their organisation - ROI	$2m

Organisation type: For Profit (n=41)				
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
Securing employment for our students with on board spa cruise liners …	Our students were very successful so [the organisation] approached us about recruiting directly from us	Allows our students direct access to fantastic opportunities post graduation	They get the selection of the very best graduates	Zero revenue, in fact it costs us money in resource and time to run it but it gives our students great job outcomes which in return holds our academy in high esteem.
Assistance with analysing clients current resources and skills vs the needs to achieve clients set objectives	Enquiry from the client requesting for training needs	Working with participants from different industry and understand their process and procedure, which helped us with improving our service to better suit different type of audiences	Capturing the latest skill and knowledge required to achieve the objectives set and understanding the challenges and resource limitation	
Delivering a program of	Public tender	Intimate knowledge of the government	Expanded body of skills and expertise	

What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
procurement certification training and standards		procurement policies and standards / ability to contribute to current and future needs	with real life experiences and current industry case studies	
Each partnership is with each individual farming family	Occurs with the enrolment of each student	Actual access to on farm facilities, resources, equipment	Training is completely contextualised to the business	On a per business basis it does not bring any revenue from the farm except for the student fees that are paid. However it has made us the RTO of choice for farmers so we would historically have about 150 new trainee enrolments annually with an income from the government of approximately $10,000 per trainee. This is no longer possible under work ready.
Upskilling their workers to improve workforce efficiency and employee retention	We contacted the client and offered to assist.	Revenue, networking, industry professional development for trainers and assessors	Improved staff retention, improved staff relations, improved staff efficiency, higher quality service to their customers, reduced risk	
I have a supervisor in a workplace who has encouraged her staff to do the course through my company after she completed it herself	Meeting at a conference	She is very well known in the field so having her support helps us as we are a new company.	The person has a reputation for high standards and I set high standards so the students who come through our company are getting some of the best training in the country. I would rank my company as 2nd in Australia with not having the money to purpose build my own training facility being the only thing stopping my company from being the best. having a link to her builds my company's reputation	We are very tiny- I have had less than 15 students since starting last year. the partnerships has brought in 50% of my company's revenue
TLI31610 Certificate III in Warehousing Operations - traineeship / This partnership involves young people from rural areas and gives them job opportunities with …	A training provider was not providing customised training and assessment materials. They were not providing face-to-face training We volunteered to work with content experts to develop	The benefit is a stable client group with stable income. We know that we will have 30 - 40 learners every year from this program. [The organisation] does the recruiting.	[The organisation] receives customised material in the format they request. They also dictate the schedule of training around their work flow. They also link the achievement of training to their	65000

What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
	training methods, materials, and assessments particular to [the organisation] and the client group. This project has now been successful over 4 years.		KPI's and promotion schedule.	
Dementia	Fee for service workshop	Industry engagement, innovation	Quality cost effective training	
External industry partnership for choice of elective of units, validation of resources and industry feedback to align to the requirements of the Training Package	The industry feedback and validation gave us confidence in our products; as it is an advise from professional in the relevant industries.	This helps us in making changes to our delivery and assessments as well as incorporating different new ways of providing training and assessment.	This helps the students gain real industry skills and knowledge which lead them to be Job ready.	
Partnerships is a two way business venture.	Through friendships.	It didn't...We had our ideas stolen from us.	It was good for the industry and the larger training provider, but we lost resources and Customers in the deal.	Nil
High Risk licencing	Requested through Industry demand	Revenue, specialised skill - advanced knowledge in specialising	Ease of Industry consultation and development of products / courses.	
Health care training for professionals	Networking	Financial and staff support	Update knowledge and skills	
Continued development of knowledge and skills within the disciplines working in the industry.	We spent twenty years developing a reputation for outstanding quality in the delivery of training and services that were specific to the ever-changing needs of our industry clients.	Profit.	Advanced training second to none in its area.	Not open to discussion.
A bridging course between study and the workplace …	Lack of critical skills amongst new PR practitioners. Unable to do the job required due to rapidly evolving industry and traditional education not keeping pace	Leadership positioning with the PR industry. Opportunities to be seen as the leading industry educator	A pool of trained junior talent	Not much!
Providing workplace training and assessment qualifications to airline Captains	Recommended to the airline through our successful contracting to another airline and within the aviation industry	We are becoming a niche specialist within the aviation space, providing training and assessment to pilots and cabin crew.	A training provider that has experience with several airlines and the regulator, having also provided training design and development work for CASA.	$60k+

Organisation type: For Profit (n=41)				
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
Providing professional training for their members	Long relationship	Students coming into college	Trained professionals and increased membership	30K
Provision of pre-employment training (in an industry where certification is required) and annual updates	Previous history with the industry	Client base, training opportunities and professional development for staff	training opportunities, student / staff base	
Delivering onsite training using the resources and equipment on the work site.	Manager contacts with partnering organisation	Training revenue	Competency employees on the work site specific equipment	
Hospitality with a highly reputable establishment. They have our students work there to gain industry work placement. This is beneficial for both organisations and the student.	We contacted them.	Students who are training to industry requirements and have the most up-to-date training.	Have students that are up to date with industry and saves the organisation money.	Choose not to answer
Placing graduates into work	Initiated by both parties; industry need quality graduates, we wanted to provide service for students to enter careers	Keeps product and teaching staff current, benefits student	Access to the best staff	May refer someone for training however it is negligible
We provide training in rural areas for seasonal swimming pool lifeguards	We established a relationship with the management of the local swimming pools and organize training for existing staff and new staff at their venue at a time which is suitable to them	Lifeguard training is our core business and this relationship provides us access to the venue to conduct courses both for their staff and for other employers in the immediate area.	Provides local training for their staff and also provides a pool of qualified staff in the area for when the employer is advertising for additional staff	
Training employees	Tender	Profit and satisfaction	Cost effective customized training	150000
A licensing model with a major national company to deliver Cert III workplace based traineeships	We delivered the traineeship program for 8-9 years while we assisted the business to establish a licencing model - this was 7 years ago	We manage compliance and data while the business provides the training and assessment. The benefit to us is we are getting a direct return on our knowledge and systems rather than from face to face delivery.	The employer has the support and expertise of an RTO but doesn't need to become one. It can integrate its own policies, procedures and priorities into a national qualification and focus on productivity, succession planning, staff retention, etc.	$300,000 approx.
Training the whole workforce in safety	Approached by industry/employer	Ongoing/annual training provided and the company uses us for other training also.	The learnings from this partnership also impact the content of other training programs delivered to industry - content targets current	

		Organisation type: For Profit (n=41)		
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
			needs/issues	
Endorsing mapping and helping to develop employment based training to meet the national package	Long term training connection	provides framework to deliver quality outcomes	Validates training structures and acts as a recruitment tool	$30 000
We have been providing a pre-employment training program for people wanting to work as hotel services employees in the aged care sector	Through necessity. As we could see that our old business model of providing training services that upskilled existing workers wasn't going to be sustainable moving forward	Keeps us on our toes. Has opened up new networking opportunities and broadened our client base	It has provided them with a steady stream of new employees that are trained and job-ready	Currently about 25 % of our revenue
Partnering with another RTO where we pool resources and allocations	A referral of us to them	Knowledge of other work practices leading to improvements / Extra staff experience / Building further networks	Placements for their funding allocations / No worries as we are highly compliant in what we provide / A wider network	150000
It is about providing a quality service in a professional manner that students can get the outcome they require upon their inquiry. Our organisation has a great knowledge of the industry.	It come about by having a good name within the industry and long term relationships within this industry.	Ultimately it brings in more students but sometimes it just brings in satisfaction knowing that you are delivering a quality service.	The benefits are that the employer knows that the student is getting the correct knowledge and are ready for their workplace.	
Servicing people who cannot gain access to a regional institution	Word of mouth	Servicing people who cannot gain access to a regional institution	Servicing people who cannot gain access to a regional institution	This is confidential
New clients	Did not have the qualification on scope	Can take on the training opportunity	Shared resources	5000
Delivery of first aid training to corporate and private clients	They were referred to me by a common acquaintance	Networking / Brand awareness / additional revenue	Revenue / Additional services	$10-15K
Providing a practical training and assessment delivery service	Dropping off our card and discussing the opportunities for mutual pooling of resources for training and assessment of clients and staff.	Access to current well maintained industry standard equipment, industry expertise and referrals	Access to current information about high risk work licensing, WHS, equipment standards and work practices	
Childcare	They approached us	Student enrolments	Quality delivery	
Forklift licensing	The partner organisation were having staff get themselves licence and then leaving. The organisation was a rural farm, so this became extremely	We can charge the partner a lower rate as they are managing the training component. This is also our trial organisation whereby we test new training	The industry partner can train employees as required and is not so badly hit when an employee leaves.	5000

		Organisation type: For Profit (n=41)		
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
	expensive. We have provided a partnership whereby the training is provided onsite and we complete the licensed outcome.	systems and processes.		
Training tailored to the needs of the group / industry and takes place on the job, supplemented by subject matter experts from the workplace.	Approached by the business to provide a range of courses	Extension of staff skills, engagement at industry level, tangible business outcomes	Training tailored to their needs, on site delivery, connection of staff within the organisation.	
Getting training staff qualified.	Just one person from the organisation enrolled as a fee for service client and loved our work. We are now the sole provider of choice for this qualification at this organisation.	Exposure to in-house workplace training techniques within a multinational.	We understand their needs and can be more flexible.	20000
Providing long term learning and development strategies	Introduction by third party	Revenue / Development opportunities / High levels of understanding of specific industry / Friendships	Point of reference to understand the VET system / Access to government funding / Friendships / Flexibility	$150k
Philanthropic - we donated $50k to [an organisation] to fund their scholarship programme. (For 100 school children)	Met … at a networking event`	Satisfies our corporate social responsibility goals and in turn the organisation will host students as interns	Much needed internal assistance in areas lacking staff numbers due to insufficient funding	Nothing
Agricultural traineeships	Previous work history and contacts in the industry	It is our sole revenue - plus all the agreed points mentioned above.	Employer Incentive's (Australian Apprenticeships Incentive Program) / Trained staff who can confidently undertake property tasks / Meeting the need for qualified human resources in the agricultural industry	
Traineeships	Seeking qualified staff	It ensures we communicate to maintain relevant and up to date training	More usable staff	$100k to $200k
Retail pre employment program for Aboriginal students	To bridge the gap for the aboriginal community in the area, as there is a 10.9% unemployment rate.	Cultural understanding and community engagement.	As question 3	$6000 per year approx.

Organisation type: Not for Profit (n=23)				
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
Developing and providing evidence-based quality online training in palliative care	I approached a partner to put together a response to a Commonwealth grant invitation	It demonstrates to other clients, and potential clients, our capabilities in online learning product design and delivery. / It puts our brand into other VET and Higher Education providers as they adopt the content within their own programs.	It reinforces their brand as an industry peak and advocacy body. / It promotes their brand to overseas jurisdictions and service providers (as we have attracted over 23,000 students from 24 countries).	The revenue is fixed under the terms of the grant so does not rise or fall with student volumes. The actual amount cannot be disclosed.
Providing responsive, flexible training services to industry that meets both the learner and the employers' needs.	A manufacturing company requiring existing worker upskilling without impacting excessively on their 24 hour production capability. On-site training between shifts was established with a dedicated classroom and access to practical workplace assessment.	An industry partnership that has developed and expanded over 10 years at the worksites both in this state and more recently interstate.	A highly skilled workforce with relevant, timely and strongly supported training, and achieved with minimal impact on productivity.	
Providing placement opportunities for our students and recruitment opportunities for the industry partner	The industry partner approached us	Easier to place students for practical placement	No need to advertise for staff, can recruit directly from placement students	$0 - but is saves staff wages trying to find placement opportunities for staff
Training industry employees	Request from industry	Effective partnerships with Industry to ensure our training and assessment services are aligned to industry needs, meet the changing demand of industry.	have a say in the content of training and assessment, / Have access to potential employees (skilled) / Meet legislative requirements / safe and skilled workforce	
Providing support to remote Aboriginal and/or Torres Strait Islander students working in early childhood education and care	Partnering with [an organisation] and having a shared vision	increased students / aligned with strategic mission	Support in providing relevant and appropriate training and assessment to students	30000
Mutual service partnership - work placement for our students which benefits us and the industry employer	Strategised and planned for more hands-on experience for our students to gain practice in the real world, rather than just a simulated environment	Reputation gained with how good our training is, and the industry partners are keen to obtain more of our students. / Satisfies the work placement requirement which is embedded as part of our course	Free labour during the work placement period. / The opportunity to witness our students, and employ them once their work experience is completed.	None
Training staff in education	Client inquiry	Fee for service, improvement in career development	Expertise, positive outcomes for clients, more	

What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
institutions		of young people, long term partnership.	effective service delivery	
Working with an Aboriginal community - delivering children's services qualifications	We were approached by members of an Aboriginal community to upskill both community members and existing workers in the early childhood service	Knowledge and skills in training and assessment for our employees, working together to customise training and assessment to meet the requirements of an Aboriginal community, strengthen relationships and partnerships for our whole organisation	Existing staff becoming qualified and a larger pool of non-working community members to draw from if required as relief or as new employees	
Providing LLN support to a national pastoral provider	We had worked with the employer on other projects and they provided 'seed' money and then we pursued government funds.	Income. Learnings from working directly with a large national employer. Increased credibility in similar markets	Flexible service of workforce needs with government funds that would not otherwise be available to them	$500k
To deliver timely and relevant training where gaps exist.	By approaching industry direct where a partnership funding opportunity arose.	Keeping up to date with industry needs.	A better skilled and job ready work force.	
Delivering training and assessment to Aboriginal health workers in their community.	Word-of-mouth from an ex-employee who went to work with the remote clinic. Discontentment with the public provider	Extended our scope outside of central Australia where volume and numbers can be low. Brand recognition outside of our usual working footprint. Improved relationship with funding bodies to see possibilities of our operations.	A very close working relationship with regards to learner needs and capabilities. Formal accredited training to remote learners and a commitment to training of employees.	5% of fee for service income
Providing leadership and management training for team of managers, team effectiveness and communication training for employees plus industry specific compliance (OH&S and First Aid) training for employees	Referral from industry association	Gives us the opportunity to demonstrate the range of training options available from our organisation, in types (from Cert II to Diploma), delivery mode and delivery site	Meets specific needs.	
Ongoing traineeships within our own childcare services. Offering both cert III and diploma in early education and care	When the child care regulations changed and all staff had to be working towards a qualification, we became an RTO to provide quality training.	We are able to give our employees traineeships within the organization. We then find we have staff that are qualifying and training in our own services.	Providing quality qualified staff in the Child Care industry.	Through traineeships

Organisation type: Not for Profit (n=23)				
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
Getting a group of previously unqualified staff in an organisation trained and ensuring that the organisation can then moving forward train their own staff.	Through previously established networks	Increased revenue, better industry connection	High quality staff training, ability to provide staff training internally, better ROI	100000
Partnering with community and aged care providers and hospitals to accept our students for placement opportunities	Our organisation is highly regarded in the health industry, some of the partners were from our approach to health sites, others have come about due to them only wanting our students for clinical placements.	Enables students to complete their diploma (it is part of their course) and also provides our 40% of our students with permanent job offers on completion of their training. / We also have our staff spend time on the wards at the hospital or aged care/community site twice yearly, to ensure industry currency. These qualified staff can assist the health sites in busy times.	Offers the health partners an opportunity to pick up our top graduates for permanent jobs in their hospitals etc. / Our RTO is a well recognised brand, delivering high level of nursing service for over a century - good kudos, plus good revenue as our organisation also has private placements which is lucrative for hospitals etc.	Not in monetary terms - however, clinical placement is at a cost of approximately $350 per student per week while onsite - this is more of a saving to our organisation than a revenue.
Pre-employment training	Through business networking opportunity	Access to industry practices/ employment opportunities for participants/work experience opportunities access to funding	Assistance with recruitment. Funded training	
Contract with industry association acting for a sector.	Long history of successful partnerships.	Helps staff development and secures niche market strategic skills development	Increases enterprise capabilities and therefore competitiveness	600000
Mutual benefits	Contacts in the industry	More students and credibility in the industry	Credibility	100000
Up skilling workforce	Industry partner	Income / Reputation as quality training provider	Skilled staff / Better staff morale	
Traffic control training	Approached by industry in response to changed circumstances with training requirements	Spread risk exposure / increase range of services offered / increased presence of organization in new field	Increased service offered / new business venture / improved professionalism by association	
Developing skills in the counselling industry.	Organisation approached us	Expansion of our services throughout the state. Industry consultation and networks. Knowledge sharing and better outcomes for or students with practical	Accredited training delivered in a manner which is responsive to industry needs.	
Operator training on	Word of mouth from	Competent	Better qualified	400000

Organisation type: Not for Profit (n=23)				
What is it about?	How did it come about?	What benefits does it bring to your organisation?	What benefits does it bring to the industry partner/employer?	(Optional) What revenue does this partnership bring in to your organisation in an average year?
machinery and tyre fitting	companies we have already did training for	personnel to the company and revenue to our company	personnel and increase of production	
Improving skills to allow organisation to better perform	Through membership of association	income to provide additional services / Satisfy members needs	Improves their productivity.	

Q14. **What training (industry/occupational area) is your organisation best known for in terms of currently successful training partnerships with industry (e.g. training in aquaculture, laboratory operations)? (n=84)**

TAFE	For Profit	Not for Profit
1. Refrigeration, air conditioning and climate control / 2.Veterinary nursing / 3. Music	Aged care	1. Workplace compliance: (WHS across all industries) / Traffic control / Work Cover NSW Courses / First Aid / 2. Service the disadvantage: / SEE program as transition to work - foundation skills
Agriculture / Aviation / Health	Animal technology / laboratory operations /	
Apprenticeship in trade areas including hair, beauty and cookery	Beauty therapy	Aged care
Apprenticeships in traditional trade areas (building construction, auto; engineering; hairdressing; cookery etc.) / Spatial and surveying / Electronics	Building industry	Aged care, disability services
	Business and children services	Business services from Cert II to Diploma level.
	Business, retail, hospitality flexibility, fast response, thoroughness in working with employers and trainees	Career development
Automotive, gas, rail, engineering, manufacturing, electrical, water operations	Dive industry	Child care / Leadership / Communities
Business , science and design	Farming	Community pharmacy, management, leadership
Business / Building & construction / Earth sciences (institute offers 500 courses across 6 campus)	First aid / Fitness	Community services / Food production
Business, Information Technology, health and community services (including childcare). Hospitality and building/construction.	Fitness	Construction
	Hairdressing / Retail	Construction / High risk work
Community health, hospitality and social services. / Electro technology, ICT & design / Transport and logistics	Health training	Early childhood education and care
	High risk work licensing, heavy vehicle licence upgrades	Early childhood education and care / School age education and care / Frontline management
Construction and safety	Hospitality	Electrical skills assessment for overseas qualified workers.
Forestry / High risk training / Shearing	Hospitality / Business / Automotive	Healthcare, mostly nursing, palliative care, aged care and community care.
Health / Building and construction / ICT	Laundry, cleaning, aged care and mental health	
Hospitality / Business services / Community services/health	Management, logistics, building trades	High end, post trade specialist plumbing training
Hospitality and cookery / Mining / Performing arts	Medicine (and I mean 'medicine' not anodyne 'health') / Dentistry / Nursing	Literacy and numeracy / Community services
Manufacturing, engineering and automotive	Mine safety, risk management and emergency operations	Mental health and mental health peer work
Meat processing (on shore and off shore) / Processing plant operations (energy/ resource sector related) / Transport and logistics (truck, haulage)	outdoor recreation	Polymer processing and polymer technology
	Pool lifeguard training	Primary health care specifically for ATSI people working/living in remote communities.
	Public relations	
Nursing is our biggest program. Creative industries is a growing sector and trades continues to hold its spot as the 2nd largest faculty. / A new strategy is being implemented to grow tourism and	Retail industry	Retail/Food service/hospitality
	Security operations and risk management	Rural, agrifood and wine industries
	Supervisor/management development	Traditional trades including: electrical/electronics, Carpentry/Construction, metals and engineering / Community health including aged care and disability
	TAE - across all industries / Procurement and contract management training for Commonwealth and State government	
	TAE for VETiS	
	TAE, business	
	TAE40110 Certificate IV in Training and Assessment / Oil and gas Drilling / Well-servicing / Transport	Training enrolled nurses - Diploma

TAFE	For Profit	Not for Profit
hospitality - a major employment sector for the region. Pre-employment, including language and literacy / maritime / agriculture/pastoral	and logistics (warehousing) To produce a good media/video content which suits the offer and vision of the business or organisation Traineeships in Certificate II, III and IV in Agriculture Training and Assessment (Certificate IV / AQF level 4) Training and assessment. As authors of the best-selling books "Vocational Training and Assessment" and "Professional Training and Assessment", our expertise in training effective trainers is well known. Training in childcare (childcare centres) Training in civil construction equipment, training in high risk work licences; training in mining equipment and practices Training in health support services and food services Training in high risk work, traffic management and construction industry skills. / A lot of the courses we partner for are considered "high risk" by other partnering organisations and will not be done by them. Unknown Veterinary acupuncture, Chinese herbal medicine, western herbal medicine, integrative medicine Warehousing and civil construction	of Nursing - with expertise in areas such as advanced wound care, breathing and life support, acquired brain injury, open disclosure etc. Training in community services Training in Wheelchair Accessible Taxi (WAT) services Tyre fitter training

Q18.   In your opinion, what are the best features of your organisation that make it attractive for industry to partner with? (Please list anything that comes to mind) (n=82)

TAFE	For Profit	Not for Profit
Customer service and commitment to superior student outcomes over short term profits	A commitment to excellence in all areas - staff recruitment, student experience, quality of learning, level of personal development and growth for students and access to the best jobs in industry	A range of industry experienced training, our flexibility to meet employer needs and our access to government funding to support the costs.
Depending on which part of the organisation is managing the partnering, it can be very good or very bad. When it's good - our strong customer service, flexibility, willingness to go the extra mile, dedicated staff, commitment to quality training	As a RTO, we pride ourselves in comprehensive training that offers other places for on job training so the trainees have a good overview of the retail industry and the job rolls it offers.	A shared vision with [the partner] to ensure 'job ready' graduates
Large organization, dedicated account manager, large geographical area, many campus' good technology options, large scope of courses, reliable well qualified staff, support staff, network across Australia	As a small training organisation, we are highly flexible and adaptable to changing requirements. We can adapt quickly to changing client requirements. Our reputation, built up through our work within the aviation industry, is also a critical asset.	Ability to be flexible and experience of industry
		As our RTO is part of a Community Services organization we know and understand the needs of our partner organizations.
Our ability to be flexible in our approach and have people dedicated to opening channels of communication and working in partnership with industry to achieve common goals	Delivering training and assessment directly in the workplace where trainer/assessors are actively involved in training on the job and more often than not, acting as an extra hand, with little or no interruptions to the industry's work program. / This approach means staff do not have to leave for periods of "block training".	Flexibility
Our teaching staff		flexibility / openness / experience in delivery of training / professionalism
Our willingness to work with our partners to ensure their needs are met- flexible and responsive to the clients demands		Flexibility, LLN capability, Aboriginal Trainers, no fees attached to training [government funded through workforce development].
Proximity and flexibility	Enhances and highlights partner's marketing skills through video contents	Flexibility, quality, a focus on clarifying needs and expectations up front before committing our or the client's time and money to low-value work, currency of our knowledge about VET and funding options, demonstrated recognition that the client's values are paramount and should be supported through the training design and its outcomes.
Quality / Reliable / Calibre of staff	Experience of and in the industry. Highly flexible trainers	
Scope of delivery options; compliance processes (can also be a bane!); knowledge of support funding arrangements; ability to tailor products and cluster delivery	Expertise of our training team, ability to conduct organisation-wide training needs analysis, ability to deliver organisation-wide training	
	Extensive research and detailed planning	Good quality training
TAFE have centralised contract management function which enables the partnership arrangement to be actively managed through its lifecycle.	Flexibility	High quality training and assessment / Significant sector knowledge and networks / Participation in peak organisations / Provision of services in the sector
	Flexibility and expertise	I think it is customer focus more than anything else.
The ability to architect a solution and strong ROI of industry partner or the end user customer.	Flexibility and quality	Key access to industry through the functions of the industry association
The organisation itself is highly stable and reliable. The staff are largely dedicated and committed to achieving the result desired for the partner organisation and our breadth of scope and ability to deliver or partner with others to deliver on behalf of the partnership.	Flexibility and willingness to meet their needs.	National coverage, state branches, credibility in the industry.
	Flexibility, strong administration, understanding of the industries in which we train	Niche provider
	Flexible / Cost effective / Online system allows for greater access and ease	Our rate, flexible to work with the company's requirements and the way we deliver our training.
	Great staff, flexibility our resources	Quality / Flexibility / Trust / Commitment
Trust and reliability / Diversity of staff and depth of resources available / 1:1 client relationship approach	High quality of courses. Our students will go to our partners with very good level of English.	Quality and compliance.
	High VET knowledge and customer service	The planning and support we've put in place
We are currently going through a restructure however the future is one of adapting to industry needs and forming long term relationships where we can partner in the growth of individual sectors. Links to government and being current with policy is paramount in industry being able to put trust in our organisation	History, experience, legislated role in industry, facilities	We are an extremely responsive, flexible, and industry aligned organisation. We operate on similar hours and time periods as Industry and ensure that all staff are highly qualified with substantial industry experience and knowledge. Industry relates well to them and to the modes of delivery available to them. Our assessment practises are thorough and Industry are confident in the quality of training outcomes.
	It's: / - values / - people / - capacity and willingness / - the CEO /	
We are innovative in our approaches to training. Enthusiastic and skilled teachers. Strong technical skills.	Large number of graduates makes recruitment options attractive / Willingness to seek and implement feedback from industry on innovation and change	We are one organisation that runs the services in which we provide the training. We are able to provide school based traineeships at the local high school and employ the
	None really. Most larger	

TAFE	For Profit	Not for Profit
Well regarded / Trusted / High quality / Long-serving /	organisations feed off the smaller ones. We don't participate in such collaborations anymore.	students in our own services.
	Offer a large selection of electives to suit a range of students / we can travel to the workplace / we offer RPL as the first step so we do not force students to attend lessons / we offer a pathway so career progression programs are possible to help with staff retention	We try hard to be non-institutional, and be like a university rather than a TAFE college.
	Openness and solutions minded	Well recognised brand, private organisation with flexibility, small groups being trained, personal attention, expert industry current staff, excellent technical resources and support.
	Our commitment to ensuring working collaboratively with the client and establishing agreed performance measures, regular dialogue, seeking feedback and actively employing continuous improvement strategies.	
	Professional and flexible approach	
	Quality and flexibility	
	Quick decision making and flexibility to meet needs.	
	Simulated real industry work environment for students to get the skills and knowledge	
	Small RTO; One tier of management - quick decision making; Give personal service/approach to clients; Provide services to people who are not serviced by other RTO's (location etc) etc	
	Small, nimble, flexible, focussed, eager to please.	
	Specialised RTO - only in the one field, do not dabble with other units of competency not relevant to our area of expertise - Fee for service only	
	The ability to maintain communication, passion and mutual respect	
	The best features of our organisation is that we have the knowledge and experience within the industry which makes it easy to deal with and having the trust that it will run smoothly.	
	We are a highly professional and privately owned organisation with a board of independent directors and family members who are absolutely committed to delivering training of the highest quality to very demanding clients. / Our major strength is the capacity of the organisation to put itself in other peoples shoes and to totally commit ourselves to the welfare and improvement of their business.	
	We are a part of the diving industry	
	We are a smaller organisation (10 staff). The key decision makers are also still frontline deliverers so understand how and when to customise to industry requirements. We also are very transparent with our pricing, keeping the same pricing schedules between all of our partners. We maintain a high level of auditing (at least twice per year to	

TAFE	For Profit	Not for Profit
	a maximum of 4 times per year) so our partners know that we maintain a high level of quality.	
	We are an RTO working with agriculture & farmers, but we are also farmers ourselves	
	We are small but adaptable	
	We are very good at developing streamlined materials that meet the needs of the industry while still meeting ASQA requirements. / We are very flexible in "thinking outside the box" when it comes to delivery arrangements and assessment requirements. / We have been in business 25 years, so we have a good track record and a stable company for people to depend upon. / Customised training means that the learners can see the value of the training and they are more engaged in the training program than with a generic training. "You know our business" is a common comment on the feedback sheets. Engaged learners mean better completion rates. Enterprise partners see high completion rates as good value for money.	
	We have a solid understanding of the industry and the needs of the employer and candidates and ensure our training meets this industry need	
	We have built up strong relationships with a number of clients over many years and have been able to deliver high value services that achieve the outcomes our clients want. We do what we say we will do.	
	We have qualifications, trained teachers and assessors, but mainly expertise.	
	We know the industry as we are a RTO born from a leading PR consultancy with a stellar reputation for quality, best in class work.	
	Workplace based active learning approach / Outcome and customer service focus / Flexibility in delivery and assessment and 24/7 service / Capacity to build mutually beneficial relationships and get results / Professionalism after over 20 years' experience as an RTO / Meeting all stakeholder needs	

Q19. **What are the key areas for improvement for your organisation to enable it to be more competitive and successful in partnering? (Please list anything that comes to mind) (n=74)**

TAFE	For Profit	Not for Profit
Adaptability/Competitive/ Flexible learning options	1. Clinical excellence; / 2. Currency with the industry; / 3. Continual learning.	Adopting a more commercial mentality (stronger financial return parameters and monitoring). / Implementing a more proactive engagement strategy with less fear of the "sales" process. / Improving the overall communication with potential and current partners so that it shows more discipline in its execution. / Undertaking a more consistent and comprehensive market analysis program to understand opportunities, see trends and needs early, and identify potential clients to be impacted.
Administrative processes / more flexible working arrangements	Access to funding	
Administrative support	Administrative infrastructure / Streamlined compliance	
Clearer measurement of our activity to direct improvements. / Streamlining of processes and systems to improve the speed and quality of delivery.	Become more commercially minded, improve communication, ability to on-sell and ability to identify underlying needs of customer	
Culture change / IR constraints	Being able to dedicate the time after all the new training packages have been written and implemented	Attracting and retaining the 'right' employees - having a stable suitable workforce ourselves / Exceeding the expectations of the learners and employers / Developing a wider range of delivery modes - better incorporating IT and digital technologies / Ensuring sustainable work practices - interdependence not co-dependencies / Being consistent, patient and allowing adequate time for remote learners
Financial acumen for key staff		
Flexibility and agility	Better communication of outcomes with industries and better engagement.	
Good models of delivery + effective and cost effective / Reduce overheads / Good learner resources / Increase in online delivery and assessment / Staff locations	Building the knowledge and skills of our team members quickly in a changing environment.	
Greater definition of whether we want partnering arrangements and why, so that staff can understand their importance. Engaging staff, rather than dictating to them, establishing a framework for organisational change so that it's clear what is required and in what timeframe, harnessing the energy and networks of all staff, to build and grow	Dedicated business development staff	Being able to sell our business and our high standard of delivery of training
	Employ more trainer/assessors to cover more industry partnerships	Development of new opportunities
	Financial viability	Difficult to compete with 'fast and cheap' qualifications
	Get more from industry	Greater connection with key industry groups / Greater understanding of technological and innovative improvements and directions / Future proofing
	Getting our message out into the marketplace, risk of complacency where the relationship is good	
Need to be more customer focused in terms on envisaging an appropriate outcomes for our partner and then envisaging a solution which meets their needs rather than taking a tick a box approach.	Growth that will allow the hiring of more staff	Identifying and developing the opportunities
	I do everything; I need to get a person to help with administrative tasks. Finding someone who can work part-time with the skills set I need is very hard. I need more students to get someone on board but I need help to get the students. I am in a catch 22 position	Increase qualifications on scope
Planning, resourcing partnerships can be difficult due to the initial investment of resources before returns can be received (depending on the partnership). There is a direct cost to the business in the exploration of partnerships that is generally not stated.		More promotion and awareness of what we can do. More access to govt funding would have been helpful in 2015
	Improve our partnership processes to ensure consistency and efficiency. Review of pricing to our partners as we are commonly told we are "really cheap" compared to other providers.	More resources to release for this activity - both in staff out talking to industry as well as qualified staff willing to travel and deliver onsite training to keep up with demand.
Removal of historical culture; greater engagement by delivery teams; improved marketing support; changes to industrial instruments to increase viability; increased access to resources and improved abilities to reward innovation	Improved administrative procedures, increased relationship management	More robust monitoring tools/techniques
	Interstate provides a great opportunity but we need to make it more cost effective.	Need to offer a bigger range of training.
	Investing in IT and marketing resources.	Ongoing training in the VET sector / Moving interstate
	Less bad government policy / Understanding of the diversity of the system.	Promotion of our abilities
Strengthening of responsive communication and attentiveness to industry needs / Strengthening of key account management of the particular partner / Increase the frequency of face to face joint reviews to evaluate efficiencies and effectiveness of partner arrangement	Marketing	Review of pricing models / More nimble adaptation of training to meet industry need
	Marketing	Succession plan, find more time to focus on core business instead of government policy and regulatory changes.
	Marketing - more of industry needs to know that we specialise in ONLY high risk licensing	
Systems which can better meet industry training / More effective prospecting/marketing / Business development capability	More business planning and sales and marketing, we are weak here.	To be more competitive we need to provide better service to existing partners - that is where we get referred.
	More efficient compliance systems and reduced cost of compliance	
Time to market, price competitiveness, overcoming perceptions on our responsiveness	More places to offer to students for their off job training.	Would like to customise more of our
Up skilling teachers from AQF3-6 in advanced manufacturing	More resource to be able to manage multiple tiers of partners in different	

TAFE	For Profit	Not for Profit
technologies: mechatronics, finite element / analysis, material testing, reduce red tape, more lean and agile.	locations in Australia and around the world.	training based on the industry demands.
We need to become more flexible in our approach to dealing with industry. / We need to market ourselves more effectively in the commercial space. / We need to improve our levels of communication and responsiveness to the partners requests and needs. / We need to strengthen our ability to manage the partnership beyond the training requirements including more effective account management.	More stable staff so as to improve relationships with key industry players	
	N/A	
	Networking / Communication	
	Our organisation has good communication with our partners however this could be an improvement for our organisation.	
	Our organisation should never rest on its accomplishments or accept that its products and systems cannot be improved. This means that we constantly try to improve areas and it makes it difficult to say that one area is more important than another. The culture of our company though is the one area we now regard as vital to maintain.	
	Planning prior to starting partnership and communication throughout the planning and implementation stages	
	Staff (numbers and $)	
	Strengthen administrative functions to better support delivery.	
	Tendering and project management to make sure that we make money. We are happy and successful, our partners are happy, but we don't always make money in the partnership arrangement.	
	The ability to deliver inter-state and regional services	
	Understanding and expertise in more complex partnership models	
	Use of technology and value of training to increase in the industry	
	We need to develop stronger links with Job active service providers to create truly win-win relationships	

Q22. **What are the criteria that you apply to judge whether a partnership is proving to be successful? (Please list such criteria below)**

Organisation type: TAFE (n=18)

Q22.1: Success Criteria 1	Q22.2: Success Criteria 2	Q22.3: Success Criteria 3
Satisfaction for the end user	Financial return for both parties	Relationship/achievements and ability to expand the scope of partnership
Is the customer happy	Have we delivered what we said we would	Did we make money
Return business	Financial outcomes for both RTO and client	Ongoing partnership
Revenue growth	Market share growth	New markets opened up
Maintenance/growth of business levels	Measurement through student evaluation	$'s
Revenue	Reputation	Relationship
Outcomes and targets are reached	Repeat business	Evaluation leads to improvements
Feed back	Continuous improvement	retention
Industry elect to renew partnership Agreement after initial 1-2 year term	Industry seek to expand training delivery schedules with other products	Industry are able to provide letters of support for funding applications
Client satisfaction	Student outcomes	Financial viability
Satisfaction of partner	Creation of new training products	
Repeat activity	In kind engagement with university	Financial viability
Training completion rates	Financial outcomes	Workforce development outcomes
Mutual returns from the partnership	Satisfaction with the partnership	Longevity and trust
Agreed training outcomes are achieved	Financial objectives are achieved	Overall customer satisfaction
Learner success	Improvements in workplace	Financial
Supply what has been promised	Maintain relationships and seek feedback	Minimise administrative burdens
Feedback from partners	Enrolments	

Organisation type: For Profit (n=44)

Q22.1: Success Criteria 1	Q22.2: Success Criteria 2	Q22.3: Success Criteria 3
Students are securing employment with the organisation	The organisation/partner continues to develop their relationship with us and refer us to others	Students want to study here because of their job outcomes
Feedback	Return Customer	Reference
Regular meetings with stakeholders	Forum to exchange and analysis feedback	Establishing reporting, performance criteria and improvement measures
Positive training outcomes	Upskilling of students	Long term employment
Outcomes identified in the TNA are achieved	Revenue is generated	Client returns for additional training
Students who finish the course	Positive feedback from managers and students	Impromptu suggestions for making things work better in their workplace
Repeat business	Employer feedback forms and feedback from management	Referrals
Satisfaction ratings	Repeat activities	Referrals
Product knowledge	Industry market	Students job ready
Integrity shown	Resource allocation	Longevity of partnership
Compliance management	Student services and reviews (evaluation forms / onsite feedback)	Ability to learn and evolve
Reputation	Trust	Standards
Return business.	Client feedback.	Student feedback.
Better workplace skills	Enjoyable experience for all	Profit
Client organisation satisfaction	Student satisfaction	Financial outcomes
Willingness to work together	Financial benefit	

Organisation type: For Profit (n=44)		
Q22.1: Success Criteria 1	Q22.2: Success Criteria 2	Q22.3: Success Criteria 3
Mutual commitment	Financial outcomes	information flow
Financial	Successful training	Good communication
Successful outcome	Happy clients	
Industry engages with us	Industry support our events on campus for students	Industry employs our graduates (this should be #1)
Feedback from partners	Profitability of partnership for us	Repeat business from the partner
Client satisfaction	Initiating contact from client	Student referral
Stakeholder feedback and the capacity to adapt to change for both partners	The success or otherwise of agreed and documented outcomes	Longevity and relationship strength, new business
Revenue	Ongoing partnership	Customer feedback
Student outcomes	Employer support	Functioning administrative framework
Both partners achieve their goals	Good communication and trust is built	Flexibility and adaptability
Volume of business	Feedback from partners	
Very open communication, no matter what the circumstances	A mutual goal of seeking the best for both organisations	Financially viable
Successful outcome from their students	Administrative work is completed easily	Relationship (they can ring at any time to discuss anything)
Feed back	Outcomes achieved	
Good communication	Openness	Transparency
Compliance	Satisfaction of the learners	Financial viability
Any complaints	Standard of equipment, maintenance	Openness of communications
Communication with us	adhering to RTO compliance requirements	No of students successfully completing training
Quality of applicants at pre-enrolment interview	Understanding of the course contents	Desire
Site audit and monitoring results	Quality or returned paperwork and feedback	General satisfaction from our partners
Outcomes and output	Feedback and Evaluation	Synchronicity
Repeat business	Completion rates	Application of the skills in their workplace
If the client uses your services again	The profit margin is acceptable	You can diversify with the same client
If it has contributed to better learning outcomes	Continuation of the partnership[	Mutually beneficial
Communication	Flexibility	Outcomes
Has the trainee successfully completed the year	Is the partner going to place another trainee the next year	Did the training meet the employers needs
Trainees feed back	Employment outcomes	Trainees training
Sound management	Sound facilities	willingness to train

Organisation type: Not for Profit (n=33)		
Q22.1: Success Criteria 1	Q22.2: Success Criteria 2	Q22.3: Success Criteria 3
Financial performance	Nature, tone and scope of communications	Requests by the client for further solutions, or positive reception by them of our suggestions
Repeat business	Direct feedback	
Student outcomes	Satisfaction for industry partner	Satisfaction of our staff
All parties understand what the partnership priorities involve	Excellence in training and assessment is achieved	Financially sustainable
Lines of communication	Willingness to take more of our students in the future	
Quality outcomes for all	Mutual respect and cooperation for	Financially viable

Organisation type: Not for Profit (n=33)		
Q22.1: Success Criteria 1	Q22.2: Success Criteria 2	Q22.3: Success Criteria 3
stakeholders	each other	
Partner satisfaction and feedback	Completion/employment rate	ROI
Longevity of the partnership i.e., renewal or not	Tangible outcomes of the partnership	Success of planning and meeting both parties expectations
Student engagement	Employer satisfaction	Repeat or referred business
Positive outcomes for students	Positive outcomes for industry	
Open communication	Minimal or no grievances	Being local
Employer satisfaction	Completion rates	Business improvement
Excellent feedback via online survey	Ongoing return work	Being referred on to other industry clients by original client
Completion rates	Employment outcomes	
Staff always go to industry conventions with partner enterprises	Industry attend free technical seminars we arrange	
Longevity in outlook	Adaptation to suit partners	Enthusiasm
Compliance	Positive feedback	Quality outcomes
Satisfaction	Successful outcomes	Compliance
Financial	Effective relationships	Administrative burden
Student outcomes	Industry feedback	Continuous improvement
Feedback from companies and students	Update of productivity improvements and finical gains	Good communication between both parties
Continued progress and use of services	Income	Meeting clients' needs
Periodic evaluations against ASQA criteria	Repeat business	Positive feedback formal (board meetings) to informal

Q24.   If yes, what caused the end of the partnership? (n=44)

TAFE	For Profit	Not for Profit
Change in policy at state level	A change in the organisations structure from industry partner to competitor	A drifting apart of strategies and in another one a change in ownership of the partner.
Cost benefit analysis undertaken and the risk/reward from continuing wasn't seen as beneficial	Change of government and out-sourcing	Changed circumstances, mutual decision
Failure to manage administrative requirements (reporting; evaluations; financials etc.) effectively	Change of provider as they got the training cheaper	In previous roles - the employer did not have any further staff, so the partnership was ended with workplace traineeship
In one case it came to a natural end due to strong down turn in civil construction industry / In another case industry was dissatisfied with quality of the trainer and assessor + their delivery	Completion of require work (successful)	Lack if quality training and non-compliance.
	Dis alignment of outcomes and breakdown in communication.	Lack of communications - we keep trying to reconnect however nothing is forthcoming from the partnership side.
Indecisiveness and lack of trust	Failure to follow the standards set out	
Nonviable to continue partnership.	Lack of communication in planning and the partnering organisation not being able to deliver on promises	Lack of engagement in process
Poor initial planning and management	Lack of support from the partner business resulting in us not being able to provide a quality relationship for our candidate. This was also compounded by poor financial management on the partner's part which left us continually chasing money.	Poor cooperation by partner.
Revenue / Relationship		The partner organization was willing to enrol students whose LLN levels were a lot lower than the entry requirements of the course.
Some clients are too much work for too little return		
Unable to agree on quality as per ASQA standards	Non-compliance with policies and courses	Unwillingness to comply with training industry requirements
Unsatisfactory outcomes and milestones not being met	Not compliance of the partner	
	Poor quality equipment, poor maintenance, inadequate yard space - attitude of management to these	
	Poor quality practices of industry employer	
	Project completed or they turned out	

TAFE	For Profit	Not for Profit
	to be unreasonable	
	The business no longer wanted to be involved in VET training at the level they had been in the past as they were no longer receiving the level of federal funding that they had in the past for this training.	
	The industry partner would not adhere to our ethical or quality standards.	
	The industry partners were not willing to train to the standards of the AQF training package and they were unwilling to complete the paperwork that we required. We became tired of explaining ASQA compliance requirements to staff members who were not interested, and chasing paperwork became too time consuming for our staff members.	
	The partner perceived a conflict of interest as we were working with another business who was a major competitor	
	Their inability to manage their part of the contract.	
	They interested in numbers; no understanding or industry standards, ethics or compliance.	
	They were unable or unwilling to meet the requirements of compliance which would put the RTO at risk	
	Training not seen as meeting the employers needs and they move to another provider or not take on a trainee the following year	
	Unethical behaviour displayed by the partner including signing off assessments without conducting them, providing misleading information to clients and not paying partnership fees when requested.	
	We do not provide window dressing for bad businesses and we do not compromise our standards of training. In one case a multi-national energy business brought us in to train personnel in risk management, but after complaints from their middle management about our training making sub-contractor more aware of the relevant laws, they asked us to stop informing the contractors of the requirements of the law. I ended the relationship in a meeting the following Monday. We have also ended relationships with clients whose ethical standards do not conform to ours.	
	We withdrew.	

Q26. Please list up to three areas or aspects where staff who manage VET industry-provider partnerships are particularly strong.

Organisation type: TAFE (n=17)

Q26.1: Strength 1	Q26.2: Strength 2	Q26.3: Strength 3
Solution design and closing partnerships	Building exceptional relationships	Execution of reporting and account management
Customer focussed		
Dedication to the client needs	Solving issues as they arise	Maintaining communication
Relationship management	Flexibility and adaptability	Tenacity
Provision of customer service to clients	Matching appropriate lecturing staff to client needs	Establishing relationships with clients
Understanding needs	Delivering training	Building relationships
Training needs analysis and matching to products	Customisation of products to meet TNA needs	Regular contact with client and acting on feedback
Course offering	Approachable	Industry requirements
Initial negotiations	Offering complementary training and assessment services	General knowledge of industry environment
Industry knowledge	Developing solutions	Customising resources
Focus on the customer	Understanding industry trends/changes	
Subject matter	Personal relationships	Course design
Local knowledge	Personal connections	Flexibility
Industry specific knowledge and currency	Ability to identify funding options that may be available	Subject matter expertise
Relationships	VET knowledge	Funding access
Establishing relationships	Project management	Negotiation
Understanding of training requirements	Program design	Ongoing relationship maintenance

Organisation type: For Profit (n=42)

Q26.1: Strength 1	Q26.2: Strength 2	Q26.3: Strength 3
Marketing	Partnerships	Negotiation
Communication	Engagement	Identify client's needs
Subject expertise and communication	Interpersonal skills	Willingness to adapt
Conducting a training needs analysis	Risk management	Innovation
Excellent training needs analysis skills	Maintaining contact with students	Knows subject matter very well
Interpersonal relationships and building trust	Explaining what we can do and fulfilling our part of the bargain	Developing training and assessment materials in short time frames to meet deadlines and fulfil expectations
Partner needs	Scheduling	Customisation of training
Product knowledge	Employability Skills	Adequate training and assessment resources
Making stupid paper work	Making decision outside of their skills	Hammering small businesses
Compliance	Review and constructive feedback	Liaison to enhance course materials through Industry consultation
Training	Standards	
Empathy with and respect for the clients and their work.	Understanding of the disciplines we educate.	Their focus on improving the client's business outcomes.
Program development	Program delivery	Securing industry support
Maintaining personal and professional relationships	Setting and managing organisational expectations	Flexibility in meeting client organisation needs
Building relationships	Innovating mutual benefits	
Communication	Trouble shooting	Negotiation

Organisation type: For Profit (n=42)

Q26.1: Strength 1	Q26.2: Strength 2	Q26.3: Strength 3
Communication and need from our end	Adaptability to meet partnership requirements	
Administration	Co-ordinators	Management
Communication	Engaging industry	
Understanding industry needs		
Course customization	Flexible in delivery	
Customer and outcome focus	Flexibility in training and assessment	Educational expertise
Content knowledge	Industry experience	Passionate about industry/content
Partner relationships	Communication and administration	Flexibility
Client relationships	communication skills	Addressing needs
Open communication	Trustworthy - we all say what we will do and do it	Working towards benefit for all involved - a great attitude.
Communication	Knowledge	Administrative
Personalised approach to clients	On the spot decision making	Provide service to suit needs
Timely communication	Support compliance well	Keep up to date with changes
Communication	Compliance	Networking
Expertise	Communication	Experience
VET compliance	Marketing strategies	
Attention to detail	Committed to quality outcomes	Compliance
Building relationships	Attention to detail	Provide extensive assistance to partners having issues
Forging networks	Building relationships	Identifying need
Communicating with managers from industry	Selling benefits	Providing online and flexible learning opportunities to industry
Customer Service	Understanding the VET system	Solutions focussed
Relationship building		
Building personal relationships	Providing information, regular feedback and support	Delivering quality training
Training analysis	Setting shared goals	Building relationships
Communication	Documentation	Follow up
Initial contact	Continuing employment	

Organisation type: Not for Profit (n=23)

Q26.1: Strength 1	Q26.2: Strength 2	Q26.3: Strength 3
Designing solutions that work for the partner/client	Engaging locally to deliver on solutions	Keeping implementation staff accountable for the quality outcomes
Support and availability	Industry knowledge	Knowledge of VET
Winning the job	Building personal relationships	
Showing real interest in partners' proposals and concerns	Setting shared goals	Identifying and managing risk
Lines of communication, especially keeping employers in the loop	Build relationships through good service	
Networking	Consultation	
Flexibility in operational changes (e.g. scheduling)	Utilising our organisations other strengths	
Relationships with partners and stakeholders	Shared view of outcomes	Creative and flexible solution focus
Marketing what we can do	Identifying industry and employer needs and showing real interest	Designing customised programs
Industry experience	Communication	Management
Good relationships	Open communication	Quality training
Negotiation	Project management	Marketing

Organisation type: Not for Profit (n=23)		
Q26.1: Strength 1	Q26.2: Strength 2	Q26.3: Strength 3
Passionate about developing business with partners	Write up notes following visits/emails etc.	Keeps regularly in touch
Negotiation skills	Administration	Establishing and maintaining relationships
Credibility		
Understanding of industry	Communication skills	Program content and assessment
Communication	Information and feedback	Scoping proposals
Communication	Compliance	Support
Building effective relationships	Maintaining the relationship on all levels	
Relationship management	Responsive	
Delivering to a high standard	Good communications	Positive and constructive feedback
Good communication,	Willingness to try new things	
Communication	Industry and enterprise knowledge	Ability to customise our offerings to match enterprise needs

Q27. **In what areas or aspects do staff need to develop further to achieve stronger financial and non-financial returns from industry partnering? (Please write down anything that comes to mind) (n=72)**

TAFE	For Profit	Not for Profit
Commercial acumen / administrative support and internal stakeholder engagement	Accounts	A good CRM system that is used by all staff interacting with clients
Communication with client / Project management / Marketing	Better communication of outcomes, better planning and better systems to support this.	Adapt to the changes of the training package rules. We'd need to keep up as the changes impacts on everything
Conflict resolution / Clear communication especially timelines and action lists	Better employer liaison and improved negotiation skills	Auditing and managing risk
Developing financial knowledge on positioning for win win scenarios. Ability to design contingency planning, prospecting new partners	Broader industry knowledge / negotiation skills	Better understanding of the real costs of training delivery to encourage better time management
General commercial acumen and overall project management.	Business case and costing modelling	Budgeting thoroughly
Greater understanding on the financial aspects required to deliver training within budgeted parameters.	Communication, sales, commercial skills	Financial acumen, discipline around contract and project management, better documentation and reporting.
improved business acumen; improved financial literacy; improved client/customer liaison(from delivery teams); improved ability to contextualise rather than remain in lockstep modes	Don't know	Financial analysis skills
	Financial management	Following up partnership after delivery, asking for suggestions for improvement. more thought into quoting
	Gaining compliance knowledge as things change we need to all be up to date.	
Issue is with having pockets of excellence and other staff having the commercial partnership added to their day job. This lack of focus on industry partnerships means that it isn't seen as core business and consequently the level of service provision is sporadic and dependent on individuals as opposed to a systematic approach to effective servicing of partnerships.	Greater networks	For some more confidence in their own abilities and knowledge. Continue to maintain currency of sector and VET. Continue professional development.
	Grow opportunities interstate	
	Increase conversion rate (winning the job)	Improved understanding of financial reports / Completion of post training/partnership review and improvement recommendations
	Industry currency	
	Keeping up to date with national regulator/environment issues through conferences and meetings with interstate regulators/industry	Legal requirements and risk management
Listen to customer needs and address those needs	Marketing	Marketing and winning new jobs
More strategic direction from our organisation	Marketing	Marketing/contract management
Pricing models - variable	Marketing successfully	Meet with partners more often
Project management	More skilled in value adding to clients and up selling / Better developed understanding of RTO business models	Negotiation / Financial literacy / Change management
Project management / financial accountability / communication -	Need more staff and need growth to achieve this	Project management / setting shared goals
	None. Happy with the program we run	Stay up with technology developments
	Not able to get money off students. students are not willing to pay when invoiced. / The expected number of students does not match up with the reality due to the change in	Taking a longer term view and offering excellent 'wrap around' services with features that are not

TAFE	For Profit	Not for Profit
business intelligence	government policies. The reduction in money spent on research has led to a reduction in staff, a reduction in money being spent on professional development. People are more worried about keeping their jobs than spending money on a qualification they may not need in a few months' time	measurable.
Project management / Business acumen / Leveraging		Training industry knowledge
Strengthen attentiveness and responsive communication / Scheduling more frequent reviews with our partners / Turning around business improvement to ensure direct impact on service performance to industry / Stronger resourcing of the contract management and key account management functions /		Understanding funding models
Underlying sales and marketing skills	Ongoing Professional development helping in current industry currency	
Understanding the ultimate cost of providing training	Professional development within VET	
	Project management -- scoping out the training project before committing to deadlines and budgets / Communicating expectations and requirements with the industry partner	
	Project management experience / Financial analyses	
	Sales and marketing aspects	
	Sales and relationship management skills	
	Securing the job	
	Staff could develop more in the marketing to industry partners. Our organisation relies a lot on word of mouth within our industry.	
	Strategic thinking. The capacity to plan and deliver relevant training requires a strategic perspective which takes into account the potential futures of an industry and the changes we then need to make to meet those futures. / Financial acuity. Most employees lack understanding of money as a measurement of value. They lack rigour in assessing costs and returns.	
	Stronger contract / project management. / Capacity for strategic planning	
	The marketing of our services	
	Unsure	
	We need to start better time management and set defined processes and timeframes.	
	We outsource our financial needs.	

Q28. **Considering your current role in making partnerships work, what do you feel you yourself need to learn more about to perform your current role more effectively? (Please list up to three features)**

Organisation type:TAFE (n=16)

Q28.1: Learning Needs 1	Q28.2: Learning Needs 2	Q28.3: Learning Needs 3
Legal - commercial contracts	Time management and allocation for on-boarding partnerships	Governance controls
Building networks	Up selling	Getting staff on board
Project management	Technologies to support training	Coaching and mentoring skills
Performance review of contract	Establishing KPI's for non-tangible items	
More strategic direction from our organisation	Identification of partnership priority areas	
How we are viewed		
Listening to the team and putting their ideas into action	Streamlining workloads	Finding solutions

Organisation type:TAFE (n=16)

Q28.1: Learning Needs 1	Q28.2: Learning Needs 2	Q28.3: Learning Needs 3
Business planning	Marketing strategies & implementation	negotiating
Relationship management	Navigating business improvement from other internal teams to effect better performance	Additional exposure / interaction with national skill councils
Emerging technology changes in specific industries	The impacts of Free Trade Agreements	
Negotiation skills		
Markets aligned with discipline capability and needs	Prospecting	Business development capability within schools
Ability to mobilise my own organisation to deliver beyond just training requirements	Funding options	
Current VET changes (keeping up to date)	Customer business intelligence and growth	Training needs analysis
Improved organisational culture (more buy in about need to change)	Risk management; compliance and governance	Promote the strategic imperatives of partnerships
'Sales'		

Organisation type: For Profit (n=34)

Q28.1: Learning Needs 1	Q28.2: Learning Needs 2	Q28.3: Learning Needs 3
Negotiation	Selling	Applying people behaviour knowledge
Understand more about the needs from different industries	Keep myself up to date with current knowledge	Increase marketing activities
How to make government funding work for my clients	Help with getting money from students	Time management
Government funding available to entice partners to train more qualifications	Greater variety in training modes -- particularly distance educ and e-learning	
Networking skills		
Ongoing professional development helping in current industry currency		
To research more accurately		
Slightly more about the industry sector		
How to network		
I don't feel anything but I do consider my communication skills deficient. I make the error of assuming that others appreciate situations as quickly and clearly as I do.	I lack ruthlessness in removing second rate employees.	I need to be more effectively targeted in the strategic marketing plan.
New markets - interstate and overseas	Working with industry peak bodies on professional development curriculum	Partnerships with blue chip corporates
Marketing ourselves to new clients		
Contracts		
Communication		
Voice opinion on new partnerships regarding contracts		
Negotiating	Time management	
Marketing skills		
Project scoping	Contract negotiation	Identifying new business
More knowledge of clients, industries, future directions	Current business practice	
Understanding IR structures and models that impact employment	Building networks and opportunities	

Organisation type: For Profit (n=34)

Q28.1: Learning Needs 1	Q28.2: Learning Needs 2	Q28.3: Learning Needs 3
based partnerships		
Marketing opportunities	Government funding of job active service providers	
Having the information and resources needed for the team to perform well.	Information to ensure anything holding back the team is attended to quickly	Information to monitoring the budget well
Need more time in a day to spend with partners	Learn to delegate more	To understand not just what the partner wants but also about their business
Clarity of expectations	Consistent detailed agreements	Good communication
Ongoing changes in VET sector which are constant		
Marketing and getting the message out into the marketplace		
Legal aspects of MOU's		
Background of partnering organisations and individuals heading these	Contracts	
Time management	Having difficult conversations	Delegation skills
Organisational strategic direction (clarity)	Existing skills base to better align projects	Gaining time to plan appropriately
Training needs analyses	Learn more about the organisation we train for	How to measure successful long term training outcomes
Negotiation skills	Broader, more specific industry knowledge	
Marketing	Gaining funding	Compliance
Keep communication open & honest	Time tabling	Understanding aboriginal community needs

Organisation type: Not for Profit (n=17)

Q28.1: Learning Needs 1	Q28.2: Learning Needs 2	Q28.3: Learning Needs 3
Marketing	Inspiring those who implement	Better discipline on reporting and communication
Establishing clear KRA's	Monitoring project performance	Coaching
3rd party arrangements as per national RTO standards		
Setting shared goals		
With the competition in the market, we'd need to reach a bigger audience	Make more partnerships happen	Have a variety of work placements at our disposal
Continue professional development	Continue to maintain currency of sector and VET	
Contractual aspects	Performance measuring	
Invest more time in planning phase e.g. better templates	As most partners operate in a remote location, better communication and engagement on progress and mile stones	More face-to-face interactions
Broader understanding of particular industries	Where to access funding for training	More support from board members
Understanding different funding models		
Keeping up with changes		
Using CRM	Online marketing i.e. using Google etc.	managing time pressures to remain external longer rather than getting bogged down with daily interruptions
Contract management	Marketing	Social media
Time management	Industry trends	
Specific industry knowledge		

Organisation type: Not for Profit (n=17)

Q28.1: Learning Needs 1	Q28.2: Learning Needs 2	Q28.3: Learning Needs 3
Marketing and learning about funding	How to win more partnerships	Open communications
Need more time to meet with partners.		

Q30 **Please write the two most important forms of government funding for VET that you/your industry partners use in your partnerships.**

Organisation type: TAFE (n=17)

First Response	Second Response
Smart and skilled apprenticeship and traineeship funding	Targeted Industry funds ACWVET Health industry for example.
Shared servicing arrangement with distribution of funds to partner in training provision	Facilitates the ability to liaise with industry to ensure work placement practicums
State/federal training subsidies	Equipment/facility funding
Vet Fee Help	Victorian Training Grant
Our State government recurrent funding	Competitively tendered funding
Small regional communities	Industry Skills Fund
User choice	VET in Schools
State	Federal
Queensland User Choice Funding Program 2010/2016	Construction Skills Queensland Funding Programs
Certificate III Guarantee	Funding streams specifically aimed at industry are very unsuccessful e.g. WELL
Training guarantee funding	Training grants
Profile funding	Service contracts
Apprenticeship	Smart and Skilled funding (NSW Govt subsidised training)
Smart & skilled funding	Targeted priority funding
Smart and skilled	Part qualification by state training
Access to state and territory training funds (user choice etc.)	Access to Vet Fee Help
VTG	Apprenticeship and traineeship funding for employers

Note: All respondents gave two responses to Q30 for this organisation type.

Organisation type: For Profit (n=30)	
First Response	Second Response
I MUST include normal govt funding for traineeships because it is no longer available to us. This needs to be fixed.	
Funding to subsidise the cost of training	Funding to subsidise the employers costs
vet fee help	Austudy
User choice	
Skills development	C3G
Victorian Trainee Guarantee	Federal funding
Don't use them	Don't need them
C3G	USER CHOICE
We will not participate in any programme that is government funded as it reinforces poor outcomes.	All government funding corrupts training outcomes and we will not participate in this.
Traineeships	State programs
User choice funding	
Monitoring	Enrolments
We are 100% user pay (no govt funding)	
VTG	
State funding	Employer incentives
Work Ready State funding	
The Smart and Skilled Contract	Pre-vocational funding
The Victorian Guarantee Training Program	
Apprenticeship	
Work ready	Grants for RPL for the motor vehicle transformation
Traineeships	
Dep't of Business specific purpose project funding	Industry build skills
Part qualifications	
HESG - Victorian Training Guarantee	
CSQ short courses	Local Government Association of Queensland
Apprenticeships / Traineeships	Skills Funding
We don't rely on government funding	We don't rely on government funding
Traineeships	PIT funding
User choice	QLD VET Investment
Concession funding	Student contact hour funding

Note: Highlighted rows represent respondents who gave two responses to Q30 for this organisation type.

Organisation type: Not for Profit (n=19)	
First Response	Second Response
State subsidy programs	VET FEE-HELP
Workready	Jobsfirst
HESG - VTG	Fee for service
Traineeship and apprenticeship pathways	Subsidised training for skill shortage areas
Participation Equity Program funding, training is funded for the RTO	
Traineeships	Apprenticeships
Skills for education and employment	Certificate III Guarantee
Specific workforce development funding	
ACE CSO funding	Access to more part qual finding
Clinical placements provided by public hospitals/facilities	LLN support
Workready funding	Skills for jobs in regions funding
IPS Industry Partnership Strategy	
State government subsidies	VET FEE-HELP
Higher level skills	
Certificate 3 Guarantee	SQW
SEE (Skills for Education and Employment)	Smart & skilled (CSO - Community Service obligation)
VTG	
EBPPP	NWDF
Tasmanian Skills Fund	Tasmanian Seafood Pledge

Note: Highlighted rows represent respondents who gave two responses to Q30 for this organisation type.

Comparison between responses to employer survey and to 2003 survey, for selected questions

The 2003 data are taken from Smith, E., Pickersgill, R., Rushbrook, P., & Smith, A. (2005). *Enterprises' commitment to nationally recognised training for existing workers.* Adelaide: NCVER. The 2003 survey divided its respondents into three categories: Enterprise RTOs (see footnote) (n=51); other enterprises that had used nationally-recognised training in the previous two years (which the report called 'purchasers') (n=34) and enterprises that had not used NRT in the past two years (which the report called 'non-users') (n=39). The 2003 data are presented in this section with and without enterprise RTOs[3].

A.   **Industry sectors of respondents (Q1.5 in 2015 survey): coded to 2003 industry areas**

	Industry area	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
1	Primary (includes mining)	8	5.0	4	5.6	9	7.4
2	Financial services	12	7.5	7	9.9	10	8.2
3	Other services (includes hospitality)	16	10.0	10	14.1	17	13.9
4	Communications & IT	8	5.0	5	7.0	8	6.6
5	Transport and distribution	4	2.5	5	7.0	10	8.2
6	Sales (wholesale and retail)	20	12.5	2	2.8	9	7.4
7	Manufacturing	14	8.8	24	33.8	33	27.0
8	Government/community/ public utilities	33	20.6	10	14.1	20	16.4
9	Construction and civil engineering	13	8.1	4	5.6	6	4.9
10	Health	13	8.1	N/A	N/A	N/A	N/A
11	Consultancy	5	3.1	N/A	N/A	N/A	N/A
12	Education	14	8.8	N/A	N/A	N/A	N/A
	Total	160	100.0	71	100.0	122	100.0

Notes: (i) 2003 survey included only codes 1-9
         (ii) 'Other' responses have all been allocated.

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[3]   Note: A specially adapted version of the 2003 survey was sent to all enterprise RTOs. This was not done in 2015 because of other research being done on enterprise RTOs, and only two enterprise RTOs were captured in the 2015 sample. In the 2015 data they were not separated out from the other employers.

B.   Number of employees in the organisation (Q1.2 in 2015 survey)

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
Up to 50	50	29.2	25	34.7	29	24.6
51-100	18	10.5	12	16.7	14	11.9
101-500	44	25.7	22	30.6	35	29.7
501+	59	34.5	13	18.1	40	33.9
Total	171	100.0	72	100.0	118	100.0

Note: Categories '501-1000' and 'More than 1000' from 2003 study are collapsed into the '501+' category.

C.   Reported rate of change in skill needs of the organisation over the past five years (Q1.12 in 2015 survey)

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
Fast	29	17.8	19	26.0	30	24.4
Steady	99	60.7	48	65.8	82	66.7
None	33	20.2	6	8.2	11	8.9
Declined	2	1.2	N/A	N/A	N/A	N/A
Total	163	100.0	73	100.0	123	100.0

D.   Reported rate of change in the use of technology in the relevant industry over the past five years (Q1.10 in 2015 survey)

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
Fast	38	23.2	24	32.9	38	30.6
Steady	102	62.2	45	61.6	75	60.5
None	23	14.0	4	5.5	11	8.9
Declined	1	0.6	N/A	N/A	N/A	N/A
Total	164	100.0	73	100.0	124	100.0

E.   Whether respondents considered they did more or less training compared with similar organisations (Q2.1 in 2015 survey)

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
More	55	33.7	27	38.6	60	50.0
Same	81	49.7	38	54.3	54	45.0
Less	27	16.6	5	7.1	6	5.0
Total	163	100.0	70	100.0	120	100.0

F. **(For those using nationally recognised training), whether government funding was reported to be important in the decision to implement nationally recognised training. (Q4.11 in 2015 survey)**

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
Very important	28	36.8	14	43.8	29	35.8
Some importance	24	31.6	8	25.0	29	35.8
Not very important	10	13.2	6	18.8	12	14.8
Funding not available	11	14.5	4	12.5	11	13.6
Don't know	3	3.9	N/A	N/A	N/A	N/A
Total	76	100.0	32	100.0	81	100.0

G. **(For those using nationally recognised training), whether amount of all training had changed since the enterprise had been using nationally recognised training (Q4.14 in 2015 survey)**

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
Yes, a lot	7	9.2	5	14.7	27	31.8
Yes, somewhat	32	42.1	15	44.1	40	47.1
No change	32	42.1	13	38.2	16	18.8
Don't know	2	2.6	1	2.9	2	2.4
Decreased	3	3.9	N/A	N/A	N/A	N/A
Total	76	100.0	34	100.0	85	100.0

H. **Attribution of reason for the change in amount of training reported in previous question (Q4.15 in 2015 survey)**

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
Don't know	21	28.4	3	13.1	4	5.9
Nationally recognised training	39	52.7	9	39.1	35	51.5
Other	14	18.9	11	47.8	29	42.6
Total	74	100.0	23	100.0	68	100.0

I. **Reported use of competency standards as the basis of other activities (besides nationally recognised training (Q4.6 in 2015 survey)**

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs
Yes for writing job descriptions	44	29.1	21	28.8	46	37.1
Yes for job evaluation/ classification	57	37.7	25	34.2	50	40.3
Yes for performance management	54	35.8	23	31.5	48	38.7
Yes for recruitment and selection	45	29.8	35	47.9	56	45.2
Do not use	52	34.4	N/A	N/A	N/A	N/A
In non-accredited training*	15	9.9	32	43.8	72	58.1
Other	3	2.0	N/A	N/A	N/A	N/A
Total number of respondents	151		73		124	

Notes: Respondents could give more than one answer.
We commented in 2003 that people may have misinterpreted the question, thinking of other competency frameworks besides Training Package competency standards. This could also apply in 2015.

J. **Reported percentage of enterprise's workforce in full-time permanent employment (Q1.4 in 2015 survey)**

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
0-10	8	4.8	3	4.3	7	5.7
11-20	6	3.6	4	5.6	7	5.7
21-30	6	3.6	4	5.6	8	6.6
31-40	6	3.6	3	4.3	4	3.3
41-50	17	10.3	4	5.6	7	5.7
51-60	16	9.7	2	2.8	8	6.6
61-70	19	11.5	1	1.4	3	2.5
71-80	27	16.4	13	18.3	19	15.6
81-90	18	10.9	15	21.1	23	18.8
91-100	42	25.5	22	31.0	36	29.5
Total	165	100.0	71	100.0	122	100.0

K. **The extent to which nationally recognised training was customised to the specific needs of the organisation (Q13 in 2015 survey)**

	2015 N	2015 %	2003 N (excluding enterprise RTOs)	2003 % (excluding enterprise RTOs)	2003 N (including enterprise RTOs)	2003 % (including enterprise RTOs)
Yes, greatly	23	30.3	10	30.3	35	43.2
Yes, somewhat	32	42.1	13	29.4	30	37.0
Not customised, or only customised in very minor ways	21	27.6	10	30.3	16	19.8
Total	76	100.0	33	100.0	81	100.0

L.   Reported sources of knowledge about nationally accredited training (Q4.3 in 2015 survey)

	2015 N	2015 %
Have no knowledge	33	21.6
TAFE or other Registered Training Organisation	80	52.3
Commonwealth Department of Education and Training	41	26.8
State Training Authority or Department	33	21.6
Employer/industry association	52	34.0
Trade unions	28	18.3
Australian Apprenticeship Centre	18	11.8
National Industry Skills Council	23	15.0
State Industry Training Advisory Body if still present in your State/ Territory	19	12.4
Group Training Organisation	32	20.9
Training.gov.au website, My Skills web site or Australian Apprenticeships web site	24	15.7
Skills@Work eNewsletter	7	4.9
Other	8	5.2

Note: The equivalent table from the 2003 survey is no longer available. However, the following text was included in the report: 'The sources of knowledge about nationally recognised training varied. In the survey respondents were asked about their use of a range of sources of knowledge (thus they could make several choices). Enterprise RTOs were most likely to learn about nationally recognised training directly from ANTA (87% ticked this option) and STAs (78%) while Purchasers were more likely to learn from TAFE or other RTOs (82%) or employer associations (59%). Non-Users were only slightly less likely to learn from TAFE/RTOs (46%) than enterprise RTOs were (49%). Employer associations were reported as equally important sources of information for the three groups – around half in each case. New Apprenticeship Centres were reported more frequently among enterprise RTOs than among Purchasers, with the same pattern for national ITABs (65% for enterprise RTOs) but Group Training Organisations were not common sources of information, and were most used by Purchasers (24%).'

Comparison between responses to RTO survey and to 2002 survey, for selected questions

The set of tables provided in this section were produced for the RTO survey responses that were readily comparable. There were some differences in the current survey from the 2002 survey. Respondents to the 2002 survey (n=102) were mainly TAFEs (n=96), whereas in the 2015 survey TAFEs (n=20) represented less than 20% of total respondents (n=107). The majority of respondents to the 2015 survey were private providers (n=87). The current survey analysis divides respondents into three categories: TAFEs (n=20); for-profit private RTOs (n=55) and non-profit private RTOs (n=32). In the 2002 survey only six respondents were from non-TAFE RTOs, but these were unable to be separated out for the comparative analysis. Thus, comparison undertaken was between the 2002 responses (n=102) and the 2015 TAFE responses (n=20). However, another limitation in the comparison is that the 2002 survey included multiple responses from some TAFE Institutes, with respondents being people identified as managing large partnerships within RTOs rather than representatives providing a whole of organisation response as was the case in the 2015 survey.

The Callan and Ashworth 2002 survey data in the tables below was published in Callan, V., & Ashworth, P. (2004). *Working Together: Industry and VET Provider Training Partnerships.* Adelaide: NCVER. [4] The exact wording for 2015 questions, not the 2002 questions, has been used throughout this section. Comparison tables 8, 9, 10 and 11 have been sorted in descending order based on TAFE institute responses.

1.   **How would you classify your organisation? (RTO Survey 2015 – Q3: Callan & Ashworth Survey 2002, p.74)**

	2015		2002	
	N	%	N	%
TAFE	20	18.7	96	94.1
For Profit Private Provider	55	51.4	4	3.9
Non Profit Private Provider	32	29.9		
Other			2	2.0
Total	107	100.0	102	100.0

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[4] Page numbers for data from Callan & Ashworth (2004) are provided in the table headers.

2.   **What is your title? (RTO Survey 2015 – Q2: Callan & Ashworth Survey 2002, p.74)**

| | 2015 | | | | | | | | 2002 | |
| | TAFE | | For Profit | | Non Profit | | ALL RTOs | | VET Providers | |
	N	%	N	%	N	%	N	%	N	%
Chief Executive Officer/Director/ Managing Director	3	15.0	34	61.8	11	34.4	48	44.9	7	6.9
Other Senior Manager	8	40.0	9	16.4	16	50.0	33	30.8	21	20.6
Head of School/Department	3	15.0	0	0.0	0	0.0	3	2.8	18	7.6
Program Co-ordinator	0	0.0	3	5.5	0	0.0	3	2.8	14*	13.7
Business Development Manager/ Partnership Management Coordinator	4	20.0	1	1.8	0	0.0	5	4.7	21	20.6
2002 category - Dean/Executive Dean									3	2.9
Other	2	10.0	8	14.5	5	15.6	15	14.0	18	17.6
Total	20	100.0	55	100.0	32	100.0	107	100.0	102	100.0

3.   **How would you classify the location of your organisation? (RTO Survey 2015 – Q4: Callan & Ashworth Survey 2002, p.74)**

| | 2015 | | | | | | | | 2002 | |
| | TAFE | | For Profit | | Non Profit | | ALL RTOs | | VET Providers | |
	N	%	N	%	N	%	N	%	N	%
Metropolitan-based	9	45.0	31	56.4	14	45.2	54	50.9	71	69.6
Regional	10	50.0	21	38.2	11	35.5	42	39.6	25	24.5
Other	1	5.0	3	5.5	6	19.4	10	9.4	6	5.9
Total	20	100.0	55	100.0	31	100.0	106	100.0	102	100.0

Note: Data collapsed to enable comparison between the two surveys.

4.   **What State/Territory is your organisation (head office) based in? (RTO Survey 2015 – Q5: Callan & Ashworth Survey 2002, p.75)**

| | 2015 | | | | | | | | 2002 | |
| | TAFE | | For Profit Private | | Non Profit Private | | ALL RTOs | | VET Providers | |
	N	%	N	%	N	%	N	%	N	%
New South Wales	6	30.0	13	23.6	5	15.6	24	22.4	19	18.6
Victoria	6	30.0	13	23.6	8	25.0	27	25.2	25	24.5
Queensland	4	20.0	22	40.0	8	25.0	34	31.8	21	20.6
Western Australia	3	15.0	2	3.6	4	12.5	9	8.4	10	9.8
South Australia	1	5.0	3	5.5	3	9.4	7	6.5	11	10.8
Tasmania	0	0.0	1	1.8	2	6.3	3	2.8	9	8.8
Northern Territory	0	0.0	1	1.8	1	3.1	2	1.9	3	2.9
Australian Capital Territory	0	0.0	0	0.0	1	3.1	1	0.9	4	3.9
Total	20	100.0	55	100.0	32	100.0	107	100.0	102	100.0

5.   **What is your level of involvement in VET industry-provider partnerships? (RTO Survey 2015 – Q6: Callan & Ashworth Survey 2002, p.74)**

| | \multicolumn{8}{c}{2015} | | 2002 | |
| | TAFE | | For Profit Private | | Non Profit Private | | ALL RTOs | | VET Providers | |
	N	%	N	%	N	%	N	%	N	%
I set up and continue to manage such partnerships	11	55.0	25	45.5	17	54.8	53	50.0	39	38.2
I set up these partnerships	1	5.0	9	16.4	3	9.7	13	12.3	14	13.7
I manage such partnerships	0	0.0	7	12.7	2	6.5	9	8.5	16	15.7
Those managing key partnerships report to me	7	35.0	4	7.3	6	19.4	17	16.0	24	23.5
Other	1	5.0	10	18.2	3	9.7	14	13.2	9	8.8
Total	20	100.0	55	100.0	31	100.0	106	100.0	102	100.0

6.   **In which of the following locations does your organisation have VET industry-provider partnerships? (RTO Survey 2015 – Q7: Callan & Ashworth Survey 2002, p.75)**

| | \multicolumn{8}{c}{2015} | | 2002 | |
| | TAFE | | For Profit | | Non Profit | | ALL RTOs | | VET Providers | |
	N	% of respon-dents	N	% of respon-dents	N	% of respon-dents	N	% of respon-dents	N	% of respon-dents
Your local region	19	95.0	39	70.9	27	84.4	85	79.4	86	84.3
Other parts of your State	16	80.0	25	45.5	12	37.5	53	49.5	63	61.8
In other Australian States	12	60.0	24	43.6	9	28.1	45	42.1	24	23.5
In overseas countries	4	20.0	2	3.6	1	3.1	7	6.6	25	24.5
Total	20		55		32		107		102	

7.   **What percentage of your training partnerships with industry falls under each of the following categories? (RTO Survey 2015 – Q10: Callan & Ashworth Survey 2002, p.75)**

| | \multicolumn{12}{c}{2015} | | | | | | | | | | | 2002 |
| | TAFE | | | For Profit | | | Non Profit | | | ALL RTOs | | | VET Providers |
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	
Mutual service partnerships where we pool resources with the industry partner to gain access to equipment or resources that aid training	18	11.9	9.6	45	16.8	25.6	29	14.5	20.8	92	15.1	21.7	31.0
Joint ventures where we pursue a training opportunity together by combining our capabilities and sharing the business risk	18	8.4	9.0	45	8.3	16.8	29	10.9	14.0	92	9.2	14.6	27.6
*We provide fee-for-service contracted services to client organisations	18	36.3	15.4	45	46.6	34.0	29	31.4	28.9	92	39.8	30.1	N/A
We cooperate with an industry partner to provide training that is wholly or largely government subsidised	18	37.5	18.3	45	21.8	30.2	29	35.8	29.9	91	29.2	28.8	30.9^
Other	18	5.8	9.9	45	6.4	23.0	29	8.6	23.6	92	7.0	21.1	15.2

Note: *Not included response in 2002 survey

       ^2002 category: Value chain partnership where we work together to change the training model to create enhanced training benefits for learners

8. **What are the main drivers for your organisation's involvement in industry/ employer partnerships? (RTO Survey 2015 – Q11: Callan & Ashworth Survey 2002, p.37)**

	2015												2002
	TAFE			For Profit			Non Profit			ALL RTOs			VET Providers
	N Agree	% Agree	Mean	N Agree	% Agree	Mean	N Agree	% Agree	Mean	N Agree	% Agree	Mean	% Agree
*To keep up-to-date with industry needs/requirements	18	100	5.17	39	86.7	4.93	25	86.2	4.97	82	89.1	5.0	N/A
*To maintain relevance/alignment with industry needs/requirements	18	100	5.44	41	91.1	5.16	25	86.2	5.00	84	91.3	5.2	N/A
To bring in additional revenue	18	100	5.22	35	77.7	4.53	19	65.5	3.90	72	78.3	4.5	88.2
To build extra capability within our staff	17	94.4	5.06	31	68.8	4.11	20	69.0	4.21	68	73.9	4.3	82.3
Industries/employers have requested that we assist them	17	94.4	4.94	35	77.7	4.47	24	82.8	4.66	76	82.6	4.6	45.9
To give staff stronger links with industry	16	88.9	5.00	34	75.5	4.40	22	75.9	4.31	72	78.3	4.5	82.3
To find future employers for our students	16	88.9	4.78	25	55.5	3.53	20	69.0	4.28	61	66.3	4.0	57.6
If we did not get involved in the partnering, another organisation would have taken the opportunity	15	83.3	4.83	20	45.4	3.34	15	51.7	3.62	50	54.9	3.7	67.1
To copy what other organisations are doing	2	11.1	2.17	7	15.9	2.02	3	10.7	1.96	12	13.3	2.0	34.1
Our motivations are not really clear	2	11.1	2.11	6	13.6	1.82	3	10.7	1.79	11	12.2	1.9	32.9

Note: *Not included responses in 2002 survey

9. **Performance of the organisation in partnering with industry or with specific employers (perceived levels of satisfaction) (RTO Survey 2015 – Q17: Callan & Ashworth Survey 2002, p.54)**

	2015												2002
	TAFE			For Profit			Non Profit			ALL RTOs			VET Providers
	N	% Sat	Mean	N	% Sat	Mean	N	% Sat	Mean	N	% Sat	Mean	% Sat
Our ability to establish trust	18	100.0	4.67	42	93.3	5.33	23	95.8	5.17	83	95.4	5.2	87.6
Our willingness to customise training to meet industry needs	17	94.4	4.89	42	95.5	5.52	23	95.8	5.21	82	95.3	5.3	87.6
Our success in customising the training	17	94.4	4.44	42	95.5	5.36	23	95.8	4.96	82	95.3	5.1	86.3
The financial returns to us in the longer term	16	88.9	4.33	33	76.7	4.07	19	79.2	4.42	68	80.0	4.2	79.4
The commitment shown by our staff to make the partnerships a success	15	83.3	4.44	43	95.6	5.40	22	91.7	5.21	80	92.0	5.2	82.1
Our level of planning within the partnership	15	83.3	3.89	40	88.9	5.04	21	87.5	4.92	76	87.4	4.8	76.7
Our willingness to adopt a long-term perspective in judging the success of the partnership	14	77.8	3.89	43	95.6	5.24	19	79.2	4.79	76	87.4	4.8	79.4
Our flexibility in providing different delivery modes for the training	14	77.8	4.28	37	84.1	4.91	19	82.6	4.91	70	82.4	4.8	75.3
The financial returns to us to date	13	72.2	4.00	29	65.9	3.93	18	75.0	4.17	60	69.8	4.0	67.1
The quality of our communication with the industry partner	13	72.2	4.00	42	93.3	5.13	23	95.8	4.96	78	89.7	4.9	89.0
Our willingness to make changes to the nature of the on-the-job training that we deliver	13	72.2	4.11	40	95.2	5.43	20	83.3	5.00	73	86.9	5.0	N/A
Our willingness to make changes to the nature of the off-the-job training	12	66.7	4.17	41	95.3	5.37	20	83.3	4.92	73	85.9	5.0	84.9
Our openness to experimentation	12	66.7	4.17	42	97.7	5.28	21	87.5	4.54	75	88.2	4.8	83.5
Our application of financial measures to determine the success of the partnering	12	66.7	4.00	35	79.5	4.43	20	83.3	4.54	67	77.9	4.4	64.3
Our application of non-financial measures to determine the success of the partnering	11	61.1	3.67	38	86.4	4.86	19	79.2	4.50	68	79.1	4.5	65.7
Our flexibility with staffing arrangements	8	44.4	3.22	44	97.8	5.33	20	83.3	4.75	72	82.8	4.7	75.3
The administrative arrangements we put in place to manage the day-to-day issues arising in such partnerships	6	33.3	3.17	39	86.7	5.00	20	83.3	4.71	65	74.7	4.5	72.6

10. **Performance of the industry partners (levels of satisfaction by RTO). (RTO Survey 2015 – Q20: Callan & Ashworth Survey 2002, p.55)**

| | 2015 | | | | | | | | | | | | 2002 |
| | TAFE | | | For Profit | | | Non Profit | | | ALL RTOs | | | VET Providers |
	N	% Sat	Mean	N	% Sat	Mean	N	% Sat	Mean	N	% Sat	Mean	% Sat
Their ability to establish trust with us	17	94.4	5.38	43	97.7	5.38	23	95.8	5.08	83	96.5	5.2	73.2
Their willingness to customise the training	16	94.1	5.02	37	88.1	5.02	19	86.4	5.04	72	88.9	5.1	74.6
The financial returns to them to date	15	93.8	4.95	26	78.8	4.95	13	86.7	5.58	54	84.4	5.1	64.7
Their openness to experimentation with the training model	16	88.9	4.80	38	88.4	4.80	20	87.0	4.83	74	88.1	4.8	70.4
The commitment shown by their staff to make such partnerships a success	15	88.2	4.84	38	86.4	4.84	22	91.7	4.75	75	88.2	4.8	71.8
Their success in customising the training on the job	15	88.2	5.02	36	90.0	5.02	15	71.4	4.74	66	84.6	4.9	69.0
Their application of financial measures to determine the success of the partnering	15	88.2	4.67	24	70.6	4.67	17	89.5	5.00	56	80.0	4.7	59.1
The quality of their communication with us	14	87.5	4.84	38	86.4	4.84	23	95.8	4.96	75	89.3	4.9	66.2
Their application of non-financial measures to determine the success of the partnering	13	86.7	4.82	31	79.5	4.82	18	94.7	5.29	62	84.9	4.9	52.1
The financial returns to them in the longer term	15	88.2	5.05	25	80.6	5.05	12	85.7	5.78	52	83.9	5.2	74.6
Their willingness to adopt a long-term perspective in judging the success of the partnership	15	88.2	4.93	34	87.2	4.93	19	95.0	5.21	68	89.5	5.0	69.0
The administrative arrangements they put place to manage the day-to-day issues arising in such partnerships	14	82.4	4.67	27	73.0	4.67	19	82.6	4.71	60	77.9	4.7	57.7
Willingness to make changes to the nature of the on-the-job training that they deliver	13	81.3	5.07	32	88.9	5.07	18	85.7	5.08	63	86.3	5.0	63.3
Their flexibility in facilitating different delivery modes for the training	14	77.8	4.91	34	89.5	4.91	18	81.8	4.92	66	84.6	4.9	57.7
Their level of planning within the partnership	12	70.6	4.86	30	81.1	4.86	19	82.6	4.71	61	79.2	4.8	60.5
Their flexibility with staffing arrangements	12	70.6	4.73	33	80.5	4.73	19	82.6	4.58	64	79.0	4.6	56.3

11. Effectiveness of RTO staff who do partnering. (RTO Survey 2015 – Q25: Callan & Ashworth Survey 2002, p.53)

| | 2015 | | | | | | | | | | | | 2002 |
| | TAFE | | | For Profit | | | Non Profit | | | ALL RTOs | | | VET Providers |
	N Agree	% Agree	Mean	N Agree	% Agree	Mean	N Agree	% Agree	Mean	N Agree	% Agree	Mean	% Agree
Building personal relationships with the industry partner	18	100.0	5.06	43	95.6	5.33	23	100.0	5.17	84	97.7	84	95.7
Showing real interest in partners' proposals and concerns	17	94.4	5.06	45	100.0	5.49	21	91.3	5.09	83	96.5	83	81.4
Employer liaison	17	94.4	4.56	44	97.8	5.13	20	87.0	4.83	81	94.2	81	80.0
Setting shared goals with the industry partner	16	88.9	4.39	42	93.3	4.91	20	87.0	4.78	78	90.7	78	85.7
Doing training needs analyses	16	88.9	4.56	43	97.7	5.05	19	82.6	4.61	78	91.8	78	80.0
Negotiation skills	15	83.3	4.33	38	84.4	4.80	21	91.3	4.61	74	86.0	74	71.4
Identifying and managing risk in the partnership	14	77.8	3.83	39	88.6	4.73	19	82.6	4.43	72	84.7	72	67.1
Winning the job	13	72.2	4.00	40	88.9	4.82	19	82.6	4.65	72	83.7	72	82.8
Providing information and regular feedback to the organisation about the performance of partnerships that they manage	13	72.2	3.94	40	90.9	4.95	19	82.6	4.61	72	84.7	72	75.7
Project management	12	66.7	3.78	35	79.5	4.48	18	78.3	4.39	65	76.5	65	70.0
Marketing what we can do	12	66.7	4.06	39	86.7	4.71	18	78.3	4.39	69	80.2	69	67.1
Legal and contractual arrangements	8	44.4	3.50	35	77.8	4.31	16	69.6	4.35	59	68.6	59	44.2

Comparison between TAFE responses to RTO survey and to 2002 survey, for selected questions

The set of tables provided in this section were produced for the RTO survey responses that were readily comparable. There were some differences in the current survey from the 2002 survey. Respondents to the 2002 survey (n=102) were mainly TAFEs (n=96), whereas in the 2015 survey TAFEs (n=20) represented less than 20% of total respondents (n=107). The majority of respondents to the 2015 survey were private providers (n=87). The current survey analysis divides respondents into three categories: TAFEs (n=20); for-profit private RTOs (n=55) and non-profit private RTOs (n=32). In the 2002 survey only six respondents were from non-TAFE RTOs, but these were unable to be separated out for the comparative analysis. Thus, comparison undertaken was between the 2002 responses (n= 102) and the 2015 TAFE responses (n=20). However, another limitation in the comparison is that the 2002 survey included multiple responses from some TAFE Institutes, with respondents being people identified as managing large partnerships within RTOs rather than representatives providing a whole of organisation response as was the case in the 2015 survey.

The Callan and Ashworth 2002 survey data in the tables below was published in Callan, V., & Ashworth, P. (2004). *Working Together: Industry and VET Provider Training Partnerships.* Adelaide: NCVER. [5] The exact wording for 2015 questions, not the 2002 questions, has been used throughout this section. Comparison tables 8, 9, 10 and 11 have been sorted in descending order based on TAFE institute responses.

1.   How would you classify your organisation? (RTO Survey 2015 – Q3: Callan & Ashworth Survey 2002, p.74)

	2015		2002	
	N	%	N	%
TAFE	20	18.7	96	94.1
For Profit Private Provider	55	51.4		
Non Profit Private Provider	32	29.9	4	3.9
Other			2	2.0
Total	107	100.0	102	100.0

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[5] Page numbers for data from Callan & Ashworth (2004) are provided in the table headers.

2.　　　**What is your title? (RTO Survey 2015 – Q2: Callan & Ashworth Survey 2002, p.74)**

| | 2015 | | 2002 | |
| | TAFE | | VET | |
	N	%	N	%
Chief Executive Officer/Director/ Managing Director	3	15.0	7	6.9
Other Senior Manager	8	40.0	21	20.6
Head of School/Department	3	15.0	18	7.6
Program Co-ordinator	0	0.0	14*	13.7
Business Development Manager/ Partnership Management Coordinator	4	20.0	21	20.6
2002 category - Dean/Executive Dean			3	2.9
Other	2	10.0	18	17.6
Total	20	100.0	102	100.0

3.　　　**How would you classify the location of your organisation? (RTO Survey 2015 – Q4: Callan & Ashworth Survey 2002, p.74)**

| | 2015 | | 2002 | |
| | TAFE | | VET | |
	N	%	N	%
Metropolitan-based	9	45.0	71	69.6
Regional	10	50.0	25	24.5
Other	1	5.0	6	5.9
Total	20	100.0	102	100.0

Note: Data collapsed to enable comparison between the two surveys.

4.　　　**What State/Territory is your organisation (head office) based in? (RTO Survey 2015 – Q5: Callan & Ashworth Survey 2002, p.75)**

| | 2015 | | 2002 | |
| | TAFE | | VET | |
	N	%	N	%
New South Wales	6	30.0	19	18.6
Victoria	6	30.0	25	24.5
Queensland	4	20.0	21	20.6
Western Australia	3	15.0	10	9.8
South Australia	1	5.0	11	10.8
Tasmania	0	0.0	9	8.8
Northern Territory	0	0.0	3	2.9
Australian Capital Territory	0	0.0	4	3.9
Total	20	100.0	102	100.0

5.   What is your level of involvement in VET industry-provider partnerships? (RTO Survey 2015 – Q6: Callan & Ashworth Survey 2002, p.74)

| | 2015 | | 2002 | |
| | TAFE | | VET | |
	N	%	N	%
I set up and continue to manage such partnerships	11	55.0	39	38.2
I set up these partnerships	1	5.0	14	13.7
I manage such partnerships	0	0.0	16	15.7
Those managing key partnerships report to me	7	35.0	24	23.5
Other	1	5.0	9	8.8
Total	20	100.0	102	100.0

6.   In which of the following locations does your organisation have VET industry-provider partnerships? (RTO Survey 2015 – Q7: Callan & Ashworth Survey 2002, p.75)

| | 2015 | | 2002 | |
| | TAFE | | VET | |
	N	% of respondents	N	% of respondents
Your local region	19	95.0	86	84.3
Other parts of your State	16	80.0	63	61.8
In other Australian States	12	60.0	24	23.5
In overseas countries	4	20.0	25	24.5
Total	20		102	

7.   What percentage of your training partnerships with industry falls under each of the following categories? (RTO Survey 2015 – Q10: Callan & Ashworth Survey 2002, p.75)

| | 2015 | | | 2002 |
| | TAFE | | | VET |
	N	Mean	SD	Mean
Mutual service partnerships where we pool resources with the industry partner to gain access to equipment or resources that aid training	18	11.9	9.6	31.0
Joint ventures where we pursue a training opportunity together by combining our capabilities and sharing the business risk	18	8.4	9.0	27.6
*We provide fee-for-service contracted services to client organisations	18	36.3	15.4	N/A
We cooperate with an industry partner to provide training that is wholly or largely government subsidised	18	37.5	18.3	30.9^
Other	18	5.8	9.9	15.2

Note: *Not included response in 2002 survey

^2002 category: Value chain partnership where we work together to change the training model to create enhanced training benefits for learners

8. **What are the main drivers for your organisation's involvement in industry/ employer partnerships? (RTO Survey 2015 – Q11: Callan & Ashworth Survey 2002, p.37)**

| | | 2015 | | 2002 |
| | | TAFE | | VET |
	N Agree	% Agree	Mean	% Agree
*To keep up-to-date with industry needs/requirements	18	100.0	5.17	N/A
*To maintain relevance/alignment with industry needs/requirements	18	100.0	5.44	N/A
To bring in additional revenue	18	100.0	5.22	88.2
To build extra capability within our staff	17	94.4	5.06	82.3
Industries/employers have requested that we assist them	17	94.4	4.94	45.9
To give staff stronger links with industry	16	88.9	5.00	82.3
To find future employers for our students	16	88.9	4.78	57.6
If we did not get involved in the partnering, another organisation would have taken the opportunity	15	83.3	4.83	67.1
To copy what other organisations are doing	2	11.1	2.17	34.1
Our motivations are not really clear	2	11.1	2.11	32.9

Note: *Not included responses in 2002 survey

9. **Performance of the organisation in partnering with industry or with specific employers (perceived levels of satisfaction) (RTO Survey 2015 – Q17: Callan & Ashworth Survey 2002, p.54)**

| | | 2015 | | 2002 |
| | | TAFE | | VET Providers |
	N	*% Sat*	*Mean*	*% Sat*
Our ability to establish trust	18	100.0	4.67	87.6
Our willingness to customise training to meet industry needs	17	94.4	4.89	87.6
Our success in customising the training	17	94.4	4.44	86.3
The financial returns to us in the longer term	16	88.9	4.33	79.4
The commitment shown by our staff to make the partnerships a success	15	83.3	4.44	82.1
Our level of planning within the partnership	15	83.3	3.89	76.7
Our willingness to adopt a long-term perspective in judging the success of the partnership	14	77.8	3.89	79.4
Our flexibility in providing different delivery modes for the training	14	77.8	4.28	75.3
The quality of our communication with the industry partner	13	72.2	4.00	89.0
The financial returns to us to date	13	72.2	4.00	67.1
Our willingness to make changes to the nature of the on-the-job training that we deliver	13	72.2	4.11	N/A
Our willingness to make changes to the nature of the off-the-job training	12	66.7	4.17	84.9
Our openness to experimentation	12	66.7	4.17	83.5
Our application of financial measures to determine the success of the partnering	12	66.7	4.00	64.3
Our application of non-financial measures to determine the success of the partnering	11	61.1	3.67	65.7
Our flexibility with staffing arrangements	8	44.4	3.22	75.3
The administrative arrangements we put in place to manage the day-to-day issues arising in such partnerships	6	33.3	3.17	72.6

10.   **Performance of the industry partners (levels of satisfaction by RTO). (RTO Survey 2015 – Q20: Callan & Ashworth Survey 2002, p.55)**

| | | 2015 TAFE | | 2002 VET |
	N	% Sat	Mean	% Sat
Their ability to establish trust with us	17	94.4	5.38	73.2
Their willingness to customise the training	16	94.1	5.02	74.6
The financial returns to them to date	15	93.8	4.95	64.7
Their openness to experimentation with the training model	16	88.9	4.80	70.4
The commitment shown by their staff to make such partnerships a success	15	88.2	4.84	71.8
Their success in customising the training on the job	15	88.2	5.02	69.0
Their application of financial measures to determine the success of the partnering	15	88.2	4.67	59.1
The quality of their communication with us	14	87.5	4.84	66.2
Their application of non-financial measures to determine the success of the partnering	13	86.7	4.82	52.1
The financial returns to them in the longer term	15	88.2	5.05	74.6
Their willingness to adopt a long-term perspective in judging the success of the partnership	15	88.2	4.93	69.0
The administrative arrangements they put place to manage the day-to-day issues arising in such partnerships	14	82.4	4.67	57.7
Willingness to make changes to the nature of the on-the-job training that they deliver	13	81.3	5.07	63.3
Their flexibility in facilitating different delivery modes for the training	14	77.8	4.91	57.7
Their level of planning within the partnership	12	70.6	4.86	60.5
Their flexibility with staffing arrangements	12	70.6	4.73	56.3

11.   Effectiveness of RTO staff who do partnering. (RTO Survey 2015 – Q25: Callan & Ashworth Survey 2002, p.53)

| | **2015** | | | **2002** |
| | | TAFE | | VET Providers |
	N Agree	*% Agree*	*Mean*	*% Agree*
Building personal relationships with the industry partner	18	100.0	5.06	95.7
Showing real interest in partners' proposals and concerns	17	94.4	5.06	81.4
Employer liaison	17	94.4	4.56	80.0
Setting shared goals with the industry partner	16	88.9	4.39	85.7
Doing training needs analyses	16	88.9	4.56	80.0
Negotiation skills	15	83.3	4.33	71.4
Identifying and managing risk in the partnership	14	77.8	3.83	67.1
Winning the job	13	72.2	4.00	82.8
Providing information and regular feedback to the organisation about the performance of partnerships that they manage	13	72.2	3.94	75.7
Project management	12	66.7	3.78	70.0
Marketing what we can do	12	66.7	4.06	67.1
Legal and contractual arrangements	8	44.4	3.50	44.2