

3A Vocational education and training attachment

Definitions for the descriptors and indicators in this attachment are in Section 3A.3. Unsourced information was obtained from State and Territory Governments.

3A.1 All jurisdictions' data

Descriptors

Table 3A.1 Size and scope of publicly funded VET, 1997^a

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Training provider locations	No.	592	950	730	247	245	93	33	129 ^b	3 076
Students	('000)	508.5	417.4	218.2	111.5	141.5	26.6	18.7	16.2	1458.6
Annual hours	('000 000)	105.2	84.5	48.7	27.5	19.8	7.1	5.9	3.5	302.2
Hours delivered per training provider location	'000	177.8	88.9	66.8	111.3	80.8	75.9	180.1	27.0	98.2
Students per training provider location	No.	859	439	299	451	578	286	567	126	474
Proportion of students studying in rural areas	%	28.1	30.8	30.2	17.1	15.5	50.8	0.0	4.9	30.0
Proportion of students studying in remote areas	%	0.3	0.2	4.1	11.6	0.0	1.1	0.0	38.9	2.1

^a Training provider locations who provided data for the 1997 National collection but whose activity may have fallen outside the scope of this Report may be included in this table in the listing of training provider locations.

^b Data (provided by the NT Employment Training Authority) does not include activity outside the scope of this Report.

Source: NCVET (1998e).

Table 3A.2 Real State and Commonwealth recurrent expenditure per person aged 15 to 64 years (in 97 dollars)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1995	221	169	153	196	191	186	259	372	192
1996	227	178	165	189	197	185	262	374	198
1997	235	183	184	205	205	190	271	395	209

^a State and Commonwealth recurrent expenditure (financial data) data are sourced from ANTA 1998a and are therefore based on 'maintenance of effort' cash expenditure. This financial data is not comparable with financial data based on accrual accounting data as reported in table 3A.3.

Sources: ANTA (1998a); ABS (1998).

Table 3A.4 Net assets of public VET providers per person aged 15 to 64 years, 1997 (dollars)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Net assets per person aged 15 to 64 years	438	417	344	353	372	396	578	466	408

Sources: NCVET (1998b); ABS (1998).

Table 3A.5 Government funding to private and adult and community providers of VET (\$ million and per cent)^{a, b}

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1997 Govt. funding	\$ million	47.2	35.6	50.0	15.3	14.1	2.6	3.7	3.4	171.9
Per cent of State total	%	3.4	3.8	8.1	4.1	4.9	2.7	4.3	5.2	4.3
Real increase between 1996 and 1997	%	13	40	122	110	70	134	83	-9	53

^a Payments to Non-TAFE providers of VET delivery included payments to: secondary schools, other government providers, enterprises, private providers, community providers, industry and local government providers. ^b Government funding data are sourced from NCVET 1998b which is prepared using accrual accounting data. This financial data is therefore not comparable with data reported in tables 3A.6, 3A.7 and 3A.8.

Source: NCVET (1998b).

Table 3A.9 Allocation of government funds for VET by allocation mechanisms, 1997 (per cent)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA^a</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT^b</i>
Competitive tendering									
• open competitive tendering ^c	%	3.3	6.9	5.3	5.2	5.5	1.5	2.1	..
• limited competitive tendering ^d	%	..	1.5	0.5
User choice (apprentices and trainees)	%	2.3 ^e	15.3	9.5	1.6	0.5	3.5	2.1	2
Other allocation mechanisms	%	94.4	76.3	84.7	93.2	94.0	95.0	95.8	98
Recurrent State Government funding	\$m	1022	516.4	481.9 ^f	207	193.6	72.9	57.3	49

^a These data are provided as accrual based recurrent expenditure and include Access funding in the open competitive tendering process. ^b Although User Choice policy (under New Apprenticeships) was to be implemented from 1998 the NT in 1997 spent \$125 000 on Pilot Projects and \$903 000 on Off the Job training dispensed on User Choice principles (that is, industry selected training providers for trainees). ^c Open competitive tendering: the tendering process is open to both public and private providers. ^d Closed competitive tendering: the tendering process is restricted to either public or private providers. ^e These funds are used for traineeship funding only through flexible delivery using User Choice principles in a competitive environment. From July 1998 under the NSW Training Market Commitment employees and employers will have greatly increased capacity to select their preferred public or private training provider ^f Recurrent State Government funding was sourced from Note 7 of the NCVET Financial Report (it includes State recurrent funding and Commonwealth general purpose recurrent funding) .. Not applicable.

Effectiveness

Access and participation

Participation data supplied from the 1996 national VET collection has been adjusted for student enrolment no attendance (SENA), on information supplied by the National Centre for Vocational Education Research (NCVER).

Table 3A.10 Participation in VET, by age and sex, 1997 (per cent)

<i>Age Cohort</i>	<i>Male</i>	<i>Female</i>	<i>Persons</i>
15-19	22.6	17.4	20.2
20-24	19.2	15.1	17.2
25-29	12.4	11.0	11.7
30-39	10.3	10.1	10.2
40-49	7.4	8.9	8.2
50-59	4.6	5.1	4.9
60-64	2.2	2.3	2.3
65+	0.8	0.7	0.8

Sources: NCVER (1998e); ABS (1998).

Table 3A.11 Module load completion rates, by all people and by target groups 1997 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Male	80.4	79.7	83.8	89.0	89.8	87.6	80.1	77.9	82.1
Female	80.8	81.4	83.3	88.1	91.6	89.0	81.0	78.7	82.7
All	80.6	80.5	83.6	88.6	90.6	88.3	80.6	78.2	82.4
<i>Specific needs group</i>									
Students reported as indigenous	63.4	66.8	70.0	79.2	86.1	87.5	71.4	71.1	70.1
Students reported as having a disability	76.6	75.9	78.6	84.9	89.4	84.1	74.9	74.4	77.6
Students reported as NESB	78.4	76.6	79.9	87.7	90.2	72.2	69.6	77.5	78.6
Rural	80.6	82.6	82.7	88.7	93.8	91.1	88.9 ^b	80.8	83.3
Remote	74.6	87.9	85.9	88.6	94.9	88.6	^c	80.9	84.6

^a Care should be taken in making comparisons across jurisdictions because there were jurisdictional variations in average module durations and competencies achieved by students. ^b Regional participation rates are based on the home address postcodes of students. The ACT rural participation rate was distorted because students living in adjacent rural areas in NSW attend VET institutions in the ACT. ^c Numbers are too small to calculate a meaningful rate.

Formula used to calculate module load completion rates:

$$[(01+04) / (All\ activity -05-06-09-90-blanks)] \times 100$$

Where:

01 = Student assessed — passed

04 = No assessment — satisfactory completion of class hours

05 = No assessment — studies not yet completed

06 = Status (or credit) granted — through Recognition of Prior Learning

09 = Status (or credit) granted — through Credit transfer arrangements

90 = Not stated

blanks = Unknown

This formula is the same as the one used to calculate 1996 MLCRs. The difference between the 1996 and 1997 MLCRs is due the treatment of Invalid Module Enrolment (IME) adjustment.

Source: ANTA (1998a).

Table 3A.12 Participation rates for males and females aged 15 to 64 years (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1996									
Males	10.0	14.1	8.7	8.1	9.0	8.2	7.8	12.4	10.2
Females	10.5	10.3	7.2	7.3	8.9	6.4	7.0	11.2	9.2
All	10.3	12.1	8.0	7.7	9.0	7.3	7.4	11.8	9.7
1997									
Males	10.1	14.0	7.4	8.7	10.4	8.7	7.3	9.7	10.4
Females	10.6	10.9	6.5	7.8	11.6	6.8	6.7	10.1	9.5
All	10.4	12.4	7.0	8.2	11.0	7.7	7.0	9.9	10.0

Source: ANTA (1998a).

Table 3A.13 Participation by people with a disability, age 15 to 64, 1997 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students reporting as having a Disability	4.1	2.9	3.6	2.2	2.2	4.7	4.3	2.9	3.3
Persons with a Disability, as proportion of total population	16.9	18.3	18.8	18.2	20.6	18.5	15.8	12.3	18.0
Students with client group not reported	27.2	17.9	11.7	1.1 ^a	57.4	9.2	16.2	30.8	22.7

^a The 'Students with client group not reported' for WA is understated due to a system default to 'Students reported as not having a disability'.

Source: ANTA (1998a).

Table 3A.14 Participation by people from a non-English speaking background, by country of birth (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1997									
Students who reported being born in non-English speaking countries	14.8	13.5	9.6	8.9	7.5	6.0	17.6	6.1	12.3
People who were born in mainly non-English speaking countries, as proportion of total population	15.8	17.1	7.3	11.8	10.6	3.9	13.8	8.1	13.3
Non-response rate ^a	21.0	21.3	9.2	45.8	46.9	1.7	8.0	32.6	23.3
1996									
Students who reported being born in non-English speaking countries	15.4	13.5	9.2	11.4	10.0	6.4	18.3	3.3	12.9
People who were born in mainly non-English speaking countries, as proportion of total population	15.7	17.0	7.2	11.7	10.6	3.9	13.7	7.9	13.2
Non-response rate ^a	20.1	22.5	15.0	34.0	34.5	1.6	8.5	31.3	22.0

^a Students who did not indicate the country in which they were born.

Sources: ANTA (1998a); ANTA (1997).

Table 3A.15 Participation by people of all ages by region, 1997 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Capital City	7.1	7.5	5.8	5.3	7.3	4.6	4.4	7.9	6.8
Other metropolitan areas	7.0	8.8	5.9	b	b	b	b	b	6.9
Rural areas	8.2	12.2	6.1	6.6	7.4	4.8	b	6.0	8.3
Remote areas	6.5	23.8	6.6	8.6	12.0	11.1	b	7.5	8.1

^a Interpretation of rural and remote participation rates should consider the absolute number of students from these regional areas (box 3A.16 and appendix A). ^b Numbers too small to calculate a meaningful rate.

Source: ANTA (1998a).

Table 3A.17 Participation by indigenous people, all ages 1997 (per cent)

	NSW	Vic	Qld	W A	SA	Tas	ACT	NT	Aust
Students reporting as an indigenous person	2.3	0.7	4.8	5.0	1.6	3.0	1.3	31.7	2.6
Indigenous people as proportion of total population	1.7	0.5	2.9	3.0	1.4	3.0	1.0	24.4	2.0
Students with client group not reported ^a	20.3	19.4	11.5	31.2	48.6	6.3	5.5	12.0	21.8

^a Students who did not indicate if they were indigenous.

Source: ANTA (1998a).

Employer outcome

Table 3A.18 Number of employers interviewed in employer satisfaction survey 1997

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Sample design (quota)	400	400	400	300	300	300	200	200	2 500
Interviews achieved	430	473	392	369	302	325	214	182	2 687

Source: NCVET (1998c).

Table 3A.19 Mean overall satisfaction with VET providers by employer size, 1997 (1 — very dissatisfied; 10 — very satisfied)

Employer size	Score
Small (1 to 19 employees)	6.7
Medium (20 to 99 employees)	6.7
Large (100 or more employees)	6.6

Source: NCVET (1998c).

Table 3A.20 Overall employer satisfaction with 1996 VET providers, 1997 (1 — very dissatisfied; 10 — very satisfied)^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Percentage of employers responding with a ranking of 6 or higher	72	89	77	75	81	79	76	70	78
Mean Score ^b	6.5	7.1	6.5	6.7	6.8	6.7	6.5	6.4	6.7

^a Caution should be used when interpreting small differences in the results, which are affected by sample and estimate size (see attachment 3A). ^b Rankings: 1 = very dissatisfied; 10 = very satisfied.

Source: NCVET (1998c).

Table 3A.21 Mean overall employer satisfaction score with 1996 VET providers by industry, 1997 (1 — very dissatisfied; 10 — very satisfied)

<i>Industry</i>	<i>Score</i>
Accommodation; Cafes; Restaurants	5.7
Mining	6.1
Transport; Storage	6.5
Wholesale Trade	6.7
Retail Trade	6.7
Communication Services	6.7
Finance; Insurance	6.7
Property; Business Services	6.7
Health; Community Services	6.7
Culture; Recreation Services	6.7
Agriculture	6.8
Manufacturing	6.8
Electricity; Gas; Water	6.8
Personal; Other Services	6.9
Construction	7.0
Government Administration; Defence	7.0
Education	7.0

Source: NCVET (1998c).

Table 3A.22 Employer satisfaction with the value-for-money of VET, 1997^{a, b}

<i>Descriptions of value for money</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
sample size (<i>n</i>)	418	454	375	351	297	307	210	175	2 587
Waste of money: courses were mostly a waste of money	5	3	6	5	4	4	5	4	5
Break even: probably break even in the long run	34	25	32	21	28	24	32	32	30
Reasonable financial benefits: from increased productivity of graduates	41	55	51	51	54	59	49	47	48
Excellent return on investment: productivity increases greatly exceed the costs of courses	12	9	8	12	9	9	8	13	10
Can not say	8	8	4	11	4	4	6	5	7

^a Totals may not add up to 100 per cent due to rounding errors. ^b Caution should be used when interpreting small differences in the results, which are affected by sample and estimate size, see table 3A.30.

Source: NCVET (1998c).

Table 3A.23 Employers perception of the level of VET graduates work skills (per cent), 1997^{a, b}

<i>Descriptions of work skills</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
sample size (<i>n</i>)	418	454	375	351	297	307	210	175	2 587
<i>Dissatisfaction with graduate work skills</i>									
• Skills are no better than non-graduates	4	2	3	5	2	5	3	3	3
• Have a few of the required skills	23	22	27	20	21	20	27	22	23
<i>Satisfaction with graduate work skills</i>									
• Effectively apply their learnt skills	48	47	50	48	55	50	35	49	49
• Skills and productivity have significantly improved	21	26	19	22	21	22	29	24	22
• Can not say	3	3	2	6	1	4	7	2	3

^a Totals may not add up to 100 per cent due to rounding. ^b Caution should be used when interpreting small differences in the results, which are affected by sample and estimate size, see table 3A.24.

Source: NCVER (1998c).

Student outcome

Table 3A.25 TAFE institute graduates (1997) main reason for doing course: vocational/nonvocational^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Vocational	76	78	80	73	84	85	79	74	77
Nonvocational	23	21	19	26	15	13	20	24	21

^a Nonvocational reasons included 'to get into another course of study', which could ultimately be vocational.

Source: NCVER 1998 (unpublished).

Table 3A.26 TAFE graduates — main reason for doing VET course, 1997 (per cent)

<i>Main reason for doing course</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
To get a job (or own business)	26.0	29.1	31.5	30.7	27.0	26.7	29.3	20.0	27.8
To try for a different career	12.4	11.9	15.4	11.3	11.0	8.0	13.2	11.7	12.3
To get a better job or promotion	13.2	10.1	12.9	9.8	15.2	9.4	11.5	10.9	12.3
Requirement of the job	10.8	13.0	6.0	12.9	16.1	23.6	12.5	13.4	11.6
To get extra skills for the job	13.8	14.0	13.8	8.6	14.6	17.5	12.4	17.9	13.5
To get into another course	6.9	4.9	7.0	8.5	3.6	1.2	6.2	3.7	6.2
Interest or personal development	13.5	13.1	9.8	14.8	9.7	10.9	9.8	17.6	12.7
Other ^a	3.4	3.8	3.6	3.5	2.9	2.8	5.0	4.7	3.5

^a Includes *not stated*.

Source: NCVER 1998 (unpublished).

Table 3A.27 Whether the VET course helped graduates achieve their main reason for doing the course, 1997 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Course helped to achieve main reason	62.2	62.2	61.0	66.1	66.5	71.3	61.2	69.2	63.0
Course partly helped to achieve main reason	16.3	15.7	16.8	14.4	14.7	11.4	15.3	13.3	15.8
Course did not help to achieve main reason	7.4	7.1	10.0	8.3	9.3	5.3	7.6	4.3	7.8
Do not know yet	12.8	13.5	10.6	10.2	8.1	10.1	15.0	11.1	12.0

Source: NCVET 1998 (unpublished).

Table 3A.28 Employed 1997 TAFE graduates who undertook their course for vocational reasons — relevance of course to their main job, 1998 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Highly relevant	52.1	56.8	54.0	58.6	58.3	65.9	56.6	59.5	54.9
Some relevance	25.4	22.2	23.6	18.6	23.3	19.2	22.7	23.6	23.6
Total relevance	77.6	79.1	77.6	77.2	81.6	85.1	79.3	83.2	78.5

^a Totals may not add due to rounding.

Source: NCVET 1998 (unpublished).

Table 3A.29 Employed 1997 TAFE graduates who undertook their course for vocational reasons — benefits as a result of doing their VET course, 1998 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
An increase in earnings	30.6	33.0	28.5	36.1	33.0	40.2	32.2	30.9	31.8
A promotion (or increased status at work)	21.6	20.7	20.1	20.2	25.6	23.8	22.6	23.9	21.6
Change of job or new job	27.8	29.4	37.5	31.5	31.5	23.5	31.2	25.9	29.9
Benefited in some way ^a	56.1	57.6	59.2	61.0	60.3	61.3	57.9	56.8	57.8

^a 'Benefit in some way' may not equal the sum of the benefits, as graduates may report more than one type of benefit.

Source: NCVET 1998 (unpublished).

Table 3A.30 Whether the VET course helped graduates achieve their main reason for doing the course, by all people, indigenous people, and people from a non-English speaking background, 1997 (per cent)^a

	<i>All people</i>	<i>Indigenous people</i>	<i>NESB</i>
To get a job (or own business)	49	47	43
To try for a different career	49	51	46
To get a better job or promotion	52	58	49
To fulfil requirement of the job	89	91	84
To get extra skills for the job	77	79	74
To get into another course	77	82	76
Interest or personal development	78	76	73
Other	61	77	60

^a Includes respondents who indicated that their VET course helped or partly helped them achieve their main reason for doing the course.

Source: NCVET 1998 (unpublished).

Table 3A.31 Labour force status of 1997 TAFE graduates, (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed ^b	71.0	72.3	72.4	71.8	81.7	81.8	73.5	78.9	72.8
Full time	48.5	45.5	43.4	44.5	56.3	58.6	48.7	58.6	47.9
Part time	17.3	21.0	23.4	22.0	19.7	16.5	19.0	16.0	19.4
Unemployed	14.9	15.0	14.6	12.0	9.9	9.8	12.7	8.9	14.0
Not in labour force	13.8	12.4	12.7	16.0	8.2	8.2	13.6	11.9	13.0

^a As at 29 May 1998. ^b The proportion of TAFE graduates employed does not equal the sum of those graduates employed full time and part time because some graduates reported that they were employed but did not indicate whether it was full time and part time.

Source: NCVET 1998 (unpublished).

Efficiency

Unit costs

Table 3A.32 Government cost of capital per adjusted AHC, 1997^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Physical non-current assets (\$ million)	1 692	1 230	821	397	377	124	130	60	4 832
Capital charge (%)	8	8	8	8	8	8	8	8	8
Cost of capital (\$ million)	135	98	66	32	30	10	10	5	386
Adjusted AHC ('000)	83 319	62 541	35 495	19 552	15 392	3 874	3 930	2 000	226 096
Cost of capital per adjusted AHC	1.6	1.6	1.9	1.6	2.0	2.6	2.7	2.4	1.7

^a Totals may not add due to rounding.

Sources: NCVER (1998b); ANTA (1998).

Table 3A.33 Government cost of capital per module load completion (dollars), 1997^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Physical non-current assets (\$ million)	1 692	1 230	821	397	377	124	130	60	4 832
Capital charge (%)	8	8	8	8	8	8	8	8	8
Cost of capital (\$ million)	135	98	66	32	30	10	10	5	386
Adjusted MLCR ('000)	55 077	42 547	26 346	14 183	10 909	2 603	2 761	1 255	155 676
Cost of capital per adjusted MLCR	2.5	2.3	2.5	2.2	2.8	3.8	3.8	3.8	2.5

^a Care should be taken in making comparisons between jurisdictions because there were jurisdictional variations in average module durations and competencies achieved by students. ^b Totals may not add due to rounding.

Sources: NCVER (1998); ANTA (1998).

Table 3A.34 **Government recurrent expenditure per hour of publicly funded successful MLC^{a, b}**

1997	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Student assessed-passed (01)	No.	55 796 178	40 738 689	22 639 295	13 622 665	10 636 574	2 946 150	2 895 372	1 396 397	150 671 320
Student not assessed-satisfactory completion of class hours (04)	No.	4 951 830	3 820 546	3 847 627	772 891	665 570	15 121	205 554	1 425	14 280 564
Total (01 Funding source)	No.	96 432 711	72 695 261	39 328 940	22 741 423	16 687 788	5 383 499	4 757 432	2 756 925	26 0783 979
True Total	No.	89 734 546	68 642 945	38 702 514	21 831 497	15 963 422	4 576 650	4 382 939	2 537 139	246 371 652
Adjusted module load completion (01+04)(to true total)	No.	56 528 484	42 075 330	26 065 042	13 819 563	10 811 552	2 517 452	2 856 829	1 286 386	155 960 638
Course mix weighting		0.97	1.01	1.01	1.03	1.01	1.03	0.97	0.98	1.00
Adjusted module load completion (to true total + course mix)	No.	55 076 900	42 546 668	26 345 873	14 183 250	10 909 421	2 603 179	2 760 952	1 255 242	155 676 485
Recurrent expenditure (\$m)	\$m	977.33	562.62	419.97	249.61	199.44	58.40	59.10	51.71	2 578.17
\$ per Govt. funded MLC (course mix adjusted)	(\$/MLC)	17.7	13.2	15.9	17.6	18.3	22.4	21.4	41.2	16.6
1996 (in 1997 prices)										
\$ per Govt. funded MLC (course mix adjusted)	(\$/MLC)	15.4	13.6	13.7	17.6	16.8	21.1	20.5	45.0	15.3

^a Care should be taken in making comparisons between jurisdictions because there were jurisdictional variations in average module durations and competencies achieved by students. ^b State and Commonwealth recurrent expenditure (financial data) data are sourced from ANTA 1998a and are therefore based on 'maintenance of effort' cash expenditure. This financial data is not comparable with financial data based on accrual accounting data as reported in table 3A.35.

Source: ANTA (1998a).

Table 3A.36 VET costs per adjusted annual hours of curriculum, (in 1997 prices)^a

1995	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Recurrent Expenditure in 1997 prices	\$m	938.94	534.09	349.11	239.47	193.68	59.91	58.47	48.20	2 421.87
AHC	'000	86 797	62 291	33 635	19 803	14 305	3 671	3 716	2 656	226 874
Confirmed invalid enrolment	%	1.00	8.60	6.68	6.90	1.20	0.69	3.80	8.19	4.58
\$/Adjusted AHC	\$	10.93	9.38	11.12	12.99	13.70	16.43	16.36	19.77	11.19
Course-mix weighting	ratio	0.98	1.02	0.99	1.00	1.02	1.04	1.02	0.99	1.00
\$/Adjusted AHC (course-mix weighting)	\$	11.1	9.2	11.2	13.0	13.4	15.8	16.0	19.9	11.2
1996										
Recurrent Expenditure in 1997 prices	\$m	949.24	551.96	374.12	228.58	194.22	58.17	58.23	48.29	2 462.82
AHC	'000	86932	65 072	35 785	21 463	14 688	4 140	3 999	2 414	234 494
Confirmed invalid enrolment	%	7.39	13.62	11.20	14.13	10.16	12.00	13.87	15.32	10.76
\$/Adjusted AHC	\$	11.79	9.82	11.77	12.40	14.72	15.97	16.91	23.62	11.77
Course-mix weighting	ratio	0.98	1.01	1.00	0.99	1.02	1.04	1.00	1.01	1.00
\$/Adjusted AHC (course-mix weighting)	\$	12.0	9.7	11.7	12.5	14.5	15.4	16.8	23.5	11.8
1997										
Recurrent Expenditure	\$m	977.33	562.62	419.97	249.61	199.44	58.40	59.10	51.71	2 578.17
AHC	'000	89 735	68 643	38 703	21 831	15 963	4 577	4 383	2 537	246 372
Confirmed invalid enrolment	%	7.15	8.89	8.29	10.44	3.58	15.36	10.34	21.15	8.23
\$/Adjusted AHC	\$	11.73	9.00	11.83	12.77	12.96	15.08	15.04	25.85	11.40
Course-mix weighting	ratio	0.97	1.01	1.01	1.03	1.01	1.03	0.97	0.98	1.00
\$/Adjusted AHC (course-mix weighting)	\$	12.0	8.9	11.7	12.4	12.8	14.6	15.6	26.5	11.4

^a State and Commonwealth recurrent expenditure (financial data) data are sourced from ANTA 1998a and are therefore based on 'maintenance of effort' cash expenditure. This financial data is not comparable with financial data based on accrual accounting data as reported in table 3A.37.

Source: ANTA (1998a).

3A.2 Information on sample data

Some of the results reported are estimates obtained by conducting surveys of samples of the group or population in question. The results are therefore subject to *sampling error*. The data obtained from a sample may differ from the ‘true’ data which would have been obtained from the entire group or population — not just a sample — using the same methods. Consequently, it is necessary to be cautious when using survey results.

The *standard error* is a measure of sampling error. It indicates the extent to which the estimate may differ by chance from the ‘true value’ because only a sample was taken. If the survey is performed repeatedly, the difference between the sample estimate and the population value will be less than one standard error about 68 per cent of the time. The difference will be less than two standard errors 95 per cent of the time. It will be less than three standard errors 99 per cent of the time. Another way of expressing this is to say that, in 68 (95, 99) of every 100 samples, the estimate obtained from a single survey will be within one (two, three) standard errors of the ‘true’ value.

The chance that an estimate falls within a certain range of the true value is known as the *confidence* of the estimate. For any particular survey, there is a trade-off between the confidence of the estimate and the range of error (in terms of standard errors) attached to the estimate. The appropriate level of reliability chosen depends on the purpose of obtaining the estimate.

Table 3A.30 presents a workable guide to the standard errors associated with different sample sizes and survey estimates. However, this assumes a simple random sample, and the consultants who undertook the NCVER survey noted that the way the sample was selected may have led to the true standard errors being greater than those in the table. They noted that increase would vary from case to case, but suggested that it would be reasonable to allow three standard errors (instead of two) as appropriate 95 per cent confidence limits (NCVER 1998c, p.61).

In contrast, for some estimates, the consultants noted that the true standard errors may be less than those in the table, particularly where a high proportion of the estimated in-scope population was surveyed. They suggested this would apply to the estimates for the mining and communications industries, the ACT and NT in general, Tasmanian medium and large employers, and large employers in all States except NSW and Victoria (NCVER 1998c, p.61).

The following example illustrates how to use table 3A.30. Suppose that a survey of 600 people estimated that 32 per cent of a given population used, or were satisfied with, a particular service. From table 3A.30, the estimated standard error is 1.9 per cent. If the sample had been a simple random sample, there would have been a 68 per cent probability that the proportion of the population satisfied with the service is within one standard error of the estimated proportion. That is, we could be 68 per cent confident that the true value lies between 32 per cent plus or minus per cent — 30.1 to 33.9 per cent. We could be 95 per cent confident that the true value lies within two standard errors — that is, between 28.2 and 35.8 per cent (or between 26.3 and 37.7 if we use three standard errors based on the consultant's view that the true standard error is greater than estimated). Either way, the lower the level of confidence required, the more precise the estimate will be.

Table 3A.38 Estimated standard errors for survey percentages by sample size

<i>Estimated proportion (%)</i>	<i>5% or 95%</i>	<i>10% or 90%</i>	<i>20% or 80%</i>	<i>30% or 70%</i>	<i>40% or 60%</i>	<i>50%</i>
<i>Sample size</i>						
50	±3.1	±4.2	±5.7	±6.5	±6.9	±7.1
100	±2.2	±3.0	±4.0	±4.6	±4.9	±5.0
150	±1.8	±2.4	±3.3	±3.7	±4.0	±4.1
200	±1.5	±2.1	±2.8	±3.2	±3.5	±3.5
300	±1.4	±1.8	±2.3	±2.7	±2.8	±2.8
400	±1.1	±1.5	±2.0	±2.3	±2.4	±2.5
600	±0.9	±1.2	±1.6	±1.9	±2.0	±2.0
800	±0.8	±1.1	±1.4	±1.6	±1.7	±1.8
1000	±0.7	±0.9	±1.3	±1.4	±1.5	±1.4
1500	±0.5	±0.8	±1.1	±1.2	±1.3	±1.3
2000	±0.5	±0.7	±0.9	±1.0	±1.1	±1.1
2500	±0.5	±0.7	±0.9	±1.0	±1.1	±1.1

Source: Table A1.5 of NCVET (National Centre for Vocational Education Research) 1998, *Australian Vocational Education and Training — Employer Satisfaction with Vocational Education and Training 1997: national report*.

3A.3 Definitions

The majority of information in this chapter was provided directly by ANTA, or through the Benchmarking Report (ANTA 1996).

Table 3A.39 Terminology

<i>Term</i>	<i>Definition</i>
Annual curriculum hours (AHC)	The anticipated hours of supervised learning or training deemed necessary in order to adequately present the education material. These hours are generally specified in the curriculum documentation and do not include hours associated with field work or work experience.
Adjusted annual curriculum hours	Annual curriculum hours were adjusted to account for: module enrolments reported with an outcome of RPL (recognition of prior learning) and invalid module enrolments
Adjusted module load completion rate	Module load completions were adjusted to account for: module enrolments reported with an outcome of RPL (recognition of prior learning) and invalid module enrolments
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard is a specification of information standards for recording and reporting VET inputs (resource module) and activity and outputs (business module). The use of AVETMISS is being phased in, with implementation of the business module for the whole VET sector planned to be complete by the end of 1997. The resource module is to be implemented from 1996
Community education providers	Community education training organisations which have provided information to the NCVET data collection
Completions	Fulfilling all of the requirements of a course enrolment or module enrolment (ACVETS/NCVER 1994)
Contract of Training	A contractual agreement between a client and employer registered with an appropriate regional body committing both parties to experiential forms of training. This includes apprenticeships and traineeships (ACVETS 1995)
Course	A structured sequence of vocational education and training that leads to the acquisition of identified competencies and which, if submitted for accreditation, would lead to a qualification.
Enrolment	The registration of a client at a specific training provider location for the purpose of undertaking a particular course or module. It is considered valid if all fee obligations have been met and at least one class has been attended or unit of work submitted (ACVETS/NCVER 1994)
Fee for service activity	Activity that is funded by fees received from individuals and organisations, other than regulatory student fees. This includes Commonwealth and State specific funded programs (such as Labour Market Programs and Adult Migrant English Services)

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Table 3A.40 (Continued)

<i>Term</i>	<i>Definition</i>
Geographic region	The Department of Primary Industry and Energy and the Department of Employment, Education, Training and Youth Affairs devised geographic classifications based on Statistical Local Areas (SLA's) <i>Remote</i> : contains urban centres based on the distance and population density characteristics of the area — consisting of towns with a population of less than 5 000 and more than 150 km away from an urban centre with a population of 10 000 or more. <i>Rural</i> : consists of SLA's associated with urban centres of population of 5 000 to 100 000 and not classified as remote.
Graduate	Those who complete a vocational program.
Module	An integrated set of related learning outcomes, designed to satisfy a specified educational and training purpose.
Module load completion rate	The percentage of hours associated with successful completion of modules of all confirmed modular activity. This means that students who completed a module regardless of whether or not they undertook a final assessment are compared with all students who commenced the unit. See Table 3A.11 for the formula used for this calculation.
Non-English speaking background (by country of birth)	Students identify themselves (on VET enrolment forms) as being born in a country other than Australia. This information is then used to determine whether they were born in countries that were mainly non-English speaking.
Nonresponse rate	VET students who did not indicate on their enrolment form whether they were a member of an ANTA-designated target group.
Occupational group	Occupations are linked to particular ABS Standard Occupational Classification (ASCO) groups. Category A courses have a direct link to an individual ASCO, Category B are where multiple links to ASCOs can be made and Category C courses potentially link across all ASCO areas.
Occupational level	Classified as 'General/unspecified', 'Operative/clerical', 'Trades/skilled' and 'Para-professional/professional'. These are also linked to ABS ASCO groups.
Private provider	A commercial organisation that provides training to individuals and industry.
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments are made using the GDP (E) price deflator, and expressed in terms of final year prices.
Recurrent funding	Funding provided by the Commonwealth and State and Territory Governments to cover operating costs, salaries and rent
State Training Profiles	An annual publication by the State Training Authorities outlining the planned training in terms of annual hours, by occupational groupings, for the year ahead, with indicative estimates for the next two years. It also outlines initiatives to meet State and national strategies.

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Table 3A.41 (Continued)

<i>Term</i>	<i>Definition</i>
Stream 1000	Recreation, leisure and personal enrichment courses directed towards the encouragement and development of creativity, social and personal pursuits, and skills which enable people to make more effective use of leisure time.
Streams 2100– 4500	Courses for 'Entry to Employment or Further Education', 'Initial Vocational Courses' and 'Courses Subsequent to Initial Vocational Courses' which are typically associated with preparatory, operative, trades/skilled and para-professional education and training.
TAFE	Technical and Further Education colleges are the primary providers of publicly funded VET. They may also have commercial arms which tender for activity, such as Labour Market Program delivery, in the private market.
Training Packages	Provide the basic building blocks for vocational education and training programs under the National Training Framework. They are developed by industry and create a national standards, programs, qualifications and learning resources.
VET program	A course or module offered by a training organisation in which clients may enrol.

Table 3A.42 Descriptors

<i>Descriptor</i>	<i>Definition</i>
Government funding to private and adult and community providers	Government recurrent expenditure to private and adult and community providers for the delivery VET services. Expenditure includes payments to: secondary schools, other government providers, enterprises, private providers, ACE providers, industry and local government providers.
Hours delivered per campus	The ratio of unadjusted VET hours delivered to the number of campuses in each jurisdiction
Net assets of public VET providers per person aged 15–64	Net assets(total assets less liabilities) of publicly owned VET providers per person aged 15 to 64 years
Number of campuses	The number of locations at which VET providers delivered VET programs or modules
Recurrent government VET expenditure per person aged 15–64	Total State and Commonwealth recurrent expenditure (based on 'maintenance of effort' cash expenditure as reported by ANTA 1998a) per person aged 15 to 64 years
Students per campus	The ratio of the number of students who undertook vocational programs to the number of campuses in each jurisdiction
Students studying in remote areas	The ratio of the number of students who studied in campuses located in remote areas to the total number of VET students
Students studying in rural areas	The ratio of the number of students who studied in campuses located in rural areas to the total number of VET students

Table 3A.43 Indicators

<i>Indicator</i>	<i>Definition</i>
Cost per curriculum hour (Average)	Total government recurrent expenditure per total adjusted annual hours curriculum.
Employer perception of the level of VET graduates' work skills	Descriptions of graduates' work skills ranged from 'they do not show any better skills' to 'they have significantly improved their skills and productivity'.
Employer satisfaction with VET value-for-money	Employer satisfaction with VET value-for-money was reported as a spectrum of views ranging from 'the VET course being mostly a waste of money' to 'the VET course being an excellent return on investment (that is, productivity increases greatly exceed the costs of the course)'
Government cost of capital per hour of publicly funded successful module load completions	Cost to the Government of using capital (physical non-current assets) per adjusted publicly funded successful module load completions
Government costs of capital per adjusted annual curriculum hours	Cost to the Government of using capital (physical non-current assets) for delivering VET services
Module load completion rate (also reported by ANTA-designated target groups)	The proportion of hours associated with the successful completion of modules to all confirmed modular activity. That is, a comparison of students who completed a module regardless of whether or not they undertook a final assessment to all students who commenced the unit.
Overall employer satisfaction with VET providers	A rating of employer satisfaction with VET training providers (including both TAFE and non-TAFE). Rated on a scale from 1 to 10 with 1 being 'very dissatisfied' and 10 being 'very satisfied'
TAFE institute graduates' main reason for undertaking VET course	Graduates' main reason for undertaking VET courses were categorised as either vocational (to get a job, to try for a different career, job requirements, to get extra job skills) or nonvocational (to get into another course, personal interest, other reasons)
VET costs per adjusted annual curriculum hours	Government recurrent expenditure per adjusted publicly funded annual curriculum hours
VET participation by indigenous people	A comparison of the proportion of indigenous VET students with the proportion of indigenous people aged 15–64 years
VET participation by people from a non-English speaking background by country of birth	A comparison of the proportion of VET students who reported being born in a non-English speaking country with the proportion of people in the population who were born in a mainly non-English speaking country
VET participation rate for people aged 15–64 years	The ratio of the number of people who undertook a VET program or module to the number of people in Australia (or each jurisdiction) aged 15–64 years

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Table 3A.44 (Continued)

<i>Indicator</i>	<i>Definition</i>
VET participation rate for people of all ages by region (Capital city, Rural, Remote and Other metropolitan areas)	The ratio of the number of people who undertook VET programs or modules in specified geographic areas (that is, capital cities, rural areas, remote areas and other metropolitan areas) to the total population of people in those geographic areas
Whether the VET course helped graduates achieve their main reason for doing the course	Graduates reported whether the VET course helped them to achieve their main reason for doing the course. Results were recorded as 'the course helped', the course partly helped', 'the course did not help' and 'can not say'
