

# *Getting clever about completions*

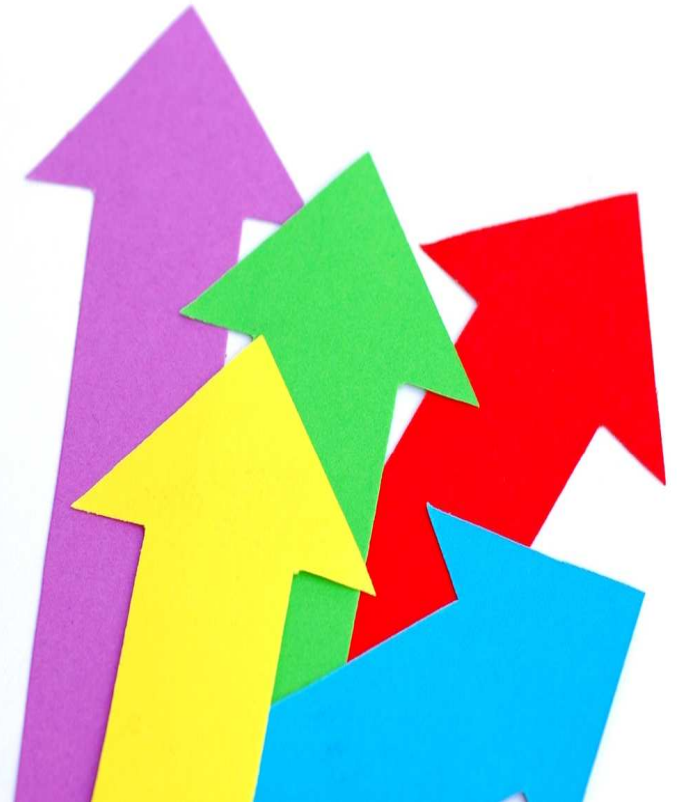
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## What's driving qualification completions?

- need to meet national targets and directions and address skill shortages
- provide better outcomes for individuals



# Other national directions impacting on completions

- user choice
- importance of information to consumers: eg completions, student outcomes, career information
- introduction of Unique Student Identifier (USI)

# What we know from the literature

- student characteristics and completions (Balatti et al, 2004; Polidano and Mavromaras, 2010)
- impact of student intentions (Mark and Karmel, 2010; Callan, 2005)
- relationship with teacher and teaching and learning practice (Polesel et al, 2004; 2006 Student Outcome Survey, NCVET; Grant, 2002)
- workplace, employment issues (Snell and Hart, 2008; Curtis, 2008; Karmel and Mlotkowski, 2010)

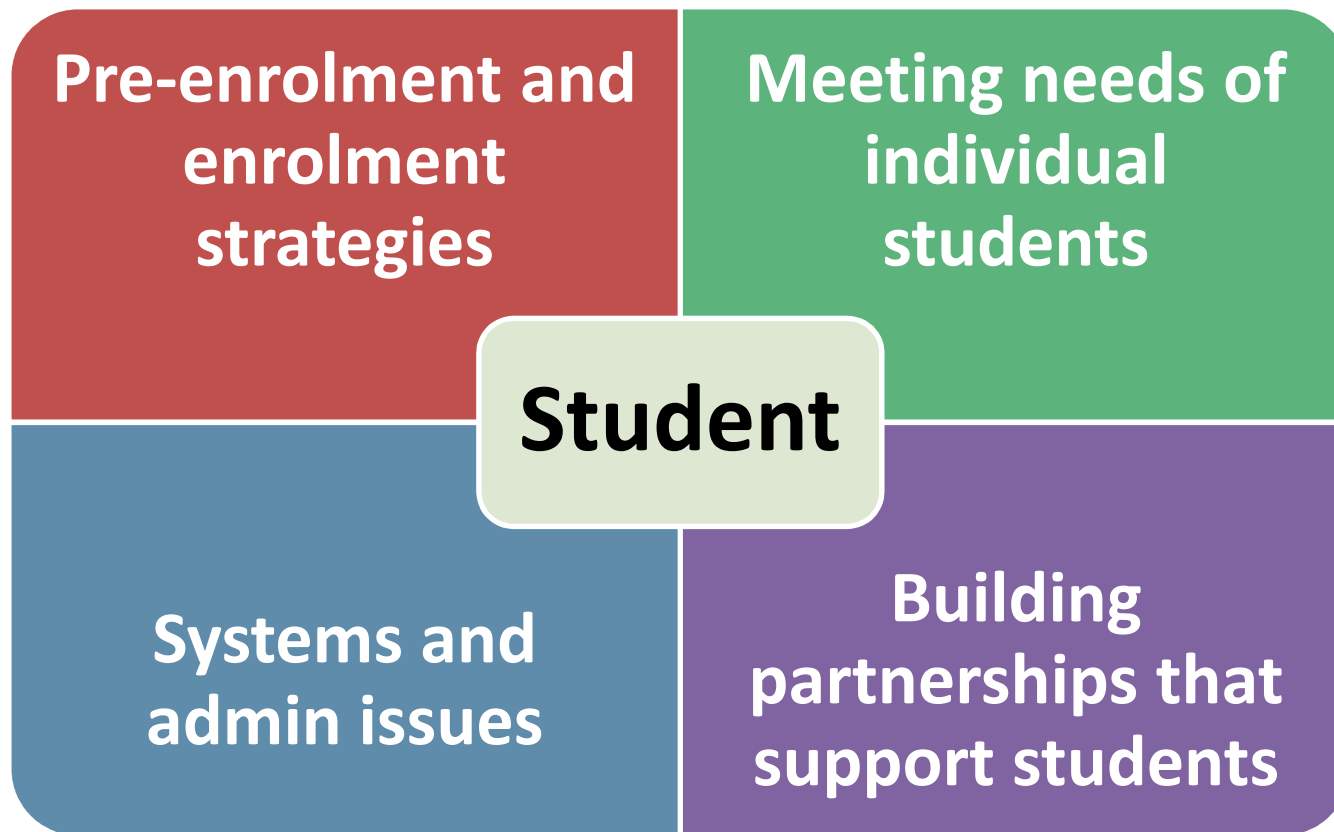
# Increasing TAFE NSW Qualifications Completions project

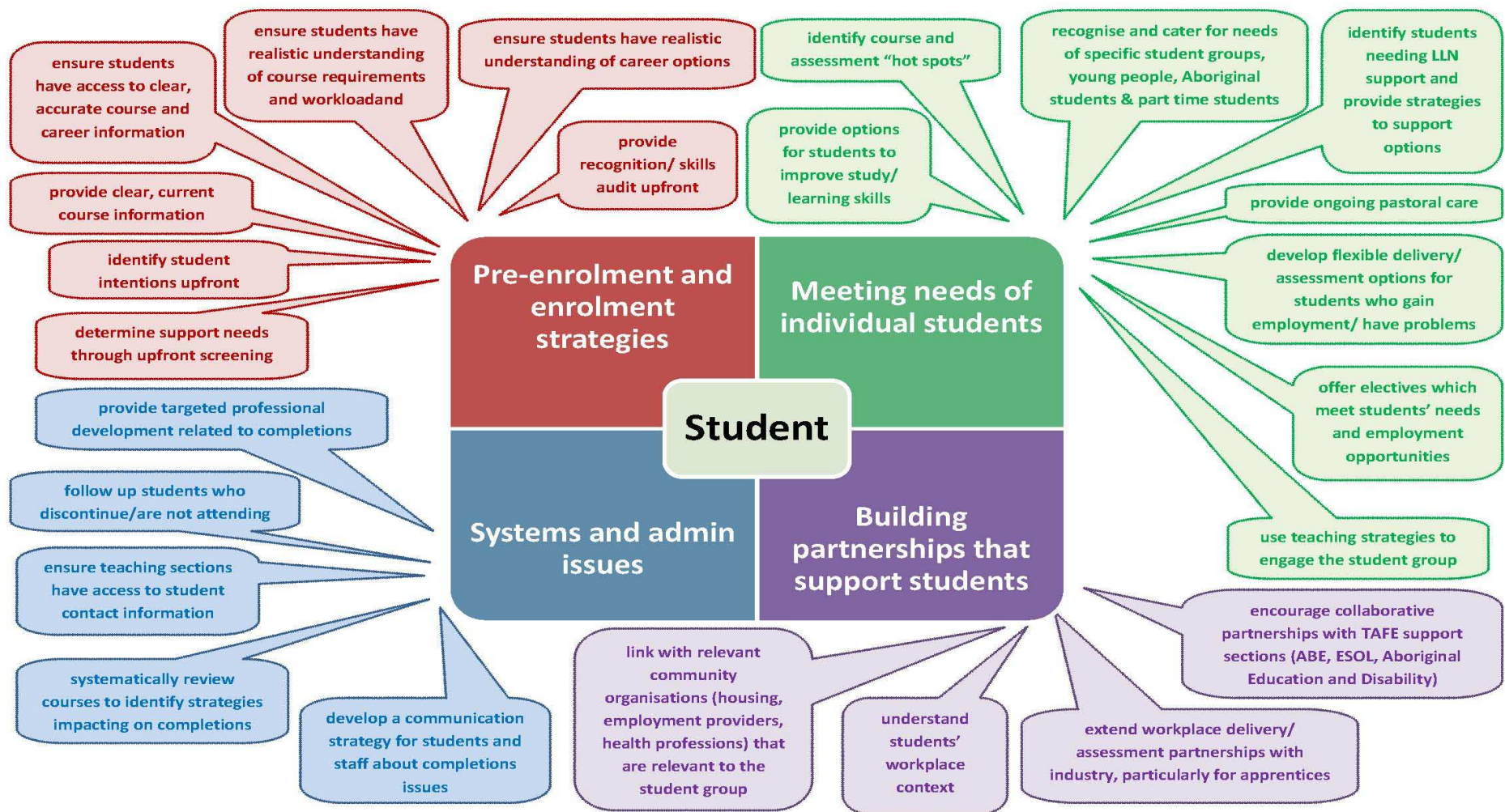
- 17 Institute projects – all AQF levels, different industry areas, some focused on specific cohort: young learners (WI, Hunter, WSI), Aboriginal students (Riverina), some took “whole of Institute” approach (NCI)
- 360 TAFE NSW staff involved in action learning teams
- staff reported increase in knowledge of issues, factors and strategies

## Key observations from project teams

- ex-students indicated they discontinued due to several factors aligning
- often not an intentional decision: *I just phased myself out*
- need multiple strategies to address multiple issues
- **all** staff in Institute can impact on completions

# Factors which impact on completions







# TAFE NSW - New England Institute's experience

- increased awareness for teaching staff
- variety of measures
- fundamental shift from inputs to outputs
- staff satisfaction and empowerment
- student administration at local, institute and state-wide level
- sharing good practice – SharePoint and wiki sites established and promoted

## Next steps

- continue awareness raising – expanded PD
- focus areas – pre-enrolment, multiple points during delivery and post-delivery
- at risk groups – school based apprentices and trainees; indigenous students; and traditional trade apprentices
- funding implications - examine non-core funded programs

