

SKILLS Tasmania

VET Value Chain – Tasmania

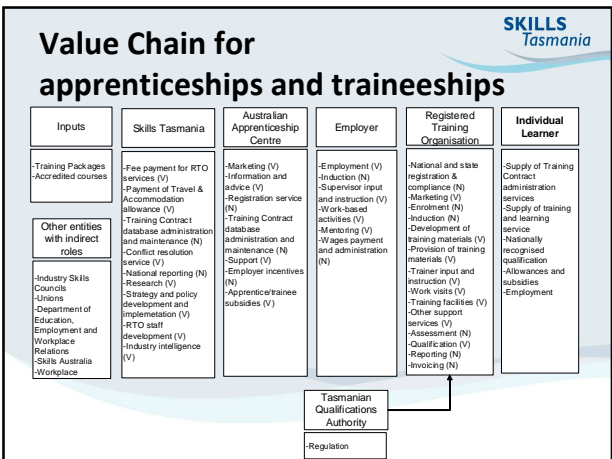
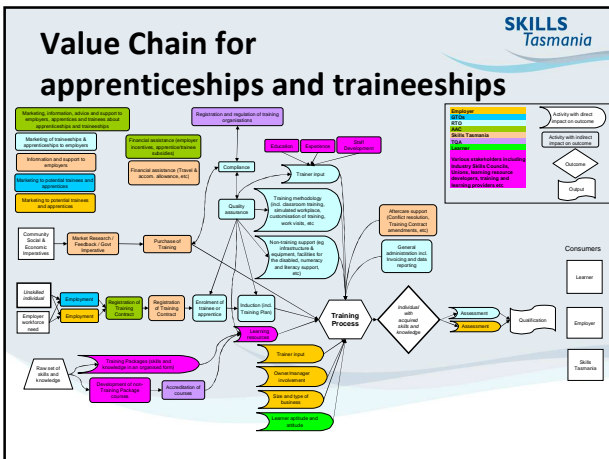
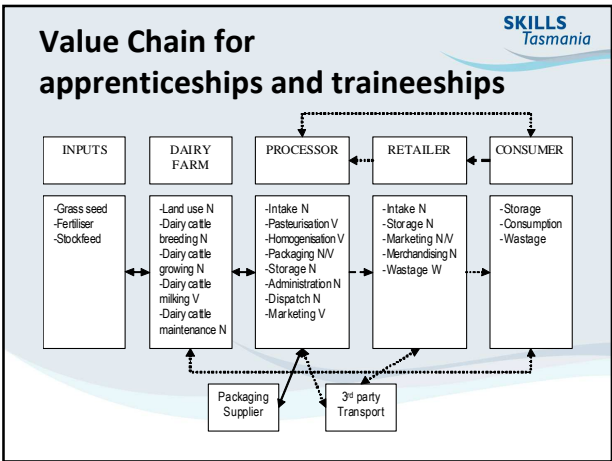
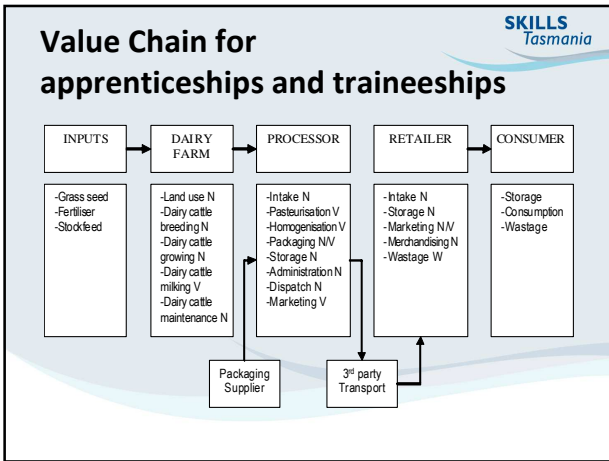
March 2010

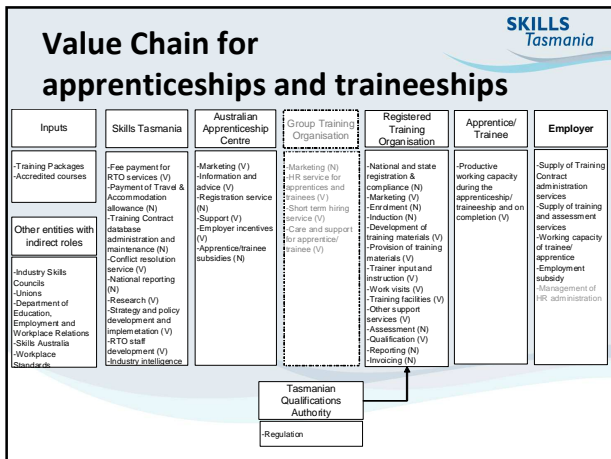
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Value Chain for apprenticeships and traineeships

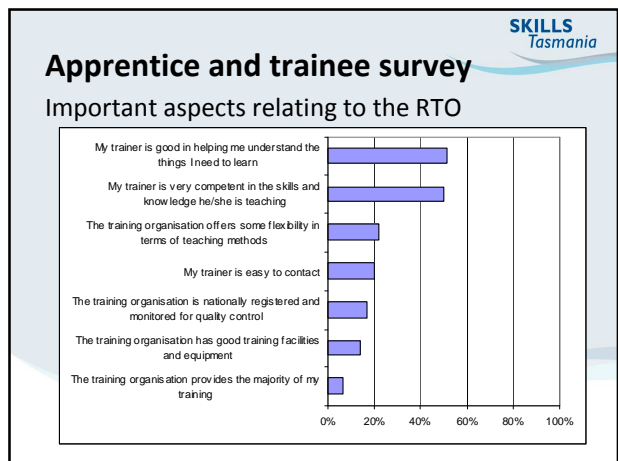
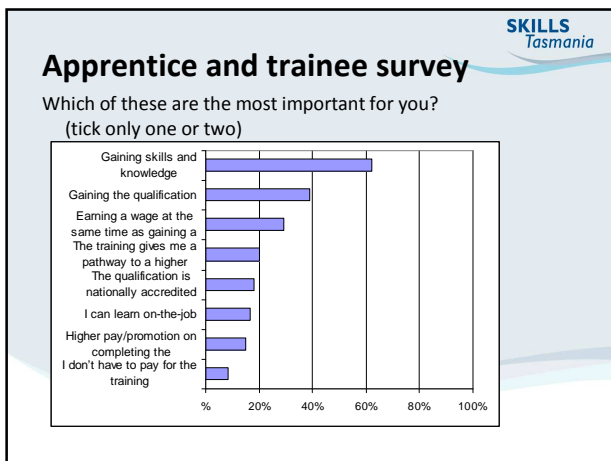
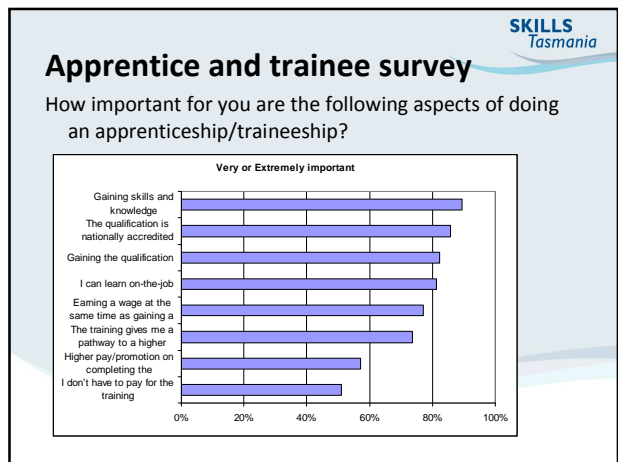
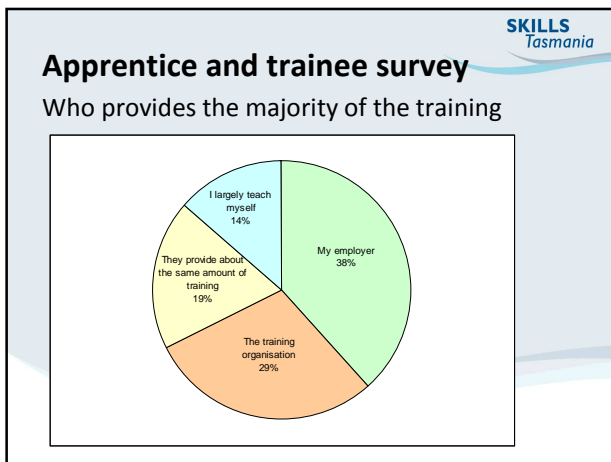
- Value Chain analysis
- Value chain: the various entities and processes involved in the supply of a product
- Focus on activities where value is created for the consumer
- Activities can be: value-adding; necessary; non-value-adding and unnecessary (wastage)





Value Chain for apprenticeships and traineeships

- **Apprentice and trainee survey**
- Pilot survey: face-to-face with 15 trainees and apprentices
- Main survey: On-line
 - Emailed to 1,826 learners
 - Publicly and privately funded
 - 608 valid responses
 - Weighted by Training Package



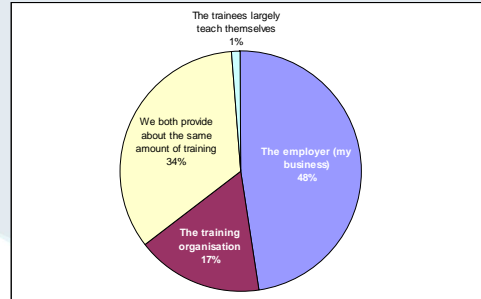
Value Chain for apprenticeships and traineeships

• *Employer survey*

- Pilot survey: face-to-face with 16 employers
- Main survey: On-line and postal
 - On-line emailed to 287 employers
 - 121 responses
 - Postal sent to about 900 employers
 - 296 responses (22 on-line)
 - 415 valid responses

Employer survey

Who provides the majority of the training



VET Value Chain

Survey findings – employers and learners

- A good trainer (E + A&T)
- A high and consistent standard for assessing competence (E + A&T)
- Opportunity to practice what they learn (A&T)
- The ability for early completion
- Need for more regular contact and more support from the training organisation

Value Chain for apprenticeships and traineeships

Conclusions

- Value chain model: focus on consumers
- Activities/information flow/relationships
- Survey findings on value for consumers

Value Chain for apprenticeships and traineeships

Question time