

PERFORMANCE INDICATORS HANDBOOK
SUPPLEMENTARY RECURRENT ASSISTANCE 2005-2008 QUADRENNIUM
PART D - VET SECTOR PERFORMANCE INDICATORS

The purpose of this handbook

This handbook is intended to assist Vocational Education and Training (VET) providers and systems in fulfilling their reporting requirements under clause 10 of their agreement (“the Agreement”) with the Commonwealth (through the Department of Education, Science and Training (DEST)). The Agreement enables funding for education providers under section 10 or 11 of the *Indigenous Education (Targeted Assistance) Act 2000* (“the Act”). This funding supplements mainstream education funding and is provided to improve educational outcomes for Indigenous Australians and to further the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP).

Under clause 10 of the Agreement education providers and other bodies must provide Performance Reports to DEST in accordance with specified requirements. One of those requirements is that Performance Reports must comply with this Performance Indicator Handbook.

This Performance Indicator Handbook sets out for each standard Performance Indicator how VET providers and systems must report against the Performance Indicator. The specific Performance Indicators that each provider must report against are specified in the Schedules to the provider’s Agreement.

The following pages provide a User Guide on how to use this Performance Indicator Handbook.

THE PERFORMANCE INDICATOR HANDBOOK – A USER GUIDE

An overview

Each standard Performance Indicator has a dedicated section within this handbook and each section is structured in the same way. Performance Indicators appear in the same order as they appear in the Schedule to your Agreement. Each section begins with the relevant Performance Indicator code (e.g. vOUT3) followed by a box with the text title of the Performance Indicator. Beneath the title, in parentheses, is a summary of the types of VET providers who must report against that Performance Indicator. However, the only way to be sure that you must report against a particular Performance Indicator is to check Schedule 1 to your Agreement.

This handbook only covers standard Performance Indicators. Where an indicator has been adapted to meet the needs of a particular provider that provider should consult their DEST contact officer if assistance is required to fulfil their reporting requirements under the Agreement.

What each subject heading means

Performance Indicator

This outlines the text of the standard Performance Indicator.

What the Indicator tells us

Information under this heading explains what the data gathered under the Performance Indicator tells us about Indigenous education outcomes. It acts as a rationale for why we (DEST) require you (the provider) to supply us with the particular data under the indicator.

Measurement Source

This text specifies the standard measurement source to be used in providing data for the Performance Indicator. While this is a good guide as to what source you should use in order to provide a response to the Indicator you must always check the measurement source specified in the Schedule to your Agreement to determine what source you must use to fulfil your reporting requirements.

Reporting Requirements

This section specifies what information you must provide so that the online reporting system can properly collate data. It will often provide an example with invented but relevant figures so that you can see an illustration of how to calculate data. Where a Performance Indicator requires a provider or its representative to undertake a sample this section will specify when that sample is to be collected or measured.

Targets

This identifies the standard target setting approach and the purpose of that approach. In some cases targets will have been set differently or not set at all in order to accommodate the diverse needs of providers. The only way to be sure of what targets apply to you (the provider) is to check the Schedule to your Agreement.

Using the handbook to assist you to meet your reporting requirements under the Agreement

Compliance with this Performance Indicator Handbook is a requirement of Performance Reports which, in turn, is a requirement under clause 10 of the Agreement. It is suggested that you refer regularly to this handbook while completing your institution's Performance Report each year.

The Performance Indicator Handbook provides examples of responses to specific Performance Indicators and, in many cases, provides a guide on performing the required calculations. We suggest that you frequently refer to this handbook when providing data under each Performance Indicator. This will assist you in fulfilling your reporting requirements under clause 10 and will minimise avoidable delays to SRA payments.

A general approach to reporting Indigenous and non-Indigenous outcomes in the VET sector

In the VET sector the standard way in which Indigenous and non-Indigenous status is determined is through self-identification. Students who do not identify as Indigenous must be grouped with students who identify as non-Indigenous for the statistical purposes of Supplementary Recurrent Assistance reporting. This is taken into consideration when assessing VET performance outcomes.

Using the INDIGO system

The INDIGO system has been developed for use by DEST staff and all providers in the 2005-2008 quadrennium. It is an online reporting tool which you must use to enter your Performance Report, complete and correct, by 31 May each year.

The layout and style of question asked in INDIGO can appear slightly different from Schedule 1 of your IEA. This is usually because INDIGO asks for numbers and then performs calculations (such as percentages and some FTE) for you. The final INDIGO Performance Report will be consistent with Schedule 1 of your IEA.

Entering a Performance Report into INDIGO

The process for entering a Performance Report into INDIGO is:

1. Go to the INDIGO home page (<https://indigo.dest.gov.au>).
2. Enter your Login ID and Password and click 'log in'.
3. Your personalised work tray will appear.
4. Click the action next to the appropriate Performance Report.
5. Enter data into your Performance Report until 100% of data points have been completed.
6. Once all the data has been entered, review it to ensure it is complete and correct. This should include ensuring that all qualitative responses answer the question and that qualitative responses are not duplicated.
7. We suggest that you contact your local DEST officer and ask them to informally check that there are no obvious errors in the Performance Report.
8. Submit the Performance Report to the independent Indigenous representative and advise them that the Performance Report is awaiting their review.
9. Once the independent Indigenous representative has commented on the Performance Report, review their comments and, if no further action is required, submit to DEST.
10. If the report needs amendment after it returns from the independent Indigenous representative, you will need to repeat steps 6 to 9.

It is important to note that it is the provider's responsibility to ensure that Performance Reports are complete, correct and submitted on time.

If you require assistance in using INDIGO, training can be arranged through your local DEST office, or you can contact the INDIGO Help Desk on 02 6420 8852 or by emailing indigohelpdesk@dest.gov.au.

Guidelines for using the 'Comments' function in INDIGO

The 'Comments' function in INDIGO can be found on the right hand side underneath the 'Print' function. Comments may be added at the following levels:

- Report
- Sector
- Outcome Area
- Performance Indicator

In general, the comments function should be used to complement the data in your Performance Report. It is where you can explain apparent anomalies and provide further detail on outcomes. Comments may be used by DEST officers to assist in assessing the completeness and correctness of your Performance Report.

The type of comment you wish to make should determine which level of comment you use. Examples for each level are below:

Report

To be used for an overall statement about the performance report, such as an independent Indigenous representative commenting on the general functioning of an educational facility or when progressing the Performance Report from "Draft" to "Ready to Submit to IIR".

Sector

Should be used to make a general statement about a particular sector. This field should be used only by providers with multiple sectors, such as Department's of Education.

Outcome Area

Should be used to comment on the overall performance at an outcome area, such as Literacy. For example, a provider that identifies a trend of exceptionally high number of Year 5 students' meeting benchmarking levels throughout their Literacy data could comment on reasons why this has occurred, whether this trend is expected to continue. This level can also be used to detail measurement sources, such as the number of hours that constitute one FTE.

Performance Indicator

This level can be used to expand upon the results of a specific indicator. It can also be used to explain apparent discrepancies in the data. For example, if a provider employs one person as a part-time AIEW, bus driver and gardener they can explain this in the comments area.

The 'Comments' functions **should not** be used for amending data that has been requested in your Performance Report. This includes changes to numbers or to qualitative information.

Australian Apprenticeships

On 30 June 2006, Minister Hardgrave announced that the name “Australian Apprenticeships” will formally replace the scheme known as New Apprenticeships. For continuity’s sake, this handbook and the online reporting system have retained the term “New Apprenticeships”.

<p>OUTCOMES IN BASIC LITERACY & NUMERACY (COMPULSORY FOR ALL VET PROVIDERS)</p>
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Performance Indicator:	<p>Outcomes in basic literacy and numeracy.</p> <p>Describe in one to two pages:</p> <ol style="list-style-type: none"> a) How you identify Indigenous students who require literacy and/or numeracy assistance b) The support mechanisms and programmes you have in place to help these students c) Discrete literacy or numeracy courses or modules available to assist students.
What the Indicator Tells Us:	This indicator gathers information on how institutions target and help Indigenous students who require assistance with literacy and numeracy.
Measurement Source:	The Measurement Source is specified in the Schedule to the Agreement.
Reporting Requirements:	<p>Comprehensive qualitative comments are required. Provide at least one paragraph in response to each sub-part and provide new data each reporting year.</p> <p>There are differences in programme delivery between institutions and systems, such as the extent to which literacy and numeracy skills are embedded into modules and courses. The qualitative data reported must demonstrate how the institution or system identifies the literacy and numeracy needs of Indigenous students, and the manner in which the institution or system then supports those students.</p>
Targets:	No targets are set for this indicator.

**OUTCOMES ACHIEVED AS MEASURED BY THE OVERALL
MODULE/COMPETENCY
(COMPULSORY FOR ALL VET PROVIDERS)**

Performance Indicator: Educational outcomes achieved by Indigenous and non-Indigenous students as measured by the overall module/competency:

1. Indigenous students:

- a) pass rate
- b) fail rate
- c) withdrawal rate
- d) completion rate

2. Non-Indigenous students:

- e) pass rate
- f) fail rate
- g) withdrawal rate
- h) completion rate

What the Indicator Tells Us: This indicator measures the educational outcomes of Indigenous and, where applicable, non-Indigenous students. It collects data on pass, fail, withdrawal and completion rates.

Measurement Source: Data provided to the NCVER/AVETMISS national VET collection by the institution/system. See Appendix 1 for a list of AVETMISS codes and the formulae that must be used to measure and calculate the reported rates. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Providers must provide the pass rate, fail rate, withdrawal rate and completion rate for Indigenous students. Repeat this for non-Indigenous students. Where a provider has both Indigenous and non-Indigenous students outcomes must be reported for both.

All providers must use the formulae provided at **Appendix 1** to calculate the reported rates. For providers who report online, you must enter the calculated rates when requested by the online reporting system. For providers who do not use the online reporting system the percentage, numerator and denominator must be provided for each sub-part.

The definitions of the various rates are those used in the NCVER/AVETMISS national VET data collection. For a list of codes see Appendix 1.

Targets:

Targets are set on the Indigenous pass rate at 1 a). The aim of the target is to increase the pass rate of Indigenous students and to achieve parity with non-Indigenous outcomes.

**PERCENTAGE OF INDIGENOUS AND NON-INDIGENOUS COMPLETIONS OF
NEW APPRENTICESHIPS BY LEVEL OF QUALIFICATION
(COMPULSORY FOR ALL VET PROVIDERS WHERE APPLICABLE)**

Performance Indicator: 1. Percentage (with numbers) of Indigenous New Apprenticeships course completions, for each level of qualification, out of total Indigenous New Apprenticeships course completions:

- a) AQF Certificate I (or equivalent)
- b) AQF Certificate II
- c) AQF Certificate III
- d) AQF Certificate IV

and, if applicable:

2. Percentage (with numbers) of non-Indigenous New Apprenticeships course completions, for each level of qualification, out of total non-Indigenous New Apprenticeships course completions:

- a) AQF Certificate I (or equivalent)
- b) AQF Certificate II
- c) AQF Certificate III
- d) AQF Certificate IV

What the Indicator Tells Us: This indicator provides data on the completion of New Apprenticeships, broken down by qualifications levels (AQF Certificates I, II, III and IV). This performance indicator shows the distribution of students who have met the requirements for completing a New Apprenticeship in a given year. It does not measure the number of students who graduated during that year since a significant proportion of completing students choose not to graduate or to formally apply for a qualification.

Measurement Source: Data provided to the NCVER/AVETMISS national New Apprenticeships collection by the institution/system through state and territory training authorities. A completion refers to a completed contract “for which all of the prescribed requirements have been successfully met”, as specified in the AVETMISS field definitions.

A New Apprentice is a student who has signed a formal agreement, known as a training contract, with an employer. New Apprenticeships courses consist of a structured series of

modules/competencies (both course work and training) leading to a qualification.

The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Report the number of Indigenous New Apprenticeships course completions at each level of qualification. Repeat this process for non-Indigenous New Apprenticeships course completions. Where a provider has both Indigenous and non-Indigenous students outcomes must be reported for both.

For those providers who report using the online reporting system the percentages will be automatically calculated. If a provider does not use the online reporting system then numerator, denominator and percentage must be provided for all sub-parts. See the example below for the format that must be used if not reporting online.

The combined percentages for the four categories of completions must equal 100% (Indigenous and non-Indigenous outcomes are counted separately).

Example

An Indigenous-controlled provider had 40 Indigenous New Apprenticeships completions in the reporting year. Five completions were at the Certificate I level, 12 were at the Certificate II level, 15 were at the Certificate III level, and 8 were at the Certificate IV level. This would be reported as follows:

- a) AQF Certificate I: 12.5% (5/40)
- b) AQF Certificate II: 30.0% (12/40)
- c) AQF Certificate III: 37.5% (15/40)
- d) AQF Certificate IV: 20.0% (8/40)

Targets: Targets are to be set on 1 c) – the percentage of Indigenous New Apprenticeships course completions at AQF III level. Targets are intended to increase the proportion of Indigenous students achieving higher level qualifications.

<p>INDIGENOUS COMPLETIONS OF NEW APPRENTICESHIPS (COMPULSORY FOR ALL VET PROVIDERS WHERE APPLICABLE)</p>

- Performance Indicator:
- a) Percentage (with numbers) of Indigenous New Apprenticeships course completions out of total New Apprenticeships course completions.
 - b) Percentage (with numbers) of Indigenous students enrolled in New Apprenticeships courses out of total students enrolled in New Apprenticeships courses.

What the Indicator Tells Us: This indicator measures the number of Indigenous students who have completed a New Apprenticeships course and the number of Indigenous students enrolled in New Apprenticeships courses compared to non-Indigenous students. It does not measure the number of students who graduated that year since a significant proportion of completing students choose not to graduate or to formally apply for a qualification.

Measurement Source: Data provided to the NCVET/AVETMISS New Apprenticeships national collection by the institution/system. A completion refers to a completed contract “for which all of the prescribed requirements have been successfully met”, as specified in the AVETMISS field definitions.

A New Apprentice is a student who has signed a formal agreement, known as a training contract, with an employer. New Apprenticeships courses consist of a structured series of modules/competencies (both course work and training) leading to a qualification.

The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Providers reporting online must provide: the number of Indigenous New Apprenticeships course completions, the number of non-Indigenous New Apprenticeships course completions, the number of Indigenous New Apprenticeships enrolments, and the number of non-Indigenous New Apprenticeships enrolments.

For those providers who do not report online parts (a) and (b) must be calculated manually and outcomes must include percentage, numerator and denominator. See the example below.

Enrolments refer to all students who are enrolled at any stage of a New Apprenticeships course through the provider.

Example

In the reporting year a provider had 12 Indigenous New Apprenticeships course completions and 18 non-Indigenous New Apprenticeships course completions. Enrolments in all stages and levels of New Apprenticeships were 64 for Indigenous students and 82 for non-Indigenous students. This would be reported as follows:

- a) Completions: 40.0% (12/30)
- b) Enrolments: 43.8% (64/146)

Targets:

Targets are set on the percentage of Indigenous New Apprenticeships course completions out of all completions at part (a). The aim is to increase the proportion of New Apprenticeships completions by Indigenous students.

<p>NUMBERS OF INDIGENOUS AND NON-INDIGENOUS STUDENTS ENROLLED IN VET (COMPULSORY FOR ALL VET PROVIDERS)</p>
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- Performance Indicator: Total number of all enrolled students who are:
- a) Indigenous
 - b) Non-Indigenous
- What the Indicator Tells Us: This indicator measures Indigenous student participation in VET, including **all courses** - both nationally accredited and non-nationally accredited courses. This will monitor the extent of delivery of services to Indigenous students over time.
- Measurement Source: Data as provided to the NCVER/AVETMISS national VET collection by the institution or system. The Measurement Source is specified in the Schedule to the Agreement.
- Reporting Requirements: Provide the number of enrolled Indigenous students and the number of enrolled non-Indigenous students. Where a provider has both Indigenous and non-Indigenous students, outcomes must be reported for both.
- This indicator requires providers to report on actual students enrolled (not the number of enrolments in separate modules, courses or qualifications).
- Targets: No targets are set for this indicator.

NUMBER OF INDIGENOUS AND ALL STUDENTS ANNUAL CONTACT HOURS (COMPULSORY FOR ALL VET PROVIDERS)
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Performance Indicator:	<ul style="list-style-type: none"> a) Total number of annual student contact hours b) Total number of annual student contact hours undertaken by Indigenous students
What the Indicator Tells Us:	This indicator measures the participation of Indigenous people in VET and the number of hours of training they undertake.
Measurement Source:	Data as provided to the NCVER/AVETMISS national VET collection by the institution/system. The Measurement Source is specified in the Schedule to the Agreement.
Reporting Requirements:	<p>Report the total number of annual student contact hours undertaken by all students (both Indigenous and non-Indigenous). At part (b) report the total number of annual student contact hours undertaken by Indigenous students only.</p> <p>When calculating reported outcomes, use raw numbers of annual student contact hours. In Victoria these are called “scheduled hours” and in all other states and territories they are called “nominal hours supervised”.</p>
Targets:	No targets are set for this indicator.

**DISTRIBUTION OF INDIGENOUS AND NON-INDIGENOUS ENROLMENTS,
ACROSS TRAINING PROGRAMME LEVELS
(COMPULSORY FOR ALL VET PROVIDERS)**

Performance Indicator: 1. Percentage (with numbers) of Indigenous enrolments, by level of training programme:

- a) non-award
- b) non-AQF certificate/award
- c) AQF Senior Secondary
- d) AQF Certificates I and II
- e) AQF Certificates III and IV
- f) Diploma or Advanced Diploma

2. Percentage (with numbers) of non-Indigenous enrolments, by level of training programme:

- a) non-award
- b) non-AQF certificate/award
- c) AQF Senior Secondary
- d) AQF Certificates I and II
- e) AQF Certificates III and IV
- f) Diploma or Advanced Diploma

What the Indicator Tells Us: This indicator collects data on the distribution of enrolments of Indigenous students across different levels of programmes. Where an education provider has non-Indigenous students it collects comparable non-Indigenous outcomes.

Measurement Source: Data as provided to the NCVER/AVETMISS national VET collection by the institution/system. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Provide the number of Indigenous enrolments at each specified level of training programme. Repeat this for non-Indigenous enrolments.

Report against all sub-parts. Where a provider has no enrolments at a particular level report "0" – do not report "n/a".

For those providers who report using the online performance reporting system the percentage will be calculated automatically. Those providers who do not report online must provide percentage, numerator and denominator for all sub-parts. The numerator will be the number of enrolments at the specified level and the denominator will be the total enrolments at (a) through (f) (either Indigenous or non-Indigenous: do not combine Indigenous and non-Indigenous enrolments).

Targets:

The standard approach is to set targets on 1 e) – the percentage of Indigenous students enrolled in AQF Certificate III and IV courses. In some cases targets will be set against a different sub-part. The broad aim is to increase the number of Indigenous students enrolling in higher level courses over time and to achieve a comparable enrolment profile to non-Indigenous students. Targets are specified in the Schedule to the Agreement.

DISTRIBUTION OF INDIGENOUS AND NON-INDIGENOUS ENROLMENTS IN NEW APPRENTICESHIPS ACROSS LEVELS OF TRAINING PROGRAMME
(COMPULSORY FOR ALL VET PROVIDERS WHERE APPLICABLE)

Performance Indicator:	<p>1. Total number of Indigenous enrolments in New Apprenticeships in each level of training programme:</p> <ul style="list-style-type: none"> a) AQF Certificates I and II b) AQF Certificate III c) AQF Certificate IV <p>2. Total number of non-Indigenous enrolments in New Apprenticeships in each level of training programme:</p> <ul style="list-style-type: none"> a) AQF Certificates I and II b) AQF Certificate III c) AQF Certificate IV
What the Indicator Tells Us:	This indicator collects data on the distribution of enrolments of Indigenous students across different levels of New Apprenticeships. Where an education provider has non-Indigenous students it collects comparable non-Indigenous outcomes.
Measurement Source:	Data provided to the NCVER/AVETMISS New Apprenticeships national collection by the institution/system. This data is based on “commencements” in New Apprenticeships. The Measurement Source is specified in the Schedule to the Agreement.
Reporting Requirements:	<p>Provide the number of Indigenous enrolments in New Apprenticeships at AQF Certificates I and II level, AQF Certificate III level, and AQF Certificate IV level. Repeat this for non-Indigenous enrolments in New Apprenticeships. This data is based on “commencements” in New Apprenticeships.</p> <p>Report against all sub-parts. Where a provider has no New Apprenticeships enrolments at a particular level report “0” – do not report “n/a”.</p>
Targets:	No targets are set for this indicator.

**TOTAL NUMBERS AND FULL-TIME EQUIVALENT (FTE) OF INDIGENOUS AND
FULL-TIME NON-INDIGENOUS STAFF
(COMPULSORY FOR ALL VET PROVIDERS)**

- Performance Indicator:
1. Total number of Indigenous staff by employment category:
 - a) teaching and other professional staff
 - b) other staff
 2. Total full-time equivalent (FTE) of Indigenous staff by employment category:
 - a) teaching and other professional staff
 - b) other staff
 3. Total number of non-Indigenous staff by employment category:
 - a) teaching and other professional staff
 - b) other staff
 4. Total FTE of non-Indigenous staff by employment category:
 - a) teaching and other professional staff
 - b) other staff
- What the Indicator Tells Us: This indicator measures the representation of Indigenous and non-Indigenous staff across specified employment categories. This indicator enables an assessment of the proportion of total staff who are Indigenous.
- Measurement Source: Education provider employment records. The Measurement Source is specified in the Schedule to the Agreement.
- Reporting Requirements: Report against each sub-part, providing both number and FTE as specified. Definitions of teaching and other professional staff and of other staff are provided below (under the heading 'Definitions') and comprise part of the reporting requirements for this performance indicator. See below for an explanation of how to calculate FTE.
- All staff are to be included when reporting against this indicator, regardless of whether they are permanent, continuing, temporary or casual staff members. Where a staff member has duties that would come under more than one sub-part allocate that staff member to the position where the employee spends the most time.
- Community Development Employment Programme (CDEP) participants working in organisations must not be included in this measure. Do not include tutors funded through the Indigenous Tutorial Assistance Scheme (ITAS).

For government systems, all staff - those in the VET institutions and those in administration (head office, regional offices) – are to be included in this measure.

Definitions

(a) *Teaching staff* – staff who spend the majority of their time in contact with students and have teaching duties, but also including directors/principals, deputy principals and senior teachers who may be mainly involved in management or administrative tasks.

Other professional staff – will include librarians, counsellors, psychologists, curriculum specialists, researchers, accountants and other staff who are employed under professional categories.

Staff in this category would usually have suitable qualifications at Certificate IV and above.

(b) *Other staff* – the majority will be administrative and clerical staff whose main duties are generally of a clerical/administrative nature, but also includes tutors (other than those funded through ITAS, who are not to be reported in this indicator), teacher aides and assistants, laboratory assistants and technicians and other technical staff. Staff employed in maintenance and operational work will also be a significant group.

Full-time equivalent (FTE) describes the amount of time a staff member works during a working week compared to a full-time employee. A full-time staff member has 1.0 FTE and a part-time staff member would be less than 1.0 FTE. An individual staff member can never have an FTE greater than 1.0.

Example

If a full-time staff member works 36 hours per week, a part-time staff member who works 12 hours per week would represent 0.33 FTE (worked out by dividing the hours worked, ie. 12 hours, by the full-time load of 36 hours).

Example

For a particular provider full-time staff work 36 hours per week. They employ 6 Indigenous teaching and other professional staff-members – three full-time, one for 27 hours per week, and two for 18 hours per week each. They employ 2 Indigenous gardeners, one for 18 hours per week and one for 9 hours per week, and they employ one Indigenous administrative assistant for 36 hours per week. This would be reported as follows:

1. Total number of Indigenous staff by employment category:
 - a) teaching and other professional staff: 6
 - b) other staff: 3

2. Total full-time equivalent (FTE) of Indigenous staff by employment category:

a) teaching and other professional staff: 4.75

b) other staff: 1.75

Any non-Indigenous employees would be reported in the same way at parts 3 and 4.

Targets:

Targets are set on the FTE of Indigenous teaching and other professional staff at 2 a).

Targets aim to maintain or increase the FTE of Indigenous staff employed, with an overall aim of the proportion of teaching and other professional staff who are Indigenous reflecting the proportion of Indigenous students in the total student population.

Another way to approach the overall target would be to aim to maintain or increase the FTE of Indigenous staff working in higher levels and/or professional positions.

**INDIGENOUS CULTURAL AWARENESS TRAINING FOR
TEACHING AND OTHER PROFESSIONAL STAFF
(COMPULSORY FOR ALL VET PROVIDERS)**

Performance Indicator: Provide one or two pages of information on the professional learning undertaken by teaching staff and other professional staff to help them foster:

- a) in their Indigenous students, an appreciation of their history, cultures and identity; and
- b) in all students, an understanding of, and respect for, Indigenous traditional and contemporary cultures.

What the Indicator Tells Us: This indicator provides information on the professional learning that staff undertake in order to improve their skills for both the teaching and pastoral care of Indigenous students and the education of all students about Indigenous issues.

Measurement Source: Institution or system professional development records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Provide information on the professional learning undertaken by teaching and other professional staff that fosters, in Indigenous students, an appreciation of their history, cultures and identity. Also provide information on professional learning that assists all students to understand and respect Indigenous traditional and contemporary cultures. Include only the professional learning undertaken in the actual reporting year.

Teaching and other professional staff is defined in this Handbook at vEMP1. That definition comprises part of the reporting requirements for this performance indicator.

Take a broad definition of Indigenous cultural awareness training for this indicator. Types of professional learning that can be included are:

- Cultural awareness training in Aboriginal and/or Torres Strait Islander cultures
- Training in educational or pastoral care strategies specifically developed or adapted for Indigenous students
- Training in delivering Indigenous studies courses
- Training in the use of resource materials for the incorporation of Indigenous perspectives into the curriculum
- Training in approaches to literacy or numeracy assessment and reporting for Indigenous students

- Racism awareness and prevention
- Formal tertiary or vocational education courses or units in Indigenous studies (not necessarily as part of professional teacher training).

The professional development or training reported can be obtained through tertiary teacher training, formal university or vocational technical and education courses, whole of institution professional development days, and in-service training provided through the system or institution.

The following activities must not be included:

- Attendance at or participation in commemorative occasions;
- Participation in general staff meetings (multiple agenda items); and
- On-the-job experience.

Targets:

No targets are set for this indicator.

<p>PROFESSIONAL LEARNING UNDERTAKEN BY INDIGENOUS STAFF (COMPULSORY FOR ALL VET PROVIDERS)</p>

- Performance Indicator:
- a) Provide one to two pages of information on the type of professional learning activities undertaken by Indigenous staff.
 - b) Describe in half a page the support structures or mechanisms that have been put in place within the organisation to assist the professional learning of Indigenous staff.

What the Indicator Tells Us: This indicator provides qualitative information on the type of professional learning undertaken by Indigenous staff and the support mechanisms that the provider has put in place to assist professional learning for their Indigenous staff.

Measurement Source: Education provider professional learning records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Provide comprehensive qualitative information on the types of professional learning undertaken by your Indigenous staff. All professional learning is to be included in this indicator. At part (b) provide half a page of information on the support structures or mechanisms that have been put in place (both formal and informal) to assist Indigenous staff to undertake professional learning.

Targets: No targets are set for this indicator.

**PERCENTAGE OF THE MEMBERSHIP OF STATE/TERRITORY BOARDS OF
MANAGEMENT WHO ARE INDIGENOUS
(COMPULSORY FOR ALL LARGE VET SYSTEM PROVIDERS)**

- Performance Indicator:
- a) Percentage (with numbers) of the total membership of state and territory boards of management who are Indigenous.
 - b) Provide one to two pages of information on the roles and functions of the boards of management, how the boards operate and what factors impact on obtaining broad Indigenous representation on the boards.

What the Indicator Tells Us: This indicator measures both the number of Indigenous people actively involved in boards of management (or the equivalent peak management body) as well as the proportion of the membership of these bodies that is Indigenous. It addresses the issue of the level of involvement of Indigenous people in decision-making bodies at the highest levels within an institute or VET system and collects information on the factors impacting on Indigenous representation.

Measurement Source: Education provider management records. The relevant committee(s) must be listed in the Measurement Source. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: Boards of management (or their equivalent) refer to the highest level decision making bodies within an institute or VET system. The committee(s) to be included is specified in the Measurement Source for the indicator in the Schedule to the Agreement.

Provide the number of Indigenous members of state and territory boards of management. Next, provide the total number of members (both Indigenous and non-Indigenous) of these boards.

For those providers who report online the calculations will be performed automatically. For those who do not use the online reporting system, provide percentage, numerator and denominator, where the numerator is the number of Indigenous members and the denominator is the total number of all members of the relevant committee. Calculate the percentage as follows:

$$\frac{\text{(number of Indigenous members)}}{\text{(total number of members)}} \times 100 = \text{required percentage}$$

Indigenous representation on boards of management should aim to reflect, as a minimum, the proportional representation of Indigenous students in the institute or system.

Provide one or two pages of qualitative information on the roles and functions of the boards of management, how the boards operate and what factors impact on obtaining broad Indigenous representation on the boards. While the roles may be similar from year to year the information on factors impacting on Indigenous representation must be reported differently each year.

Targets:

No targets are set for this indicator.

**PERCENTAGE OF THE MEMBERSHIP OF INDIGENOUS ADVISORY
COMMITTEES WHO ARE INDIGENOUS
(COMPULSORY FOR ALL VET PROVIDERS)**

- Performance Indicator:
- a) Percentage (with numbers) of the total membership of Indigenous advisory committees at individual institutions who are Indigenous.
 - b) Provide half a page of information on any strategies that have been put in place to give members the skills they need to participate effectively in the work of the advisory committee(s).

What the Indicator Tells Us: This indicator measures the level of involvement of Indigenous people in the institution's decision-making bodies that deal with Indigenous education issues. It identifies both the number of Indigenous people actively involved in Indigenous advisory committees and the proportion of the membership of these bodies that is Indigenous. This indicator also gathers information on the strategies that education providers put in place to support and train committee members.

Measurement Source: Education provider management records. The relevant committee(s) must be listed in the Measurement Source. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: The committee(s) to be included is specified in the Measurement Source for the indicator in the Schedule to the Agreement. Committees to be included would be those established to advise on Indigenous education matters.

Provide the number of Indigenous members of Indigenous advisory committees. Next, provide the total number of members (both Indigenous and non-Indigenous) of these committees.

For those providers who report online the calculations will be performed automatically. For those who do not use the online reporting system, provide percentage, numerator and denominator, where the numerator is the number of Indigenous members and the denominator is the total number of all members of the relevant committee(s). Calculate the percentage as follows:

$$\frac{(\text{number of Indigenous members})}{(\text{total number of members})} \times 100 = \text{required percentage}$$

Provide half a page of information on any strategies that have been put in place to give members the skills they need to participate effectively in the work of the advisory committee(s). This may include any strategies to train potential committee members and strategies to support, encourage and train existing members.

Targets:

Targets are to be set on a) – the percentage of members of Indigenous advisory committees who are Indigenous. The overall aim is for the majority of members of Indigenous advisory committees to be Indigenous.

**PERCENTAGE OF MEMBERS OF THE INSTITUTION'S BOARD OF
MANAGEMENT WHO ARE INDIGENOUS.
(COMPULSORY FOR ALL INDEPENDENT VET PROVIDERS)**

- Performance Indicator:
- a) Percentage (with numbers) of Indigenous people who are members of the institution's board of management.
 - b) Provide one or two pages of information on the roles and functions of the board of management, how the board operates and what factors impact on obtaining broad Indigenous representation on the board.

What the Indicator Tells Us: This indicator measures the proportion of the membership of an institution's board of management that is Indigenous. It also provides qualitative information on the roles and functions of the board and collects information on the factors that impact upon Indigenous representation.

Measurement Source: Education provider's management records. The name of the board(s) of management must be listed in the Measurement Source. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: The board of management's name is specified in the Measurement Source for the indicator in the Schedule to the Agreement.

Provide the number of Indigenous members of the board of management. Next, provide the total number of members (both Indigenous and non-Indigenous) of the board.

For those providers who report online the calculations will be performed automatically. For those who do not use the online reporting system, provide percentage, numerator and denominator, where the numerator is the number of Indigenous members and the denominator is the total number of all members of the board. Calculate the percentage as follows:

$$\frac{\text{(number of Indigenous members)}}{\text{(total number of members)}} \times 100 = \text{required percentage}$$

Ideally Indigenous representation on the board of management should reflect the proportion of all students who are Indigenous at the institution.

Provide one or two pages of information on the roles and functions of the board of management, how the board operates and what

factors impact on obtaining broad Indigenous representation on the board. While the roles may be similar from year to year the information on factors impacting on Indigenous representation must be reported differently each year.

Targets:

No targets are set for this indicator.

PERCENTAGE OF INSTITUTES WITH INDIGENOUS ADVISORY COMMITTEES (COMPULSORY FOR ALL LARGE SYSTEM VET PROVIDERS)

Performance Indicator: Percentage (with numbers) of institutes with Indigenous advisory committees.

What the Indicator Tells Us: This indicator addresses the issue of the breadth of involvement of Indigenous people in decision-making bodies. It is read in conjunction with vINV2, the performance indicator showing the percentage of people on Indigenous advisory committees who are Indigenous.

Measurement Source: Education provider's management records. The Measurement Source is specified in the Schedule to the Agreement.

Reporting Requirements: For those providers who use the online reporting system, provide the number of institutes with an Indigenous advisory committee and also provide the total number of institutes within the system. The online system will automatically calculate the percentage of institutes that have Indigenous advisory committees.

For those providers who do not report online, percentage, numerator and denominator must be provided. The numerator will be the number of institutes that have Indigenous advisory committees and the denominator will be the total number of institutes in the system. The percentage is calculated as follows:

$$\frac{\text{(number of institutes with Indigenous advisory committees)}}{\text{(total number of members)}} \times 100$$

The committees that are to be included as Indigenous advisory committees are those that have been established to advise on Indigenous education matters. The committees must be at the institute (rather than at the campus) level.

Targets: No targets are set for this indicator.

INDIGENOUS CULTURALLY INCLUSIVE CURRICULUM (COMPULSORY FOR ALL VET PROVIDERS)
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Performance Indicator:	<p>1. Describe in one to three pages what your system or institution provides in terms of:</p> <ol style="list-style-type: none"> a) courses or modules that have been specifically designed for Indigenous people b) mainstream courses or modules delivered to Indigenous people in response to specific requests or needs c) mainstream courses or modules that have been designed to be inclusive of Aboriginal and Torres Strait Islander cultural perspectives. <p>2. Describe in half a page the degree of Indigenous demand for these courses or modules, whether this demand has been met, and any initiatives your system or institution has taken to ensure Indigenous people are able to access these courses or modules.</p>
What the Indicator Tells Us:	<p>This indicator provides information on the extent to which VET institutions or systems are meeting the educational needs of groups of Indigenous students or Indigenous communities either by offering specific or mainstream programmes or by incorporating Aboriginal and Torres Strait Islander perspectives into courses or modules.</p>
Measurement Source:	<p>Education provider curriculum and management records. The Measurement Source is specified in the Schedule to the Agreement.</p>
Reporting Requirements:	<p>Provide comprehensive qualitative data addressing each of the sub-parts. Reporting must address courses or modules that have been specifically designed for Indigenous people, mainstream courses or modules delivered to Indigenous people in response to specific requests or needs, and mainstream courses or modules that have been designed to be inclusive of Aboriginal and Torres Strait Islander cultural perspectives. In addition, describe Indigenous demand for these courses or modules, whether this demand has been met, and any initiatives your system or institution has taken to ensure Indigenous people are able to access these courses or modules. If there is unmet demand, provide information on the factors that impact upon your ability to meet the demand for these courses and modules.</p>
Targets:	<p>No targets are set for this indicator.</p>

**PERCENTAGE OF INSTITUTES OFFERING INDIGENOUS STUDIES
(COMPULSORY FOR ALL LARGE VET SYSTEM PROVIDERS)**

- Performance Indicator:**
1. Percentage (with numbers) of institutes offering Indigenous studies as:
 - a) modules/competencies
 - b) courses
 2. Describe in half a page the extent to which Indigenous people were involved in the development and delivery of these Indigenous studies modules/competencies and courses.
- What the Indicator Tells Us:** This indicator measures the extent to which VET systems offer Indigenous studies and the extent to which they involve Indigenous people in the planning, development, delivery and evaluation of these studies. The Council of Australian Governments (COAG) is interested in the involvement of Indigenous people in the development and delivery of Indigenous studies in its reporting on overcoming Indigenous disadvantage.
- Measurement Source:** Education provider curriculum and management records. The Measurement Source is specified in the Schedule to the Agreement.
- Reporting Requirements:** Report on the number of institutes that offer Indigenous studies as a module or competency, and also report on the number of institutes that offer Indigenous studies as a course. Provide the number of institutes in the system. For those providers who report online the percentages will be automatically calculated.
- For those providers who do not report online, provide percentage, numerator and denominator for parts (a) and (b). For part (a) the numerator will be the number of institutes that offer Indigenous Studies as a module or competency and the denominator will be the total number of institutes in the system. For part (b) the numerator will be the number of institutes that offer Indigenous Studies as a course and the denominator will be the same as for part (a), that is, the total number of institutes in the system.
- When determining what modules, competencies and courses are to be included in the indicator, include those that address issues such as contemporary Indigenous societies, policy issues, health, race relations, community development, Indigenous history and the effects of colonisation, language issues and other related Indigenous topics.

For question two, describe in half a page the extent to which Indigenous people were involved in the development and delivery of the Indigenous studies modules/competencies and courses outlined in question one.

For all qualitative reporting new data must be provided each reporting year. Courses outlined must have been delivered in the reporting year.

Targets:

No targets are set for this indicator.

FORMULAE FOR CALCULATING MODULE/COMPETENCY OUTCOMES AT vOUT1

Module Outcomes Under AVETMISS

The following codes and formulae must be used to calculate the outcomes at vOUT1.

20 - Competency achieved/pass
30 - Competency not achieved/fail
40 - Withdrawn
50 - Recognition of Prior Learning
60 - Credit Transfer
70 - Continuing enrolment
81 - Non-assessable enrolment – Satisfactorily completed
82 - Non-assessable enrolment – Withdrawn or not satisfactorily completed

Module Completion Rate

Module completion rates must be calculated using the following formula:

$$\frac{20 + 81}{20 + 30 + 40 + 81 + 82} \times 100$$

Module Pass Rate

Module pass rates must be calculated using the following formula:

$$\frac{20 + 50}{20 + 30 + 40 + 50} \times 100$$

Module Fail Rate

Module fail rates must be calculated using the following formula:

$$\frac{30}{20 + 30 + 40} \times 100$$

Module Withdrawal Rate

Module withdrawal rates must be calculated using the following formula:

$$\frac{40}{20 + 30 + 40} \times 100$$