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Presentation:
Analysis of the TAFE NSW-Sydney Institute's Performance in the Access and Equity Area Against Key Performance Indicators

Sydney Institute Profile

TAFE NSW/Sydney Institute is the largest provider of vocational education and training in Australia:

- 1,810 F/T Staff (teaching & non-teaching)
- 2,948 P/T Staff (teaching)
- $123m Core Budget
- 53,000 Enrolments
- 700 Courses delivered in 6 Colleges
Sydney Institute is the most culturally and socially diverse VET institution in Australia.

In 2001 Sydney Institute enrolment of approximately:

- 25.3% NESB
- 1.7% ATSI
- 6.3% People with disability
- 48.3% women

Within these target groups, there are also widely varying social and learning needs.

Managing Diversity

The challenge for Sydney Institute......

- How do we plan for courses and services that would meet the learning and teaching needs of such a diverse student population?

Planning for Diversity in 2001 - 2004

- An integral part of the Institute core business planning process.
- Is embodied in the key values underpinning the Institute's Strategic Directions for 2001-2004
  - Equity—access for all to learning and employment pathways
  - Cultural and social diversity—enriching learning in our community.
Data on equity target groups

- One of the stumbling blocks to improving the national systems performance for equity target group clients has been the lack of data on participation and outcomes patterns in the largest public provider system, TAFE.

- ANTA Research Findings 1998

Access & Equity

The identification of equity categories has been found useful in:

1. Setting equity targets and promoting and directing equity effort
2. Providing a 'mechanism' for the monitoring of equity performance and outcomes
3. Guiding the distribution of funding and opportunities
First, we had to establish a means of measuring and quantifying participation and outcomes for equity target groups (NESB, ATSI, PWD, Women).

**Develop Key Performance Indicators**

Establish benchmarks for KPIs

Set targets

### Key Performance Indicators

In 1997, the Institute developed 9 performance indicators for Equity Target Groups:

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>Measure of</th>
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<tbody>
<tr>
<td>Enrolment Rate</td>
<td>Accesses</td>
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<tr>
<td>Representation in award streams</td>
<td></td>
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<tr>
<td>Pathways</td>
<td></td>
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<tr>
<td>Student contact hours (ASCH)</td>
<td>Activity</td>
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<tr>
<td>Course completion rates</td>
<td>Output</td>
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<tr>
<td>Module completion rates</td>
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<tr>
<td>Module load completion rates</td>
<td></td>
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<tr>
<td>Attrition</td>
<td></td>
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<tr>
<td>Student satisfaction</td>
<td>Approvals</td>
</tr>
</tbody>
</table>

Examples of the KPIs for equity target groups:

- Women
- ATSI
- People with Disabilities
- Non-English Speaking Background
**Women**

**Target:**
Increase module completion rate for women by 10%.

**Aboriginal and Torres Strait Islanders (ATSI)**

**Target:**
Increase module completion rates of ATSI students by 20% (1998 benchmark).

**People With Disabilities**

**Target:**
Increase participation of People With Disabilities towards 11% (ANFA Target 2000-2005).
People from Non-English Speaking Backgrounds

Target:
Increase module completions by 10% (1998 benchmark)

Key Performance Indicators

Examples of key trends:
- Women Enrolments
- ATSI Withdrawals
- People With Disabilities Module Completion Rate
- NESB Enrolments

Women
Broad Strategies
1. Provide tutorial support for students in mainstream classes
2. Promote anti-racism procedures eg. flowchart
3. Conduct aboriginal/cultural awareness training for teachers and managers
4. Develop targeted programs
5. Improve flexibility in delivery of courses
6. Increase literacy and language support
7. Identify student pathways into higher award level courses in employment growth areas
8. Seminars for senior managers on legislative requirements and policies on discrimination

Targeted Strategies
Women
- www Cert IV IT Client Support
- Cert I Automotive Training for Women

ATSI
- Community Mentoring
- Courses in Floristry, Automotive delivered in the community
- Taster Programs for local ATSI high school students

Targeted Strategies
People With Disability
- Get Skilled Courses for long-term unemployed with disability
- Fortlifiting
- TVET

NESB
- ESP Vocational Bridging Courses
- Diversity Skills Online
- Cultural Diversity Kit
Targeted Strategies

Youth
- Helping Young People at Risk courses
- NESB Youth Website

Unemployed
- 20 courses offered each semester targeted at long-term unemployed including the equity target groups

Qualitative Information
Examples of Student Outcomes

Students – Simon and John

Getting students with a disability accepted into the workforce can be difficult.

Recently two 17 and 18 year olds Simon and John (students with intellectual disability and also young people at risk) completed a Vehicle Trade course run for the unemployed. They were awarded NRMA scholarships to undertake one year apprenticeships in the industry.
Example of Retraining Success

Student – Thomas 59 years old

Thomas owned his own pastry making business for 26 years until it was no longer viable. He enrolled as a mature age unemployed student in a computer course at Sydney Institute. This led to a job as concierge at the exclusive Querra Club in the city. He is currently studying for a Certificate in Hospitality and intends to study Chinese.

Monitoring of Progress

How do we know that the planning and strategies we are putting in place address the needs of our equity target groups?

- We will ask the NESB, Disability and ATS/communities directly for their feedback through a major survey
- We will continue to use the key performance indicators to monitor how we are meeting the targets set for these equity groups

Monitoring

Monitoring is done through a whole of organisation approach:

- Access and Equity Committee
- Quarterly review of business plans
- Annual reports against corporate plans
- Annual report on the KPI’s, including
- Customer satisfaction surveys
Issues

1. Are the improvement strategies appropriate?
   Difficult to establish links between strategies and outcomes.

2. Are the measures valid?
   Changes in sampling, MCR, Pathways.

3. The cost-benefit balance

Conclusion

1. Progress has been mixed

2. Sydney Institute continues to embed improvement strategies in business planning

3. Need to build on success

4. Need to balance quantitative with qualitative analysis

5. Sydney Institute needs to maintain an innovative approach to diversity and equity challenges, and...

6. There is still much more to investigate and understand at the Institute, College, target group and individual student level.
By the end of 2004 Sydney Institute will achieve its vision to be the premier provider of customer centered vocational education and training for a diverse range of students.