



Client Views of Challenger TAFE

March 2009

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MANAGING DIRECTOR'S FOREWORD

Challenger TAFE's performance is extremely important to us in our aim to provide the highest quality vocational training, assessment and related services which support individual career aspirations and workforce development. As a result, we monitor our performance at the front line business unit level, and at each administrative level. This monitoring feeds through to regular reporting at a strategic level to the Governing Council's Committee for Performance Monitoring and Audit.

When using this report it is important to be aware that the performance indicators do not on their own give the full picture of Challenger TAFE's performance. In addition, the performance indicators show the differences between years across a selection of specific activities, but they do not explain why these differences have arisen.

Additional performance information on Challenger TAFE is contained in our annual report. Performance indicators are affected by a number of factors, which explains some variations across the time span 2005-2008. Information about annual variations can be found in the College's annual report. This is available at <http://www.challengertafe.wa.edu.au/Aboutus/publications/Pages/Publications.aspx>

We are particularly pleased in relation to the feedback on our lecturing staff, as we foster an environment of continuous improvement and are constantly striving to ensure those areas which face challenges are given additional support in order to meet our client's needs.

In 2008 Challenger TAFE achieved Training Excellence Gold Level, the highest level of accreditation available in the Australian Quality Training Framework Excellence Criteria. It was the first Western Australia training provider to do so and one of only six large training providers nationally.

The College is registered to deliver more than 375 training programs and from 2005 to 2008 increased the quantity of training delivered by 30%.

There are 17 Challenger TAFE training locations in the Perth Metropolitan South-West and Peel regions over an area of 6220 square kilometres. The regions have population growth rates of up to 5% per annum.

In 2008, Challenger TAFE enrolled over 22,000 students and College which included approximately 3,800 apprentices and trainees, of which there were more than 70 Indigenous apprentices and trainees. 1,500 students participated in fast-track training programs and more than 700 applicants sought Recognition of Prior Learning. The College employed approximately 1,000 staff with two thirds involved in training delivery and support for learning programs.

Challenger TAFE has a strong consultative culture hosting 23 industry advisory boards and subcommittees that provide advice on industry directions and requirements. The College also fosters more than 300 partnering arrangements with individual community groups and agencies including 75 local high schools with more than 3,200 school students enrolled in 2008 and more than 3,050 students aged under 18.

More than 300 Indigenous students undertook studies at a Certificate III or higher level at Challenger TAFE in 2008. The College also fostered community development initiatives in partnership with Winjan (Peel Region), and Wongatha Birnie and Morpapi Indigenous corporations in the Eastern Goldfields.

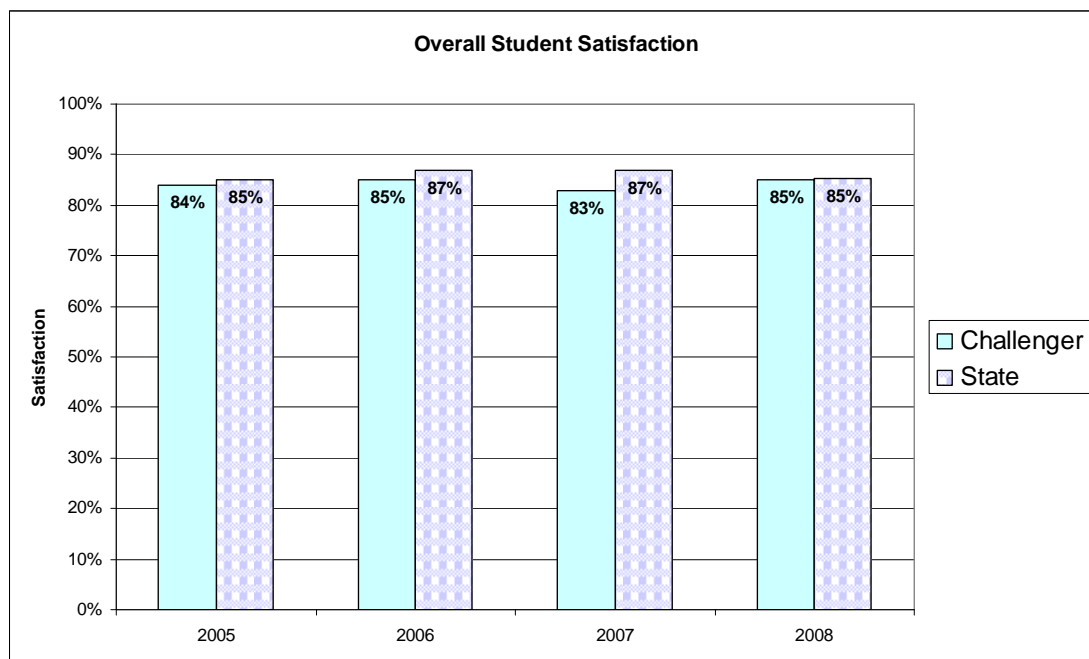
In 2008, Challenger TAFE focused on extending the volume of training delivered in the workplace, shifting away from traditional classroom training solutions and tailoring services to the needs of individuals and specific enterprises. This involved a strategic approach to building the capability of our staff, recognising that learning was valuable not only to the individual, but also the organisation.

The College's focus on industry and the community is supported and strengthened through its Industry Training Centre model of training delivery. There are 13 Centres specialising in a spread of industries that include such diverse areas as Maritime, Applied Engineering and Shipbuilding, Energy and Process Training, Automotive and Construction, Horticulture, Environmental Science and Wool Technology as well as a broad range of Lifestyle and Leisure programs and re-entry to learning programs.

Overall student satisfaction

Students are asked to respond to the question, “Overall, how satisfied were you with your course?” A five point scale ranging from ‘very dissatisfied’ to ‘very satisfied’ was used.

The following graph shows the proportion of respondents who were either very satisfied or satisfied with the overall aspects of their courses.



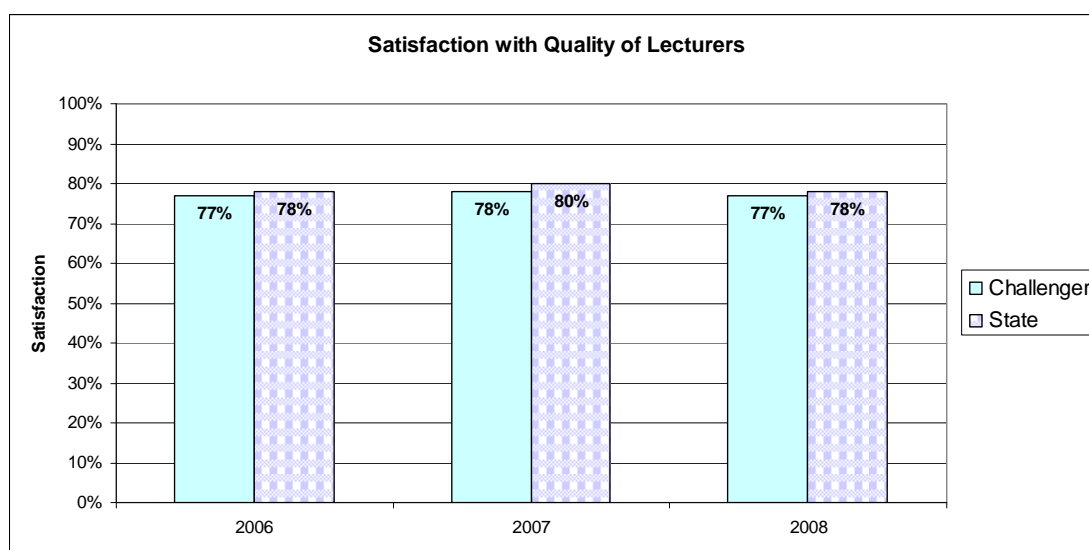
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2005, 2006, 2007 and 2008.

Student satisfaction with quality of lecturers

Students were asked to respond to the question, “Please rate how satisfied you are with the quality of lecturers”.

A seven point scale was used, ranging from ‘not all satisfied’ to ‘very satisfied’.

The following graph shows the proportion of respondents who were satisfied with the quality of lecturers.



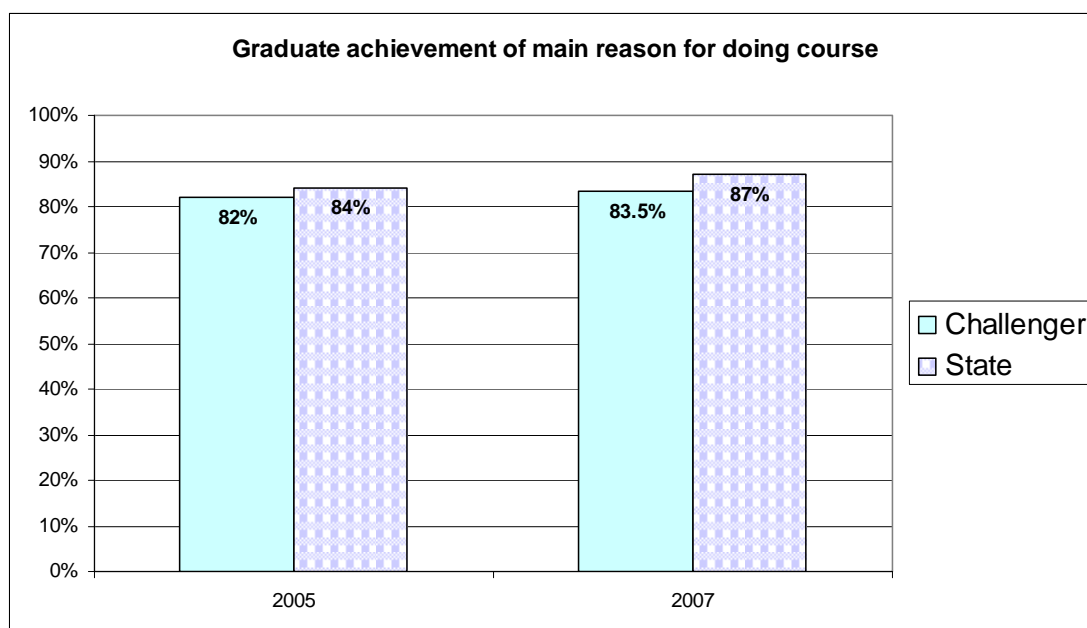
Source: TAFEWA Student Satisfaction Survey, Department of Education and Training, 2006, 2007 and 2008.

Note: this question was not asked in the 2005 survey.

Extent to which graduates achieved their main reason for study

Graduate achievement is defined as the number of TAFE graduates who indicated they had 'fully' or 'partly' achieved their main reason for doing their training, expressed as a percentage of the total number of TAFE graduates who responded to the question.

The graph below shows the proportion of graduates who achieved, either fully or partly, their main reason for undertaking their course.



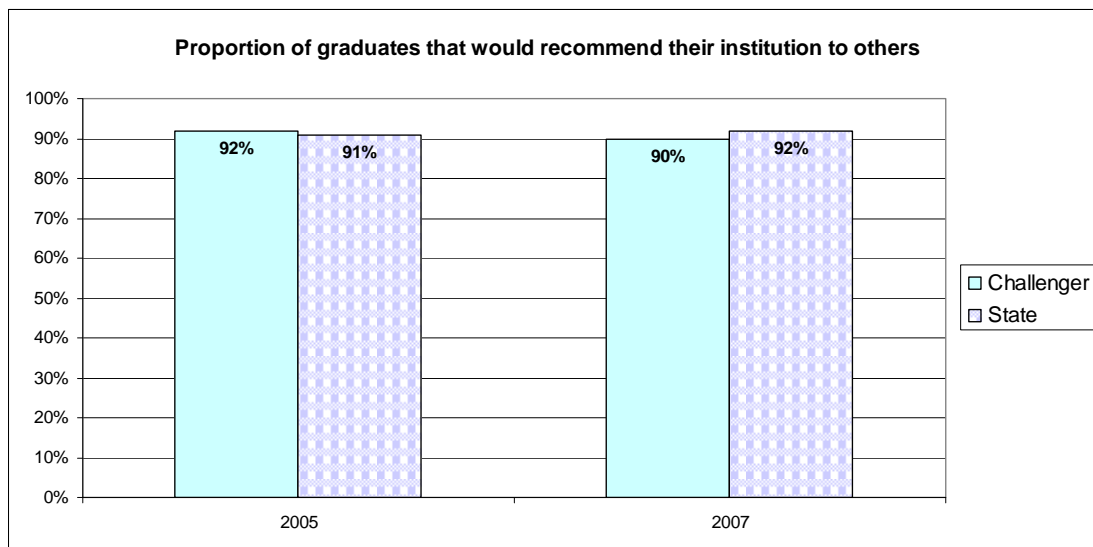
Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

Proportion of graduates that would recommend their institution to others

Graduates were asked to respond to the following question. "Would you recommend the institution where you undertook the training to others?"

The following graph shows the proportion of respondents who stated "yes" they would recommend their institution to others.



Source: Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.

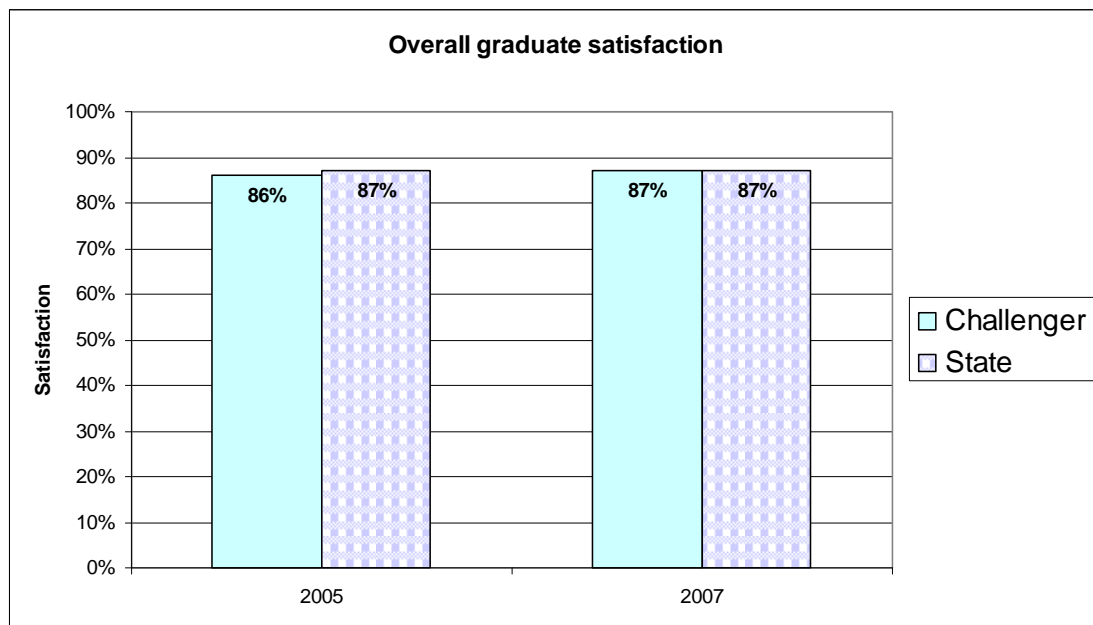
Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

Proportion of graduates satisfied with the overall aspects of their training

Graduates were asked, “How would you rate, on average, your satisfaction with the overall quality of the training?”

A seven point scale was used, ranging from ‘strongly disagree’ to ‘strongly agree’.

The graph below shows the proportion of graduates to agree that they were satisfied with the overall quality of their training.



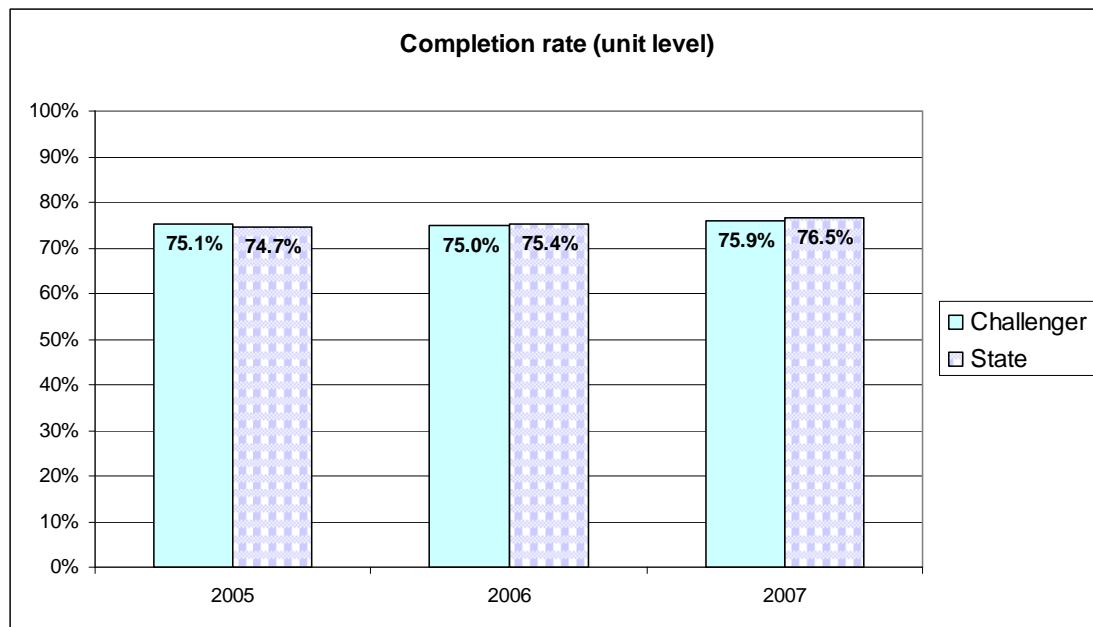
Source: *Student Outcomes Survey, National Centre for Vocational Education Research, 2005 and 2007.*

Note: While the Student Outcomes Survey is conducted annually, valid college level data are only available every two years. College level data are presented in the above graph for 2005 and 2007. The 2009 survey will produce the next set of valid data at the college level.

Completion rate (module level)

The completion rate provides an indication of the proportion of modules/units that were successfully completed by students. The successfully completed modules are assessed as 'passed' or 'no assessment, satisfactory completion of class hours' or 'status (or credit) granted through Recognition of Prior Learning'.

The graph directly below shows the proportion of modules/units that were successfully completed.



Source: Vocational education and training provider collection, Department of Education and Training