
5 Vocational education and training

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' suffix (for example, in this chapter, table 5A.3). As the data are directly sourced from the 2010 Report, the Compendium also notes where the original table, figure or text in the 2010 Report can be found. For example, where the Compendium refers to '2010 Report, p. 5.15' this is page 15 of chapter 5 of the 2010 Report, and '2010 Report, table 5A.2' is attachment table 2 of attachment 5A of the 2010 Report. A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at (www.pc.gov.au/gsp).

This chapter reports performance information about the equity, effectiveness and efficiency of government funded vocational education and training (VET) in Australia in 2008. The VET system delivers employment related skills across a wide range of vocations. It provides Australians with the skills to enter or re-enter the labour force, retrain for a new job or upgrade skills for an existing job. The VET system includes government and privately funded VET delivered through a number of methods by a wide range of training institutions and enterprises.

The focus of this chapter is on VET services delivered by providers receiving government funding, and which relate directly to training activity funded under the *Commonwealth–State Agreement for Skilling Australia’s Workforce* (CSASAW). The CSASAW was replaced by the *National Agreement for Skills and Workforce Development* (NASWD) on 1 January 2009. These services include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private registered training organisations (RTOs). The scope of this chapter does not extend to VET services provided in schools (which are within the scope of school education in chapter 4) or university education (some information on university education is included in preface A).

Indigenous data in the Vocational education and training chapter

The Vocational education and training chapter in the *Report on Government Services 2010* (2010 Report) contains the following data items on Indigenous people:

- VET participation rate
- proportion of students who reported as Indigenous
- VET participation, by target age group
- VET participation in certificate III and above, by target age group
- VET participation in diploma and above, by target age group
- proportion of graduates employed after completing training, by previous employment status
- load pass rate
- number of qualifications completed
- proportion of qualifications completed by course level
- number of units of competency and modules completed
- proportion of graduates who were satisfied with the quality of their completed course, by purpose of study
- proportion of graduates who improved their employment circumstances after training.

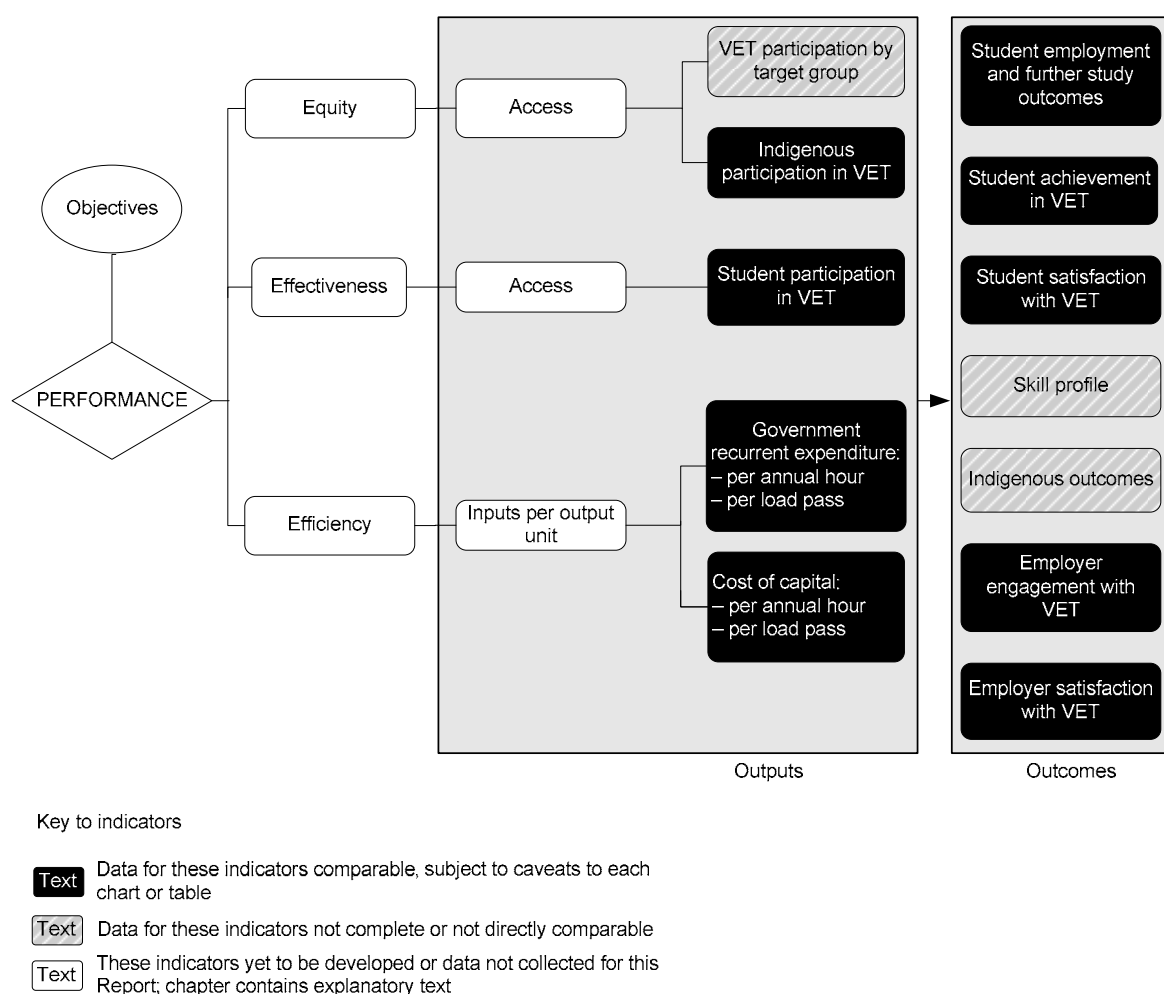
Framework of performance indicators

Data for Indigenous people are reported for a subset of the performance indicators for VET services in the 2010 Report. It is important to interpret these data in the context of the broader performance indicator framework outlined in figure 5.1. The performance indicator framework shows which data are comparable in the 2010 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

The Council of Australian Governments (COAG) has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see 2010 Report, chapter 1 for more detail on reforms to federal financial relations). The NASWD (COAG 2009a) covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) (COAG 2009b) which establishes specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). The performance indicator results reported in this chapter have been revised to align with the performance indicators in the National Agreements.

Figure 5.1 Performance indicators for VET services



Source: 2010 Report, figure 5.4, p. 5.13.

Indigenous participation in VET

‘Indigenous participation in VET’ is an indicator of governments’ objective to achieve equitable access to the VET system by Indigenous people (box 5.1). A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups including Indigenous people.

Box 5.1 Indigenous participation in VET

'Indigenous participation in VET' is defined as the number of government funded participants in the VET system who self-identified as Indigenous and aged 15–64 years, as a proportion of the total number of Indigenous people aged 15–64 years, compared with that of the general population aged 15–64 years.

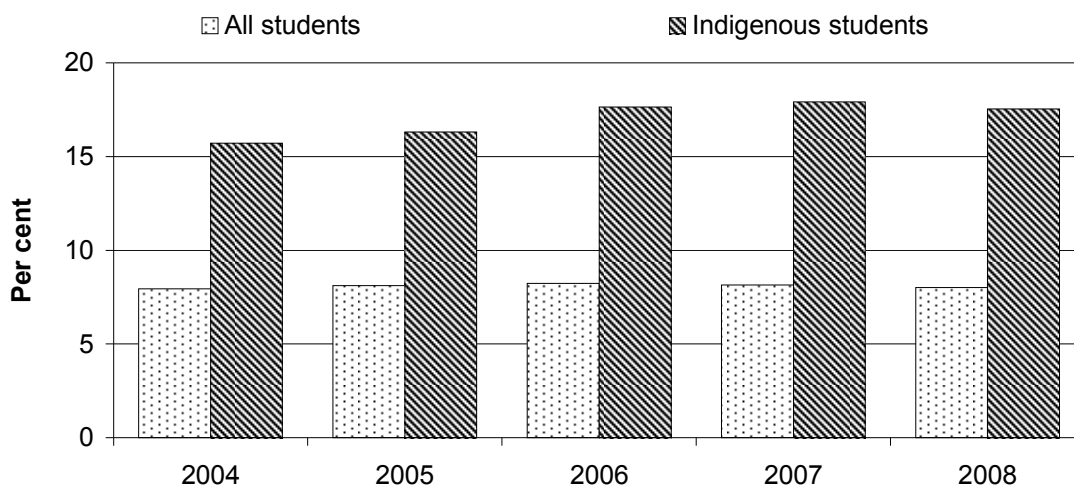
A lower participation rate means Indigenous people are under-represented in VET; a higher participation rate means Indigenous people are over-represented in VET.

Care needs to be taken in interpreting the participation rates presented for Indigenous people because (1) the data depend on self-identification at the time of enrolment and (2) the number of non-responses (that is, students who did not indicate whether or not they were Indigenous) varies across jurisdictions. Data are for government funded VET students.

Data reported for this indicator are comparable.

Nationally, the VET participation rate for all Indigenous students (the number of 15–64 year old Indigenous students as a percentage of Indigenous people aged 15–64) was 17.5 per cent in 2008, compared with 15.7 per cent in 2004. The participation rate for all 15–64 year old students (the number of 15–64 year old students as a percentage of the 15–64 year old population) was 8.0 per cent in 2008, and 7.9 per cent in 2004 (figure 5.2). These student participation data are not age standardised, so the younger age profile of the Indigenous population relative to all Australians is likely to affect the results.

Figure 5.2 VET participation rate for 15–64 year olds, by Indigenous status^{a, b}

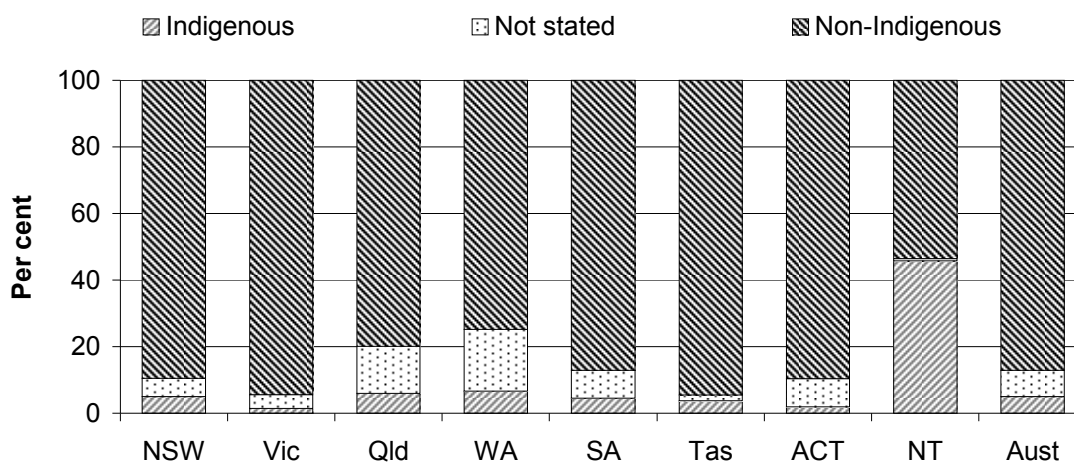


^a Data are for government recurrent funded VET students. ^b The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June (ABS 2009; series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June.

Source: NCVET (unpublished) National VET provider collection; ABS (2009), *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.1; 2010 Report, figure 5.9, p. 5.19.

In 2008, 5.0 per cent of government funded VET students in Australia (of all ages) identified themselves as Indigenous, while 7.9 per cent of students did not report their Indigenous status (figure 5.3). The proportion of government funded VET students who identified themselves as Indigenous (5.0 per cent) was higher than the proportion of Indigenous people in the total population nationally (2.5 per cent) (table 5A.2).

Figure 5.3 VET students, all ages, by Indigenous status, 2008^a



^a Data are for government recurrent funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.2; 2010 Report, figure 5.10; p. 5.20.

Additional data on Indigenous participation in VET are provided in the next section Student participation in VET.

Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.2).

Box 5.2 Student participation in VET

Student participation in VET' is defined by three measures:

- the number of 15–64 year olds participating in VET as a proportion of the population aged 15–64 years
- the number of 15–64 year olds participating in certificate level III qualifications and above as a proportion of the population aged 15–64 years
- the number of 15–64 year olds participating in diploma level qualifications and above as a proportion of the population aged 15–64 years.

High VET participation rates indicate high levels of access to the VET system by the general population. High proportions of VET students in certificate level III qualifications and above, and diploma level qualifications and above, indicate greater participation in higher skill level courses, which is desirable.

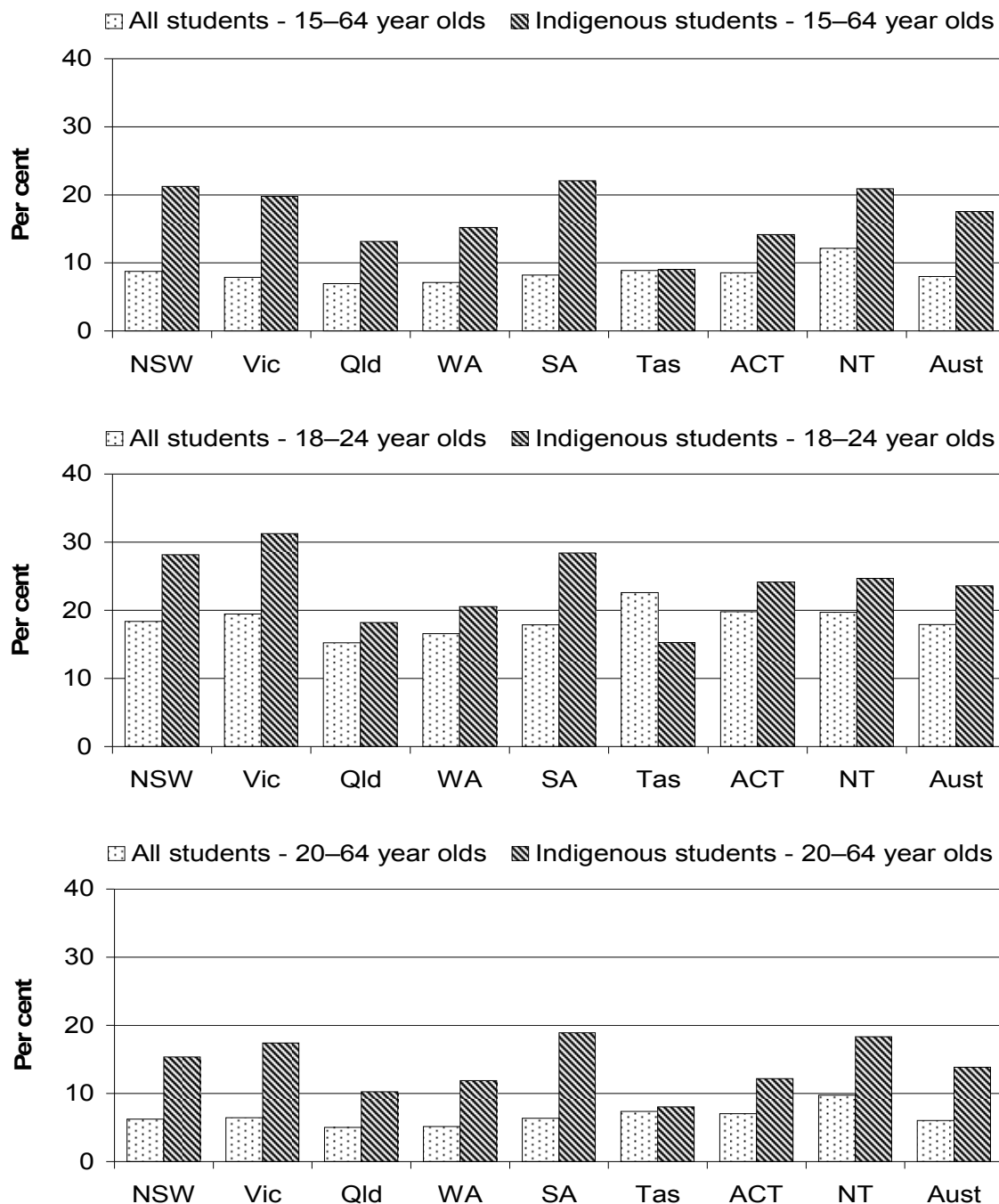
Data for qualifications at the level of 'diploma and above' are a sub-set of data for the larger group of qualifications at the level of 'certificate III and above'. Data are for government funded VET students.

Data reported for this indicator are comparable.

Figures 5.4–6 show VET participation rates for the total population and Indigenous population, focusing on the target age groups of 18–24 years and 20–64 years. The proportion of people participating in government funded VET in these target age groups is:

- 17.9 per cent of all people aged 18–24 years, compared with 23.6 per cent of the Indigenous population in the same age group
- 6.0 per cent of all people aged 20–64 years, compared with 13.9 per cent of the Indigenous population in the same age group (figure 5.4).

Figure 5.4 VET participation rates, by target age group and Indigenous status, 2008^{a, b}



^a Data are for government recurrent funded VET students. ^b The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June 2008 (ABS 2009 Cat. no. 3201.0 series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June 2008.

Source: NCVET (unpublished) National VET provider collection; ABS (2009) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.1; 2010 Report, figure 5.11; p. 5.22.

In 2008, approximately 712 800 people aged 15–64 years participated in a government funded VET program at the certificate III level or higher, representing 4.9 per cent of the population aged 15–64 years (similar to the 4.7 per cent in 2004) (figure 5.5 and table 5A.3). This compares with 23 600 Indigenous people aged 15–64 years in 2008, or 7.2 per cent of the Indigenous population aged 15–64 years (figure 5.5).

The government funded VET students at the certificate III level or higher include:

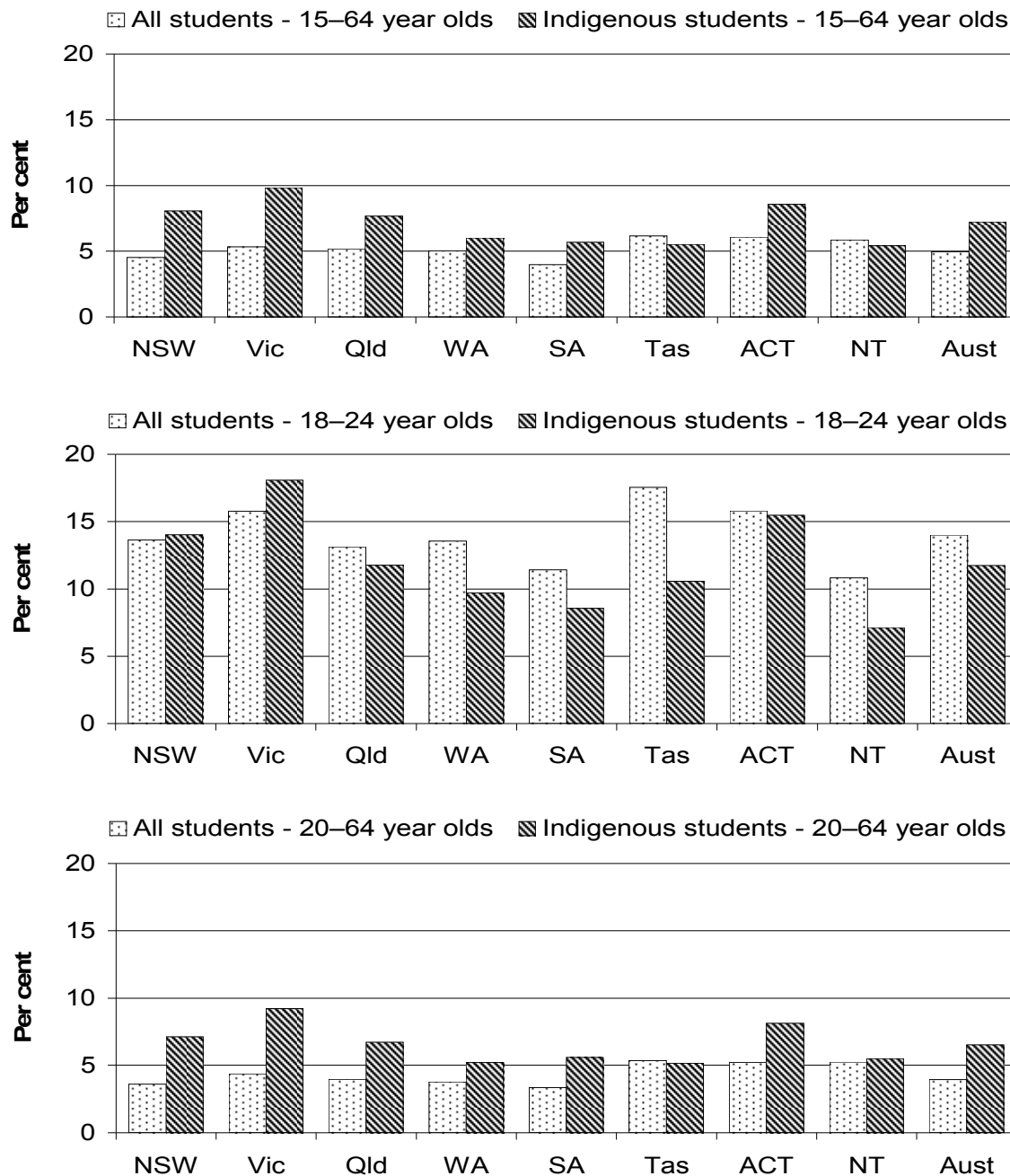
- 14.0 per cent of all people aged 18–24 years, compared with 11.7 per cent of the Indigenous population in the same age group
- 3.9 per cent of all people aged 20–64 years, compared with 6.5 per cent of the Indigenous population in the same age group (figure 5.5).

In 2008, approximately 136 600 people aged 15–64 years participated in a government funded VET program at the diploma level or higher, representing 0.9 per cent of the population aged 15–64 years (1.1 per cent in 2004) (figure 5.6 and table 5A.18). This compares with 2300 Indigenous people aged 15–64 years in 2008, or 0.7 per cent of the Indigenous population aged 15–64 years (figure 5.6).

The government funded VET students at diploma level or higher include:

- 2.7 per cent of all people aged 18–24 years, compared with 0.9 per cent of the Indigenous population in the same age group
- 0.9 per cent of all people aged 20–64 years, compared with 0.8 per cent of the Indigenous population in the same age group (figure 5.6).

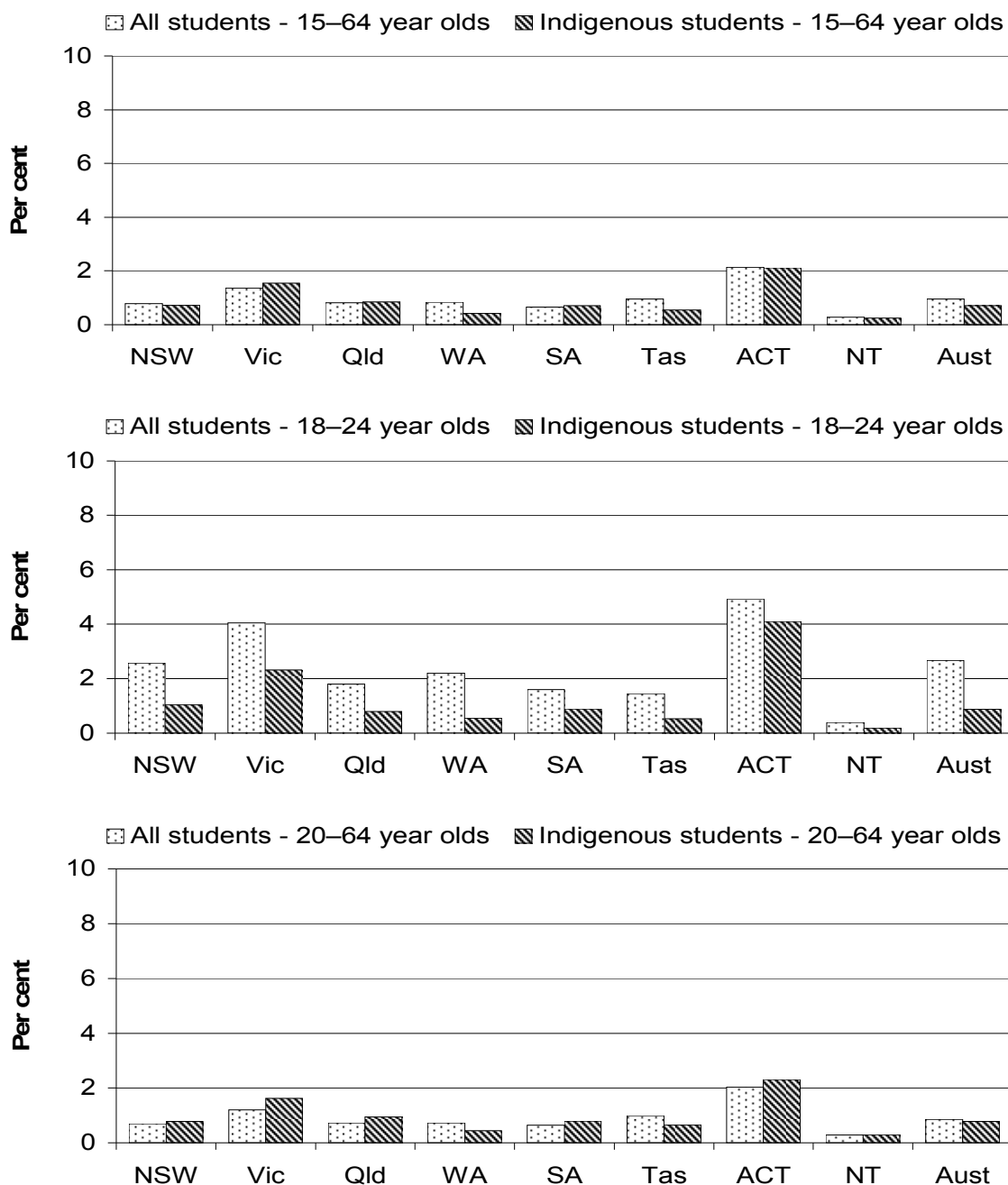
Figure 5.5 VET participation in certificate III and above, by target age group and Indigenous status, 2008^{a, b, c}



a Data are for government recurrent funded VET students. **b** Data are for the highest level qualification attempted by a student in a reporting year. **c** The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June 2008 (ABS 2009 Cat. no. 3201.0 series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June 2008.

Source: NCVET (unpublished) National VET provider collection; ABS (2009) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.3; 2010 Report, figure 5.12; p. 5.24.

Figure 5.6 VET participation in diploma and above, by target age group and Indigenous status, 2008^{a, b, c, d}



^a Data are for government recurrent funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c Course levels denoted as 'Diploma and above' are included in the group of courses denoted as at 'Certificate III and above'. ^d The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June 2008 (ABS 2009 Cat. no. 3201.0 series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June 2008.

Source: NCVET (unpublished) National VET provider collection; ABS (2009) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.4; 2010 Report, figure 5.13; p. 5.26.

Student employment and further study outcomes — The proportion of graduates employed after completing their course who were employed before the course

Tables 5A.5–5A.6 provide information on the proportion of Indigenous graduates employed after completing their course, by their previous employment status.

Indigenous outcomes

‘Indigenous outcomes’ is an indicator of governments’ objective to enable Indigenous people to achieve positive outcomes from VET services (box 5.3).

Box 5.3 Indigenous outcomes

‘Indigenous outcomes’ is defined by three measures:

- ‘Indigenous students’ achievement in VET’ measures load pass rates achieved by Indigenous students and the number of Indigenous students who commenced and completed expressed as a proportion of all course commencing enrolments by Indigenous students in that year.
- ‘Skill outputs of Indigenous students’ measures the number of qualifications completed by Indigenous students, the number of units of competency and the number of modules (outside training packages) achieved/passed by Indigenous students.
 - ‘Qualifications completed by Indigenous students’ is defined as the number of qualifications completed by both government and non-government funded Indigenous students each year in VET, where a qualification is a certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.
 - ‘Units of competency achieved by Indigenous students’ is defined as the number of units of competency achieved/passed by Indigenous government recurrent funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation.
 - ‘Modules completed by Indigenous students’ is defined as the number of modules (outside training packages) achieved/passed each year by Indigenous government recurrent funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

(Continued on next page)

Box 5.3 (Continued)

- 'VET outcomes for Indigenous students' measures the proportion of Indigenous students who were satisfied with the quality of their completed course; the proportion of Indigenous graduates who were employed and/or continued on to further study after completing a course (compared to those of the general population); and the proportion of Indigenous graduates who improved their employment circumstances after completing training (compared to those of the general population).

High 'load pass rates' and 'number of students who commenced and completed' indicate that student achievement is high, which is desirable. Holding other factors constant, high or increasing numbers of qualifications completed, and units of competency or modules achieved/passed results in a greater increase in VET skills. Higher proportions of Indigenous student satisfaction are desirable. The proportion of graduates who achieve their training objectives varies according to their objectives — employment related, further study and/or developmental — so it is useful to distinguish amongst types of student objective. High or increasing proportions of employment or further study outcomes after training are desirable.

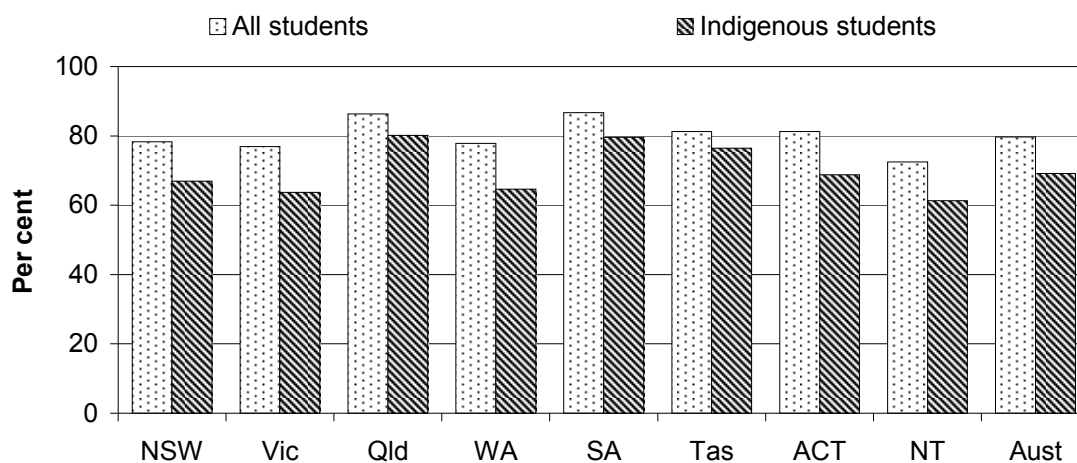
Reporting on students who commenced and completed is dependent on the capacity to track individual students over more than one calendar year and the data are not yet available. Qualifications completed in 2007 are counted in 2009.

Data reported for this indicator are not directly comparable.

Indigenous students' achievement in VET

In 2008, the national load pass rate for Indigenous government funded students (69.1 per cent) was lower than the national load pass rate for all government funded students (79.7 per cent) (figure 5.7).

Figure 5.7 Indigenous students' load pass rate, 2008^a

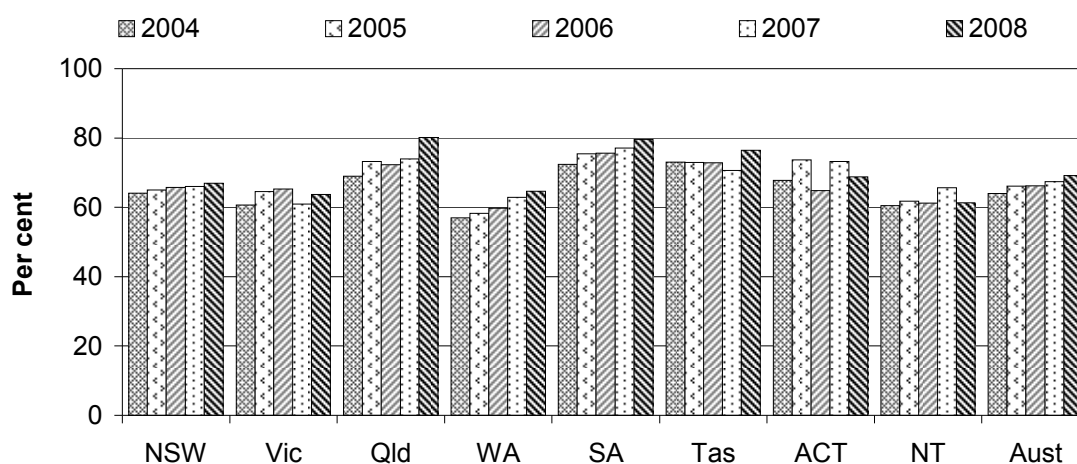


^a Data are for government recurrent funded hours. See table 5A.10 for further information.

Source: NCVET (unpublished) National VET provider collection; table 5A.10; 2010 Report, figure 5.39; p. 5.61.

Nationally, the load pass rate for Indigenous government funded students increased from 63.9 per cent in 2004 to 69.1 per cent in 2008 (figure 5.8).

Figure 5.8 Indigenous students' load pass rate^a



^a Data are for government recurrent funded hours. See table 5A.10 for further information.

Source: NCVET (unpublished) National VET provider collection; table 5A.10; 2010 Report, figure 5.40; p. 5.62.

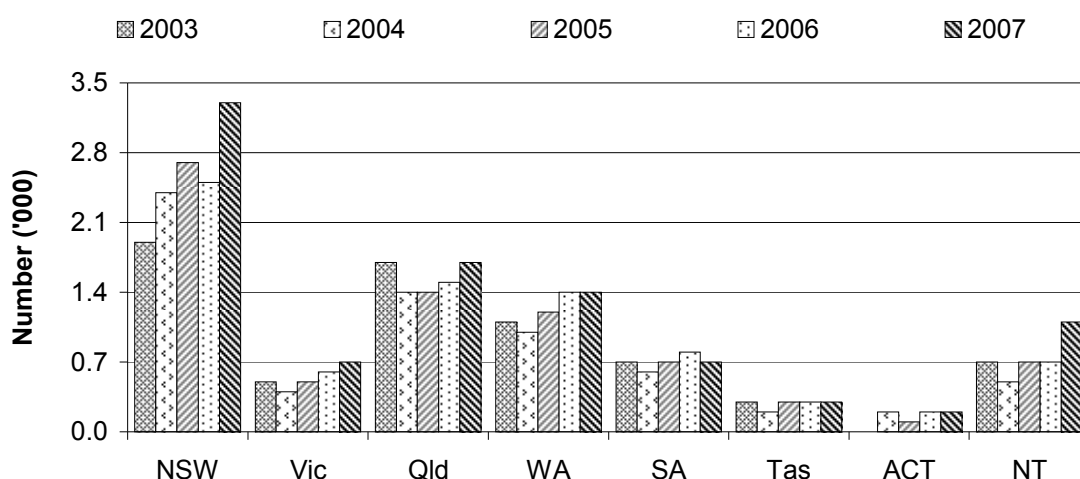
Indigenous students' skill outputs

'Skill outputs of Indigenous students' measures the number and proportion of qualifications completed, units of competency and modules (outside training packages) achieved/passed in a given year.

Indigenous students' skill outputs, qualifications completed

Nationally, Indigenous students completed 9400 VET qualifications in 2007, an increase of 17.5 per cent from 8000 in 2006. Indigenous students accounted for 2.7 per cent of all the qualifications completed in 2007 (table 5A.11). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.9).

Figure 5.9 Qualifications completed by Indigenous students^{a, b, c}

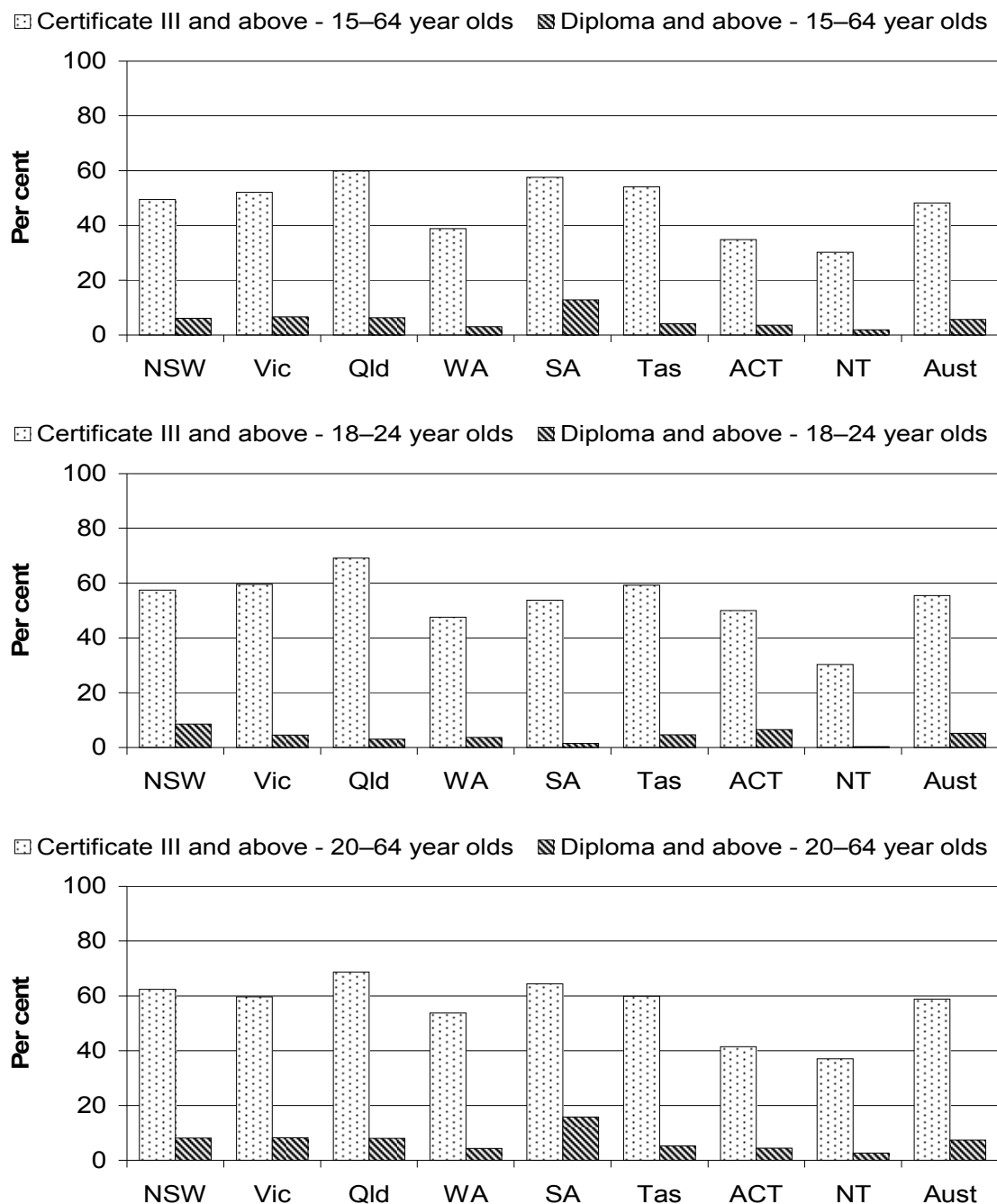


^a Qualifications completed includes courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c SA data now include VET in schools which has been assessed by TAFE.

Source: NCVET (unpublished) National VET provider collection; table 5A.11; 2010 Report, figure 5.41; p. 5.63.

In 2007, 55.5 per cent of Indigenous VET students aged 18–24 years completed qualifications at the certificate III level or higher, compared with 48.2 per cent of Indigenous students aged 15–64 years. In the same year, 5.1 per cent of Indigenous VET students aged 18–24 years completed qualifications at diploma level or higher, compared with 5.6 per cent of Indigenous students aged 15–64 years (figure 5.10).

Figure 5.10 Qualifications completed by Indigenous students, by course level and target age group, 2007^{a, b}



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. ^b Course levels denoted as 'Diploma and above' are included in the group of courses denoted as at 'Certificate III and above'.

Source: NCVET (unpublished) National VET provider collection; table 5A.9; 2010 Report, figure 5.42; p. 5.64.

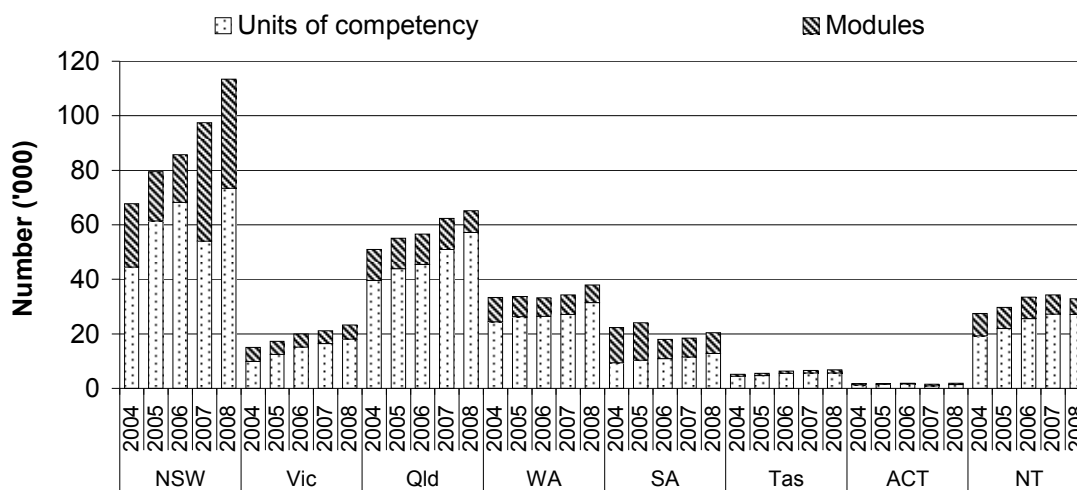
Indigenous students' skill outputs, units of competency and modules completed

Due to changes in the Australian Vocational Education and Training Management Information Statistical (AVETMIS) reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that the ACT and NSW reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007 by the ACT and NSW. As a result, reported units of competency significantly decreased and the number of modules significantly increased in 2007.

Nationally, Indigenous government funded students achieved/passed 227 200 units of competency in 2008, an increase of 17.2 per cent from 193 800 units in 2007. Units of competency achieved/passed increased by 48.6 per cent from 2004 to 2008 (table 5A.12).

The VET sector is focussed on delivering nationally approved training package qualifications and units of competency as distinct from modules. Nationally, the number of modules achieved/passed by Indigenous government funded students decreased by 9.4 per cent from 82 200 in 2007 to 74 500 in 2008. The number of modules achieved/passed increased by 5.1 per cent from 2004 to 2008 (table 5A.12). The number of units of competency and number of modules achieved/passed varied across jurisdictions (figure 5.11).

Figure 5.11 Units of competency and modules achieved/passed, by Indigenous students^{a, b}



^a Data are for government recurrent funded VET students. ^b SA data now include VET in Schools which has been assessed by TAFE. To enable comparability of data, SA data for 2004–2005 have been adjusted to include SA VET in Schools Assessment data.

Source: NCVET (unpublished) National VET provider collection; table 5A.12; 2010 Report, figure 5.43; p. 5.65.

VET outcomes for Indigenous students

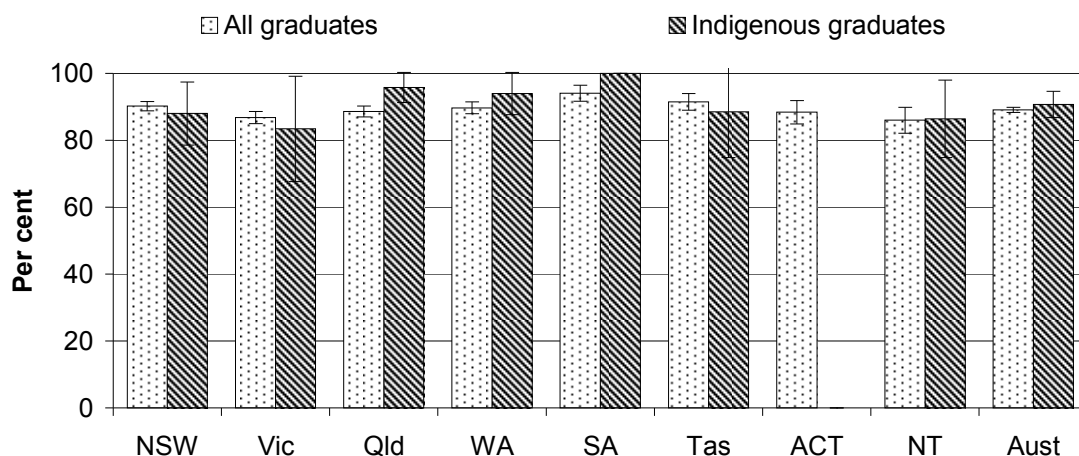
‘VET outcomes for Indigenous students’ measures Indigenous students’ satisfaction with VET and Indigenous employment and further study outcomes.

VET outcomes for Indigenous students — Satisfaction with VET

‘Indigenous students’ satisfaction with VET’ measures the proportion of Indigenous graduates who indicated they were satisfied with the quality of their completed VET course.

Nationally, 90.7 per cent of Indigenous TAFE graduates surveyed in 2008 indicated that they were satisfied with the quality of their completed course, compared with 89.1 per cent for all TAFE graduates (figure 5.12).

Figure 5.12 **Proportion of TAFE graduates who were satisfied with the quality of their completed course, by Indigenous status, 2008^{a, b, c}**



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).

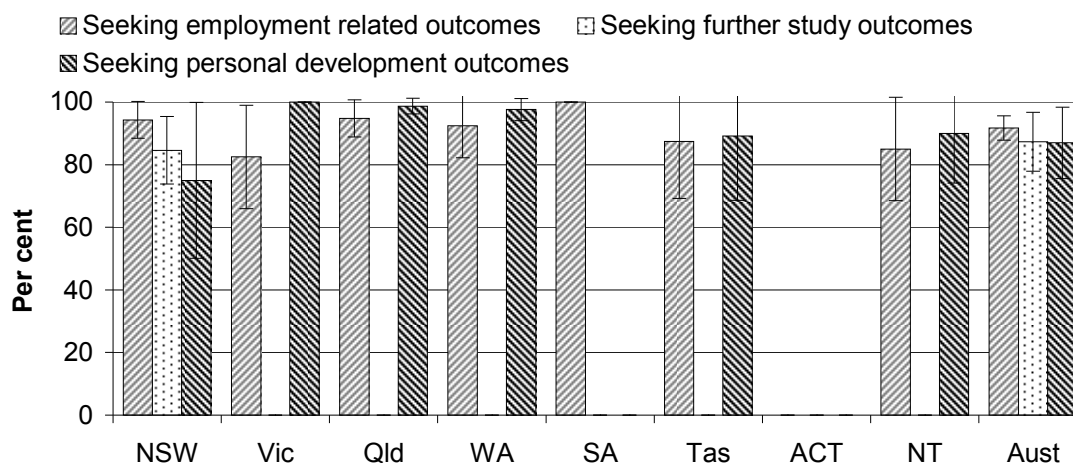
^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^c Data for Indigenous graduates in the ACT are not published due to 5 or fewer responses

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.13 and 2010 Report, table 5A.62; 2010 Report, figure 5.44; p. 5.66.

Of those Indigenous TAFE graduates who completed courses in 2008, the proportion of those who indicated that they were satisfied with their courses was:

- 91.7 per cent of those seeking employment related outcomes
- 87.3 per cent of those seeking further study outcomes
- 87.0 per cent of those seeking personal development (figure 5.13).

Figure 5.13 Proportion of Indigenous TAFE graduates who were satisfied with the quality of their course, by purpose of study, 2008^{a, b, c}



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
^b The seeking further study outcomes data for Victoria, Queensland, WA, Tasmania, and the NT are not published due to 5 or fewer responses. The seeking personal development outcomes data for SA and the ACT and the seeking employment related outcomes data for the ACT, are not published due to 5 or fewer responses. The seeking further study outcomes data for SA and the ACT are nil or rounded to zero. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.13; 2010 Report, figure 5.45; p. 5.67.

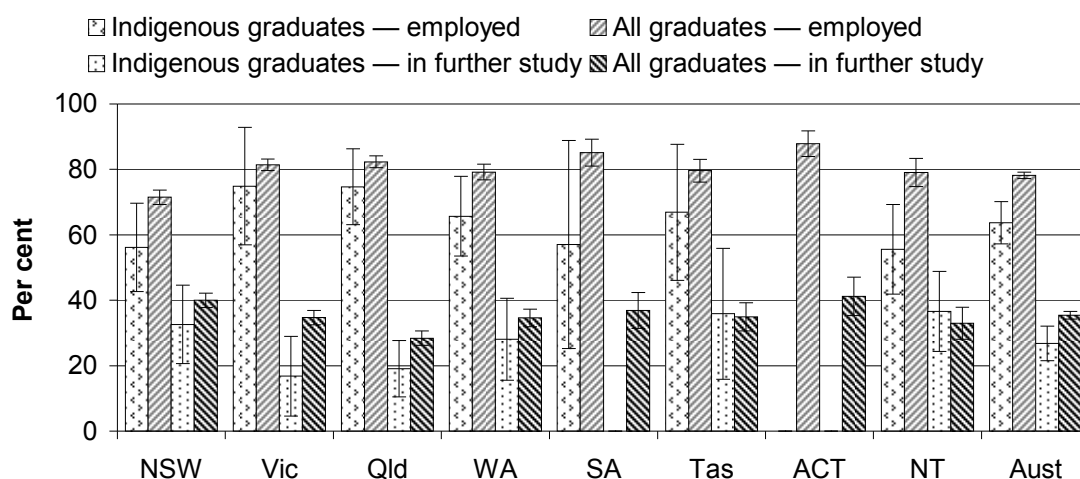
Further information on Indigenous students' views of their VET courses is available in the 2006 Report (SCRGSP 2006, box 4.18) and in *Indigenous Australians' training experiences 2004 – First findings* (NCVER 2005).

VET outcomes for Indigenous students — Employment and further study outcomes

'Indigenous students' employment and further study outcomes' measures the proportion of Indigenous graduates who improved their employment circumstances or continued on to further study after completing training.

Nationally, 73.8 per cent of Indigenous TAFE graduates in 2008 indicated that they were employed and/or in further study after completing a course (table 5A.14). The proportion of students who improved their employment outcomes or were engaged in further study may overlap, since students may realise the two outcomes simultaneously. Of Indigenous TAFE graduates, 63.7 per cent indicated that they were employed after completing a course (compared with 78.2 per cent of all TAFE graduates) and 26.8 per cent continued on to further study (compared with 35.4 per cent of all TAFE graduates) (figure 5.14).

Figure 5.14 **Proportion of TAFE graduates in employment and/or who continued on to further study in 2008 after completing a course in 2007, by Indigenous status^{a, b, c}**

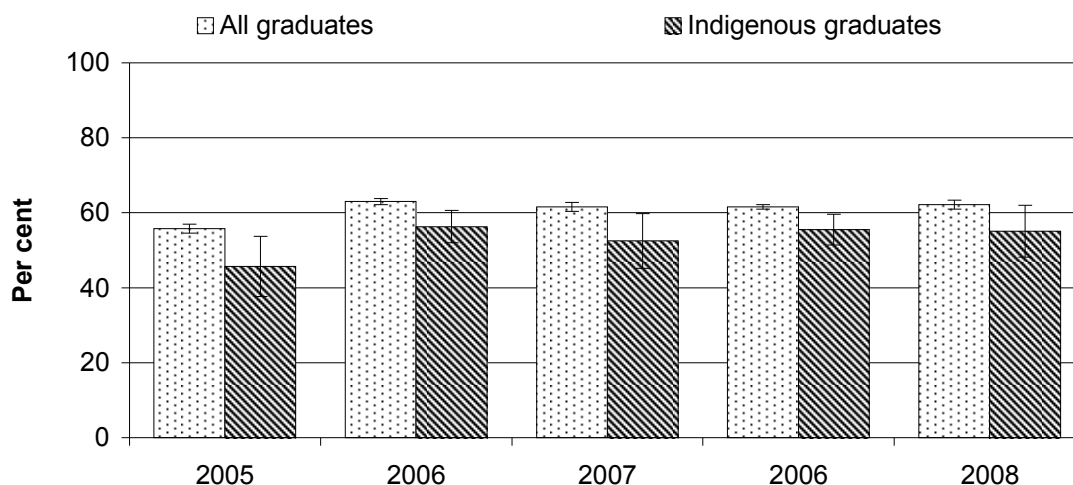


^a Graduates 'employed' and graduates 'in further study' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study. ^b The data for ACT 'Indigenous graduates — in further study' and 'Indigenous graduates — employed', and data for SA 'Indigenous graduates — in further study' are not published due to 5 or fewer responses. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.14 and 2010 Report, table 5A.24; 2010 Report, figure 5.46; p. 5.68.

Nationally, 55.1 per cent of all Indigenous TAFE graduates in 2008 indicated they had improved their employment circumstances after completing their course (compared with 62.2 per cent of all TAFE graduates) (figure 5.15).

Figure 5.15 Indigenous TAFE graduates who improved their employment circumstances after training^a



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

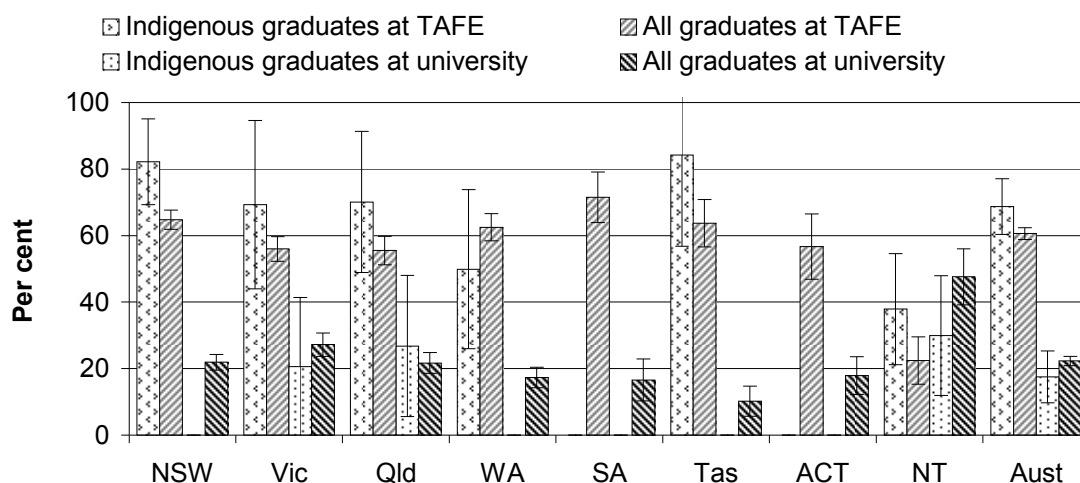
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.15 and 2010 Report, table 5A.42; 2010 Report, figure 5.47; p. 5.69.

Indigenous TAFE graduates nationally in 2008 indicated that:

- the employment status of 15.2 per cent of them changed from not employed before training to employed after training
- 12.2 per cent were employed at a higher skill level after training
- 48.4 per cent received a work-related benefit after completing their training (table 5A.8).

Of those Indigenous TAFE graduates who went on to further study, 68.7 per cent continued on to further study within the TAFE system (compared with 60.6 per cent for all TAFE graduates) and 17.5 per cent went to university (compared with 22.3 per cent for all TAFE graduates) (figure 5.16).

Figure 5.16 **TAFE graduates who continued on to further study after completing a course, by Indigenous status, by type of institution, 2008^{a, b}**



^a The 'Indigenous graduates at TAFE' data for SA and the ACT and the 'Indigenous graduates at university' data for NSW, WA, SA, Tasmania and the ACT are not published due to 5 or fewer responses. The 'Indigenous graduates at university' estimates for Victoria, Queensland and the NT have relative standard errors greater than 25 per cent and should be used with caution. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.14 and 2010 Report, table 5A.24; 2010 Report, figure 5.48; p. 5.70.

Future directions in performance reporting

Aspects of some VET indicators are not yet fully developed or comparable, and work for future Reports includes improving the quality of Indigenous outcomes data.

COAG developments

Report on Government Services alignment with National Agreement reporting

It is anticipated that further alignment between the *Report on Government Services* (the Report) and National Agreement indicators might occur in future reports as a result of developments in National Agreement and National Partnership reporting and COAG agreed measures.

Attachment tables

Attachment tables for data within this chapter are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by an 'A' suffix (for example, table 5A.3 is table 3 in the VET attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp). Users without access to the website can contact the Secretariat to obtain the attachment tables (see contact details on the inside front cover of the Compendium). The tables included in the attachment are listed below.

Table 5A.1	VET participation by target age group and Indigenous status
Table 5A.2	VET participation by Indigenous status, 2008 (per cent)
Table 5A.3	VET participation in Certificate III and above, by target age group and Indigenous status
Table 5A.4	VET participation in Diploma and above, by target age group and Indigenous status
Table 5A.5	Proportion of VET graduates employed after completing training, by previous employment status, 2008 (by Indigenous status)
Table 5A.6	Proportion of TAFE graduates employed after completing training, by previous employment status, 2008 (by Indigenous status)
Table 5A.7	The percentage of VET graduates who improved their employment circumstances after training, 2008 (by Indigenous status)
Table 5A.8	The percentage of TAFE graduates who improved their employment circumstances after training, 2008 (by Indigenous status)
Table 5A.9	VET qualifications completed by course level, Indigenous status and target age group
Table 5A.10	Load pass rates by Indigenous status (per cent)
Table 5A.11	Number of VET qualifications completed, by Indigenous status ('000)
Table 5A.12	Number of units of competency and modules completed, by Indigenous status ('000)
Table 5A.13	Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study
Table 5A.14	Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent)
Table 5A.15	Indigenous graduates who improved their employment circumstances after training

References

- COAG (Council of Australian Governments) 2009a, *National Agreement for Skills and Workforce Development*, http://www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/IGA_FFR_ScheduleF_National_Skills_and_Workforce_Development_National_Agreement.pdf (accessed 18 December 2009).
- 2009b, *National Indigenous Reform Agreement*, http://www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/IGA_FFR_ScheduleF_National_Indigenous_Reform_Agreement.pdf (accessed 18 December 2009).
- NCVER (National Centre for Vocational Education Research) 2005, *Australian Vocational Education and Training Statistics: Indigenous Australians' Training Experiences 2004 - First finding*, Adelaide.
- SCRGSP (Steering Committee for the Review of Government Service Provision) 2006, *Report on Government Services 2006*, Productivity Commission, Canberra.