

OUTCOME 2

Individuals achieve relevant skills and learning outcomes from post school education and training.

CONTRIBUTIONS TO ACHIEVEMENT OF OUTCOME 2

The broad policy framework for this outcome is provided by the Government's lead role in promoting a post-school education and training system that is:

- nationally consistent and coherent;
- responsive to individual, industry and community needs; and
- recognised as providing high quality outcomes.

High quality outcomes for post-school education and training are critical to both individual welfare and Australia's national competitiveness and economic development. The investments made in post secondary education are a key driver of Australia's economic, cultural and social development and enrich the nation.

A key focus is on continually renewing and increasing Australia's supply of educated and skilled people, which will facilitate an increasingly competitive and innovative economy, and a better informed society.

The Output Groups which contribute to Outcome 2 are described below and reflect two core sectors, vocational and technical education, and higher education, which comprise the Australian post-school education and training system.

While the two sectors remain largely distinct, there are overlaps and connections. For example, there are a number of multi-sector universities, with some vocational and technical education providers offering higher education qualifications. Arrangements of some credit transfer also exist between the two sectors.

The output groups to achieve Outcome 2 are described below.

VOCATIONAL AND TECHNICAL EDUCATION OVERVIEW

Vocational and technical education provides Australians with the skills needed to enter the workforce for the first time, to re-enter the workforce, to retrain for a new job and to upgrade from an existing job. It broadens young Australians' options after school, attracts mature aged Australians back to study, and provides them with specialised skills and pathways to new careers.

Each year the publicly funded training system educates more than 1.6 million Australians. Under the Australian Constitution, State and Territory Governments have

primary responsibility for their training systems. The Australian Government contributes approximately one third of the total government funding for training.

New legislation was enacted in 2005. The *Skilling Australia's Workforce Act 2005* is underpinned by the multi-lateral Commonwealth-State Agreement for Skilling Australia's Workforce, together with a bilateral agreement between the Australian Government and each State and Territory. This legislative framework provides clear national objectives and goals for vocational and technical education and sets out the planning, funding and accountability responsibilities.

Significant changes to the national training system have flowed from the new framework. These changes will ensure that Australia's training system remains responsive to the ever changing needs of industry. Industry and business needs will drive training policies, priorities and delivery. Better quality training will be ensured through more flexible and accelerated pathways.

A cooperative and collaborative approach between the Australian Government, States, Territories, business and industry will continue.

The Ministerial Council for Vocational and Technical Education will lead the national training system. The Ministerial Council comprises the Australian Government Minister for Education, Science and Training and Minister for Vocational and Technical Education, and State/Territory Government Training Ministers.

The National Governance and Accountability Framework established the decision making processes and bodies responsible for training, as well as planning and performance monitoring arrangements to guide the operation and growth of the training system.

The National Skills Framework sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training.

Industry leadership and engagement has been injected into all aspects of the new training system. This ranges from high level advice to the Ministerial Council on business and industry priorities and skills needs, to input at the operational level, such as development and review of Training Packages.

New Apprenticeships in traditional trades, as well as in a diverse range of emerging careers, are available in most sectors of business and industry and are an Australian Government flagship programme.

The Department's outputs for *Vocational and Technical Education* are:

Output Group 2.1 - Funding for Vocational Education and Training (2006-07 Resourcing: \$1,330.524m)

The Department administers the *Skilling Australia's Workforce Act 2005*, and provides the Australian Government contribution to State and Territory training systems through this Output Group. National Programmes funding supports projects and initiatives which will progress the achievement of national priorities for vocational and technical education.

The Department contributes funding to the National Centre for Vocational Educational Research (NCVER) along with the States and Territories. The NCVER is a national research, evaluation and information organisation which provides valuable information for the vocational and technical education sector in Australia.

Output Group 2.2 - New Apprenticeships (2006-07 Resourcing: \$920.986m)

The Department provides funding to employers of New Apprentices and a number of personal benefits to eligible New Apprentices. Through complementary programmes such as New Apprenticeships Workforce Skills Development and the New Apprenticeships Access Programme, the Department rewards and encourages participation in New Apprenticeships and removes barriers to participation by providing pre-vocational assistance to individuals. The Department funds independent organisations to operate New Apprenticeship Centres for the promotion of New Apprenticeships and to provide support services to employers and New Apprentices.

In 2006-07 the Department will progress a range of policy options stemming from reforms agreed by the Council of Australian Governments which relate directly to New Apprenticeships, including consideration of shortened duration apprenticeships.

Output Group 2.3 – Assistance for skills and career development (2006-07 Resourcing: \$102.505m)

The Department administers a range of programmes which support individuals to develop skills to assist them to obtain and maintain employment. The Language, Literacy and Numeracy Programme and the Workplace English Language and Literacy Programme provide direct skills training, whilst Career Planning and the Disability Coordination Officer Programme support individuals by assisting them to make suitable choices around post-school options.

Goals and Strategies

The Department's Goals and Strategies for *vocational and technical education* for Outcome 2 are to:

- **Strengthen National Systems** by developing workforce skills and participation; strengthening partnerships; fostering choice; and increasing access across sectors.
- **Raise the Quality of Outcomes** by improving quality and performance standards; and increasing accountability.
- **Strengthen Equity** by increasing fair access; and directing funding to where it is needed
- **Extend International Influence** by enhancing international relationships; and increasing Australia's international competitiveness.

HIGHER EDUCATION OVERVIEW

In higher education, the Australian Government works in partnership with the State and Territory governments and higher education providers to achieve national priorities. The Australian Government, through agreement with the State and Territory governments, has primary responsibility for funding the higher education sector, including student loan arrangements and scholarships. Publicly funded institutions receive on average around 58 per cent of their operating revenue from Australian Government grants and payments on behalf of students who take out loans.

Universities and other higher education institutions offer programmes leading to bachelor degrees and a range of postgraduate awards, including higher degrees by research. They also offer some shorter undergraduate and corporate development programmes. Quality assurance for higher education, both domestically and internationally, is maintained through the Australian Higher Education Quality Assurance Framework.

The higher education sector comprises 37 public and two private universities which are autonomous and self-accrediting, four other self-accrediting higher education institutions and over 150 non-self-accrediting higher education providers, including one Australian branch of an overseas university and a number of theological and specialist providers. All but three of the self-accrediting universities and higher education institutions in Australia are established or recognised under State or Territory legislation. The Australian National University, the Australian Maritime College and the Australian Film Television and Radio School are established under Commonwealth legislation.

The Australian higher education system plays a key role in the growing knowledge and innovation based economic wealth of Australia, as well as making a significant contribution to the lives of individual Australians and to the social and cultural landscape of the nation. It encourages our participation in the global community, by educating Australians who can contribute to world affairs and facilitating trade and cultural links with other countries as well as providing the raw materials for a dynamic economy.

Australia has a world-class higher education system underpinned by the Australian Government's continuing commitment to quality in all facets of higher education. This is evidenced by strong outcomes for our graduates both in relation to employment and satisfaction with their courses. A higher education qualification can have a substantial impact on the economic and social prospects of individuals.

In 2004, there were around 716,000 domestic students and 228,000 international students studying in Australian higher education institutions. The median starting salary for bachelor degree graduates in their first full-time employment was \$40,000 in 2004. This compares favourably to the starting salary in the general 20-24 year old population of \$31,200 in 2004.

The higher education sector generates significant employment and revenue in its own right and institutions, particularly those in regional areas, make a significant contribution to the economic and social life of the communities in which they are located. In 2004, over 90,000 people (full-time equivalent) were employed in the higher education sector and the sector generated \$13 billion in total revenue.

The Department's outputs for the *Higher Education* sector are:

Output Group 2.4 - Funding for Higher Education (2006-07 Resourcing: \$4,855.958m)

The *Our Universities: Backing Australia's Future* package of reforms provides an integrated policy framework based on the principles of sustainability, quality, equity and diversity. These reforms are being phased in over several years. The package provides a \$2.3 billion increase in funding from 2005-08.

The Department administers the *Higher Education Support Act 2003* (HESA), and funds, in whole or in part, a number of significant programmes and projects which are part of the *Backing Australia's Future* reforms to support the higher education sector and students undertaking higher education.

Additional funding during the reporting period under the *Backing Australia's Future* package includes; a 7.5 per cent increase in Commonwealth Grant Scheme funding, which funds individual student places, in 2007 and later years for those providers that meet governance and workplace requirements; the Workplace Productivity Programme which commenced in 2006; and additional funding under the Learning and Teaching Performance Fund.

Other specific funding programmes will support quality and collaboration and structural reform in higher education.

Key budget measures for 2006-7 include:

- Additional university places in areas of health workforce shortage.

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- A fifty per cent increase to the base funding currently available to the higher education sector through the Capital Development Programme to assist universities provide courses in areas that have high infrastructure needs. This will ensure the higher education sector's continued ability to produce quality graduates with the skills the economy needs to be internationally competitive.
- \$80 million for a transition fund for sporting and recreation facilities construction and maintenance to support implementation of voluntary student unionism.

The Department will continue to monitor the financial health of individual institutions and maintain a dialogue with them to identify issues concerning their short and long-term viability.

Key activities for the Department include facilitating the growth of the private higher education sector by assessing new applications from private institutions for approval to operate as a Higher Education Provider under HESA. The role of these providers will continue to expand with the allocation of National Priority places and increased student access to the Higher Education Loan Programme.

The Department will also facilitate the allocation of new Commonwealth supported places from 2007 to best meet the social and economic needs of the nation and to respond to student demand.

The Department as part of its contribution to Outcome 2, to improve the learning outcomes for Indigenous students, will also continue to administer the Indigenous Support Programme to meet the needs of Indigenous students in higher education, and also administer the Indigenous Staff Scholarship Programme, through which Indigenous Staff Scholarships are awarded nationally to develop Indigenous leadership in the higher education sector.

The Department will also support the Indigenous Higher Education Advisory Council to enable it to provide policy advice to the Minister and the Department on higher education issues as they affect Indigenous Australians.

Output Group 2.5 - Assistance for Post School Students including those with special needs (2006-07 Resourcing: \$2,782.498m)

The Department administers the *Student Assistance Act 1973* (ABSTUDY) and the *Social Security Act 1991* (Youth Allowance and Austudy) through a purchaser/provider arrangement with Centrelink.

Student choice is also encouraged and access facilitated through student contributions and tuition fee loans under the Higher Education Loan Programme (HECS-HELP, FEE-HELP and OS-HELP) administered under the *Higher Education Support Act 2003* (HESA).

There will be an increase in the FEE-HELP limit to \$80,000 and to \$100,000 for medicine, dentistry and veterinary science students to further facilitate student choices about their courses of study, encourage greater participation in higher education, and promote a more diverse higher education sector.

Higher education providers receiving support from the Australian Government are responsible under HESA for ensuring equity of access. The Department also provides additional support to universities for equity purposes through a range of programmes.

The Department will also implement the Government's decision to limit to four years the time a student is eligible to receive ABSTUDY Living Allowance or Pensioner Education Supplement for Australian Qualifications Framework (AQF) Certificate I and II courses. This measure will encourage more Indigenous students to complete courses at higher AQF Certificate III and IV levels, to increase their chances of successful participation the labour market.

Goals and Strategies

The Department's Goals and Strategies for Outcome 2 within the *Higher Education Sector* are to:

- **Strengthen National Systems** by developing workforce skills and participation; strengthening partnerships; fostering choice; and increasing access across sectors.
- **Raise the Quality of Outcomes** by improving quality and performance standards; and increasing accountability.
- **Strengthen Equity** by increasing fair access.

Outcome 2 resourcing

Table 3.1 shows how the 2006-07 Budget appropriations translate to total resourcing for outcome 2, including administered expenses, revenue from government (appropriation), revenue from other sources, and the total price of outputs.

Table 3.1.2: Total resources for Outcome 2 (\$'000)

	Estimated Actual 2005-06 \$'000	Budget Estimate 2006-07 \$'000
Administered appropriations		
Output Group 2.1 – Funding for vocational education and training	1,276,621	1,310,902
Output Group 2.2 – New Apprenticeships	752,149	880,584
Output Group 2.3 – Assistance for skills and career development	75,028	78,026
Output Group 2.4 – Funding for higher education	4,935,043	4,824,365
Output Group 2.5 – Assistance for post school students including those with special needs	2,497,064	2,638,982
Total administered appropriations	9,535,905	9,732,859
Total administered revenues		
	539,596	422,300
Departmental appropriations		
Output Group 2.1 - Funding for vocational education and training	16,980	19,235
Output Group 2.2 - New Apprenticeships	35,515	39,608
Output Group 2.3 - Assistance for skills and career development	21,612	23,998
Output Group 2.4 - Funding for higher education	27,775	30,971
Output group 2.5 - Assistance for post school students including those with special needs	107,115	127,361
Total revenue from government (appropriations) contributing to price of departmental outputs	208,997	241,173
Revenue from other sources		
Departmental	18,606	18,439
Total price of departmental outputs (Total revenue from government and from other sources)	227,603	259,612
Total estimated resourcing for Outcome 2 (Total price of outputs and administered appropriations)	9,763,508	9,992,471
Average staffing level (number)		
	724	759

Administered Expenses by Item – Outcome 2

	Estimated Actual 2005-06 \$'000	Budget Estimate 2006-07 \$'000
Output 2.1		
<i>Skilling Australia's Workforce Act 2005</i>	1,240,174	1,269,776
Vocational and Technical Education - Priority Places	1,958	0
Vocational and Technical Education - National Programmes	33,900	40,524
National Centre for Vocational Education Research Ltd	589	602
Total 2.1	<u>1,276,621</u>	<u>1,310,902</u>
Output 2.2		
New Apprenticeship Centres	130,826	156,771
Support for New Apprenticeships	567,974	615,350
New Apprenticeship Workforce Skills Development	37,467	80,876
New Apprenticeship Access Programme	15,882	27,587
Total 2.2	<u>752,149</u>	<u>880,584</u>
Output 2.3		
Workplace English Language Literacy	14,259	14,502
Career Planning	3,319	3,701
Language, Literacy and Numeracy Training	49,741	56,073
Basic IT Enabling Skills for Older Workers	5,750	0
Disability Coordination Officers	1,304	2,176
Targeted Training Initiatives	655	1,574
Total 2.3	<u>75,028</u>	<u>78,026</u>
Output 2.4		
<i>Higher Education Funding Act 1988 & Higher Education Support Act 2003</i>	4,732,194	4,789,356
Higher Education Contribution to Australian Education International	5,750	5,847
Indigenous Higher Education Advisory Council	274	278
Higher Education Special Projects	196,750	28,807
Superannuation Payments for Former Commissioners	75	77
Total 2.4	<u>4,935,043</u>	<u>4,824,365</u>
Output 2.5		
Higher Education Loan Programme	459,613	519,381
<i>Higher Education Support Act 2003</i>	68,153	95,395
<i>Student Assistance Act 1973 (ABSTUDY)</i>	72,250	69,116
<i>Social Security Act 1991 (Youth Allowance and Austudy)</i>	1,897,048	1,955,090
Total 2.5	<u>2,497,064</u>	<u>2,638,982</u>
TOTAL OUTCOME 2	<u>9,535,905</u>	<u>9,732,859</u>

Measures affecting Outcome 2

New Apprenticeships – discontinuation of the women in Non-Traditional occupations incentive

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-4.8	-10.7	-11.3	-11.7

New Apprenticeships Incentives – Rural and Regional Skills Shortages incentive rationalisation

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-1.7	-3.8	-4.0	-4.1

New Apprenticeships Centres - additional funding

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	18.2	28.5	29.5	30.5

New Apprenticeships – extension of incentives to Diploma and Advanced Diploma qualifications

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.0	2.0	3.1	4.5

COAG Skills – A new national approach to apprenticeships, training and skills recognition

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	18.3	18.1	13.1	4.0

Basic Information Technology Enabling Skills for Older Workers Programme – discontinuation

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-5.8	-5.8	-5.8	-5.8

Surf Lifesaving – establishment of a training academy

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	5.8	3.4	0.7	-

Career Planning Programme – discontinuation

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.0	-2.0	-4.1	-4.2

Disability Coordination Officer Programme – expansion

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.9	-	-	-

Capital Development Pool – additional funding to support learning and teaching

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	23.2	23.6	24.1	24.5

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Voluntary student unionism – transitional arrangements

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	20.3	35.3	20.7	5.3

Voluntary student unionism – small business incentives for regional campuses

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	4.0	3.0	2.0	1.0

COAG Health Workforce – increased funding for nurse clinical training

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	6.8	7.5	7.9	8.3

COAG Health Workforce – more medical school places

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	3.7	11.2	19.0	27.1

Related Revenue (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-	0.02	0.1	0.2

COAG Health Workforce – more higher education nursing places

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	11.5	20.6	27.7	33.4

Related Revenue (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-	0.05	0.2	0.4

COAG Mental Health – additional education places, scholarships and clinical training in mental health

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	6.5	12.0	15.2	17.7

Related Revenue (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-	0.03	0.1	0.3

COAG Health Services – increase to the FEE-HELP loan limit

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-	0.001	0.004	0.01

Related Revenue (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.6	1.5	2.2	2.8

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FEE-HELP loan limit increase

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-	0.002	0.01	0.01

Related Revenue (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.2	2.5	3.2	4.3

COAG Health Services – increase in the number of full fee paying places for domestic medical students

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-	0.001	0.01	0.01

Related Revenue (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.7	1.9	2.6	3.1

Domestic violence – Crisis payments to victims who remain in the home

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.003	0.01	0.01	0.01

ABSTUDY and Pensioner Education Supplement – revision of rules for Vocational Education and Training certificate courses

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.8	-9.5	-9.7	-10.0

Fraud and Compliance – expansion of risk profiled customer reviews

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-11.6	-16.5	-17.0	-17.4

Fraud and Compliance – addressing undeclared unearned income

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.1	-0.04	0.03	0.03

Fraud and Compliance – pilot programme addressing undeclared business income and assets

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.1	-	0.03	0.03

Fraud and Compliance – enhanced focus on serious social security fraud

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.004	-0.2	-0.2	-0.2

Fraud and Compliance - continuation and expansion of the rolling random sample survey programme for student payments

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.2	0.5	0.3	0.4

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Migration Programme – 3,000 additional family stream places for 2005-06

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.8	1.0	1.1	1.1

Migration Programme – 4,000 place increase in the family stream for 2006-07

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.9	3.4	5.1	6.1

Centrelink – call centre supplementation

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	5.7	4.6	-	-

Performance information for Outcome 2

Table 3.2.2A: Effectiveness Indicators for Outcome 2

	Effectiveness Indicator
Employment outcomes	<ul style="list-style-type: none">• Percentage of TAFE graduates employed at the end of May by year of completion of training.• Percentage of higher education graduated in full time employment within four months of completion of degree, of those available for work
Economic return	<ul style="list-style-type: none">• Graduate starting salaries as a proportion of Average Weekly Earnings.

Table 3.2.2B: Performance in delivery of Administered Outputs

Output Group	Performance Measure	2004-05 ¹ Actual	2005-06 ² Estimated	2006-07 ³ Estimate
2.1 Funding for VET				
Quality	Payments are made to States and Territories in a timely manner and in accordance with associated legislation	100%	100%	100%
2.2 New Apprenticeships				
Quantity	New Apprenticeship completions	139,0000	142,000	142,000
2.3 Assistance for Skills and Career Development				
Quantity	Number who receive direct assistance for skills development through Australian Government programmes: Language, Literacy and Numeracy	25,454	20,450	20,450
	Workplace English Language & Literacy	18,124	18,000	18,000
	People placed through Careers Planning Programme*	11,482	13,100	13,700

¹ Where Performance Measure is * indicates Calendar Year 2005

² Where Performance Measure is * indicates Calendar Year 2006

³ Where Performance Measure is * indicates Calendar Year 2007

Table 3.2.2B: Performance in delivery of Administered Outputs (cont)

Output Group	Performance Measure	2004-05 ⁴ Actual	2005-06 ⁵ Estimated	2006-07 ⁶ Estimate
2.4 Funding for Higher Education				
Quantity	Number of domestic undergraduate places*	Not available**	>420,000	>428,000
	Number of domestic postgraduate coursework places*	Not available**	>50,000	>50,000
	Number of unweighted higher degree by research completions*	Not available**	>6,000	>6,000
Quality	Graduate satisfaction with Higher Education- proportion of students broadly satisfied with courses*	89.8%	90%	90%
2.5 Assistance for post school students including those with special needs				
Quantity	Domestic higher education students enrolled in awards courses in receipt of loans (equivalent full-time)*	Not available**	>355,000	>365,000
	Tertiary students in receipt of ABSTUDY*	18,002 [#]	17,000	17,000
	Number of Youth Allowance Recipients	289,535 [^]	278,000	270,000
	Number of Austudy Recipients	31,611 [^]	29,000	27,000

⁴ Where Performance Measure is * indicates Calendar Year 2005

⁵ Where Performance Measure is * indicates Calendar Year 2006

⁶ Where Performance Measure is * indicates Calendar Year 2007

**Student data for 2005 was not available at the time of publication due to a change in the collection of university statistics with implementation of the reforms under *the Higher Education Support Act 2003*

[#]Source: Centrelink Calendar year data

[^] Source: Centrelink data point-in-time data as at June 2005.

Table 3.2.2C: Performance in delivery of Departmental Outputs

Performance Indicator	2006-07 Estimate
Administration	
Accurate and timely approval, payment and acquittal of grants in accordance with legislation and guidelines	At least 90% compliance in relation to Quality Assurance exercises
Facilitate industry engagement and access to the national training system	Consultative arrangements enable input by key stakeholders
Lead reform of the national training system	Progress reforms agreed by the Council of Australian Government
Enable a high quality, nationally consistent training system	Facilitate national consistency through the National Quality Council and the National Industry Skills Committee
Encourage a shared commitment to support national goals and objectives for vocational and technical education	Monitor State and Territory Bilateral agreements and Vocational and Technical Education (VTE) Plans to ensure compliance with national goals and priorities. Annual National Report of the Australian Vocational and Technical Education System is tabled in the Australian Parliament
Monitor and continually improve support services for New Apprenticeships Centres and State Training Authorities	Effective enhancement of the Training and Youth Internet Management System (TYIMS) in consultation with stakeholders to provide effective e-business support
Raise awareness of the value of vocational and technical education	Manage awards and promotional activity
New Commonwealth supported places to commence in 2007 allocated in line with Australian Government priorities and student demand	Places allocated in 2006 to commence in 2007 and included in 2007 funding agreements which will be finalised by the end of 2006
The National Protocols for Higher Education Approvals Processes are agreed to by MCEETYA and implemented	National Protocols for Higher Education Approvals Processes implemented by mid 2007
Higher Education Providers assessed for compliance with National Governance Protocols and workplace relations requirements for the 7.5 per cent increase of the Commonwealth Grant Scheme	The Department provides the Minister with advice on its assessment of Higher Education Providers' compliance of National Governance Protocols and workplace relations requirements by end 2006
Policy Advising	
The Minister will be satisfied with the timeliness and quality of briefs provided by the department	Satisfaction (at least 90%)
Ministerial and Parliamentary Services	
Parliamentary reports will be provided within timelines set by the Parliament and its Committees and, where this is not possible or resources do not permit, interim response will be supplied within set timelines	Satisfaction (at least 90%)
The Minister will be satisfied with the timeliness and quality of Ministerials provided by the department	Satisfaction (at least 90%)
Research, Analysis and Evaluation	
Research activities are completed according to plan	At least 90% completed to plan
Research and evaluation reports rated as satisfactory by the Minister	At least 90% satisfaction
Service Delivery	
Satisfactory services provided by Centrelink in relation to ABSTUDY and Career Planning Programme	Services provided in accordance with the Business Partnership Agreement