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, NCVER; 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

- Pre-enrolment and enrolment strategies
- Meeting needs of individual students
- Systems and admin issues
- Building partnerships that support students

Student
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