



Australian Children's
Education & Care
Quality Authority

Report on National Quality Framework and Regulatory Burden - Wave II

November 2014

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Executive Summary

Background

The National Quality Framework (NQF) was introduced to improve the quality of Australia's early childhood education and care and outside school hours care services. Another goal of the NQF was to reduce unnecessary compliance burden on children's education and care services through a jointly-governed system of regulation, replacing duplicative and inconsistent regulatory interventions by Australian, state and territory governments.

The Australian Children's Education and Care Quality Authority (ACECQA) reports regularly on the progress of the implementation of the NQF to the Australian Government and state and territory governments through the Education Council (formerly Standing Council on School Education and Early Childhood – SCSEEC). This includes reporting on 'the experience of services under the NQF, with respect to the level of regulatory burden' under the Implementation Plan for the National Quality Agenda for Early Childhood Education and Care (NQA IP)¹. Ministers have agreed that the focus of this reporting should be on administrative or paperwork burden, as a sub-set of regulatory burden.

2013 Research ('Wave I')

ACECQA's first report on longitudinal research on children's education and care services' perceptions and experiences of administrative burden under the NQF was finalised in 2013 and presented in two parts. The report provided the results from the first ('baseline') stage of research, and measured services' perceptions and experiences of burden across transitional, current and ongoing burden.

The Wave I study was conducted in April 2013. It reported on perceptions of regulatory burden approximately 12 months into the operation of the NQF. Preliminary analysis found that the approved providers and nominated supervisors responded almost identically to the survey.² In Wave I, the approved provider responses were therefore reported to represent the perceptions of both groups.

Some key findings of Wave I included that:

- Overall, providers, nominated supervisor and FDC educators were highly supportive of the NQF despite perceiving a significant level of burden associated with ongoing administrative requirements of the National Law and Regulations.
- Providers whose services had been quality rated were among the groups most supportive of the NQF. They also perceived a much lower level of administrative burden.
- A significant portion of burden was found to be driven by the transition to the NQF.

Most services indicated that administration in relation to educational programs was the biggest ongoing increase in administrative burden imposed by the NQF. However, most services associated the increase in time with at least an equivalent increase in quality of service being delivered. The vast majority of interviewees stated that the requirements had

¹ MCEECDYA, 2011. Implementation Plan for the National Quality Agenda for Early Childhood Education and Care, p.10.

² ACECQA, 2013. Report on National Quality Framework and Regulatory Burden, p. 29.

led to better educational programs and ultimately improved outcomes for children. Furthermore, most stated that the time taken to document the program and learning outcomes was reducing as the educators became more familiar with the framework and the processes. These obligations are therefore viewed by many in the sector as fundamental elements of professional practice, and differ from what is traditionally considered 'red-tape'.

Complementing the perception survey was a standard cost model (SCM) produced externally on behalf of ACECQA. The SCM provides estimates of the relative cost of complying with specific administrative requirements of the NQF and the findings of interviews with a cross-section of 32 providers across two jurisdictions.

As agreed by the then SCSEEC, the SCM was not reproduced in Wave II because the relative measurable costs of compliance was unlikely to change much over a 12 month period. This, coupled with the high demand on resources in producing the SCM also made it a less worthwhile option in Wave II.

The 2013 report including the SCM, can be found at: [\[here\]](#)

2014 Research ('Wave II')

This report is the second instalment (Wave II) of the longitudinal study examining the perceptions and experiences of services under the NQF with respect to their level of regulatory burden.

The Wave II perception survey was conducted in February and March 2014. In November 2013, ACECQA provided the then SCSEEC with three reporting options for the approach to Wave II. These were:

1. A detailed full report produced each year
2. A condensed full report for Wave II only, with a detailed full report produced for all subsequent waves each year
3. A detailed full report produced every two years.

The then SCSEEC agreed to option two, based on ACECQA's reasoning that the perceptions of burden among respondents in Wave II would likely be much the same as Wave I. It was also agreed that the condensed full report would be written in a 'by exception' manner. This meant that only results exhibiting significant change in perceptions of burden from Wave I to Wave II would be reported.

Preliminary indicative results from a comparison of perceptions among approved providers in Wave I and Wave II was reported in the May 2014 NQA IP, while the final results were expected to form part of the November 2014 NQA IP.

ACER advice

To ensure a robust approach to analysing and reporting significant change in perceptions across Wave I and Wave II, ACECQA engaged the Australian Council for Educational Research (ACER) to provide expert advice on methods of analysis and reporting that would strengthen the reliability of the findings for Wave II. ACER suggested that the size of the influence that respondent characteristics had on perceptions of burden in Wave II should be used alongside statistical significance to determine if a result is considered 'by exception' for reporting purposes. A 'by exception' result therefore needs to be statistically significant and have an effect size greater than ± 0.05 for it to be included in this report.

As part of the full Wave III report in 2015 ACECQA will analyse and present the results for all questions from the regulatory burden survey across the three waves, regardless of whether a significant difference is identified. Results that are identified as statistically significant will be presented together with the size of the effect.

Wave II scope

As expected, there was attrition of survey respondents from Wave I. Due to this attrition, it was not possible to conduct the same level of detailed analysis of the approved provider and nominated supervisor responses. For that reason, only high-level significant findings are reported for each of those sample groups.

Despite the relatively small sample size, the chance of error in reporting the statistical differences between Waves I and II was very small. This risk was further minimised by the use of effect sizes. Therefore, shifts in the perception of burden among these groups reliably represents actual change in the population.

The provider and nominated supervisor responses were combined to allow for detailed analysis of additional variables. The results of the combined analysis are the focus of this report. The term 'respondents' has been used in this report to refer to the merged sample of nominated supervisors and approved providers.

The findings in this report are divided into two themes:

- Perception of overall burden
- Ongoing administrative requirements.

Wave II findings summary

Key findings

A number of key findings now presented from ACECQA's 2014 Wave II Research are consistent with commentary provided through ACECQA's November 2013 research report that, as the sector continues to adapt to the NQF, coupled with the implementation of measures to streamline administrative obligations where possible, the overall burden for services will reduce. These findings include that:

- Respondents from centre-based services reported lower overall burden in Wave II (2014) than in Wave I (2013)
- Respondents perceived lower burden with supervisor certificates and displaying information in Wave II. This effect was particularly influenced by respondents from preschools and kindergartens
- A greater proportion of approved providers of not-for-profit services agreed that 'administrative requirements of the National Law and Regulations are simpler than the previous licensing and accreditation systems' in Wave II.

An overview of statistically significant findings on perceptions of overall administrative burden and ongoing administrative requirements is provided below.

Perceptions of overall administrative burden

The Wave II survey identified the following statistically significant changes³ in comparison to the Wave I survey:

- Respondents from centre-based services reported lower overall burden in Wave II.
- Lower overall burden in Wave II was moderately influenced by the perceptions of respondents from preschool/kindergartens previously operating under state and territory regulations, or for preschool/kindergartens operating more than 40 years.
- Perceptions of nominated supervisors within preschool/kindergartens slightly contributed to lower overall burden in Wave II
- Approved providers of not-for-profit (NFP) services also had a small impact on lower overall burden in Wave II.

Ongoing administrative requirements

The Wave II survey identified the following statistically significant changes⁴ in comparison to the Wave I survey:

- Respondents from centre-based services were slightly more inclined to be neutral, than in disagreement with the statement 'administrative burden has reduced since the introduction of the National Law and Regulations' in Wave II. While statistically significant, the size of this change was small.
- Respondents previously under state and territory licensing standards were also slightly more inclined to be neutral than in disagreement with the statement 'administrative burden has reduced since the introduction of the National Law and Regulations'. Again, the size of this change was small.
- Respondents perceived lower burden with supervisor certificates and displaying information in Wave II.
- Approved providers slightly influenced a reduction in perceptions of burden with supervisor certificates and displaying information in Wave II.
- Respondents from preschool/kindergartens had a moderate influence on the lower level of burden with supervisor certificates and displaying information reported in Wave II.
- Respondents from preschool/kindergartens were slightly more inclined to be neutral than in disagreement with the statement 'administrative requirements of the National Law and Regulations are simpler than the previous licensing and accreditation systems' in Wave II. However, the size of this change was small
- Respondents from preschool/kindergartens operating more than 40 years, or previously under state and territory regulations were more inclined to be neutral than in disagreement with the statement 'administrative burden has reduced since the introduction of the National Law and Regulations' in Wave II.
Preschool/kindergartens previously operating under state and territory regulations

³ The effect of respondent characteristics (predictors) produced an effect size greater than ± 0.05

⁴ The effect of respondent characteristics (predictors) produced an effect size greater than ± 0.05

had a moderate influence on this result, while a small effect was identified for those operating more than 40 years.

- A greater proportion of approved providers of NFP services agreed that 'administrative requirements of the National Law and Regulations are simpler than the previous licensing and accreditation systems' in Wave II. However, they only slightly influenced this change in attitudes in Wave II.

Future research

Wave III research will involve rerunning the perception survey in 2015. The survey will be administered to approved providers and nominated supervisors who responded to either Wave I or Wave II or both. It is expected that analysis in Wave III will focus on the combined approved provider and nominated supervisor results.

Introduction

A broad objective of the National Quality Framework (NQF) is to reduce burden for education and care providers through a nationally streamlined system of regulation that will meet COAG's *Principles of Best Practice Regulation* (COAG, 2007). Sitting under this broad objective are a number of specific objectives and principles outlined in the National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care (NPA), one of which is to:

Reduce regulatory burden for...education and care...service providers (paragraph 16e)

During the NPA's implementation phase (2012-2016), the Commonwealth, states and territories agreed to assess the performance of the NPA against five indicators, the second of which is:

The regulatory burden experienced by services

Accordingly the Implementation Plan for the NPA requires ACECQA to report to the Education Council regarding the experiences of services under the NQF. The Education Council has previously agreed that for the purposes of this reporting, ACECQA should conduct research that measures administrative or 'paperwork' burden as a sub-set of regulatory burden.

This report is the second instalment (Wave II) of ACECQA's longitudinal study examining the perceptions and experiences of providers of education and care and their service managers under the NQF with respect to administrative or paperwork burden. The structure of the report is as follows:

- Wave II methodology
- Key changes from Wave I to Wave II
 - Perceptions of overall burden
 - Ongoing administrative requirements

Wave II methodology

A longitudinal study examines trends over time by surveying the same group of respondents at regular intervals. The Wave II study invited all respondents that participated in Wave I of the study. The sample was also 'topped up' with respondents that did not participate in Wave II. This Wave II analysis focusses solely on reporting the perception of burden among participants from both waves of the study. This is because understanding changes in perceptions of burden over time requires comparing participant responses from Wave II to their baseline responses (Wave I). A detailed explanation of the methodology, including changes made in Wave II is at **Appendix A**.

ACECQA conducted fieldwork for Wave II of its regulatory burden project survey in February and March 2014. A total of 2,623 approved providers and 2,424 nominated supervisors responded to the survey, of which 40 per cent (1,016) and 21 per cent (516) respectively had also responded to the Wave I survey. This meant a combined total of 1,532 approved

providers and nominated supervisors had responded to both Wave I and Wave II of the study.

The Wave II surveys completed by continuing participants (i.e. those who had completed the survey under Wave I) and new participants are at **Appendix B** and **C** respectively.

As mentioned earlier, the analysis in Wave II was intended to report shifts in the perceptions of administrative burden among approved providers so that a direct comparison could be made to the Wave I findings. Initial analysis was reported in the May 2014 NQA IP as preliminary findings, with a report of the full analysis to be produced for the 2014 November NQA IP.

The full analysis involved comparing the perceptions of burden for each individual group (approved providers and nominated supervisors) from Wave I to Wave II and then combining the approved provider and nominated supervisor groups to identify overall differences. Examining the combined results and comparing them to the results for approved providers and nominated supervisors separately provided a good indication of how shifts in burden were possibly being influenced in Wave II. The full analysis is reported in this paper.

Advice was sought from the Australian Council of Educational Research (ACER) on the methods for analysis of the Wave II data. This process was conducted to ensure a strong basis for explaining changes in perceptions of burden from Wave I to Wave II. Feedback from ACER has guided the analysis of the Wave II data. The analysis approach in Wave II has subsequently involved:

- Reporting results statistically significant at the 95 per cent confidence level ($p < 0.05$) where the change can be demonstrated through the use of tables and charts. This improves confidence in reporting and helps to visually explain to readers how the distribution of responses have changed in Wave II
- Calculating effect sizes for the results that were significant at the 95 per cent confidence level. Effect size calculations add further detail to the result by explaining the level of influence that respondent characteristics and requirements under the NQF have on the change in perceptions of burden in Wave II. These characteristics and requirements include supervisor certificates, assessment and rating visits, nature of care, management type of the service, previous regulatory system and the years of operation.

More detail on the methodological consideration is at **Appendix A**.

Sample attrition

A common feature of longitudinal studies is the gradual decrease in sample size as fewer participants choose to respond to the survey over time. This is referred to as attrition. A high level of attrition leads to a smaller overall group of respondents from which to identify statistical shifts.

The regulatory burden study, being a longitudinal study, is susceptible to sample attrition. The level of attrition from Wave I to Wave II is provided in Table 1 below:

Table 1: Level of attrition from Wave I to Wave II

	Wave I (n)	Attrition estimate Wave I (%)	Wave II (n)	Attrition actual Wave II (%)
Approved providers	2,257	33	1,015	55
Nominated supervisors	2,641	33	516	80
Approved providers combined with Nominated supervisors	4,898	33	1,531	69

The actual attrition observed in Wave II was well above the estimated proportion, particularly for nominated supervisors (33 per cent vs. 80 per cent). This raises questions about the motivations of the respondents that did choose to participate in Wave II, commonly referred to as self-selection bias.

Note on self-selection bias

Self-selection bias is a common issue in survey research and occurs when respondents are given the opportunity to select themselves to participate in a study. It assumes that a proportion of total respondents selected themselves to participate because they felt strongly about the topic of the study. While the degree to which self-selection bias may be present in ACECQA's 'Wave I' and 'Wave II' research is not measurable, it is noted that such a bias could skew the results towards a strong positive or negative perception of the topic.

ACECQA's approach to the analysis seeks to overcome issues of self-selection bias through a stricter reporting process.

Margin of error – reliability in reporting

The margin of error is the degree to which the result for the sample differs from the true result in the population. For example, a sample result of 60 per cent with a margin of error of three per cent means that the true result for the population lies between 57 and 63 per cent. Therefore, a smaller margin of error implies greater reliability that the sample results are an accurate reflection of the population.

Equally important is the confidence level at which the margin of error is based. The margin of error in the Wave II study was calculated at the 95 per cent confidence level. This means that if the Wave II survey was conducted 100 times, the results would be between the parameters of the margin of error 95 times.

The margin of error for the wave II sample is provided in **Table 2** below:

Table 2: Margin of error for provider, supervisor and combined samples

	Population	Returned Sample (from Wave I)	Margin of error	Confidence level
Approved providers	7,185	1,015	±2.85	95
Nominated supervisors	6,944	516	±4.15	95
Approved providers combined with Nominated supervisors	14,129	1,531	±2.37	95

Combining the approved provider and nominated supervisor sample further reduced the margin of error in Wave II, thereby improving the likelihood that the results in the study reflect the true result in the population.

Family Day Care (FDC) educators

In Wave I, FDC educators were administered a simplified version of the administrative burden survey. Respondents were not asked for personal information such as their name, email or work address.

The FDC study was thus treated as a cross-sectional or stand-alone study and not part of the larger longitudinal perception survey of administrative burden. For this reason, Wave II only reports on the experiences of approved providers and nominated supervisors from Wave I to Wave II. It does not include responses from FDC educators.

Effect size

The parameters used to report the size of the change (*d*) for results that were statistically significant are provided in **Table 3** below:

Table 3: Effect size parameters

	Effect size parameters
Small effect	<i>d</i> is between ±0.05 and ±0.12
Moderate effect	<i>d</i> is greater than ±0.12 but less than ±0.2
Large effect	<i>d</i> is greater than ±0.2

Effect size parameters vary across different studies with some such as the National NAPLAN reports using much larger parameters.⁵ However, Neil (2014) argues that effect size

⁵ http://www.nap.edu.au/verve/resources/NAPLAN_2013_National_Report.PDF

parameters should be based on the topic of study and the difficulty in producing change.⁶ Meanwhile, Coe (2002) points to a consideration of the cumulative effects of the intervention over time.⁷ This regulatory burden paper considers that perceptions are difficult to change, much more difficult than, for example, exam scores in secondary schooling. The study is also conducted at regular intervals over time. Therefore, it is expected that changes in the overall perception of burden will occur gradually. Therefore, the effect size parameters in Wave III will be slightly higher than Wave II.

Approach to Wave III

Conscious of sample attrition, in Wave II, ACECQA ‘topped up’ the sample of respondents. In total, 5,047 approved providers and nominated supervisors responded to the Wave II perception survey. This is made up of 1,531 that responded to Wave I and 3,516 new respondents in Wave II.

The approach to Wave III will involve administering the same perception survey to the 5,047 respondents from Wave II. However, the primary focus of reporting will be on the proportion of respondents that participated in all three waves.

It is in Wave III that the analysis is expected to offer a more complete picture on any change over time. The intention of the Wave III analysis will be to identify the combination of respondent characteristics and requirements under the NQF that drive the perceptions of burden over time. Essentially, Wave III is designed to identify the areas in which the NQF is performing well with regard to administrative burden and also those areas that require further improvement.

Wave II findings

Significant shifts in respondent perceptions in Wave II were identified in the following areas:

- Perceptions of overall burden
- Ongoing administrative requirements.

Perceptions of overall burden

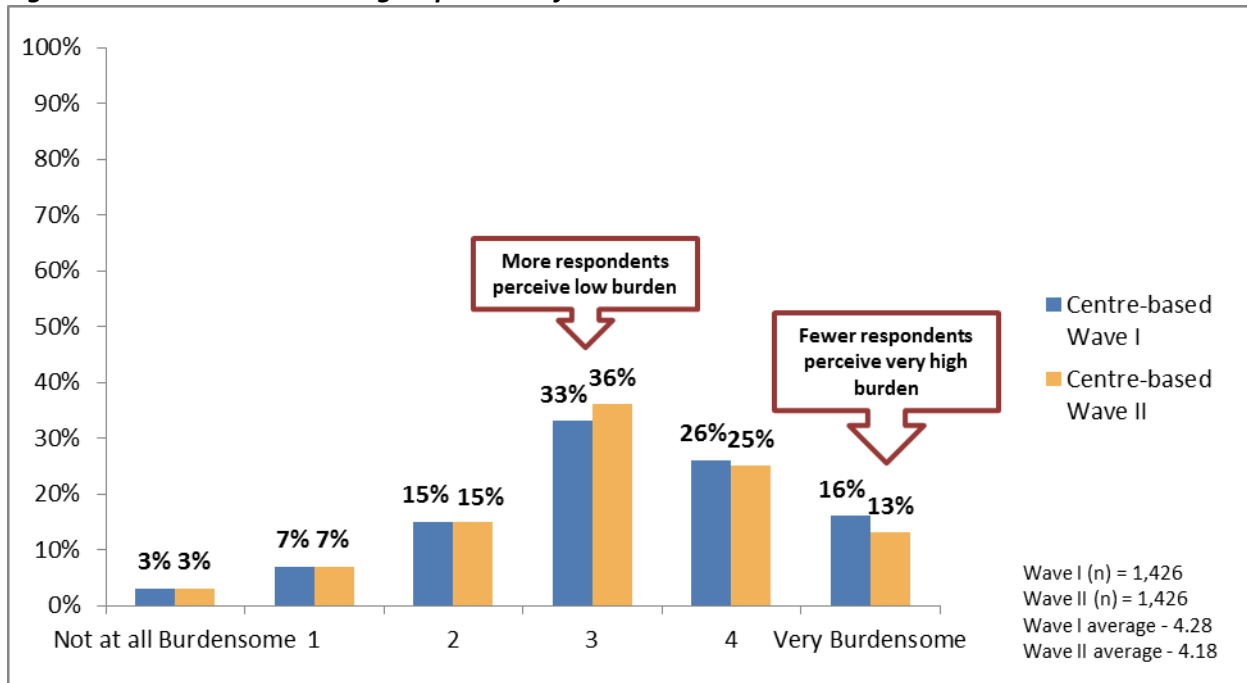
The perception survey asked providers and nominated supervisor how burdensome, overall, they found the ongoing administrative requirements of the National Law and Regulations (question 11). They responded on a scale of 0 (not at all burdensome) to 5 (Very burdensome). The question was preceded by an explanation of what is meant by ‘administrative requirements’ and a series of questions about the level of burden posed by specific, ongoing administrative requirements of the National Law and Regulations. The explanation and questions about specific requirements gave respondents context in which to comment on how burdensome, overall, they find ongoing administrative requirements.

⁶ Neill, J. (2014) *Power, Effect Sizes, Confidence Intervals and Academic Integrity*. <http://ucspace.canberra.edu.au/display/7126/Lecture+-+Power+and+Effect+Sizes> - accessed 1/9/2014

⁷ Coe, R. (2002) *It's the Effect Size, Stupid: What effect size is and why it is important*. Paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England, 12-14 September 2002. <http://www.leeds.ac.uk/educol/documents/00002182.htm> - accessed 1/9/2014

The Wave II research found a small, but statistically significant reduction in the perception of overall burden among respondents from centre-based services compared to Wave I ($p < 0.05$, $d = -0.08$). The results in Figure 1 illustrate an increase in the proportion of respondents that selected '3' on the burdensome scale in Wave II while fewer respondents felt 'very burdened' (option 5).

Figure 1: Overall burden among respondents from centre-based services



Analysis of the combined data suggests that the slightly lower overall perceptions of burden in Wave II were likely to be influenced by respondents from preschool/kindergarten services ($p < 0.05$, $d = -0.1$) where their service/s were:

- previously under state and territory licensing standards ($p < 0.05$, $d = -0.13$) or;
- operating for more than 40 years ($p < 0.05$, $d = -0.1$)

This is presented in Figure 2 and Figure 3 below. Both charts highlight a reduction in the proportion of respondents from preschool/kindergarten services that selected 4 or 5 on the burdensome scale with a corresponding increase in the proportion selecting 2 on the scale. While these changes are statistically significant, the effect of preschool/kindergarten services on the perception of overall burden is small. Although, the results suggest that preschool/kindergarten services previously under state and territory licensing standards had a moderate effect on perceptions of overall burden in Wave II.

Figure 2: Perceptions of overall burden among preschool/kindergarten services previously under state and territory licensing standards

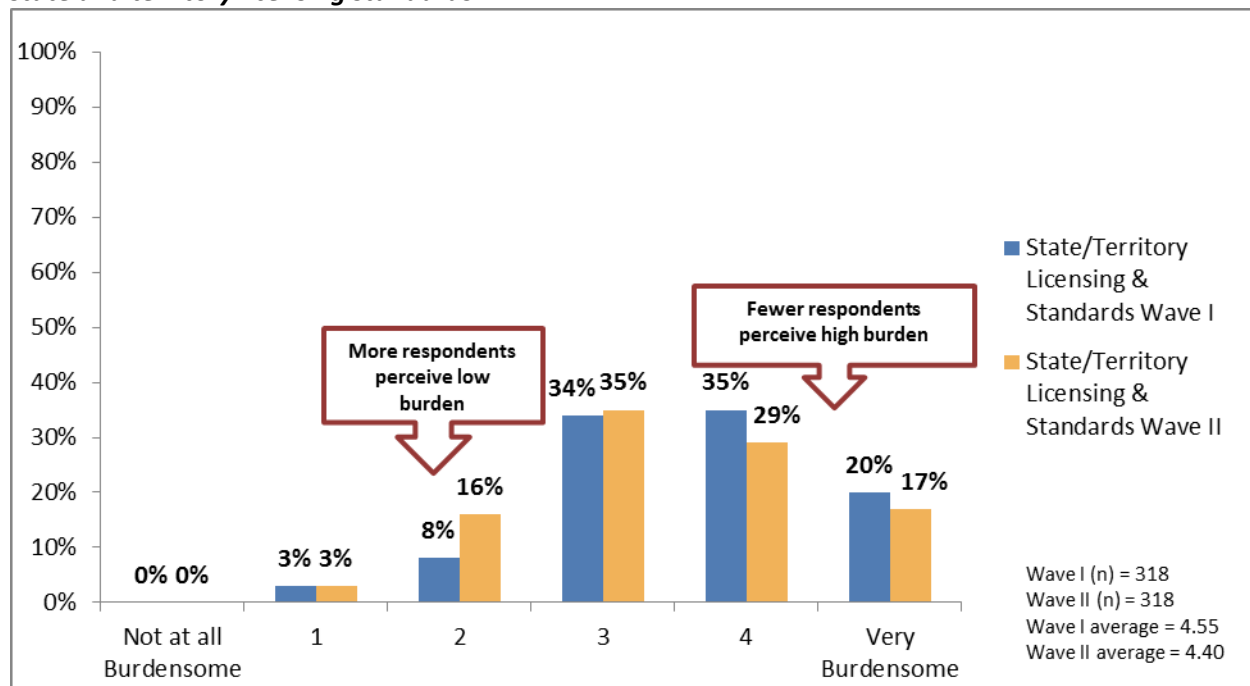
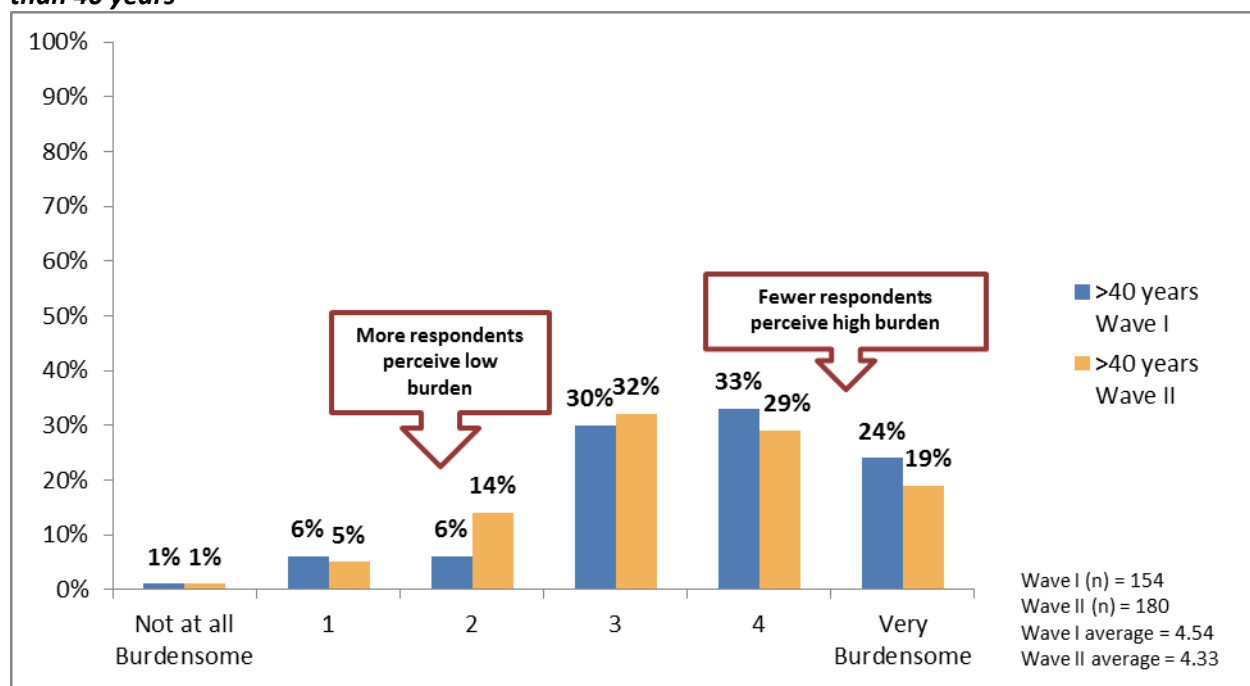
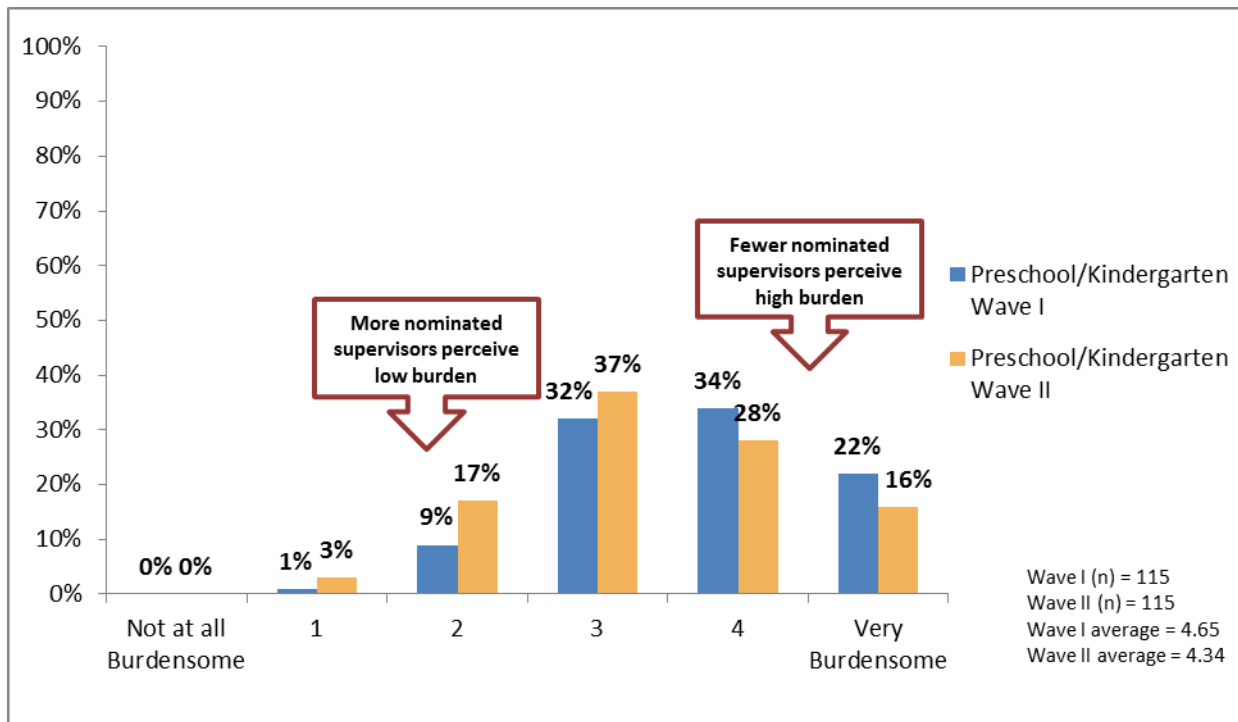


Figure 3: Perceptions of overall burden among preschool/kindergarten services operating more than 40 years



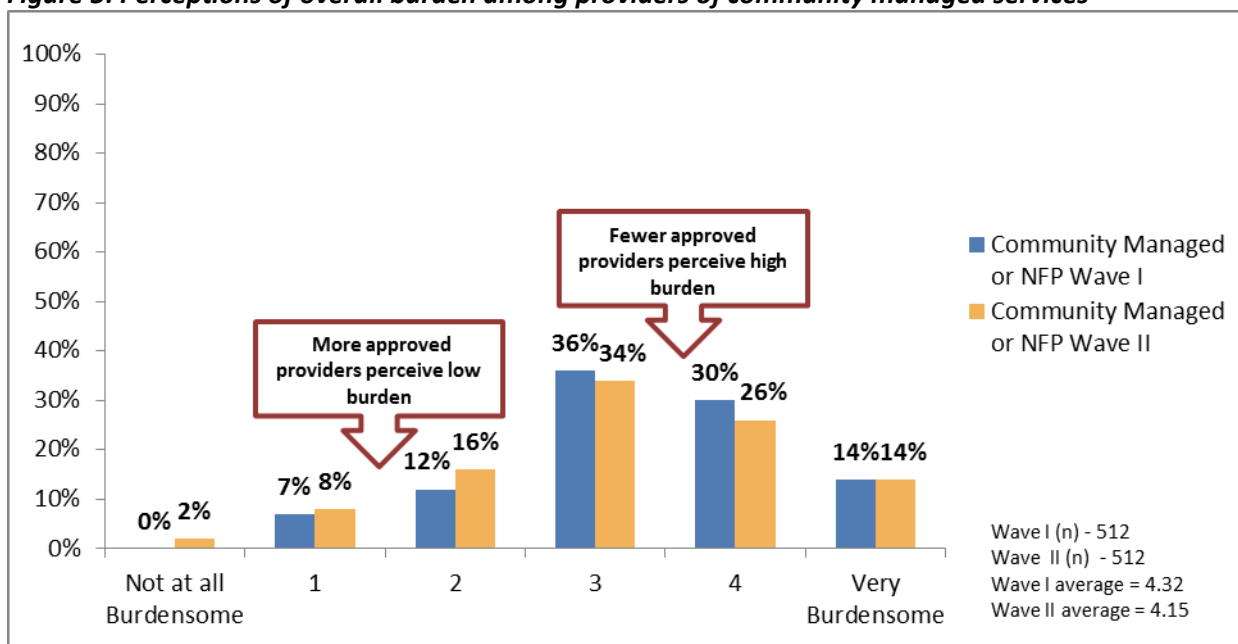
An examination of preschool/kindergarten services at the individual group level revealed that the drop in perceptions of overall burden was influenced by nominated supervisor responses, yet the effect of their responses on overall burden was small ($p < 0.05$ $d = -0.05$). Figure 4 below shows a shift from a relatively high perception of overall burden (options 4 and 5) in Wave I to a moderate level in Wave II (options 2 and 3).

Figure 4: Change in perception of overall burden among nominated supervisors in pre-school/kindergarten services



Meanwhile, providers of community managed or not for profit (NFP) services perceived lower overall burden compared to the Wave I research ($p < 0.05$ $d = -0.07$). The results in Figure 5 below show a slight decrease in the proportion of respondents reporting burden at 3 or 4 on the burdensome scale. Meanwhile, slight increases are exhibited at 1 and 2. Again the effect of community managed or not for profit services on overall burden was quite small.

Figure 5: Perceptions of overall burden among providers of community managed services



Ongoing administrative requirements

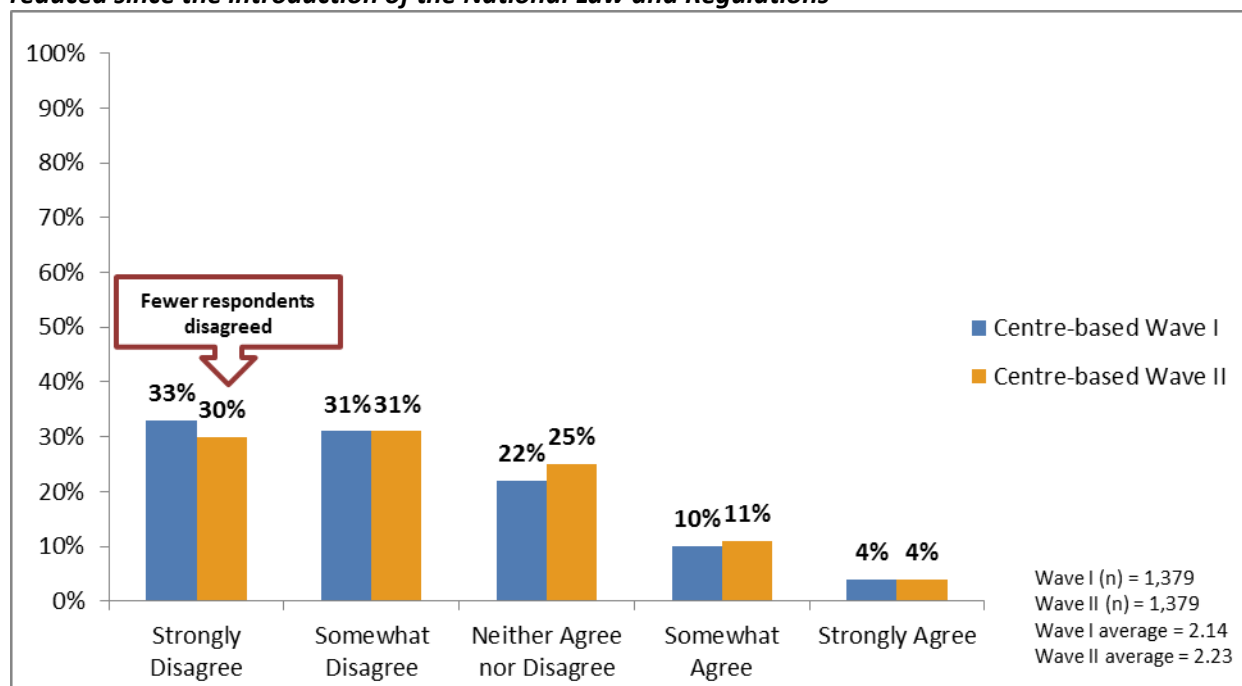
The perception survey used a series of attitudinal statements to determine how burdensome, overall, respondents found the ongoing administrative requirements of the National Law and Regulations (questions 10 A-F). It also asked a series of questions about the level of burden posed by specific, ongoing administrative requirements of the National Law and Regulations (questions 10 A-F).

Perceptions of burden by service type

A small but significant shift in the attitudes of respondents from centre-based services was identified in relation to the statement 'administrative burden has reduced since the introduction of the National Law and Regulations' ($p < 0.05$ $d = 0.08$). The results in Figure 6 show a slight drop in the proportion of respondents that strongly disagreed with the statement in Wave II. That is, in Wave II, respondents were less inclined to strongly disagree that administrative burden had reduced since the introduction of the National Law and Regulations.

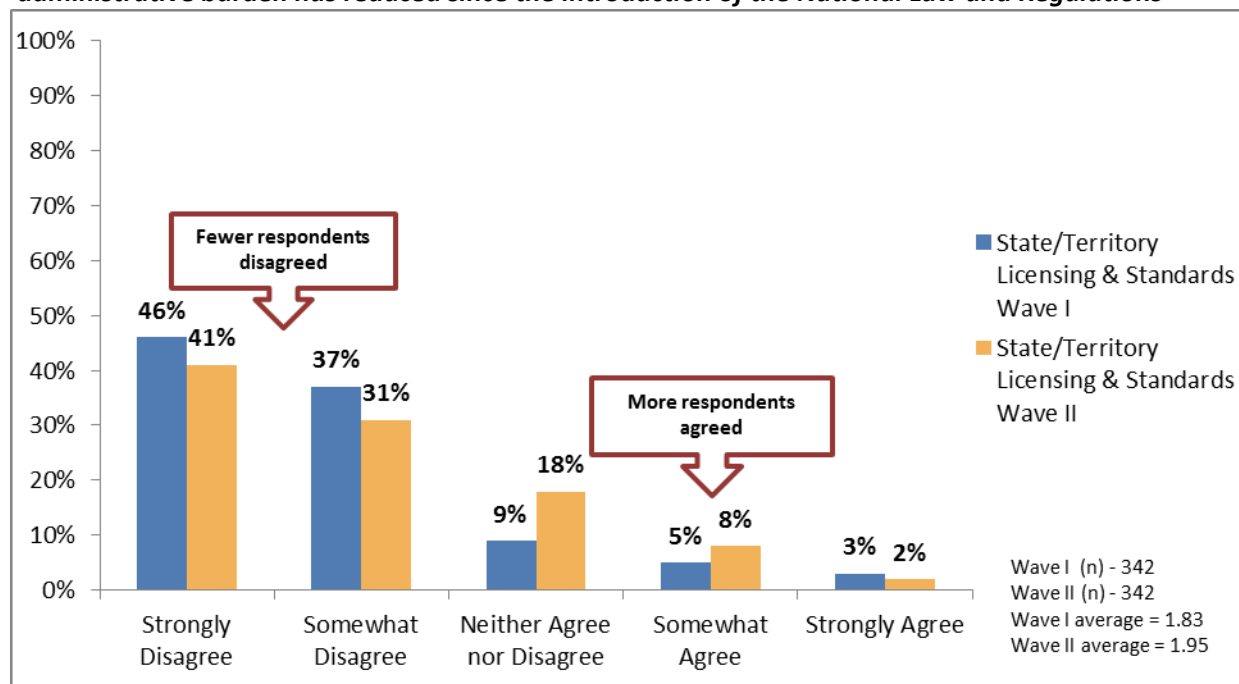
However, a corresponding increase in Wave II was observed among those that neither agreed nor disagreed with the statement. An effect size of 0.08 represents a small change in Wave II.

Figure 6: Attitudes among respondents from centre-based services to 'administrative burden has reduced since the introduction of the National Law and Regulations'



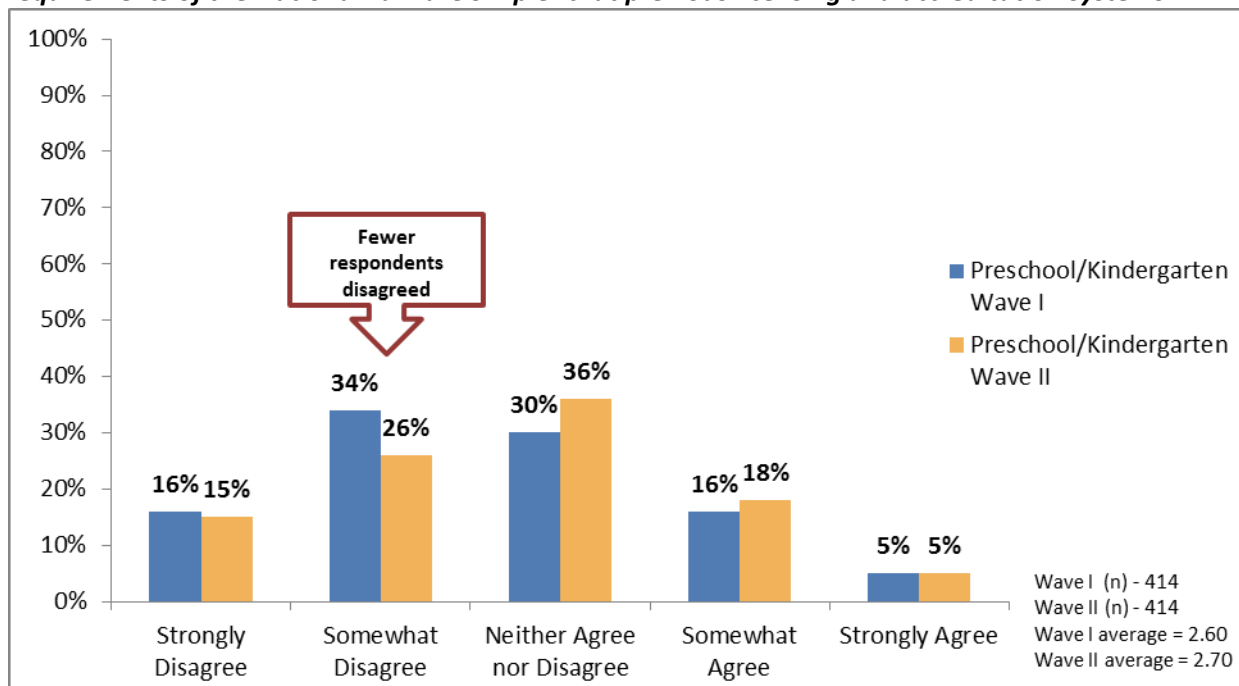
Respondents previously under state and territory licensing standards were less likely to disagree that administrative burden had reduced since the introduction of the National Law and Regulations ($p < 0.05$ $d = 0.05$). Figure 7 shows that these respondents were more inclined to disagree with the statement in Wave I compared to Wave II. While the majority of the shift was towards a neutral position, a slight increase in the proportion of respondents that somewhat agreed with the statement can also be observed. These respondents only had a small impact on overall attitudes to this statement in Wave II.

Figure 7: Attitudes among respondents previously under state and territory licensing standard to ‘administrative burden has reduced since the introduction of the National Law and Regulations’



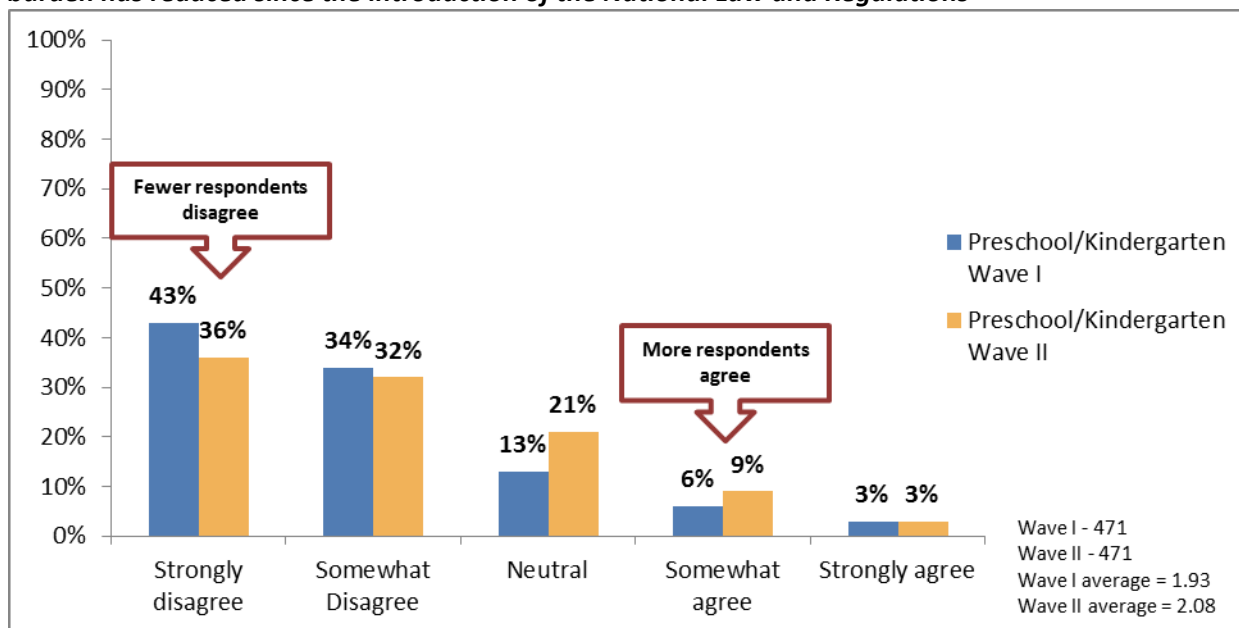
Respondents from preschool/kindergarten services in Wave II were less likely to disagree that the administrative requirements of the National Law were simpler than under previous regulatory systems ($p < 0.05$ $d = 0.06$). Figure 8 shows a higher proportion of respondents from preschool/kindergarten services that somewhat disagreed with the statement in Wave I compared to Wave II. Most of the proportional increase in Wave II occurred in the neutral category. However, a slight increase in responses is also apparent among respondents that somewhat agreed with the statement. An effect size of 0.06 suggests that respondents from preschool/kindergarten services only slightly predicted attitudes to this statement in Wave II.

Figure 8: Attitudes among respondents from preschool/kindergarten services to 'administrative requirements of the National Law are simpler that previous licensing and accreditation systems'



Respondents from preschool/kindergarten services were again identified as having an influence on changes in perceptions with ongoing administrative requirements in Wave II. They were less likely to disagree that 'administrative burden had reduced since the introduction of the National Law and Regulations' ($p < 0.05$ $d = 0.14$). That is, a greater proportion of these respondents strongly disagreed with the statement in Wave I than in Wave II. Figure 9 shows a moderate shift in responses away from 'strongly disagree' towards a more neutral attitude. A small increase in the proportion that 'somewhat agree' can be observed among respondents from preschool/kindergarten services. This could be an indication of more agreement among this group in future waves of the study.

Figure 9: Attitudes among respondents from preschool/kindergarten services to 'administrative burden has reduced since the introduction of the National Law and Regulations'

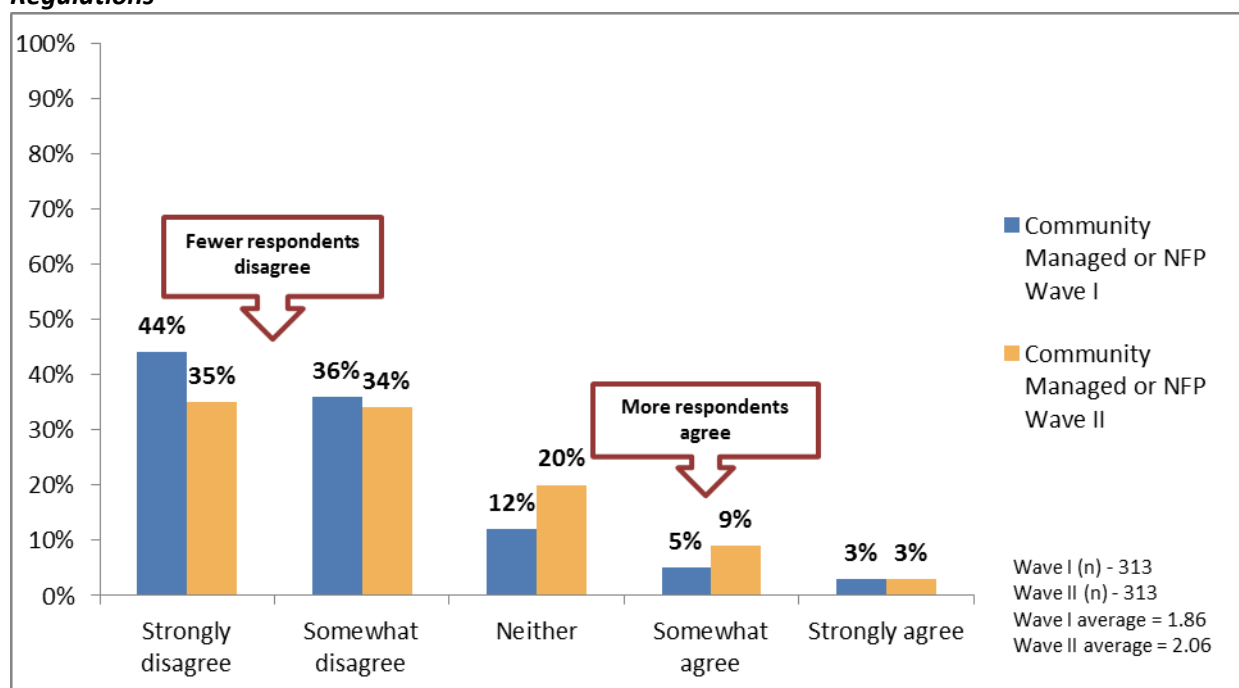


Similar to overall burden, the latter attitudinal result was also influenced by respondents from preschool/kindergartens that had been:

- operating for more than 40 years ($p < 0.05$ $d = 0.09$) or;
- previously operating under state and territory regulations ($p < 0.05$ $d = 0.13$)

Additionally, a statistically significant, but moderate shift in attitudes was observed among respondents from community managed or NFP preschool/kindergartens ($p < 0.05$ $d = 0.15$). Figure 10 shows that more respondents from community managed or NFP preschool/kindergarten services that disagreed with the statement in Wave I compared to Wave II. Meanwhile, in Wave II a higher proportion of these respondents were neutral in their attitudes to the statement. Although, a slightly greater proportion of respondents also ‘somewhat agree’ with the statement.

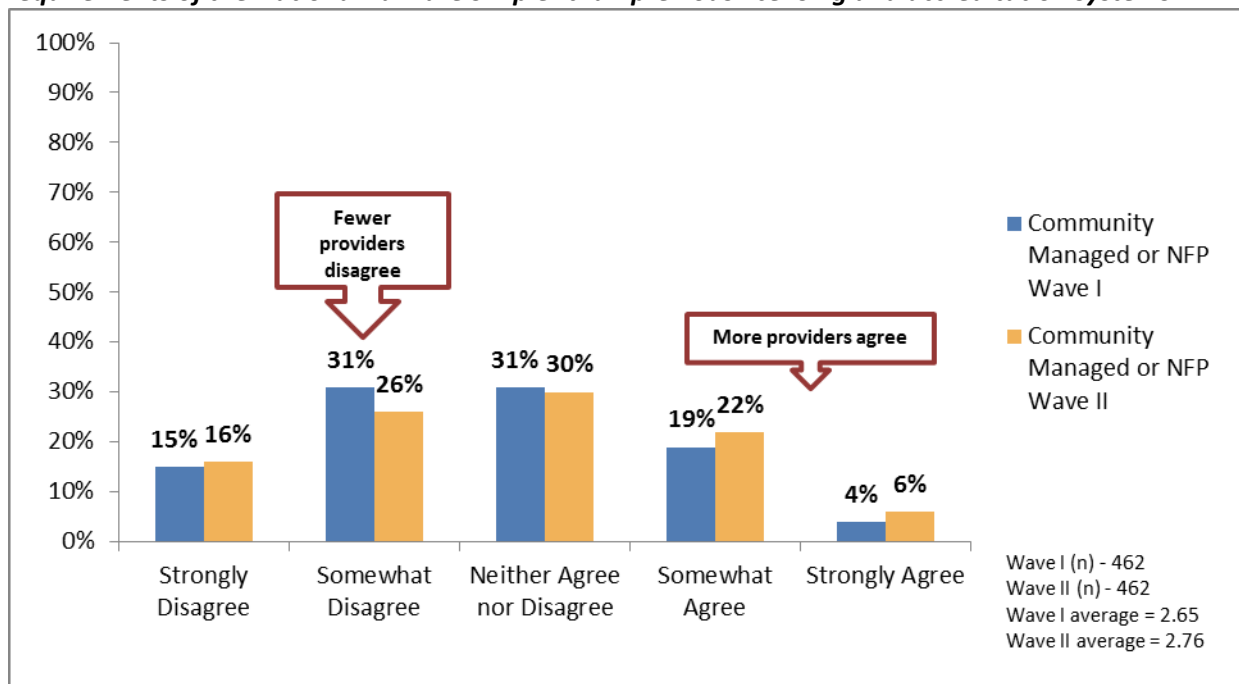
Figure 10: Attitudes among respondents from community managed or NFP preschool/kindergarten services to ‘administrative burden has reduced since the introduction of the National Law and Regulations’



Perceptions of burden by provider type

When asked whether they agreed with the statement ‘administrative requirements of the National Law and Regulations are simpler than the previous licensing and accreditation systems’, community managed or NFP providers in Wave II were more likely to agree in Wave II compared to Wave I ($p < 0.05$ $d = 0.05$). The results in Figure 11 show a small increase in the proportion of providers that either somewhat or strongly agreed with the statement. Also visible, is a reduction in the proportion of providers that somewhat disagreed with the statement. Again, it should be mentioned that while this shift was statistically significant, the effect of the change was small.

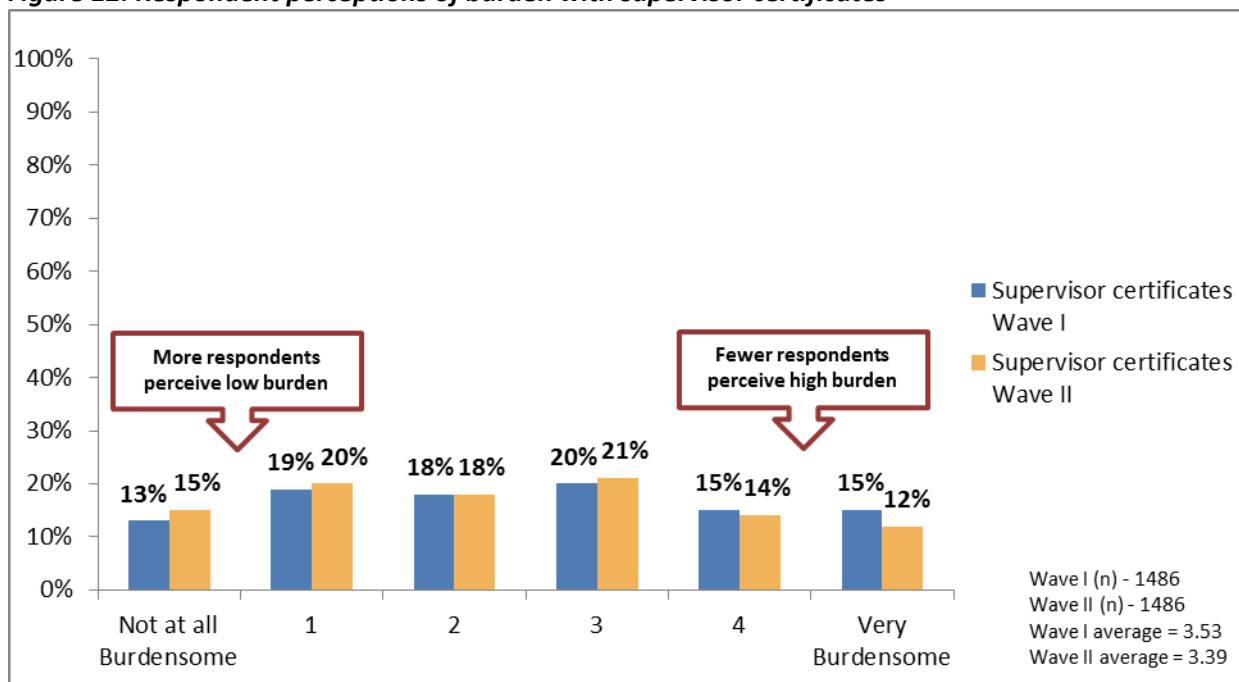
Figure 11: Attitudes among providers of community managed or NFP services to 'administrative requirements of the National Law are simpler than previous licensing and accreditation systems'



Burden associated with ongoing administrative requirements

Examining the combined provider and nominated supervisor responses revealed a significantly lower level of perceived burden with supervisor certificates in Wave II ($p < 0.05$ $d = -0.08$). Figure 12 highlights a small but statistically significant drop in the proportion of respondents that perceived supervisor certificates as 'very burdensome' with a corresponding increase in the proportion reporting it as 'not at all burdensome'.

Figure 12: Respondent perceptions of burden with supervisor certificates



The survey responses suggest that the shift in perceptions of burden regarding supervisor certificates and maintaining policies and procedures are driven by the approved providers in the sample.

Of the 11 ongoing requirements respondents were asked to rate in terms of burden, a significant shift was found for two groups:

- Preschool/kindergarten
- Approved providers

Preschool/kindergarten

Respondents from preschool/kindergarten services reported reduced burden with:

- displaying information (p < 0.05 d = -0.12)
- supervisor certificates (p < 0.05 d = -0.13)

A moderate and statistically significant change in perceptions can be observed in Figure 13 and Figure 14.

A higher proportion of respondents from preschool/kindergarten services selected ‘not at all burdensome’ or options ‘1’ or ‘2’ with displaying information and supervisor certificates.

At the higher end of the burdensome scale, fewer respondents from preschool/kindergarten services felt supervisor certificates were ‘very burdensome’. Meanwhile, the reduction in the perceptions of burden with displaying information occurred at the moderate level (option 3).

Figure 13: Perceptions of burden among respondents from preschool/kindergarten services with displaying information

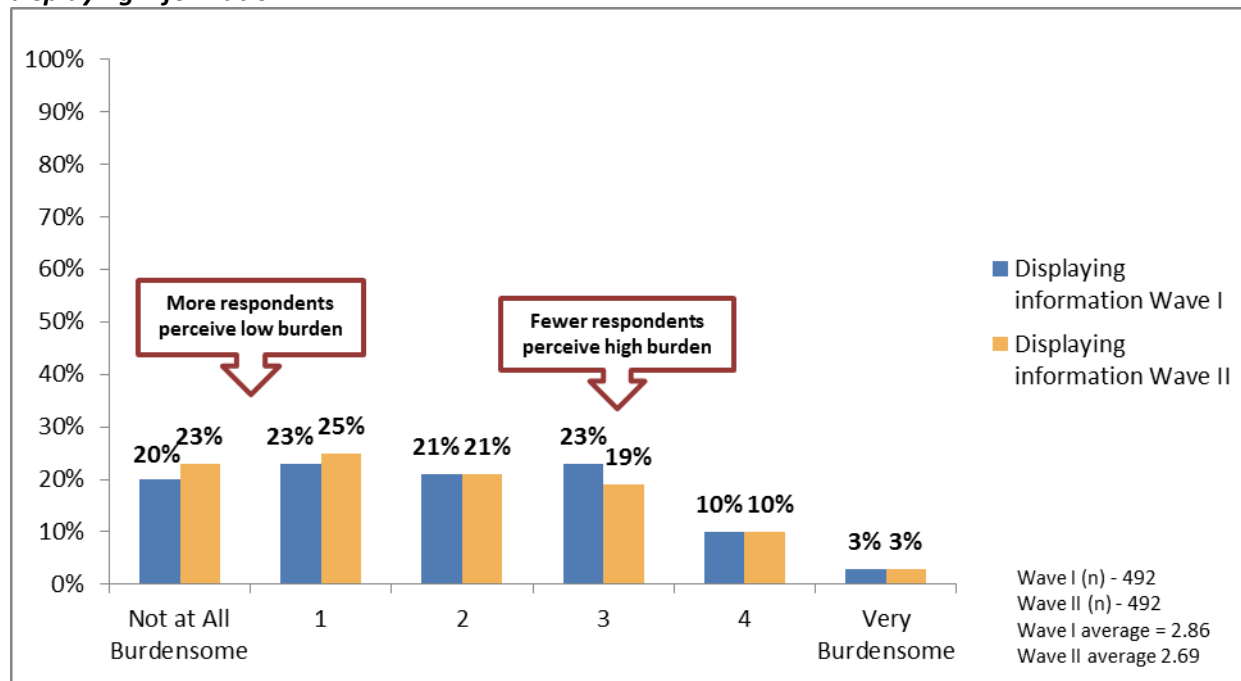
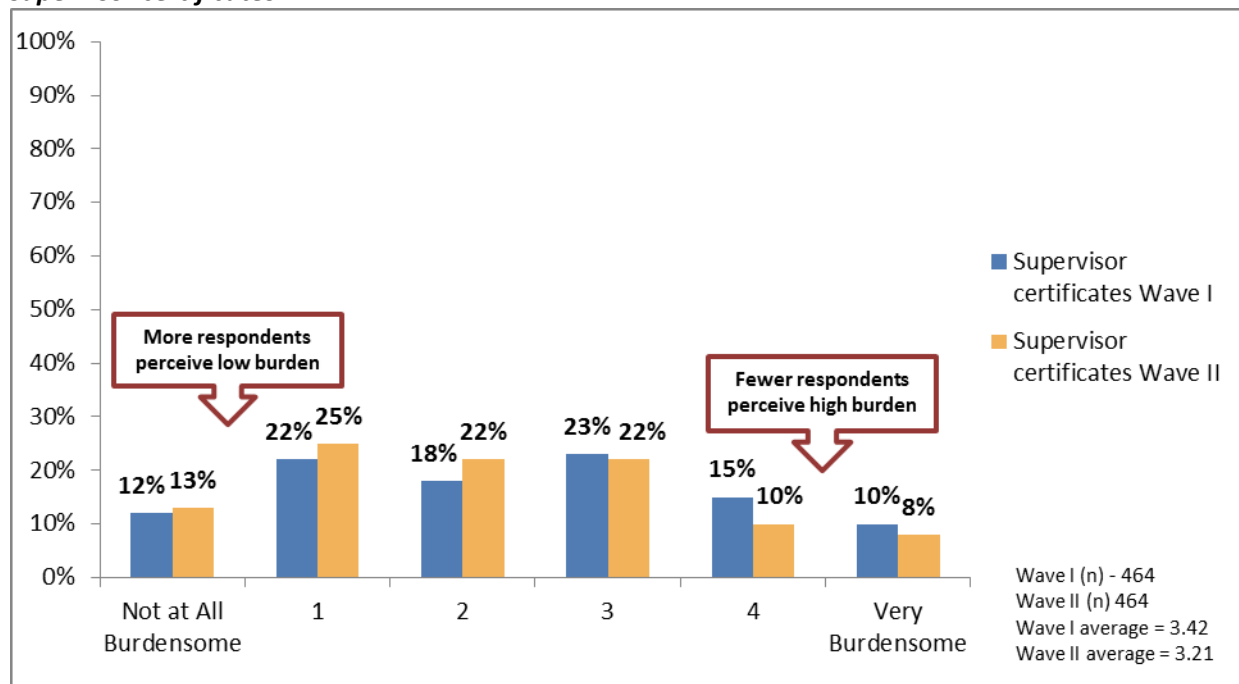


Figure 14: Perceptions of burden among respondents from preschool/kindergarten services with supervisor certificates



Approved providers

For approved providers, small statistically significant shifts in burden between Wave I and Wave II results were evident for the same two requirements as the overall combined sample. This suggests that the overall result is likely to be driven by the perceptions of providers regarding:

- displaying information ($p < 0.05$ $d = -0.06$)
- supervisor certificates ($p < 0.05$ $d = -0.10$)

The chart illustrating perceptions of burden with displaying information shows a clear increase in the proportion of approved providers that were not at all burdened by this ongoing requirement. Perceptions of burden with supervisor certificates in Wave II showed that more providers reported low to medium burden while fewer felt the requirement was very burdensome.

Figure 15: Perceptions of burden among approved providers with displaying information

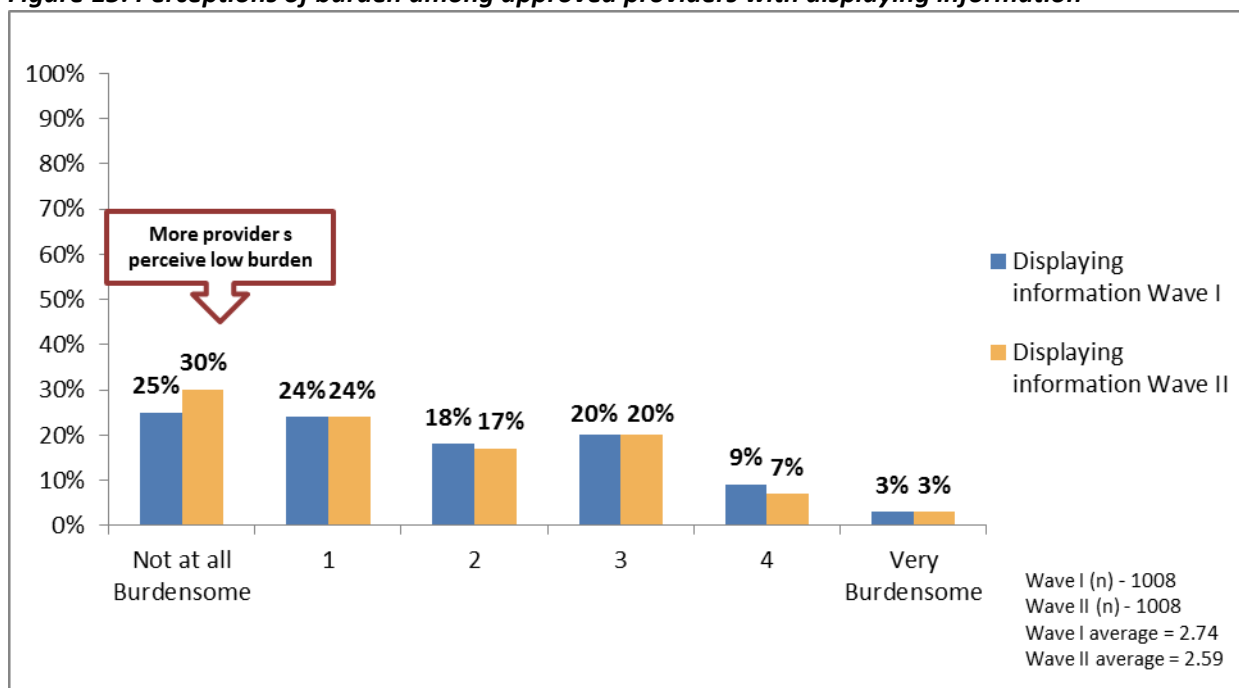
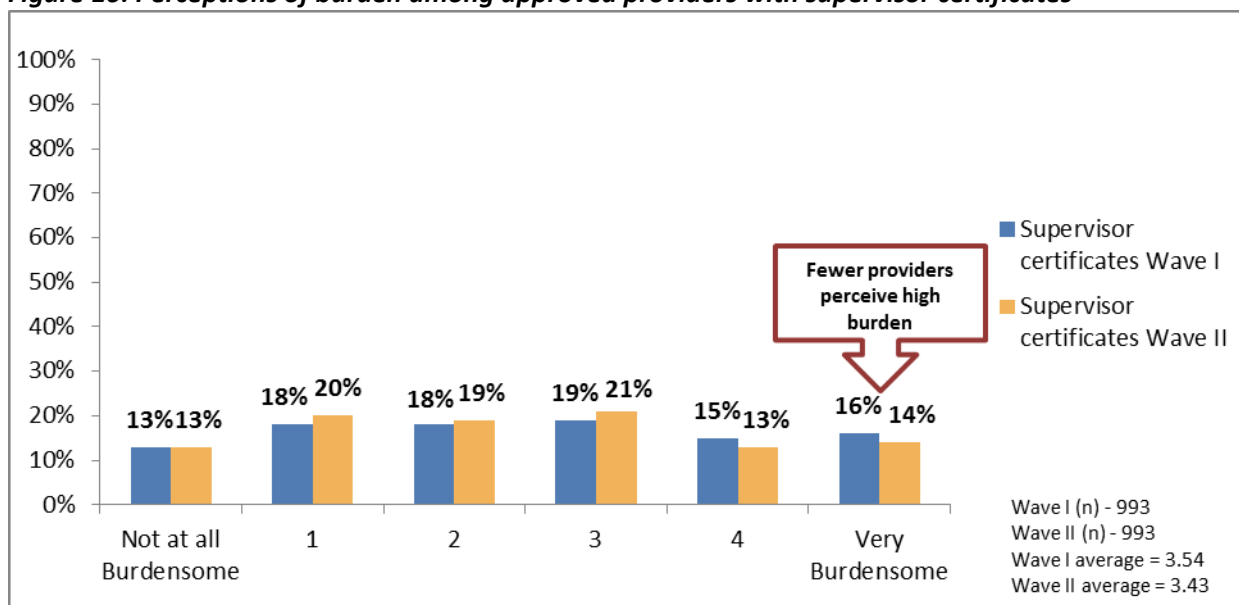


Figure 16: Perceptions of burden among approved providers with supervisor certificates



Displaying information

The Wave I survey found that displaying information was not an especially burdensome requirement, and the Wave II survey reinforced this finding with a further decrease in perceived burden of this requirement. Thirty per cent of providers surveyed in both Wave I and Wave II reported that displaying information was “not at all burdensome” and a total of 70 per cent of respondents rated this in the least burdensome half of the scale.

Supervisor certificates

The standard cost model analysis included in the *Wave I Report on the National Quality Framework & Regulatory Burden* found that supervisor certificates were one of the most commonly cited areas of difficulty for providers. A decrease in perceived burden for this

requirement may reflect improved processing times for supervisor certificate applications, or that most services already have the required certified supervisors. In the year following the Wave I survey, an additional 24,199 supervisor certificate approvals were recorded in the NQA ITS. A further reduction in perceived burden may be expected in the Wave III survey as regulation amendments to reduce supervisor certificate requirements took effect from 1 June 2014 in all jurisdictions except Western Australia, which now means that in the majority of cases an individual is not required to apply and be assessed for, and be assessed to receive, a supervisor certificate.

Future Research

ACECQA will continue to report on the shift in perceptions of burden among approved providers and nominated supervisors, with the Wave III survey. A total of 5,047 approved providers and nominated supervisors will be invited to participate in the study, of which:

- 3,516 are approved providers and nominated supervisors who responded to Wave II only
- 1,531 are approved providers and nominated supervisors who responded to Wave I and Wave II.

Appendix A: Detailed Methodology

Overview

The sample of approved providers and nominated supervisors invited to participate in Wave II included a proportion of respondents that also participated in Wave I. Respondents participating for the first time in Wave II received the original Wave I survey while repeat invitees received a slightly shorter version. The fieldwork for Wave II commenced in mid February 2014 and ran until early March 2014. A total of 5,047 approved providers and nominated supervisors participated in the Wave II study, of which 1,531 were also Wave I participants.

Questionnaire design

The shorter Wave II survey excluded questions about respondent demographics that did not change from Wave I to Wave II. The questions that were excluded from the survey for these continuing participants were:

- number of years the organisation/service has been providing education and care
- postcode of the physical location of the organisation/service
- regulatory system the organisation/service operated under in 2012
- level of burden with one-off activities in 2012

The original design of the perception survey was also amended in Wave II to reflect feedback from respondents in Wave I. The Wave I analysis identified quality improvement plans (QIPs) and quality assessment and rating visits as the primary drivers of overall burden. In Wave II, respondents were asked to select specific requirements of quality improvement plans and assessment and rating visits that caused them to be perceived as burdensome.

Transitional changes to the educator to child ratios in early 2014 indicated a likely increase in waiver applications which could possibly impact perceptions of burden in Wave II. Therefore, respondents were asked about their perception of burden with waivers in Wave II to capture this information.

ACECQA consulted with all governments through the then Early Childhood Development Working Group (ECDWG) in November 2013 about suggested changes to the Wave II questionnaire, prior to the commencement of fieldwork in February 2014. The suggested changes were noted and approved for inclusion in the Wave II questionnaire.

Cognitive testing

Cognitive testing was conducted with providers and supervisors to understand how they interpret the new questions for Wave II and their thought process in providing a response. It also provided participants with an opportunity to suggest any response options that should be included as part of the question.

The testing was conducted via telephone interview with each session running for approximately 20 minutes. Overall, participants understood the questions being asked and were largely satisfied with the response options. Of the seven interviews conducted, only one change was recommended. This was to provide a fixed time parameter for the response option ‘having a current QIP available on request’. This was rectified by including the following bracketed text following the option ‘(updated within the last 12 months)’.

Sample design

The Wave II sample consisted of approved providers and nominated supervisors who also responded to Wave I so that comparative analysis could be conducted. However, to accommodate reporting over potentially four waves to 2016, the sample from Wave I was ‘topped up’ with approved providers and nominated supervisors who were not invited to participate in the first wave of the study. Services that received an invitation in Wave I but did not unsubscribe from future contact were also invited to participate in Wave II.

This sampling technique was expected to overcome problems of attrition and non-response and improve the prospect of reliable reporting in Waves III and IV. The sampling design in Wave II was extremely important for the future success of this project as there would be no topping up in Waves III and IV. This is because examining changes in the perception of burden over time requires a minimum of three data points. However, topping up the sample with new respondents in Wave III provides the potential for only two data points (Wave III and Wave IV).

The final sample for approved providers and nominated supervisors is in **Table 4** below.

Table 4: Approved Provider and Nominated Supervisor sample Wave II

	Total Population	Wave II sample: from Wave I	Wave II sample: New	Unsubscribes
Approved providers (AP)	7,185*	2,257	4,888	40
Nominated supervisors (NS)	6,944	2,641	4,303	0
Total (AP+NS)	14,129	4,898	9,191	40

*Approved provider population higher as all new single service providers invited to participate were only included in the provider sample

Survey administration

Set-up

The fieldwork set up phase in Wave II involved the same process as Wave I.

The email addresses of the providers and supervisors in Wave I were cross checked with NQAITS to confirm that invitations would be sent to a valid email address. The cross-check did not identify any differences between the email in NQA ITS and the sample list.

Large providers were contacted in advance of the fieldwork in Wave II to identify the preferred method for contacting their services. They were asked whether they preferred to distribute the invitation to their services themselves or for ACECQA to distribute them on their behalf. The majority of large providers preferred the latter option.

The set-up and managing of field work in Wave II was carried out on behalf of ACECQA by the same external data collection agency as the Wave I study. The agency was provided with the full list of email addresses for providers and services, along with the instructions for large providers and amendments to the survey instrument.

The online survey was tested by ACECQA staff before being piloting with a small sample of approved providers and nominated supervisors. The purpose of this approach was to identify any issues with the programming of the survey and rectify them prior to the full launch with the remaining sample.

Distribution

As conducted in Wave I, providers and nominated supervisors were interviewed using computer assisted web interviewing (CAWI) in Wave II. A unique link was distributed to approved providers and nominated supervisors by an external data collection agency in the week beginning 10 February 2014.

Reminder emails were sent to the provider and nominated supervisor sample each week in the fortnight before the close of the survey. The first reminder was sent on 24 February 2014 and the second on 3 March 2014.

Data Production

Weighting

Weighting is the process used to ensure the sample of respondents from a study is representative of the population from which they were recruited. The weighting of the provider and supervisor samples in Wave II was calculated using the same respondent characteristics used to stratify the sample in Wave I, managing jurisdiction, service type and provider size.

Data cleaning and coding

Following receipt of the raw Wave II data from the external data collection agency, the data was checked and cleaned for inconsistencies in responses. For example, if a respondent answered no to a question asking whether they had heard of the NQF, but then expressed

an opinion about it, it was taken that they had heard of the NQF. The first answer was therefore changed to “yes”. Invalid responses were excluded where relevant.

The responses from providers and supervisors in Wave I was imported into the Wave II file by matching the service and provider ID fields. The responses of providers and supervisors participating for the first time were filtered out of the data file for Wave II and added to a separate file for reporting in Wave III.

Data analysis and reporting

Once imported into STATA⁸, the data was labelled and transformed using the syntax from Wave I. The syntax from Wave I was also used to construct the cross-tabulations using the same variables in Wave II

Reporting in Wave II was conducted ‘by exception’ meaning that only statistically significant changes in perceptions from Wave I to Wave II were reported. A shift in perceptions in Wave II was interpreted as statistically significant where there was 95 per cent certainty that the change in the sample was representative of the change in the population ($p < 0.05$).

The analysis identified significant change in perceptions of burden at an individual group (approved provider and nominated supervisor) and combined group level.

Building confidence in the results

The Australian Council of Educational Research (ACER) was consulted following the development of the first draft regulatory burden Wave II report. Being experts in the field, they were requested, in particular, to review the methodology and interpretation of the findings for Wave II. This process helps to:

- improve the quality and reliability of the results being reported
- remove any personal bias or pre-conceived explanations in reporting
- improve reader confidence in the results being reported

ACER suggested three opportunities for adding value to the reporting in Wave II. These were:

1. Avoid statistical testing of data and instead report on changes based on a visual inspection of graphs and tables. Furthermore, data collected on at least a five point scale (e.g. level of burden, level of agreement) should be treated as interval level data rather than ordinal level data. This assumption will permit a comparison of means, standard deviation, kurtosis and skewness between groups in Wave I and Wave II.
2. Use a more stringent confidence level for reporting statistical significance. They suggested using a confidence level of 99 per cent instead of 95 per cent.
3. To calculate the size of the effect that a particular variable has on changes in perceptions of burden in Wave II. ACER recommended using the effect size

⁸ STATA is the statistical package used to analyse the Wave II data

parameters in the NAPLAN national reports⁹ to determine the size of change in perceptions of burden in Wave II.

The effect size can be used to complement statistical testing at both the 95 and 99 per cent confidence level. The effect size parameters used in the 2013 NAPLAN report¹⁰ are in Table 5 below.

Table 5: Effect size parameters from NAPLAN National Report 2013

	Effect size
Close to	Greater than 0.05 but less than -0.05
Above/below	Between 0.2 and 0.5/between -0.2 and -0.5
Substantially above/below	Less than 0.2 but greater than -0.2

ACECQA developed an analysis plan for Wave II using a combination of the three value-add strategies suggested by ACER. To ensure rigour and confidence in reporting significant findings at the 95 per cent confidence level, ACECQA calculated the size of the effect and reviewed the raw data and proportions in tables and charts. To be reported in this regulatory burden paper, a statistically significant result would need to demonstrate an effect within the parameters in Table 5 above as well as clearly illustrate a change in responses from Wave I to Wave II in a table and/or graph.

To report ‘by exception’ in Wave II, statistical analysis was conducted to identify change since Wave I. A confidence level of 95 per cent was used to determine whether a result was significant.

Significant results were complemented with the calculation of an effect size. The effect size parameters used to categorise size in the NAPLAN reports were loosened for the regulatory burden Wave II report. Neill argues that ‘small’ effect sizes can be considered substantial if a variable is difficult to change, or where slight improvements in a variable is very valuable.¹¹ Perceptions are considered much more difficult change in a single instance than, for example, test score in an exam. It is expected that substantial changes in perceptions are likely to occur over time. Therefore, the effect size parameters will gradually increase over forthcoming waves. The effect size parameters used in this report are provided in Table 6 below:

⁹ http://www.nap.edu.au/verve/resources/naplan_2013_national_report.pdf

¹⁰ http://www.nap.edu.au/verve/resources/NAPLAN_2013_National_Report.PDF

¹¹ Neill, J. (2014) *Power, Effect Sizes, Confidence Intervals and Academic Integrity*. <http://ucspace.canberra.edu.au/display/7126/Lecture+-+Power+and+Effect+Sizes> - accessed 1/9/2014

Table 6: Effect size parameters used in Wave I

	Effect size
Small	<i>d</i> is between ± 0.05 and ± 0.12
Moderately	<i>d</i> is greater than ± 0.12 but less than ± 0.2
Substantially	<i>d</i> is greater than ± 0.2

Only results that were found to be statistically significant with at least a small effect on perceptions of burden were reported in Wave II, provided that a visual representation could support the change. A chart or table displaying the results needed to identify a clear shift in perceptions of burden from Wave I to Wave II. This three stage approach was supported by ACER.

Appendix B: Questionnaire for continuing participants

Administrative burden perception survey

Survey for continuing participants

HOW TO READ THIS QUESTIONNAIRE

There are two main sample groups:

- Approved providers
- Nominated supervisors

Approved providers are further broken down into:

- Multi-service providers (providers with more than one service)
- Single-service providers

Each of the above groups will be identified in the sample file and the questionnaire will be programmed so that only the relevant questions are asked of each group.

Where the words [organisation/service] are presented, approved providers should see 'organisation' and nominated supervisors should see 'service'.

Page headings are written in **red bold** and question logic (routing) is written in **BLUE CAPITALS**.

About this survey

Thank you for agreeing to take part in this important survey. This survey is the next stage in a study aiming to evaluate and understand the administrative cost experienced by services under the National Quality Framework (NQF).

The survey should take about 10 minutes to complete.

Any information you provide in the survey will be confidential and will be used for the purposes of this research only.

To help us measure any changes in your experiences and continue to improve the NQF, we would also like to follow up with you again in 12 months. At the end of the survey there will be an opportunity to provide your preferred email address for us to recontact you.

Who is collecting this information?

This survey is being undertaken by the Australian Children's Education and Care Quality Authority (ACECQA).

ACECQA is independent of state and territory regulatory authorities and the Australian Government. ACECQA will not share your individual responses with any other organisation. When we report on the findings, your answers will be combined with those of other respondents so that no one can identify your answers.

The survey is being managed by ACECQA's research and evaluation team. Members of the research and evaluation team are bound by the Commonwealth Privacy Act. Data from the survey will be de-identified for the analysis.

What to do if you need help

If you experience any technical difficulties, please email [\[INSERT CONTACT EMAIL ADDRESS\]](#). If you have any other questions about this research please call ACECQA on 1300 4 ACECQA (1300 422 327) or email research@acecqa.gov.au

Who should take part

ALL APPROVED PROVIDERS:

This survey is for approved providers of education and care services.

Only one person from each approved provider should complete this survey. That person should be someone with a good understanding of the administrative practices of the organisation, and particularly those practices involved in complying with the *Education and Care Services National Law and Regulations*.

MULTI-SERVICE PROVIDERS:

For example, the most appropriate respondent might be a:

- Chief Executive Officer
- General Manager
- Director
- Coordinator
- Operations Manager
- Administration Manager
- Someone else with responsibility for administrative practices

SINGLE-SERVICE PROVIDERS:

For example, the most appropriate respondent might be a:

- Centre Director/Coordinator/Nominated Supervisor
- Owner
- Committee Chairperson
- Someone else with responsibility for administrative practices

NOMINATED SUPERVISORS:

This survey is for nominated supervisors of education and care services.

If the nominated supervisor is not available, the survey should be completed by the person at the service who best understands the nominated supervisor's role.

EVERYONE:

About you and your [organisation/service]

To ensure we hear from a good cross-section of [organisations/nominated supervisors], we need to first ask you some questions about you and your [organisation/service]

D1. What type(s) of approved education and care service(s) do you provide or manage?

Please select all that apply

1	Long day care	CONTINUE
2	Preschool/kindergarten	CONTINUE
3	Outside school hours care (including vacation care)	CONTINUE
4	Family day care	CONTINUE
98	Can't say [Single response]	TERMINATE
99	None of the above [Single response]	TERMINATE

IF CODE 98 (CAN'T SAY) OR 99 (NONE OF THE ABOVE):

Thank you for your time but we only need to speak to organisations that provide an approved education and care service under the Education and Care Services National Law.

If you think your organisation provides one of these services and you want to take part in the survey, please call ACECQA on 1300 4 ACECQA (1300 422 327). [TERMINATE SURVEY]

APPROVED PROVIDERS:

D2A. Which of the following best describes your position at the organisation?

Please select one only

1	Chief Executive Officer	CONTINUE
2	General Manager	CONTINUE
3	Service Director/Coordinator/Nominated Supervisor	CONTINUE
4	Operations Manager	CONTINUE
5	Administration Manager	CONTINUE
6	Committee Chairperson	CONTINUE
97	Other (please specify)	CONTINUE

NOMINATED SUPERVISORS:

D2B. Are you the nominated supervisor?

Please select one only

1	Yes	CONTINUE
2	No	CONTINUE

EVERYONE:

D3. What is the postcode of the physical location of your [organisation/service]?

If your organisation has more than one postcode, please state the main postcode

_____ [Numerical open-end] [4 digits only]

EVERYONE:

Support for the NQF

Q1. Overall, how supportive are you of the NQF?

Please select one only

[SINGLE RESPONSE]

1	Not at all supportive	CONTINUE
2	Not very supportive	CONTINUE
3	Moderately supportive	CONTINUE
4	Supportive	CONTINUE
5	Very supportive	CONTINUE
98	Can't say	CONTINUE

EVERYONE:

Administrative requirements

The rest of the questionnaire asks specifically about the administrative requirements of the *Education and Care Services National Law and Regulations* (the National Law and Regulations).

When we say “administrative requirements” we mean all of the activities involved in meeting the information requirements of the National Law and Regulations.

This includes things like:

- filling out and submitting applications for approvals, certificates or notification of changes
- organising paperwork to prepare for visits from your regulatory authority
- keeping records of attendance or incidents
- producing and maintaining policies and procedures
- maintaining quality improvement plans
- documenting assessments of children’s learning

This does not include things like implementing educator to child ratios or requirements relating to the physical environment of a service.

Please only answer about administrative requirements of the National Law and Regulations. Please do not answer about administrative requirements of any other government legislation. For example, you should not answer about any of the administrative requirements involved in family assistance legislation, i.e. Child Care Benefit, or local government approvals.

[Note: THE ABOVE EXPLANATION OF ‘ADMINISTRATIVE REQUIREMENTS’ IS PROVIDED AS HOVEROVER INFORMATION THROUGHOUT THE SURVEY] EVERYONE:

Adjusting to the National Law and Regulations

To prepare for and implement the administrative requirements of the National Law and Regulations, your [organisation/service] may have had to complete many activities. Some of these activities will have been temporary adjustments, for example, rewriting existing policies and procedures, and learning about the changes.

The next few questions ask about those temporary or one-off activities that are caused by moving to the new system. You may have to think back to when the National Law and Regulations were first introduced at the beginning of 2012.

You will be asked about ongoing activities in a later section.

Please answer these questions as honestly as you can, regardless of your overall level of support for the National Law and Regulations.

EVERYONE:

Q4. How much of a burden, if at all, are the following activities currently?

Please rate them on a scale of 0-5, where 0 is 'not at all burdensome' and 5 is 'very burdensome'

[SINGLE RESPONSE PER ROW, RANDOMISE]

		Not at all burdensome					Very burdensome	Can't say
A	Learning about the administrative requirements of the National Law and Regulations	0	1	2	3	4	5	98
B	<u>Developing</u> policies and procedures that comply with the National Law and Regulations	0	1	2	3	4	5	98
C	Ensuring staff know about the changes	0	1	2	3	4	5	98

IF MORE THAN ONE ACTIVITY RATED JOINT HIGHEST AT Q4 (AND RATED 5 OR ABOVE), ASK:

Q5A. Which one would you say is currently most of a burden

Please select one only

ASK IF MORE THAN ONE ACTIVITY RATED JOINT HIGHEST AT Q4 (AND RATED 4 OR ABOVE) – OTHERWISE, AUTOPUNCH RESPONSE FROM Q4. DISPLAY ONLY THOSE RATED JOINT MOST BURDENSOME. ASK:

1	Learning about the administrative requirements of the National Law and Regulations	CONTINUE
2	Developing policies and procedures that comply with the National Law and Regulations	CONTINUE
3	Ensuring staff know about the changes	CONTINUE
98	Can't say [Single response]	SKIP TO Q6

IF ONE ACTIVITY RATED HIGHEST AT Q4 (AND RATED 4 OR OVER) OR CHOSE ONE ACTIVITY AS MOST BURDENSOME AT Q5A (ANY OF CODES 1-3 AT Q5A), ASK:

Q5B. You rated [answer from Q4 or Q5A] as most burdensome. What factors currently make it a burden?

If there are other factors, please select 'other' and specify them

Please select all that apply

[RANDOMISE OPTIONS 1-5]

1	Staff hours/time	CONTINUE
2	Financial costs	CONTINUE
3	Difficulty understanding the requirements	CONTINUE
4	Diverts attention from other activities	CONTINUE
5	Frustration or stress	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

EVERYONE:

Ongoing administrative activities

The next few questions ask about ongoing administrative requirements of the National Law and Regulations.

Please think about your current experience of these requirements rather than when the National Law and Regulations were first introduced.

Q6. How much of a burden, if at all, are the following ongoing requirements of the National Law and Regulations currently?

Please rate them on a scale of 0-5, where 0 is 'not at all burdensome' and 5 is 'very burdensome'.

[SINGLE RESPONSE PER ROW, RANDOMISE]

NOTE HOVEROVER TEXT TO BE USED AT CODES A-K

		Not at all burdensome					Very burdensome	Can't say/ Not applicable
A	Displaying information	0	1	2	3	4	5	98
B	Keeping records	0	1	2	3	4	5	98
C	Provider and service approvals	0	1	2	3	4	5	98
D	Qualifications assessments	0	1	2	3	4	5	98
E	Supervisor certificates	0	1	2	3	4	5	98
F	Quality assessment and ratings visits	0	1	2	3	4	5	98
G	Notifications	0	1	2	3	4	5	98
H	Quality Improvement Plans	0	1	2	3	4	5	98
I	Documenting children's learning	0	1	2	3	4	5	98
J	<u>Maintaining</u> policies and procedures	0	1	2	3	4	5	98
K	Ensuring staff know about the National Law and Regulations	0	1	2	3	4	5	98
L	Waivers	0	1	2	3	4	5	98

HOVER-OVER INFORMATION FOR CODES A-K IN Q6, ABOVE:

- A. **Displaying information** – e.g. displaying information about the responsible person in charge, service approval information, etc.
- B. **Keeping records** - e.g. keeping attendance records, injury records, a record of educators working with children etc.
- C. **Provider and service approvals** - e.g. applying for a new service approval, applying for a transfer of service approval, etc.
- D. **Qualifications assessments** –the process for individuals having their qualifications assessed for equivalence
- E. **Supervisor certificates** – e.g. managing certified supervisor and nominated supervisor approvals
- F. **Quality assessment and ratings visits** – e.g. preparing for and facilitating a visit, or responding to a report
- G. **Notifications** - e.g. notifying the regulatory authority of serious incidents or changes to a service
- H. **Quality Improvement Plans** - maintaining a Quality Improvement Plan, also known as a “QIP”
- I. **Documenting children’s learning** - keeping records of children’s learning assessments or evaluations
- J. **Maintaining policies and procedures** – maintaining policies and procedures, as opposed to initially developing them
- K. **Ensuring staff know about the National Law and Regulations** – ensuring staff know about the National Law and Regulations on an ongoing basis
- L. **Waivers** – the process of applying for a waiver.

IF RATED KEEPING RECORDS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW B):

Q7. You said that keeping records is a burden. Which specific requirements are currently a burden?

Please select all that apply

1	Keeping attendance records	CONTINUE
2	Keeping injury records	CONTINUE
3	Keeping a record of educators working directly with children	CONTINUE
4	Keeping a record of the responsible person in charge NOT INCLUDED FOR FAMILY DAY CARE RESPONDENTS (THOSE WHO SELECTED OPTION 4 ONLY AT QUESTION D1)	CONTINUE
97	Other (please specify)	CONTINUE
98	Can’t say [Single response]	CONTINUE

IF RATED NOTIFICATIONS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW G):

Q8. You said that notifications are a burden. Which specific requirements are currently a burden?

Please select all that apply

1	Notifying of changes to a service	CONTINUE
2	Notifying of changes to an approved provider (INCLUDED FOR APPROVED PROVIDER SAMPLE ONLY)	CONTINUE
3	Notifying of serious incidents	CONTINUE
4	Notifying of complaints and other incidents	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

IF RATED QUALITY ASSESSMENT AND RATINGS VISITS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW F):

Q8A. You said that Quality assessment and ratings visits are a burden. Which specific tasks are currently a burden?

Please select all that apply

[RANDOMISE OPTIONS 1-8]

1	Preparing staff for quality assessment and ratings visits	CONTINUE
2	Preparing paperwork for quality assessment and ratings visits	CONTINUE
3	Communicating to families about quality assessment and ratings visits	CONTINUE
4	Preparing the service environment for quality assessment and ratings visits	CONTINUE
5	Facilitating the visit on the day of the assessment	CONTINUE
6	Interpreting assessment and ratings reports	CONTINUE
7	Participating in the review process (e.g. providing a response to the draft report, applying for review)	CONTINUE
8	Communicating rating to families	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

IF RATED QUALITY IMPROVEMENT PLANS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW H):

Q8B. You said that Quality Improvement Plans are a burden. Which specific tasks are currently a burden?

Please select all that apply

[RANDOMISE OPTIONS 1-4]

1	Identifying areas of improvement	CONTINUE
2	Documenting the QIP	CONTINUE
3	Annual update of QIP	CONTINUE
4	Having a current QIP available on request (updated within the last 12 months)	CONTINUE
5	Prioritising areas for improvement to be included in the QIP	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

IF MORE THAN ONE REQUIREMENT RATED JOINT HIGHEST AT Q6, ASK:

Q9A. Which one would you say is currently most of a burden?

Please select one only

DISPLAY ONLY THOSE RATED JOINT HIGHEST

RANDOMISE OPTIONS 1-11 IF MORE THAN THREE REQUIREMENTS SELECTED

HOVER-OVER INFORMATION TO EXPLAIN OPTIONS, AS PER Q6

1	Displaying information	CONTINUE
2	Keeping records	CONTINUE
3	Provider and service approvals	CONTINUE
4	Qualifications assessments	CONTINUE
5	Supervisor certificates	CONTINUE
6	Quality assessment and ratings visits	CONTINUE
7	Notifications	CONTINUE
8	Quality Improvement Plans	CONTINUE
9	Documenting children's learning	CONTINUE
10	Maintaining policies and procedures	CONTINUE
11	Ensuring staff know about the National Law and Regulations	CONTINUE
12	Waivers	CONTINUE
98	Can't say [Single response]	SKIP TO Q10

IF ONE REQUIREMENT RATED HIGHEST AT Q6 OR CHOSE ONE ACTIVITY AS MOST BURDENSOME AT Q9A (ANY RATING LEVEL), ASK:

Q9B. You rated [answer from Q6 or Q9A] as most burdensome. What factors currently make it a burden?

*If there are other factors, please select 'other' and specify them
Please select all that apply*

[RANDOMISE OPTIONS 1-6]

1	Staff hours/time	CONTINUE
2	Financial costs	CONTINUE
3	Difficulty understanding the requirements	CONTINUE
5	Diverts attention from other activities	CONTINUE
6	Frustration or stress	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

EVERYONE:

Q10. Focusing on ongoing administrative requirements (rather than one-off activities), please tell us how strongly you agree or disagree with the following statements.

Please select one response per row

[RANDOMISE]

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't say/Not applicable
A	Administrative burden has reduced since the introduction of the National Law and Regulations	1	2	3	4	5	98
B	It is easy to find information about the administrative requirements of the National Law and Regulations	1	2	3	4	5	98
C	It is difficult to understand the administrative requirements of the National Law and Regulations	1	2	3	4	5	98
D	Administrative requirements across the states and territories are consistent (INCLUDED FOR APPROVED PROVIDERS ONLY)	1	2	3	4	5	98
E	The administrative requirements of the National Law and Regulations are simpler than the previous licensing and accreditation systems	1	2	3	4	5	98
F	I feel I am doing more work than necessary to make sure that I meet the requirements of the National Law and Regulations	1	2	3	4	5	98

Q11. Overall, how much of a burden are the ongoing administrative requirements of the National Law and Regulations?

Please rate them on a scale of 0-5, where 0 is 'not at all burdensome' and 5 is 'very burdensome'

[SINGLE RESPONSE]

0	0 – Not at all burdensome	CONTINUE
1	1	CONTINUE
2	2	CONTINUE
3	3	CONTINUE
4	4	CONTINUE
5	5 – Very burdensome	CONTINUE
98	Can't say	CONTINUE

EVERYONE:

Q16. How useful would the following *changes* be in reducing administrative burden for your [organisation/ service] under the National Law and Regulations?

Please select one response per row

[SINGLE RESPONSE PER ROW, RANSDOMISE]

		Not at all useful					Very useful	Can't say/Not applicable
A	Improved processing of applications, enquiries etc.	0	1	2	3	4	5	98
B	More consistency between the requirements of different states and territories	0	1	2	3	4	5	98
C	More or improved written guidance materials	0	1	2	3	4	5	98
D	More or improved face to face guidance	0	1	2	3	4	5	98
E	More or improved face to face training	0	1	2	3	4	5	98
F	More or improved online guidance	0	1	2	3	4	5	98
G	More or improved online training	0	1	2	3	4	5	98

EVERYONE:

Q17. Do you have any other suggestions for how to reduce administrative burden under the National Law and Regulations, without compromising the quality of education and care for children?

_____ [open-end]

99	I have no further suggestions	CONTINUE
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Final questions about you and your [organisation/service]

To ensure we interview a good cross-section of organisations, we need to ask some final questions about you and your [organisation/service].

D6. Which of the following best describes your [organisation/service]?

Please select one only

1	Government (state/territory/local)	SKIP TO D8
2	Privately managed	CONTINUE
3	Community managed or not-for-profit	SKIP TO D8
97	Other (please specify)	SKIP TO D8
98	Can't say	SKIP TO D8

MULTI-SERVICE APPROVED PROVIDERS:

[DO NOT ASK QUESTION AGAIN IF SELECTED OPTION 1 IN WAVE I]

D8A. Have any of your services had a quality assessment and ratings visit under the NQF?

Please select one only

1	Yes, one or more services have been visited and/or received their ratings	CONTINUE
2	Yes, one or more services have been visited but none have received their ratings	CONTINUE
3	No, but one or more services have been notified of the date of their visit	CONTINUE
4	No, and there are no visits planned	CONTINUE
98	Can't say	CONTINUE

SINGLE-SERVICE PROVIDERS/NOMINATED SUPERVISORS:

[DO NOT ASK QUESTION AGAIN IF SELECTED OPTION 1 IN WAVE I]

D8B. Has your service had a quality assessment and ratings visit under the NQF?

Please select one only

1	Yes, the service has been visited and received its rating	CONTINUE
2	Yes, the service has been visited but has not received its rating	CONTINUE
3	No, but the service has been notified of the date of its visit	CONTINUE
4	No, and there is no visit planned	CONTINUE
98	Can't say	CONTINUE

Appendix C: Questionnaire for new participants

Administrative burden perception survey

Survey for continuing participants

HOW TO READ THIS QUESTIONNAIRE

There are two main sample groups:

- Approved providers
- Nominated supervisors

Approved providers are further broken down into:

- Multi-service providers (providers with more than one service)
- Single-service providers

Each of the above groups will be identified in the sample file and the questionnaire will be programmed so that only the relevant questions are asked of each group.

Where the words [organisation/service] are presented, approved providers should see 'organisation' and nominated supervisors should see 'service'.

Page headings are written in **red bold** and question logic (routing) is written in **BLUE CAPITALS**.

About this survey

Thank you for agreeing to take part in this important survey. This survey is the next stage in a study aiming to evaluate and understand the administrative cost experienced by services under the National Quality Framework (NQF).

The survey should take about 10 minutes to complete.

Any information you provide in the survey will be confidential and will be used for the purposes of this research only.

To help us measure any changes in your experiences and continue to improve the NQF, we would also like to follow up with you again in 12 months. At the end of the survey there will be an opportunity to provide your preferred email address for us to recontact you.

Who is collecting this information?

This survey is being undertaken by the Australian Children's Education and Care Quality Authority (ACECQA).

ACECQA is independent of state and territory regulatory authorities and the Australian Government. ACECQA will not share your individual responses with any other organisation. When we report on the findings, your answers will be combined with those of other respondents so that no one can identify your answers.

The survey is being managed by ACECQA's research and evaluation team. Members of the research and evaluation team are bound by the Commonwealth Privacy Act. Data from the survey will be de-identified for the analysis.

What to do if you need help

If you experience any technical difficulties, please email [\[INSERT CONTACT EMAIL ADDRESS\]](#). If you have any other questions about this research please call ACECQA on 1300 4 ACECQA (1300 422 327) or email research@acecqa.gov.au

Who should take part

ALL APPROVED PROVIDERS:

This survey is for approved providers of education and care services.

Only one person from each approved provider should complete this survey. That person should be someone with a good understanding of the administrative practices of the organisation, and particularly those practices involved in complying with the *Education and Care Services National Law and Regulations*.

MULTI-SERVICE PROVIDERS:

For example, the most appropriate respondent might be a:

- Chief Executive Officer
- General Manager
- Director
- Coordinator
- Operations Manager
- Administration Manager
- Someone else with responsibility for administrative practices

SINGLE-SERVICE PROVIDERS:

For example, the most appropriate respondent might be a:

- Centre Director/Coordinator/Nominated Supervisor
- Owner
- Committee Chairperson
- Someone else with responsibility for administrative practices

NOMINATED SUPERVISORS:

This survey is for nominated supervisors of education and care services.

If the nominated supervisor is not available, the survey should be completed by the person at the service who best understands the nominated supervisor's role.

EVERYONE:

About you and your [organisation/service]

To ensure we hear from a good cross-section of [organisations/nominated supervisors], we need to first ask you some questions about you and your [organisation/service]

D1. What type(s) of approved education and care service(s) do you provide or manage?

Please select all that apply

1	Long day care	CONTINUE
2	Preschool/kindergarten	CONTINUE
3	Outside school hours care (including vacation care)	CONTINUE
4	Family day care	CONTINUE
98	Can't say [Single response]	TERMINATE
99	None of the above [Single response]	TERMINATE

IF CODE 98 (CAN'T SAY) OR 99 (NONE OF THE ABOVE):

Thank you for your time but we only need to speak to organisations that provide an approved education and care service under the Education and Care Services National Law.

If you think your organisation provides one of these services and you want to take part in the survey, please call ACECQA on 1300 4 ACECQA (1300 422 327). [TERMINATE SURVEY]

APPROVED PROVIDERS:

D2A. Which of the following best describes your position at the organisation?

Please select one only

1	Chief Executive Officer	CONTINUE
2	General Manager	CONTINUE
3	Service Director/Coordinator/Nominated Supervisor	CONTINUE
4	Operations Manager	CONTINUE
5	Administration Manager	CONTINUE
6	Committee Chairperson	CONTINUE
97	Other (please specify)	CONTINUE

NOMINATED SUPERVISORS:

D2B. Are you the nominated supervisor?

Please select one only

1	Yes	CONTINUE
2	No	CONTINUE

EVERYONE:

D3. What is the postcode of the physical location of your [organisation/service]?

If your organisation has more than one postcode, please state the main postcode

_____ [Numerical open-end] [4 digits only]

EVERYONE:

D4. How many years has your [organisation/service] been providing education and care?

Please type the nearest whole number into the box below

If your organisation has been providing education and care for less than one year, please enter '1'

_____ [Numerical open-end] [range: 1-250]

EVERYONE:

D5. Before the NQF was introduced, did your [organisation/ service] operate under the following regulatory systems?

Please select all that apply

1	The National Childcare Accreditation Council (NCAC)	CONTINUE
2	State/territory licensing and standards regulation	CONTINUE
3	A school education system	CONTINUE
98	Can't say [Single response]	CONTINUE
99	None of the above [Single response]	CONTINUE

EVERYONE:

Support for the NQF

Q1. Overall, how supportive are you of the NQF?

Please select one only

[SINGLE RESPONSE]

1	Not at all supportive	CONTINUE
2	Not very supportive	CONTINUE
3	Moderately supportive	CONTINUE
4	Supportive	CONTINUE
5	Very supportive	CONTINUE
98	Can't say	CONTINUE

EVERYONE:

Administrative requirements

The rest of the questionnaire asks specifically about the administrative requirements of the *Education and Care Services National Law* and Regulations (the National Law and Regulations).

When we say “administrative requirements” we mean all of the activities involved in meeting the information requirements of the National Law and Regulations.

This includes things like:

- filling out and submitting applications for approvals, certificates or notification of changes
- organising paperwork to prepare for visits from your regulatory authority
- keeping records of attendance or incidents
- producing and maintaining policies and procedures
- maintaining quality improvement plans
- documenting assessments of children’s learning

This does not include things like implementing educator to child ratios or requirements relating to the physical environment of a service.

Please only answer about administrative requirements of the National Law and Regulations. Please do not answer about administrative requirements of any other government legislation. For example, you should not answer about any of the administrative requirements involved in family assistance legislation, i.e. Child Care Benefit, or local government approvals.

[Note: THE ABOVE EXPLANATION OF ‘ADMINISTRATIVE REQUIREMENTS’ IS PROVIDED AS HOVEROVER INFORMATION THROUGHOUT THE SURVEY]

EVERYONE:

Adjusting to the National Law and Regulations

To prepare for and implement the administrative requirements of the National Law and Regulations, your [organisation/service] may have had to complete many activities. Some of these activities will have been temporary adjustments, for example, rewriting existing policies and procedures, and learning about the changes.

The next few questions ask about those temporary or one-off activities that are caused by moving to the new system. You may have to think back to when the National Law and Regulations were first introduced at the beginning of 2012.

You will be asked about ongoing activities in a later section.

Please answer these questions as honestly as you can, regardless of your overall level of support for the National Law and Regulations.

Q3. How much of a burden, if at all, were the following activities in 2012?

Please rate them on a scale of 0-5, where 0 is 'not at all burdensome' and 5 is 'very burdensome'

[SINGLE RESPONSE PER ROW, RANDOMISE]

		Not at all burdensome					Very burdensome	Can't say
A	Learning about the administrative requirements of the National Law and Regulations	0	1	2	3	4	5	98
B	<u>Developing</u> policies and procedures that comply with the National Law and Regulations	0	1	2	3	4	5	98
C	Ensuring staff know about the changes	0	1	2	3	4	5	98

EVERYONE:

Q4. How much of a burden, if at all, are the following activities currently?

Please rate them on a scale of 0-5, where 0 is 'not at all burdensome' and 5 is 'very burdensome'

[SINGLE RESPONSE PER ROW, RANDOMISE]

		Not at all burdensome					Very burdensome	Can't say
A	Learning about the administrative requirements of the National Law and Regulations	0	1	2	3	4	5	98
B	Developing policies and procedures that comply with the National Law and Regulations	0	1	2	3	4	5	98
C	Ensuring staff know about the changes	0	1	2	3	4	5	98

IF MORE THAN ONE ACTIVITY RATED JOINT HIGHEST AT Q4 (AND RATED 5 OR ABOVE), ASK:

Q5A. Which one would you say is currently most of a burden

Please select one only

ASK IF MORE THAN ONE ACTIVITY RATED JOINT HIGHEST AT Q4 (AND RATED 4 OR ABOVE) – OTHERWISE, AUTOPUNCH RESPONSE FROM Q4. DISPLAY ONLY THOSE RATED JOINT MOST BURDENSOME. ASK:

1	Learning about the administrative requirements of the National Law and Regulations	CONTINUE
2	Developing policies and procedures that comply with the National Law and Regulations	CONTINUE
3	Ensuring staff know about the changes	CONTINUE
98	Can't say [Single response]	SKIP TO Q6

IF ONE ACTIVITY RATED HIGHEST AT Q4 (AND RATED 4 OR OVER) OR CHOSE ONE ACTIVITY AS MOST BURDENSOME AT Q5A (ANY OF CODES 1-3 AT Q5A), ASK:

Q5B. You rated [answer from Q4 or Q5A] as most burdensome. What factors currently make it a burden?

If there are other factors, please select 'other' and specify them

Please select all that apply

[RANDOMISE OPTIONS 1-5]

1	Staff hours/time	CONTINUE
2	Financial costs	CONTINUE
3	Difficulty understanding the requirements	CONTINUE
4	Diverts attention from other activities	CONTINUE
5	Frustration or stress	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

EVERYONE:

Ongoing administrative activities

The next few questions ask about ongoing administrative requirements of the National Law and Regulations.

Please think about your current experience of these requirements rather than when the National Law and Regulations were first introduced.

Q6. How much of a burden, if at all, are the following ongoing requirements of the National Law and Regulations currently?

Please rate them on a scale of 0-5, where 0 is 'not at all burdensome' and 5 is 'very burdensome'.

[SINGLE RESPONSE PER ROW, RANDOMISE]

NOTE HOVEROVER TEXT TO BE USED AT CODES A-K

		Not at all burdensome					Very burdensome	Can't say/ Not applicable
A	Displaying information	0	1	2	3	4	5	98
B	Keeping records	0	1	2	3	4	5	98
C	Provider and service approvals	0	1	2	3	4	5	98
D	Qualifications assessments	0	1	2	3	4	5	98
E	Supervisor certificates	0	1	2	3	4	5	98
F	Quality assessment and ratings visits	0	1	2	3	4	5	98
G	Notifications	0	1	2	3	4	5	98
H	Quality Improvement Plans	0	1	2	3	4	5	98
I	Documenting children's learning	0	1	2	3	4	5	98
J	<u>Maintaining</u> policies and procedures	0	1	2	3	4	5	98
K	Ensuring staff know about the National Law and Regulations	0	1	2	3	4	5	98
L	Waivers	0	1	2	3	4	5	98

HOVER-OVER INFORMATION FOR CODES A-K IN Q6, ABOVE:

- M. **Displaying information** – e.g. displaying information about the responsible person in charge, service approval information, etc.
- N. **Keeping records** - e.g. keeping attendance records, injury records, a record of educators working with children etc.
- O. **Provider and service approvals** - e.g. applying for a new service approval, applying for a transfer of service approval, etc.
- P. **Qualifications assessments** –the process for individuals having their qualifications assessed for equivalence
- Q. **Supervisor certificates** – e.g. managing certified supervisor and nominated supervisor approvals
- R. **Quality assessment and ratings visits** – e.g. preparing for and facilitating a visit, or responding to a report
- S. **Notifications** - e.g. notifying the regulatory authority of serious incidents or changes to a service
- T. **Quality Improvement Plans** - maintaining a Quality Improvement Plan, also known as a “QIP”
- U. **Documenting children’s learning** - keeping records of children’s learning assessments or evaluations
- V. **Maintaining policies and procedures** – maintaining policies and procedures, as opposed to initially developing them
- W. **Ensuring staff know about the National Law and Regulations** – ensuring staff know about the National Law and Regulations on an ongoing basis
- X. **Waivers** – the process of applying for a waiver.

IF RATED KEEPING RECORDS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW B):

Q7. You said that keeping records is a burden. Which specific requirements are currently a burden?

Please select all that apply

1	Keeping attendance records	CONTINUE
2	Keeping injury records	CONTINUE
3	Keeping a record of educators working directly with children	CONTINUE
4	Keeping a record of the responsible person in charge NOT INCLUDED FOR FAMILY DAY CARE RESPONDENTS (THOSE WHO SELECTED OPTION 4 ONLY AT QUESTION D1)	CONTINUE
97	Other (please specify)	CONTINUE
98	Can’t say [Single response]	CONTINUE

IF RATED NOTIFICATIONS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW G):

Q8. You said that notifications are a burden. Which specific requirements are currently a burden?

Please select all that apply

1	Notifying of changes to a service	CONTINUE
2	Notifying of changes to an approved provider (INCLUDED FOR APPROVED PROVIDER SAMPLE ONLY)	CONTINUE
3	Notifying of serious incidents	CONTINUE
4	Notifying of complaints and other incidents	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

IF RATED QUALITY ASSESSMENT AND RATINGS VISITS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW F):

Q8A. You said that Quality assessment and ratings visits are a burden. Which specific tasks are currently a burden?

Please select all that apply

[RANDOMISE OPTIONS 1-8]

1	Preparing staff for quality assessment and ratings visits	CONTINUE
2	Preparing paperwork for quality assessment and ratings visits	CONTINUE
3	Communicating to families about quality assessment and ratings visits	CONTINUE
4	Preparing the service environment for quality assessment and ratings visits	CONTINUE
5	Facilitating the visit on the day of the assessment	CONTINUE
6	Interpreting assessment and ratings reports	CONTINUE
7	Participating in the review process (e.g. providing a response to the draft report, applying for review)	CONTINUE
8	Communicating rating to families	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

IF RATED QUALITY IMPROVEMENT PLANS AS 4 OR OVER ON SCALE OF BURDEN (CODES 4-5 AT Q6 ROW H):

Q8B. You said that Quality Improvement Plans are a burden. Which specific tasks are currently a burden?

Please select all that apply

[RANDOMISE OPTIONS 1-4]

1	Identifying areas of improvement	CONTINUE
2	Documenting the QIP	CONTINUE
3	Annual update of QIP	CONTINUE
4	Having a current QIP available on request (updated within the last 12 months)	CONTINUE
5	Prioritising areas for improvement to be included in the QIP	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

IF MORE THAN ONE REQUIREMENT RATED JOINT HIGHEST AT Q6, ASK:

Q9A. Which one would you say is currently most of a burden?

Please select one only

DISPLAY ONLY THOSE RATED JOINT HIGHEST

RANDOMISE OPTIONS 1-11 IF MORE THAN THREE REQUIREMENTS SELECTED

HOVER-OVER INFORMATION TO EXPLAIN OPTIONS, AS PER Q6

1	Displaying information	CONTINUE
2	Keeping records	CONTINUE
3	Provider and service approvals	CONTINUE
4	Qualifications assessments	CONTINUE
5	Supervisor certificates	CONTINUE
6	Quality assessment and ratings visits	CONTINUE
7	Notifications	CONTINUE
8	Quality Improvement Plans	CONTINUE
9	Documenting children's learning	CONTINUE
10	Maintaining policies and procedures	CONTINUE
11	Ensuring staff know about the National Law and Regulations	CONTINUE
12	Waivers	CONTINUE
98	Can't say [Single response]	SKIP TO Q10

IF ONE REQUIREMENT RATED HIGHEST AT Q6 OR CHOSE ONE ACTIVITY AS MOST BURDENSOME AT Q9A (ANY RATING LEVEL), ASK:

Q9B. You rated [answer from Q6 or Q9A] as most burdensome. What factors currently make it a burden?

*If there are other factors, please select 'other' and specify them
Please select all that apply*

[RANDOMISE OPTIONS 1-6]

1	Staff hours/time	CONTINUE
2	Financial costs	CONTINUE
3	Difficulty understanding the requirements	CONTINUE
5	Diverts attention from other activities	CONTINUE
6	Frustration or stress	CONTINUE
97	Other (please specify)	CONTINUE
98	Can't say [Single response]	CONTINUE

EVERYONE:

Q10. Focusing on ongoing administrative requirements (rather than one-off activities), please tell us how strongly you agree or disagree with the following statements.

Please select one response per row

[RANDOMISE]

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't say/Not applicable
A	Administrative burden has reduced since the introduction of the National Law and Regulations	1	2	3	4	5	98
B	It is easy to find information about the administrative requirements of the National Law and Regulations	1	2	3	4	5	98
C	It is difficult to understand the administrative requirements of the National Law and Regulations	1	2	3	4	5	98
D	Administrative requirements across the states and territories are consistent (INCLUDED FOR APPROVED PROVIDERS ONLY)	1	2	3	4	5	98
E	The administrative requirements of the National Law and Regulations are simpler than the previous licensing and accreditation systems	1	2	3	4	5	98
F	I feel I am doing more work than necessary to make sure that I meet the requirements of the National Law and Regulations	1	2	3	4	5	98

Q11. Overall, how much of a burden are the ongoing administrative requirements of the National Law and Regulations?

Please rate them on a scale of 0-5, where 0 is 'not at all burdensome' and 5 is 'very burdensome'

[SINGLE RESPONSE]

0	0 – Not at all burdensome	CONTINUE
1	1	CONTINUE
2	2	CONTINUE
3	3	CONTINUE
4	4	CONTINUE
5	5 – Very burdensome	CONTINUE
98	Can't say	CONTINUE

EVERYONE:

Q16. How useful would the following *changes* be in reducing administrative burden for your [organisation/ service] under the National Law and Regulations?

Please select one response per row

[SINGLE RESPONSE PER ROW, RANSDOMISE]

		Not at all useful					Very useful	Can't say/Not applicable
A	Improved processing of applications, enquiries etc.	0	1	2	3	4	5	98
B	More consistency between the requirements of different states and territories	0	1	2	3	4	5	98
C	More or improved written guidance materials	0	1	2	3	4	5	98
D	More or improved face to face guidance	0	1	2	3	4	5	98
E	More or improved face to face training	0	1	2	3	4	5	98
F	More or improved online guidance	0	1	2	3	4	5	98
G	More or improved online training	0	1	2	3	4	5	98

EVERYONE:

Q17. Do you have any other suggestions for how to reduce administrative burden under the National Law and Regulations, without compromising the quality of education and care for children?

_____ [open-end]

99	I have no further suggestions	CONTINUE
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Final questions about you and your [organisation/service]

To ensure we interview a good cross-section of organisations, we need to ask some final questions about you and your [organisation/service].

D6. Which of the following best describes your [organisation/service]?

Please select one only

1	Government (state/territory/local)	SKIP TO D8
2	Privately managed	CONTINUE
3	Community managed or not-for-profit	SKIP TO D8
97	Other (please specify)	SKIP TO D8
98	Can't say	SKIP TO D8

MULTI-SERVICE APPROVED PROVIDERS:

[DO NOT ASK QUESTION AGAIN IF SELECTED OPTION 1 IN WAVE I]

D8A. Have any of your services had a quality assessment and ratings visit under the NQF?

Please select one only

1	Yes, one or more services have been visited and/or received their ratings	CONTINUE
2	Yes, one or more services have been visited but none have received their ratings	CONTINUE
3	No, but one or more services have been notified of the date of their visit	CONTINUE
4	No, and there are no visits planned	CONTINUE
98	Can't say	CONTINUE

SINGLE-SERVICE PROVIDERS/NOMINATED SUPERVISORS:

[DO NOT ASK QUESTION AGAIN IF SELECTED OPTION 1 IN WAVE I]

D8B. Has your service had a quality assessment and ratings visit under the NQF?

Please select one only

1	Yes, the service has been visited and received its rating	CONTINUE
2	Yes, the service has been visited but has not received its rating	CONTINUE
3	No, but the service has been notified of the date of its visit	CONTINUE
4	No, and there is no visit planned	CONTINUE
98	Can't say	CONTINUE