

EXHIBIT F

report on a **strategic evaluation**
of reframing the future

DECEMBER 2004

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1. Introduction

This paper summarises the process adopted during the data collection stage of the *Reframing the Future* (RTF) Strategic Evaluation Project. Consulting group Dench McClean Carlson (DMC) is conducting the project on behalf of the Australian National Training Authority (ANTA).

The project commenced with a meeting of members of the ANTA Project Advisory Committee, which consists of eight people drawn from around Australia, and representatives of the six-person consulting team. This meeting was to clarify the scope of the project and its desired outcomes, to identify key issues of relevance and to agree the main administrative arrangements including the project timetable and communication mechanisms.

This paper is concerned with the research process and not the findings emerging from it: they will be reported upon in the Project Report. It was due to be presented to the second meeting of the Project Advisory Committee which has been delayed by several weeks by ANTA because of the unavailability of some members. It was first drafted in mid-September, but will now be included with the updated literature search report and case study material as papers for the second meeting, scheduled for October 28, 2004.

It is important as part of the review to both examine the experience of participants with RTF funded projects and to identify non-participants in RTF and the reasons they have not participated.

During the project, an important issue to have emerged is the possible impact of variations in State and Territory training priorities. An additional task has been included the work being done whereby State and Territory VET spokespeople are being asked to comment on how well RTF currently aligns with their priorities and to identify changes that might better meet their future needs. This will commence early in October and the findings will be incorporated into the final report.

The forerunner of RTF, *Framing the Future*, focussed mainly on VET professionals and their development.

RTF has broadened the scope to include organisational development. While this makes the focus much more complex it is, nevertheless, an important enhancement to future VET development under the National Training Framework.

The key strategic context for this project is the goal to develop leading, internationally competitive training provision by Australian providers.

2. Methodology

2.1 Assumptions

Several major assumptions were used when designing the methodology for this project.

It was assumed that an online questionnaire would attract broad responses from across Australia. Interviews and case studies would similarly be conducted in a manner to identify key initiatives and to give a balanced national picture from RTF participants and other stakeholders.

RTF has expanded government support into *workforce development* which, in addition to enhancing the skills of VET professionals, aims to "*increase the capacity of firms to adopt high-performance work practices*". This is internationally recognised as being part of what is known as *organisational development* (OD). There is a vast range of different management models, approaches, tools and techniques that might be considered to be elements of OD. The consulting team, because of budget restrictions, the varying needs of provider organisations and the need to have the outcomes this project understandable and valuable, had to make some decisions on what to include and what to omit. For example, there are many books papers and models developed by a range of management experts that could be of value to new growing VET providers that may not even be mentioned in our evaluation reports.

The consultants have had to keep in mind that this project is a review of RTF, not an OD manual for providers or an encyclopaedia of good management practice.

It was also assumed that the case studies selected would provide useful examples of innovation and good practice from different types of VET organisations, and feedback about whether the objectives of RTF were being effectively achieved.

2.2 Approach

The research process consisted of four main components:

- A review of international literature and national secondary data (with ongoing updates during the project)
- Interviews with organisations that have participated in RTF
- Consultations with State and Territory RTF representatives
- Case Studies
- An online questionnaire.

These elements are discussed separately in subsequent sections of this Paper, in brief form, to explain the approach taken by the consultants.

3. Interviews

The project proposal suggested that DMC would conduct 30 interviews, focussed on the experience of recipients of funding under RTF. They were to be used to collect data and trial the questionnaire proposed for the subsequent online exercise.

A summary of interviews is shown as Appendix I.

DMC also added some interviews not structured around the proposed questionnaire outline with people likely to offer informed and expert opinion about RTF.

At the time of writing this Paper, 36 interviews have been conducted.

Interviewees were guaranteed confidentiality by the consultants, hence identities of participants are not disclosed in this Report. Suffice it to say that DMC sought responses from various types of provider so that balanced views would be obtained.

Interviewees commented about RTF and its application, benefits and the longer-term impact for organisations and people involved. They also commented on the process of becoming aware of RTF, lodging applications, dealing with RTF and ANTA staff and, more broadly, on philosophical aspects of the national training agenda and current ANTA priorities.

Some important and interesting issues and dilemmas were identified that will provide valuable input to future planning, the further development of national training components and the practical implementation Australia's national strategy for VET 2004 – 2010, *Shaping Our Future*.

4. Case Studies

The six case studies being conducted involve a range of diverse organisations throughout Australia and different initiatives for which RTF has provided funding.

The case studies are being conducted with the following organisations:

- Centrelink, Canberra (Enterprise RTO)
- Mersey Skill Training Devonport (Not for Profit RTO)
- ASCET (Private RTO – hospitality sector)
- Brite Industries, Melbourne (Private RTO – disabilities sector)
- Regional Institute of TAFE, NSW (TAFE Institute)
- Bachelor Institute of Indigenous Tertiary Education, Darwin (Indigenous Learning Institution).

Examples of the output from these cases will be circulated as drafts to the Project Advisory Committee and then included in the final Review Report.

The Case Study Outline is included as Appendix II.

5. Questionnaire

5.1 Pilot

Based on the findings from interviews conducted, a questionnaire was developed to go to a wider Australian VET audience (See Appendix III). The online completion process took less than 10 minutes. This tool was provided to ANTA and the Project Advisory Committee for their comments prior to use.

The first 75 responses were used as pilot data to check the reliability, scope and validity of the questionnaire.

5.2 Distribution

Databases were collected from RTF staff covering projects funded and unsuccessful applicants. In addition, a VET database that had been part of a recent project by the market research expert on the consulting team was also used.

Members of the Project Advisory Committee were requested to send questionnaire to the constituents via their own databases.

State and Territory RTF representatives were also asked to distribute the questionnaires, as were other organisations such as TAFE Frontiers and Victorian TAFE Association and the National Employers Services Association.

Advice about the project and the questionnaire was included in an edition of ANTA Facts Sheet which is widely distributed to the national VET sector.

Initial responses were slower than hoped. Surveys are a popular form of data collection for many purposes by many organisations and less popular with those who are asked to respond. The timing of this one, unfortunately, coincided with national holidays in the education sector and that may have been a factor slowing down the response rate.

When the responses were monitored and the rate of response discovered, reminders were sent to the State and Territory RTF representatives to follow up their distribution. The link was also mounted on the ANTA website in an attempt to encourage more responses. Some prominent VET people and organisations were contacted by the consultants to supplement these sources.

DISCLAIMER

Information and advice contained in this document is provided in good faith and reflects our considered professional judgement, but Dench McClean Carlson, its officers, consultants and agents will not be responsible to any person who relies on the information or advice for any inaccuracies or omissions contained therein.

Appendix I

Depth Interviews Summary

Sample

In total 32 depth interviews were conducted in August 2004 with representatives from the VET sector. Participants were drawn from ANTA and RTF databases, and a small number were nominated by co-workers to stand-in for individuals who had left the organisation.

While particular knowledge or experience in RTF was not a prerequisite to participate in the depth interviews, participants tended to have had some direct experience, usually in a managerial administrative capacity in an RFT project or projects. Across the sample, the full range of RFT sub programs was represented and participants were drawn from all states of Australia. Without exception, participants were either employed in managerial roles (i.e. National Training Managers, CEOs, Directors, department managers) or were consultants, working in a managerial capacity.

A general summary of the organisations from which the sample was composed is provided in the accompanying table.

Organisation Description/Type	Number of Participants (n-32)
TAFE Institute	9
University TAFE Division	3
RTO (Private and Public)	8
Industry ITAB (N.B. Participants also had roles in RTOs)	4
ACE	4
Government Department/Government Agency	4

Figure 1: Organisation Types

Method

Prior to the interview participants were sent an informational email inviting them to participate in an evaluation of some unspecified ANTA initiatives. Participants were assured that they, and their institutes were not be identified and that all data would be collected and stored in accordance with the Privacy Act amendment (2000).

Instruments

An interview guide was developed to ensure a degree of consistency across the interviews. In addition to a small number of closed demographic questions, participants were asked a series of open-ended questions related to Reframing the Future (RFT). Topics covered included:

- Awareness of RFT and participation in RFT projects and events
- Staff development
- Areas of impact of RFT projects.

Managerial issues related to such matters as achievement of organisational outcomes associated with RFT.

Aims

The depth interviews were intended to provide an opportunity to scope the issues related to RFT. Depth interviews of this type provide qualitative data. This differs from quantitative data in that it is not designed or intended to be numerically based, or generalised to the broader population. The qualitative depth interviews had two fundamental aims. These were to:

- Provide an opportunity to explore the range of themes and issues that emerge from the data. (In the case of the present study, this yielded information which then was used in part to direct the subsequent quantitative phase of the research via the online survey).
- Explore comments and reactions to particular pre specified themes identified as being of interest.

The coding of the interviews was undertaken with the assistance of the SPSS software package. An overall code frame is used and individual code frames are developed for each question. This ensures that overall issues that might emerge across a range of topics are captured as are specific issues which emerge in response to a particular prompt or question.

Supplementary Interviews

Several additional broad-ranging interviews were held with organisations that had views about RTF and its contribution to the development of VET professionals and their organisations. These did not use the questionnaire format, but focussed on strategic perspectives of RTF.

Those findings will be considered by the consulting team and, where appropriate, incorporated into the final report.

Appendix II

Case Study Outline

ANTA RTF Project

Outline Guide for Case Studies

PARTICIPANTS

1. Organisations and individuals involved (the host organisation and other participating organisations, if any)

THE RTF PROJECT

2. Background (Why this project now?)
3. RTF sub-program
4. Anticipated outcomes (As per Action Plan)
5. Aspects of the NTF addressed by the project (see Action Plan plus other information)
6. Links to strategic issues of the organisations involved
7. The project methodology (planned and actual)
8. Project description (include any other information from action plan, reports plus other information collected from interviews etc)
9. Resourcing level (RTF funding, dollar-for-dollar, plus actual resources and effort expended during the project)

PROJECT EVALUATION

10. Evaluation (proposed criteria and method, as per Action Plan)
11. Outcomes for individuals involved (based on Reports and data collection)
12. Outcomes for organisations involved (based on Reports and data collection)
13. Outcomes in terms of promoting the NTS (based on Reports and data collection)

FUTURE DIRECTIONS

14. Issues, barriers and lessons learned.

Appendix III

Online Questionnaire

QUESTIONNAIRE

This survey is being conducted by Dench McClean Carlson. Please be assured that your answers will be treated as confidential. People wishing to receive a summary of the *Evaluation of Reframing the Future* may register their interest by providing their email contact details at the completion of the questionnaire.

For questions related to Reframing the Future please contact...

EXPERIENCE WITH REFRAMING THE FUTURE

- Q1. Before today, had you heard of Reframing the Future?**
- Yes 1
GO TO Q22 < No 2
GO TO Q22 < Not sure 9

- Q2. Through which Reframing the Future sub-programs have you personally *applied* for funding? Mark all that apply.**
- GO TO NEXT SECTION < Have not applied 1
Staff Development 2
Strategic Management and Change Management 3
Policy Engagement 4
Networking and Communities of Practice 5
Not sure 6

- Q3. On how many occasions have you personally *applied* for Reframing the Future funding?**
-

- Q4. In which Reframing the Future sub-programs have you *received* funding? Mark all that apply.**
- GO TO NEXT SECTION < None 1
Staff Development 2
Strategic Management and Change Management 3
Policy Engagement 4
Networking and Communities of Practice 5
Not sure 6

- Q5. On how many occasions have you *received* funding through Reframing the Future?**
-

Q6. Which was the most recent sub-program area in which you obtained funding? Mark all that apply.

- Staff Development 1
- Strategic Management and Change Management 2
- Policy Engagement 3
- Networking and Communities of Practice 4
- Not sure 5

Q7. Thinking of the most recent funded project, what outcomes were achieved for individual participants and what was the impact of this for the organisation or community more generally?

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PARTICIPATION IN REFRAMING THE FUTURE PROJECTS

Q8. On how many occasions have you participated in programs funded through Reframing the Future? If none, type in '0'
If = zero skips to next section

Q9. In what sub-program area was the last Reframing the Future project in which you participated? Single response

- Staff Development 1
- Strategic Management and Change Management 2
- Policy Engagement 3
- Networking and Communities of Practice 4
- Not sure 5

Q10. Thinking of this last program, what were the outcomes for you and what was the impact of this for the organisation or community more generally?

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ADMINISTRATION OF REFRAMING THE FUTURE

ASK IF APPLIED FOR FUNDING

	Excellent	Very Good	Good	Fair	Poor	Don't know
Q11. How would you rate the application procedure in the following areas?						
a Clearly explaining the eligibility criteria	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b Ease of making an application (i.e., Knowing what you have to do)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c Amount of time required to prepare the application	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
d Clarity of the application process	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
e Equity of access to funding	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
f Fairness in decision making	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
g Timeliness of feedback on the outcome of your application	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
h Quality of feedback on your application	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
i Overall, how would you rate the administration of the application process?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

STAFF SUPPORT

ASK IF APPLIED FOR FUNDING

	Excellent	Very Good	Good	Fair	Poor	Don't know
Q12. How would you rate the quality of the support you received from Reframing the Future staff in the following areas?						
a Ease of contacting staff	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b Responsiveness of staff	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c Knowledge of staff	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
d Ability of staff to provide practical advice	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
e Ability of staff to understand your needs	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
f Overall, how would you rate the quality of the support provided by staff?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

If you have any difficulties in completing or viewing this questionnaire please contact the research officer at admin@strategicbydesign.com.au or telephone 03 9787 8422.

RESOURCES

ASK ALL

Q13. Have you visited the Reframing the Future website?

Yes 1

No 2

Not sure 6

ASK ALL

	Excellent	Very Good	Good	Fair	Poor	Have Not Seen	Don't know
Q14. How would you rate the resources provided by Reframing the Future in the following areas?							
a Usefulness of the Reframing the Future website	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
b Ease of locating information on the website	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
c Usefulness of published projects in showcasing a range of ideas and approaches	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
d Ease of ordering participants' packs	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
e Usefulness of participants packs	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
f Usefulness of facility based forums	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
g Usefulness of online forums	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
h Relevance of newsletters to you	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
i Tips for project facilitators	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
j Range of resources provided	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9
k Overall, how would you rate the quality of the resources available?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8	<input type="checkbox"/> 9

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REPORTING CRITERIA

ASK IF APPLIED FOR FUNDING

	Excellent	Very Good	Good	Fair	Poor	Don't know
Q15. How would you rate the reporting process in the following areas?						
a Ease of obtaining reporting templates	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b Relevancy of report templates to your project	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c Ease of completing report templates	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
d Time frame for reporting	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
e Amount of time taken to complete reporting criteria	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
f Ability of the reporting format to accommodate changing goals of action learning	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
g Overall, how would you rate the reporting criteria?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

REFRAMING THE FUTURE PROGRAM PERFORMANCE

ASK ALL

	Excellent	Very Good	Good	Fair	Poor	Don't know
Q16. How would you rate the performance of Reframing the Future projects in the following areas?						
a Accessibility of projects	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b Range of projects	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c Quality of projects	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
d Promotion of projects	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
e Local support for projects	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
f Overall, how would you rate the ability of Reframing the Future projects to train organisations, not just individuals?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

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ASK ALL

	Excellent	Very Good	Good	Fair	Poor	Don't know
Q17. Based on your perception, how would you rate the achievements of Reframing the Future in attaining the following goals?						
a Enabling VET practitioners to become highly-skilled in implementing the national training system	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b Enabling VET managers to develop new skills in strategy-making	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c Enabling VET managers to develop new skills in strategy-implementation	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
d Enabling VET practitioners to build their capabilities as change agents within the VET sector	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
e Enabling VET practitioners to bring about the changes required to implement the national training system	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
f Enabling VET personnel and stakeholders to engage in constructive debate about how to continuously improve the National Training Framework based on learning from both practice and theory	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
g Enabling VET practitioners to develop communities of practice - reaching across organisations, industries and borders - to better implement the national training system	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
h Enabling staff to access information and research in implementing the National Training Framework	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
i Enabling VET practitioners to establish innovative and effective networks between industry and providers and other stakeholders	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
j Overall, how would you rate the ability of Reframing of the Future to improve the implementation of the national training system?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

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FUNDING

ASK IF APPLIED FOR FUNDING

	Excellent	Very Good	Good	Fair	Poor	Don't know
Q18. How would you rate the funding available through Reframing the Future in the following areas?						
a Amount of funding available for each project	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b The accountability and reporting criteria for funding	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c Requirement for match funds from the local providers	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

REFRAMING THE FUTURE OUTCOMES

ASK ALL

	Excellent	Very Good	Good	Fair	Poor	Don't know
Q19. Based on your experience with Reframing the Future, how would you rate the extent to which the following outcomes were achieved?						
a Changing work practices	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b Increasing awareness of the National Training Framework	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c Delivering sustainable changes	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
d Assisting VET providers to become high performing organisations	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
e Increasing the skills of VET staff	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
f Delivering skills to individuals which positively affects the culture or practices of the organisation	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

		Extremely Likely	Very Likely	Likely	Not really Likely	Not at all Likely	Don't know
Q20. How likely are you to undertake the following activities in the future?							
ROTATE STATEMENTS							
a	Apply for funding through Reframing the Future	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
b	Recommend a colleague applies for funding under Reframing the Future	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
c	Attend an event funded through Reframing the Future	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
d	Recommend a colleague attends a Reframing the Future event	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
e	Visit the Reframing the Future website	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
f	Recommend that a colleague visits the Reframing the Future website	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

Q21. How could Reframing the Future be improved to better skill VET organisations in implementing the National Training Framework?

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ABOUT YOU

To help us in analysing and understanding the information you have provided, please answer the following background questions.

Q22. Are you male or female?

Male 1

Female 2

Q23. What is your age group?

Under 30 years 1

31 to 40 years 2

41 to 50 years 3

51 to 60 years 4

Over 60 years 5

Q24. Are you of Aboriginal or Torres Strait Islander descent?

Yes 1

No 2

Q25. Which position best describes your primary role?

Industry Based Trainer/ Teacher 1

Industry Skills Assessor 2

Manager 3

Other (Please write below) 4

Q26. How are your employment arrangements best described with your main employer?

	Permanent	Contract	Casual
Part time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Full time	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Q27. With which Training Packages are you involved? SELECT ALL THAT APPLY

(text to come)	<input type="checkbox"/> 1	(text to come)	<input type="checkbox"/> 10
(text to come)	<input type="checkbox"/> 2	(text to come)	<input type="checkbox"/> 11
(text to come)	<input type="checkbox"/> 3	(text to come)	<input type="checkbox"/> 12
(text to come)	<input type="checkbox"/> 4	(text to come)	<input type="checkbox"/> 13
(text to come)	<input type="checkbox"/> 5	(text to come)	<input type="checkbox"/> 14
(text to come)	<input type="checkbox"/> 6	(text to come)	<input type="checkbox"/> 15
(text to come)	<input type="checkbox"/> 7	(text to come)	<input type="checkbox"/> 16
(text to come)	<input type="checkbox"/> 8	(text to come)	<input type="checkbox"/> 17
(text to come)	<input type="checkbox"/> 9		

Q28. Who is your employer?

TAFE Institute 1

Private RTO 2

Industry Training Advisory Body (ITAB) 3

Government 4

Enterprise/ Industry 5

Adult Community Education (ACE) Provider 6

University/School 7

Group Training Company 8

Other (Please write below) 9

If you have any difficulties in completing or viewing this questionnaire please contact the research officer at admin@strategicbydesign.com.au or telephone 03 9787 8422.

Q29. Approximately how many staff are employed by your organisation, across all campuses or locations?

- 1 to 10 1
- 11 to 50 2
- 51 to 100 3
- 101 to 200 4
- Over 200 5

Q30. What is your work postcode?

Q31. What is the highest qualification you have attained?

- Secondary 1
- Undergraduate (Certificate, Diploma) 2
- Undergraduate (Bachelor) 3
- Postgraduate 4
- Other 5

Q32. How many years have you been involved in VET? If less than one year write in 1.

If you are interested in receiving a copy of the Strategic Evaluation of Reframing the Future please provide your email address. This address will not be used for any other purpose.

Q33. Do you have any other comments you would like to make about Reframing the Future?

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