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## 6 VOCATIONAL EDUCATION AND TRAINING

### Summary

The framework of effectiveness and efficiency indicators developed for the vocational education and training (VET) systems in Australia is based on the common and agreed national goals for VET and the more recent Agreement for the Establishment of a National Training System. The effectiveness indicators are centred around the three main themes of improved responsiveness, increased opportunities, and improved outcomes. The efficiency indicators focus on unit costs.

While there is a strong commitment in the VET sector to collect comprehensive and consistent performance information, further work is required before a full set of comparable data are available for the complete range of performance indicators. In particular, issues of scope (what makes up the measures of VET activity), and boundary (what specific data items should be included to make up the statistics), are yet to be resolved for a number of the measures required for performance indicators. The information presented in this chapter therefore needs to be treated as indicative and interpreted with caution.

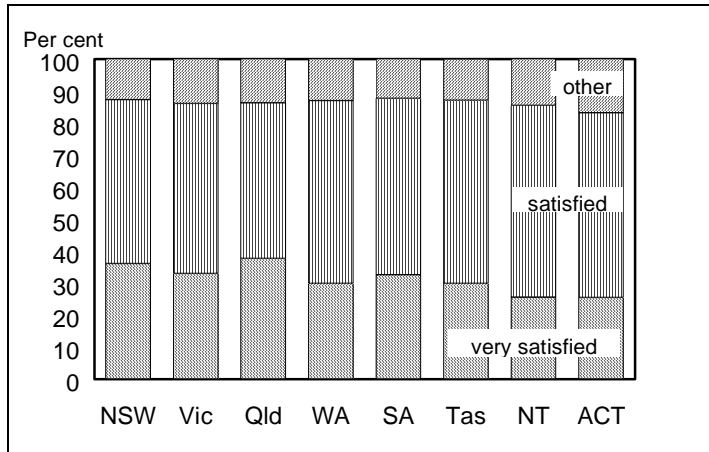
#### *Planned levels of provision*

As part of the annual planning and budgeting process, VET systems of the States and Territories determine planned levels of training which aim to anticipate the training and education needs of various occupational groups. The aggregate of the State and Territory planned hours and enrolments at the occupational group level represents an overall target for each VET system and is the basis for resource allocation. Overall planned figures in the States and Territories were generally exceeded by a small margin in 1994.

#### *Module load completion rate*

The module load completion rate broadly measures the extent to which modules that are started are successfully completed by students. On average, the module completion rate, using hours as the measure of activity, was 84 per cent Australia-wide in 1994. This ranged from about 77 to 81 per cent in Queensland, WA, Tasmania, the ACT and Victoria, to 86 to 89 per cent in NSW, SA, and the NT. It should be noted that 1994 was the first year in which the module load completion rate was calculated, and this required some estimation by some systems.

Graduate satisfaction



Source: NCVER 1993.

*Graduate satisfaction*

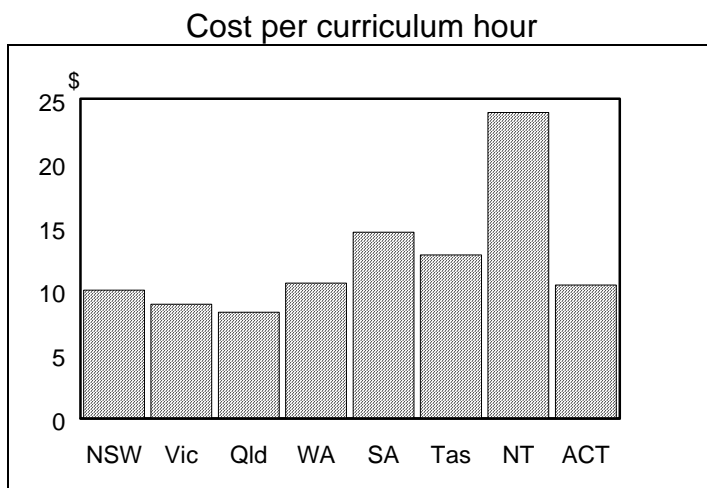
Based on a 1993 survey conducted by the National Centre for Vocational Education Research (NCVER), about 85 per cent of graduates in each State or Territory were 'satisfied' or 'very satisfied' with their Technical and Further Education (TAFE) course. About 70 per cent of graduates were in paid work

six months after the course was completed and, of those employed, 45 per cent said that their main job was related to the course.

*Participation*

Participation of people aged 15 to 64 increased from 7.5 to 8.7 per cent of the population between 1985 and 1993, with a 1.5 percentage point increase in the participation of 15 to 24 year olds to 17 per cent in 1993. Australia-wide, females comprised 47 per cent of all persons enrolled in VET in 1989. This decreased slightly to 46 per cent in 1994, with Tasmania and Queensland the only States to experience an increase in female participation over that period.

In terms of other target group participation compared to population shares, Aboriginal and Torres Strait Islander people are generally well represented within TAFE Colleges. Completion rates for Aboriginal and Torres Strait Islander people, however, were lower than the general population in all States and Territories and the training undertaken is largely towards the preparatory and operative levels of training.



Note: Costs are indicative. Notes under Figure 6.13 describe differences in methodology for measuring costs.

### *Unit costs*

Recurrent cost per curriculum hour appears to vary significantly across jurisdictions (see chart). However, financial data were not collected to the same standard as activity data in 1994<sup>1</sup>. These figures are therefore only indicative of the differences in costs per hour in each State and Territory. In addition, factors such as population

densities, provision of VET to disadvantaged groups, the types of courses provided, remote locations, distances, and community obligations impact on the cost of provision. These issues are discussed in more detail in Section 6.5.

### **Future directions**

The two key tasks for the reporting of indicators in the VET sector are to improve the comparability of data on inputs, activity and outputs and to complete the collection of comparable industry and student outcome data.

Notwithstanding the current efforts to develop and implement data standards, there is a critical need for consistent and reliable information in the VET sector. A coordinated effort by the States and Territories, in cooperation with the Australian National Training Authority (ANTA), is required for timely progress to be made. A separate review, to report to ANTA later this year on key performance measures, along with the data difficulties identified by this Review, should provide some focus for this ongoing process.

There is currently limited outcome information for the VET sector, although more information should be available in the future. Graduate destinations are to be reported annually from December 1995, employers are to be surveyed on the relevance, quality, and timeliness of the training provided each three years from 1995 (reported in early 1996), and student satisfaction will be reported in 1996 and every three years thereafter.

<sup>1</sup> The Australian VET Management Information Statistical Standard (AVETMISS see Section 6.2) was implemented for activity data in TAFE in 1994, and is to be implemented for financial data in 1996.

## 6.1 Profile of the sector

This chapter focuses on vocational education and training (VET) which encompasses skills formation for employment that can take place on or off the job up to and including the level of para-professional occupations (McDonald in Burke 1994). In particular, this chapter covers the major activities of Technical and Further Education (TAFE) Colleges, and the activities of private training providers where they have been government-funded<sup>2</sup>.

VET activity that is privately funded and provided is not included in this Review. Stream 1000 activity and fee for service activity (see Box 6.1) is also generally excluded. In practice, however, definitions of scope and boundary vary across, and within, jurisdictions for different sets of information. Although these issues were not able to be fully addressed for this initial report, it is recognised that this is a major area for further work and is discussed in 'Future directions' (see Section 6.5).

### Size and growth

VET provision is a large and rapidly growing area of government activity. Nationally, total government expenditure in real terms has increased by 25 per cent over the five years to 1994. An estimated 1.1 million students participated in some form of VET activity in 1994, and over 273 million annual curriculum hours of government-funded training and education activity were provided. In 1993, there were nearly 740 public, and over 1900 private, providers of vocational education and training.

Direct government recurrent spending on VET in Australia amounted to \$2.55 billion in 1994<sup>3</sup>, with operating receipts of over \$510 million<sup>4</sup>. This expenditure accounted for about 1.5 per cent of total Commonwealth, State and Territory general government outlays in that year.

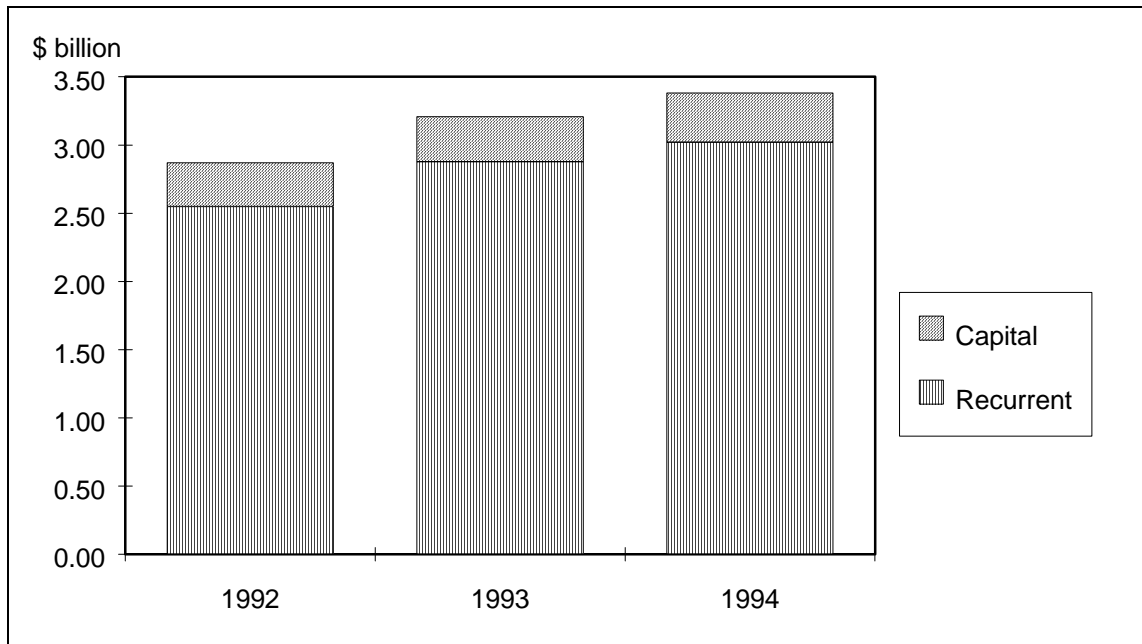
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<sup>2</sup> All States and Territories also have nominal fees and charges for students.

<sup>3</sup> A total expenditure figure for Australia of \$3.38 billion includes, in addition, superannuation, payroll tax, and expenditure on Commonwealth Labour Market Programs, special purpose programs and some fee for service activity.

<sup>4</sup> Includes fee for service, student fees and charges, and sale of property revenue.

**Figure 6.1:** Public VET, real capital and recurrent expenditure, Australia, 1992 to 1994, calendar years (1989–90 dollars)

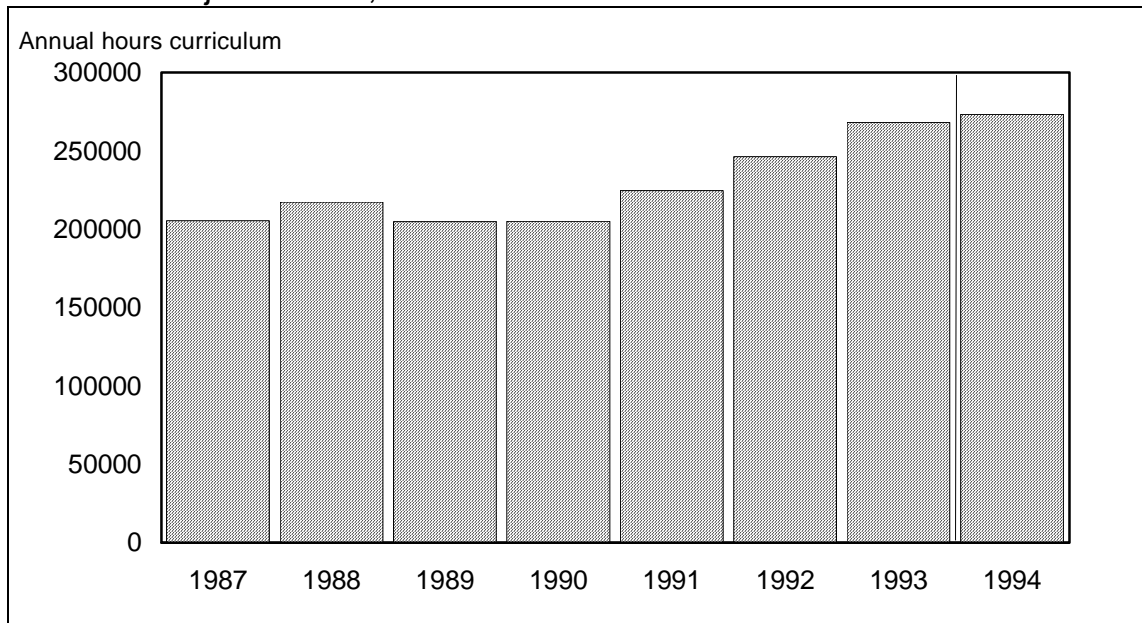


Source: ACVETS, *Collection of National Financial Data on VET*, ACT, Canberra, various years.

Note: 1 Includes fee for service activity delivered by public providers.

There has also been a steady growth in the number of annual curriculum hours over the 1990s (see Figure 6.2).

**Figure 6.2:** Annual hours curriculum<sup>1</sup>, Stream 2100–4500, by jurisdiction, 1987 to 1994



Source: ACVETS/NCVER, *Selected VET Statistics*, 1994.

Note: 1 There is a break in the series between 1993 and 1994 due to the introduction of AVETMISS.

## **Institutional structure and funding**

The State, Territory and Commonwealth Governments agreed to the establishment of a National Vocational Education and Training System, known as the ANTA Agreement<sup>5</sup>, in 1992. A Ministerial Council (MINCO), comprising State, Territory and Commonwealth Ministers for VET, is the formal decision making body for the National VET System and is responsible for overseeing ANTA and decisions on strategic policy, national objectives and priorities<sup>6</sup>.

The National VET System is made up of public systems in each State and Territory and, increasingly, private providers and employers. VET provision is the responsibility of each State and Territory and is administered by the relevant Training Authority.

### *Funding arrangements*

The Commonwealth and States share responsibility for funding VET, with the States and Territories providing approximately 80 per cent of total VET funding. Australia-wide the Commonwealth contributed the remaining 20 per cent in 1994, ranging from 12 per cent in the ACT to 24 per cent in Victoria, Queensland, South Australia and Tasmania. Between 1992 and 1995, the Commonwealth has provided an additional \$820 million in Growth Funds for VET. In 1995, Growth Funds were about 10 per cent of total Commonwealth Base and Transitional Funds. Funding has traditionally been on a population share basis.

Commonwealth funding for VET is administered by ANTA, which provides advice to MINCO on State and Territory performance against planned targets. MINCO subsequently allocates Commonwealth Growth Funds to the States and Territories each year on the basis that VET effort will be maintained.

Profiles are developed each year by the State and Territory Training Authorities in consultation with industry and provide an outline of *planned* training activity to which funds will be applied<sup>7</sup>. As part of the planning process Industry Training Advisory Bodies (ITABs) at the national level liaise with ANTA and state level ITABs liaise with the State Training Authorities.

A relatively small but significant proportion of government-run TAFE college activity is funded on a fee for service basis. It is currently not possible to identify precisely the magnitude of this activity, although it has been variously estimated at between 10 per cent of TAFE activity (SA, ACT, NSW), 13 per

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<sup>5</sup> The ANTA Agreement is currently under Review, with the Reviewer to report to COAG by 1 February, 1996.

<sup>6</sup> The Ministerial Council also liaises with MCEETYA where issues that relate more broadly to school education and employment are concerned.

<sup>7</sup> Activity under the ANTA Agreement includes all government funded activity (including that provided by private providers) but excludes Stream 1000.

cent in the NT, and 14 per cent in Victoria (Queensland, WA and Tasmania were unable to provide an estimate).

### **Box 6.1: Common terms in Vocational Education and Training**

A number of terms and acronyms are commonly used in the VET sector. Some general definition for these are provided below, and the abbreviations list at the front of the report can also be referred to. Section 6.7 provides some additional information.

**ACE** – Adult and Community Education.

**ANTA** – Australian National Training Authority.

**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.

**Annual hours curriculum** – Prescribed number of hours in all supervised elements, including for example, lectures, workshop sessions, and field work.

**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**.)

**Module** – Stand alone component of a course covering a subject or skill.

**Module load completion rate** – is the percentage of hours associated with successful completion of modules of all confirmed modular activity.

**State Training Profiles** – are produced annually 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.

**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.

## **6.2 Recent developments**

The VET system in Australia has been experiencing a period of substantial change in the late 1980s and early 1990s.

## Training reform

A major program of training reforms implemented around Australia, (previously known as the National Training Reform Agenda), have been aimed at developing a more flexible, better integrated and diverse VET system.

Recent initiatives that impact on the provision of VET include:

- National Framework for Recognition of Training — designed to streamline accreditation of courses, recognition of prior learning, with the objective of achieving consistency of training recognition processes in Australia;
- entry level training — the Australian Vocational Training System (AVTS) is designed to assist people to enter the workforce, including by traditional apprenticeships and the new training wage, with pilot studies examining the potential for linkages between schools and VET;
- competency standards — skills required by industry are identified by Competency Standards Boards (with industry representation) and competency based training curricula are developed and endorsed by the Standards and Curriculum Council; and
- competency based training — courses are designed to teach endorsed competencies, with completion of a course based on achieving a desired level of competency. Associated with this increased emphasis on competency is an increase in flexible delivery which allows students to complete their training earlier than under the previous ‘time served’ apprenticeship scheme.

## Increasing flexibility in the delivery of training services

A growing proportion of VET is provided through alternate systems, such as through open learning or in the workplace, with the potential to improve access and opportunities for some groups within the community.

Private providers of VET are an increasingly important part of the VET sector. Between 1994 and 1995 the number of private providers delivering accredited courses almost doubled to nearly 2000<sup>8</sup>. There is expected to be a continuing growth in the number of private providers over the medium term.

There is also increasing use of schools in the delivery of VET. In 1993, the most recent year for which national data are available, school students were estimated to account for about 4 per cent of total VET students<sup>9</sup>. The provision of VET

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<sup>8</sup> Allen Consulting 1994 and ANTA figures for 1995. Broadly, private providers can be defined as all those providers apart from the non-commercial parts of TAFE's. The 1995 figure of 1944 understates the actual number of private providers since some States classify their school systems as one provider, where a number of schools may actually be contracted to provide VET.

<sup>9</sup> Based on NCVER information from the States and Territories. The data are affected by a high level of non-responses and may understate the actual proportion of VET students who are also at school.



within and for schools is growing and issues of responsibility for provision and funding are emerging. A study of the linkages of schools and the VET system is currently planned under the auspices of MCEETYA.

### **Increasing provision through competitive tendering processes**

Growth in private providers is reflected in the growth of funds allocated by competitive tendering to both TAFE colleges and private providers. Although data are not fully comparable, it is estimated that Australia-wide, the distribution of funds by competitive means will double between 1995 and 1996, albeit from a relatively low base.

### **Implementation of Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)**

AVETMISS is a specification of information standards for recording and reporting VET inputs, activity, and outputs. Development of the Standard has been in progress since 1991, with the first phase of implementation at the provider level in 1994 (for TAFE colleges).

Eight key performance measures have been agreed as part of the development of AVETMISS, and implementation of the Standard should eventually allow the reporting of those measures.

Specifications have so far been implemented to cover information related to the *business* of VET. This incorporates information relating to students, curriculum and training organisations. Where the business specifications have been implemented in the TAFE sector, there is still some lack of consistency in the scope and boundary of the activity measures produced by each system as well as in the application of the Standard.

Specifications for *resources*, which incorporate expenditure, physical resources, and staffing, were due for completion in 1994. Agreement by the States and Territories for finances and physical resources was reached in November 1995. The resources module (excluding the staffing component) is now scheduled to be implemented in the TAFE sector in 1996, allowing reporting on inputs in 1997. Data on VET financing and staffing in the ACE and private provider sectors are not likely to be available for a number of years.

Notwithstanding the ongoing effort and general commitment to AVETMISS, the iterative process of refining and implementing the standards has, to date, progressed at a slow rate due to a number of practical and methodological problems. The resolution of outstanding issues and further development of AVETMISS is fundamental to the accurate reporting of performance information and is discussed further in 'Future directions' (see Section 6.5).

### 6.3 Framework of performance indicators

The agreed aims of the vocational education and training system in Australia are to:

- provide an educated, skilled and flexible workforce to enable Australian industry to be competitive in domestic and international markets; and
- improve the knowledge, skills and quality of life for Australians, having regard to the particular needs of disadvantaged groups (DEET 1992).

The six specific goals for the national VET system, agreed by relevant Commonwealth and State Ministers in 1992, are reproduced in Box 6.2. These goals are largely reflected in the Agreement for a National Vocational Education and Training System (ANTA Agreement) endorsed by Ministers in 1992. The ANTA Agreement aims to reinforce the commitment to a national training system, interaction with industry, and increased opportunities and improved outcomes for individuals. In addition to the above objectives, it seeks to promote improved cross sectoral links between schools, higher education, and vocational education and training.

A preliminary framework of indicators has been developed based around these objectives. While further developmental work is still required, this framework covers the key aspects of effectiveness and efficiency and identifies the main performance indicators that address each of these aspects.

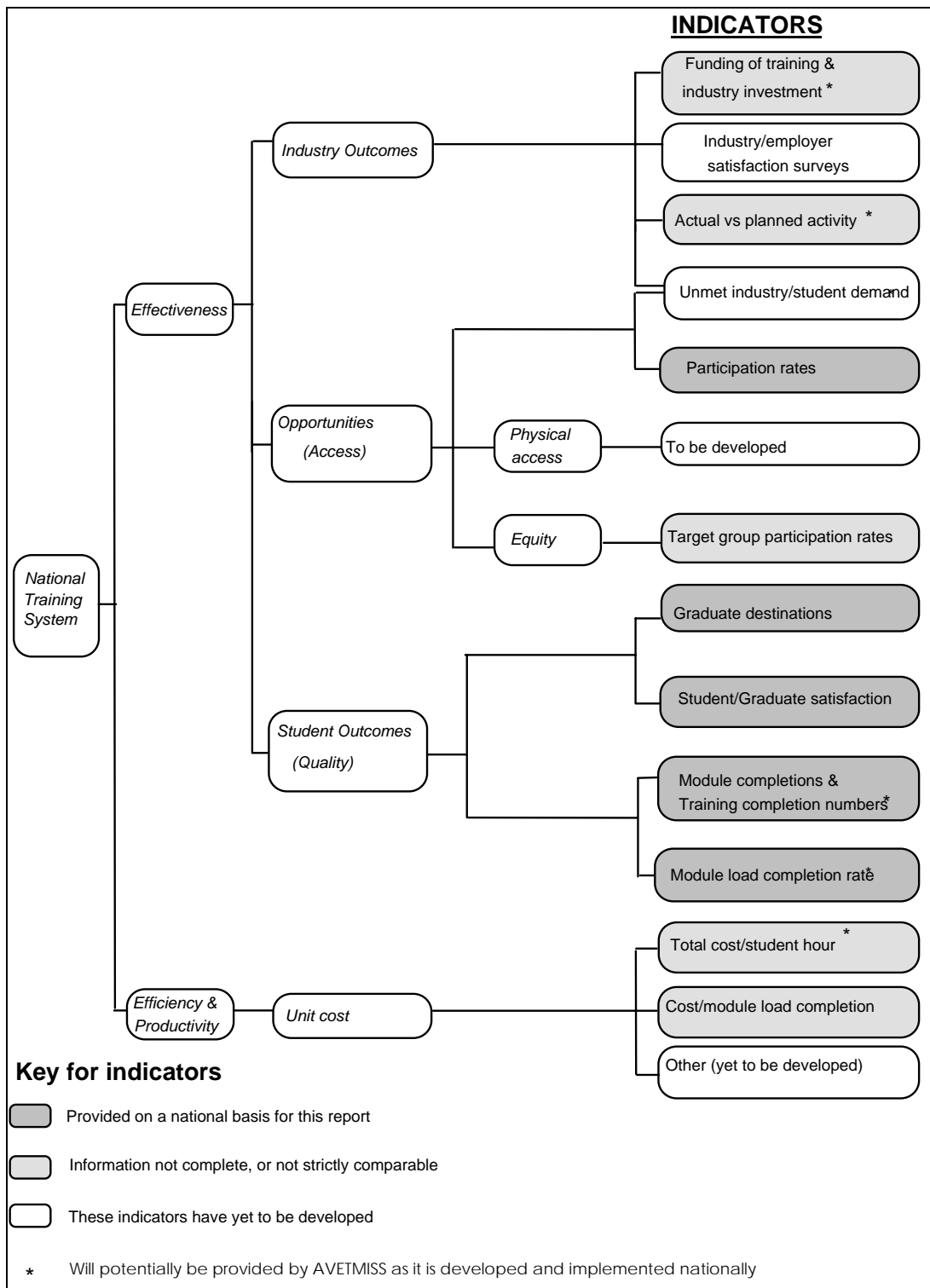
#### **Box 6.2: Common and Agreed National Goals for Vocational Education and Training in Australia.**

1. **A National Training System** – Develop a national vocational education and training system in which publicly funded, private and industry providers can operate effectively, efficiently and collaboratively and which meets the needs of industry and individuals.
2. **Quality** – Improve the quality of the outcomes of vocational education and training.
3. **Opportunities and Outcomes for Individuals** – Improve vocational educational and training opportunities and outcomes for individuals.
4. **The Needs of Industry** – Improve the ability of the vocational education and training system to respond to the current and future needs of industry.
5. **Equity** – Improve access to and outcomes from vocational education and training for disadvantaged groups.
6. **Training as an investment** – Increase public recognition of the value of vocational education and training as an investment for both industry and individuals.

Source: DEET, 1992.

As Figure 6.3 illustrates, only limited data were available for inclusion in this Report, particularly in regard to industry outcomes and accessibility of VET services. These issues are discussed in more detail in ‘Future directions’ (see Section 6.5).

**Figure 6.3** Preliminary framework of indicators for VET



## 6.4 Summary of results

The key results presented below provide only a limited snapshot of performance. As indicated in the preceding section, further work is required to produce full data for a complete framework of VET key performance indicators. It should be noted that 1994 was the first year for the collection of a number of the performance indicators, and there was some variation in the capacity of each State and Territory to meet the reporting requirements. Issues of scope and boundary mean that care must be exercised in making comparisons across jurisdictions.

### Actual vs planned load

Under the ANTA Agreement, the State and Territory Training Authorities are required to prepare a Training Profile each year that outlines the training activity to which State/Territory and Commonwealth funds will be applied in the following year.

Factors that are considered in setting training activity levels include:

- consultation with industry on expected training needs and skills shortages;
- forecasts of relative growth of sectors of the industry;
- demographic forecasts; and
- profiles of the qualifications currently held within industries.

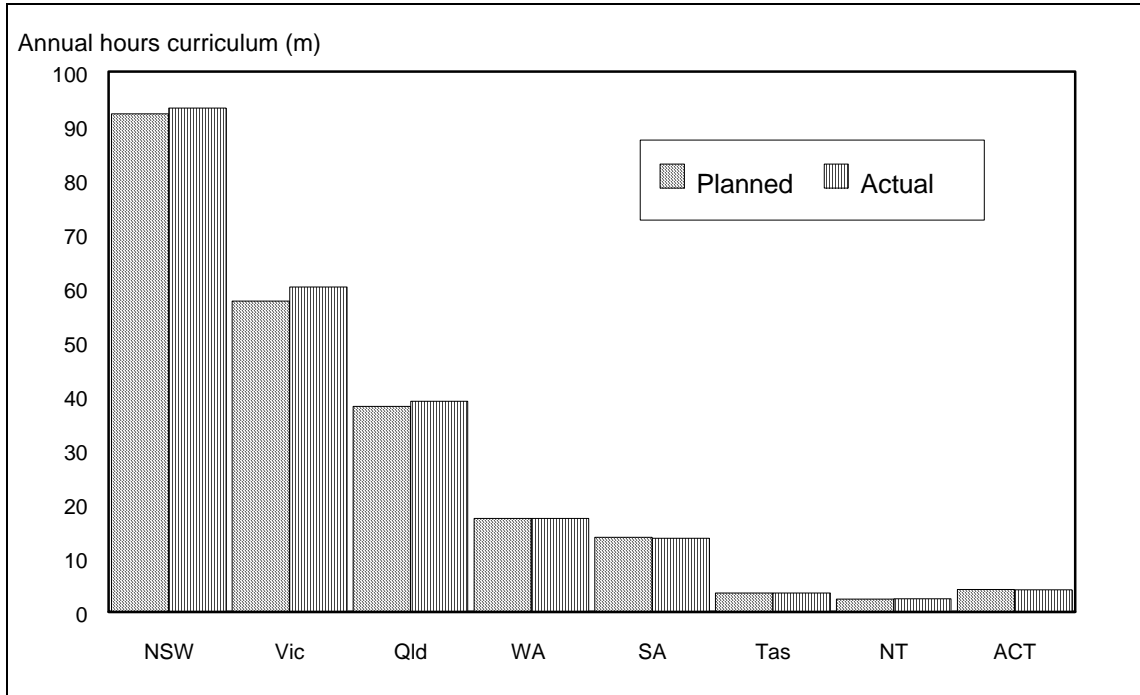
The targets should reflect the demand expected to be placed on each training system, and are important for a number of reasons:

- they provide the basis on which Training Authorities contract with both public and private providers to ensure the provision of planned levels of activity;
- they provide a benchmark level of training against which the meeting of industry requirements can be assessed. If demand for training is over or under-estimated in various industries, targets may not be achieved; and
- the aggregate level of planned training, as evidence of planned maintenance of State and Territory effort, triggers the release of Commonwealth Growth funds. Not achieving planned targets would constitute a breach of the ANTA Agreement.

The degree to which these targets have been met, therefore, provides a broad indication of the effectiveness of the planning process and the accountability of the VET systems. It should be noted, however, that these targets are based on quantity of services rather than quality.

In all jurisdictions actual 1994 hours were within 5 per cent of targets, with actual exceeding planned by 4 per cent in Victoria and falling 1 per cent below targets in South Australia. Slightly greater variations were recorded between actual and planned student numbers.

**Figure 6.4** Actual vs planned annual hours curriculum<sup>1</sup>, by jurisdiction, 1994, (million)



- Notes
- 1 AHC presented include activities under the ANTA Agreement, although there may be some variations in the scope and boundary of the coverage between the States and Territories.
  - 2 NSW activity includes government funded activity, including traineeships, provided by TAFE, Agriculture, and private providers.
  - 3 ACT activity includes government funded activity, including traineeships, and excludes annual hours associated with Recognition of Prior Learning.

### Module load completion rate

The module load completion rate broadly measures the extent to which modules that are started are completed by students (See Box 6.1). Withdrawal or failure of a module after it has been confirmed results in non-completion, lowering the rate.

On average, the module completion rate, using hours as a the measure of activity, was 84 per cent Australia-wide in 1994. This ranged from about 77 to 81 per cent in Queensland, WA, Tasmania, the ACT and Victoria, to 86 to 89 per cent in NSW, SA, and the NT. It should be noted that 1994 was the first year in which the module load completion rate was calculated, and this required some estimation by some systems.

**Figure 6.5** Module load completion rate<sup>1</sup>, by jurisdiction, 1994 (per cent)

Source: Derived by ANTA from the 1994 AVETMISS collection.

Notes: 1 Annual hours for successful module enrolments/annual hours for confirmed module enrolments.

- 2 In TAFE NSW, lack of precision in the use of superseded withdrawal codes resulted in the understatement of confirmed enrolments, hence overstating the MLCR. The Semester 1 1995 MLCR, using revised result codes, suggests that the 1995 measure will be slightly lower than the 1994 measure.

While module load completion rates are a primary indicator for VET providers, factors outside the control of the VET sector can impact on them. For example, students may withdraw to take up a job, to transfer to another module, to take a leave of absence, or for personal reasons.

It should also be noted that module load completion rate is yet to be fully defined in AVETMISS, although some guidelines for its measurement exist. Inconsistencies in the reporting of a module as being confirmed and completed mean that additional care should be taken in interpreting these rates<sup>10</sup>.

### Graduate destination and satisfaction

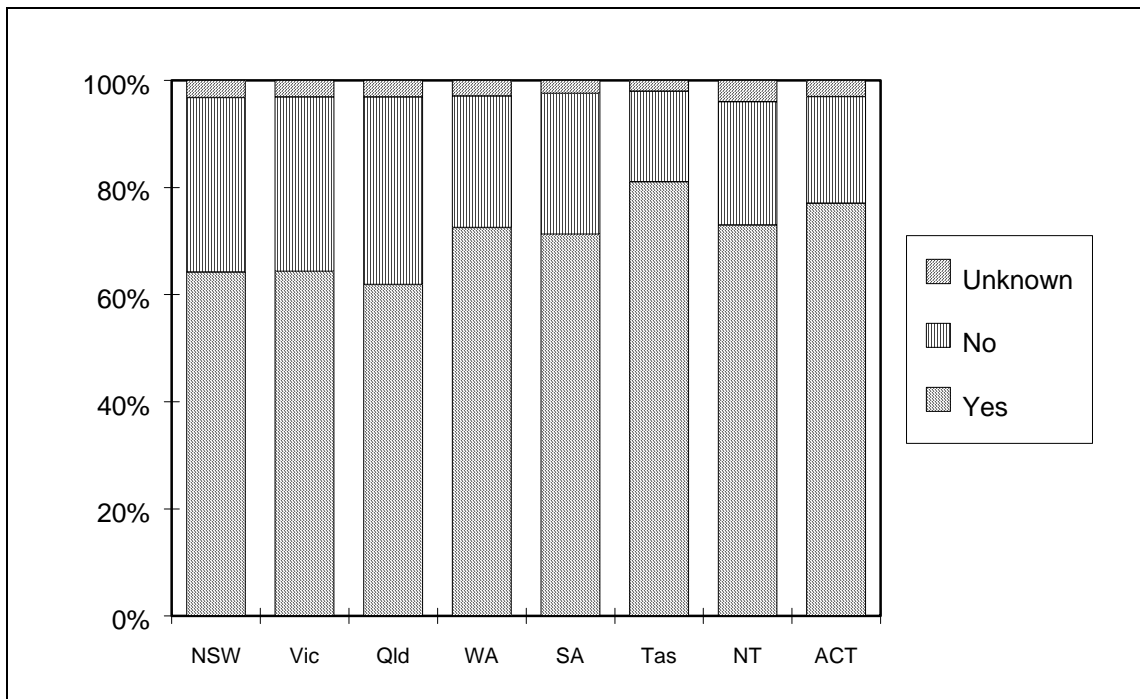
A 1993 pilot national client follow-up survey (NCVER 1993) provides information on a range of outcomes for people who graduated from TAFE in 1992. Although there are some differences in the samples from each State and Territory, the survey provides a broad picture of graduate<sup>11</sup> outcomes in Australia.

<sup>10</sup> For example, the treatment of Recognition of Prior Learning or students taking a leave of absence differs between States and Territories.

<sup>11</sup> These are only a sample of people completing TAFE courses, as not all students who meet the requirements apply for awards. NSW was a sample of one third of students; Queensland, ACT, & NT, a census; and SA & Victoria, a sample of colleges only. WA graduates were from 1991.

In April 1993 about 70 per cent of graduates who responded to the survey were in paid work, ranging from over 80 per cent in Tasmania<sup>12</sup> to around 65 per cent in NSW, Queensland and Victoria (Figure 6.6). This is compared with around 55 per cent of graduates nationally who were in paid work in the six months prior to, or during, the course.

**Figure 6.6:** Graduates of 1992 TAFE courses in paid work on 30 April 1993, by jurisdiction (per cent)



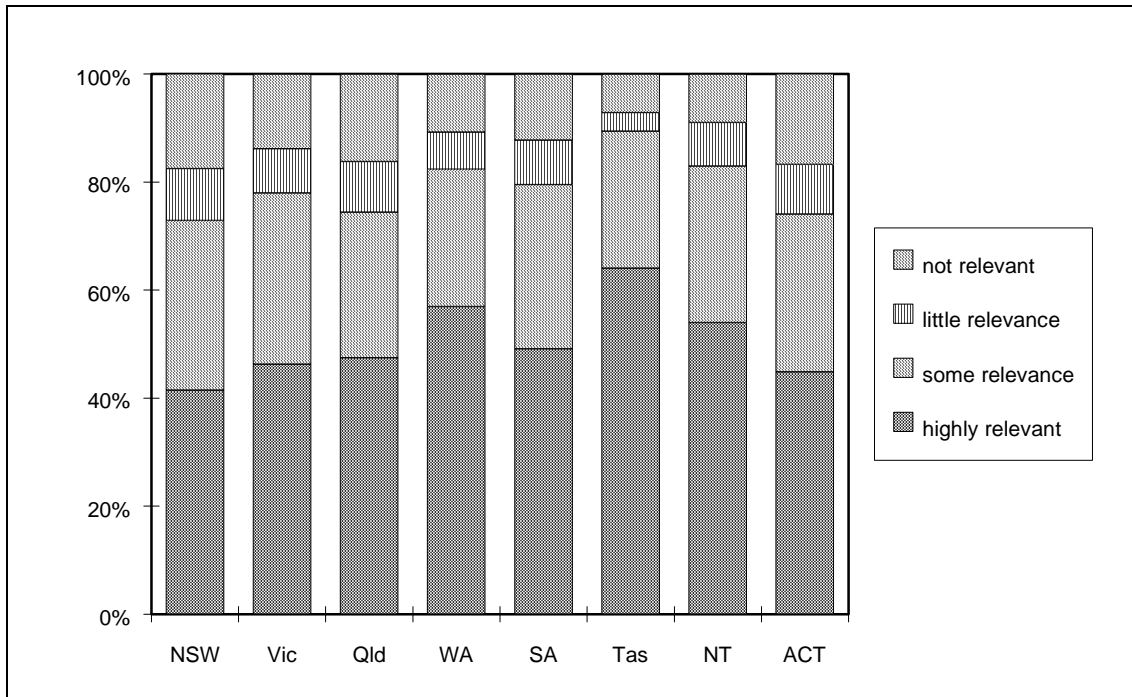
Source: NCVER, *National Client follow up survey of vocational education graduates*, 1993.

The majority of those who were in paid work responded that their course related to their main job, although 16 per cent of these respondents were still seeking work related to their course. For those graduates in a job that was different or a new job to any held before the course (ranging between about 40 per cent in NSW and 60 per cent in Queensland), around 75 per cent said that the course had at least some part to play in gaining the job.

Tasmania had the highest percentage of recent graduates who responded that their course related to their main job (with over 60 per cent of responses in the 'highly relevant' category), while NSW, Victoria and the ACT had the lowest percentages of graduates that responded that the course was 'highly relevant' (40 to 45 per cent) (Figure 6.7). The range of responses may indicate a different mix of general training and training that is specific to industries across the States and Territories, as well as the differing intentions of graduates doing the courses.

<sup>12</sup> The Tasmanian sample included 106 respondents (out of a total 1128) from Australian Maritime College course graduates which may have boosted the employment and 'course job related' responses.

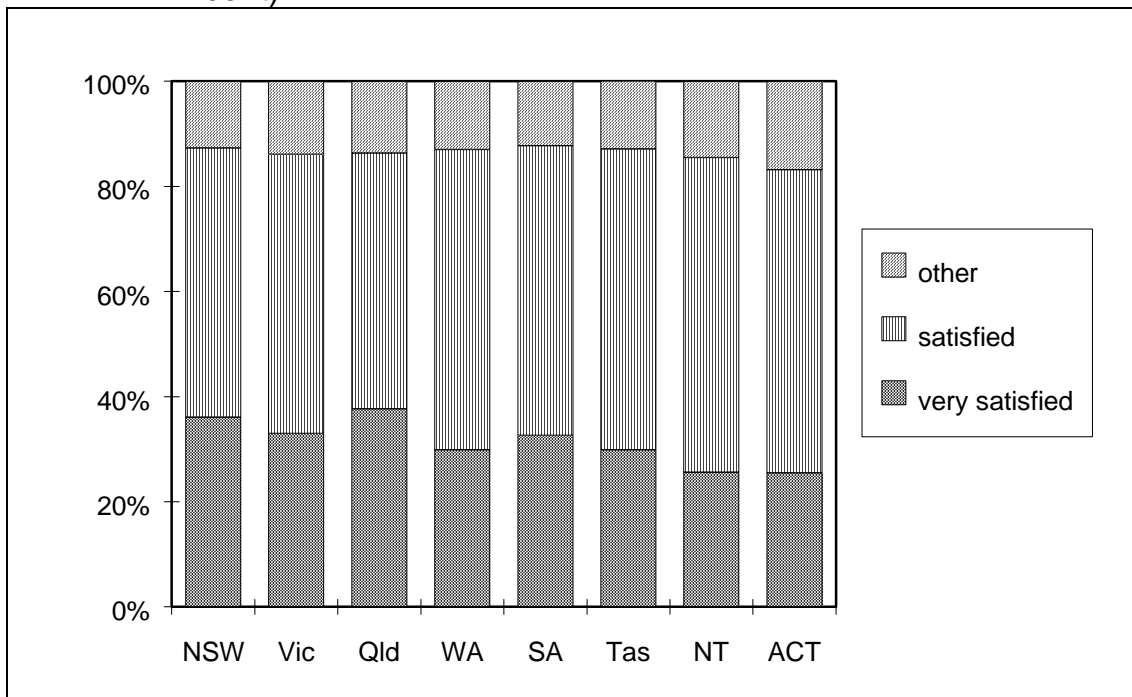
**Figure 6.7:** Relevance of training to main job 30 April 1993, by jurisdiction (per cent)



Source: NCVER, *National Client follow up survey of vocational education graduates*, 1993.

Overall satisfaction with the course was very high with about 85 per cent of clients in each State being ‘very satisfied’ or ‘satisfied’ (Figure 6.8). Queensland had the highest number of respondents who were ‘very satisfied’ at 38 per cent, while the ACT and the NT had the lowest at around 25 per cent.

**Figure 6.8** General satisfaction with the course, by jurisdiction (per cent)



Source: NCVER, *National Client follow up survey of vocational education graduates*, 1993.



The intentions of students undertaking courses will have an important bearing on their employment outcomes and overall satisfaction. Three-quarters of graduates responded that the course had helped them to achieve their main objective for completing the course.

More recent graduate satisfaction and destination information for Queensland, WA and the ACT is discussed in Section 6.6. A national employer survey will be completed in 1995.

### **Employer satisfaction**

Employer satisfaction also provides an important indication of the quality and relevance of training. This is particularly the case for competency based training, where employers are likely to be reasonably well informed about what people completing courses should be able to do. Nationally comparable data are unavailable at this stage, although some data are likely for inclusion in next year's report (see 'Future directions', Section 6.5).

A 1995 State specific survey in Western Australia<sup>13</sup> indicated that nearly three quarters of employers<sup>14</sup> were satisfied with the quality of training provided. In terms of the relevance of the training to their organisations, 78 percent of public sector employers and 67 per cent of private sector employers were either 'satisfied' or 'extremely satisfied' with the relevance of training to their organisation.

### **Opportunities**

Overall participation in VET has improved over the last decade, rising from 7.5 to 8.7 percent of the 15 to 64 year old population between 1985 and 1994 (see Figure 6.9).

A key national goal of VET systems and reiterated under the ANTA Agreement is to increase the opportunities and improve the outcomes for disadvantaged groups including:

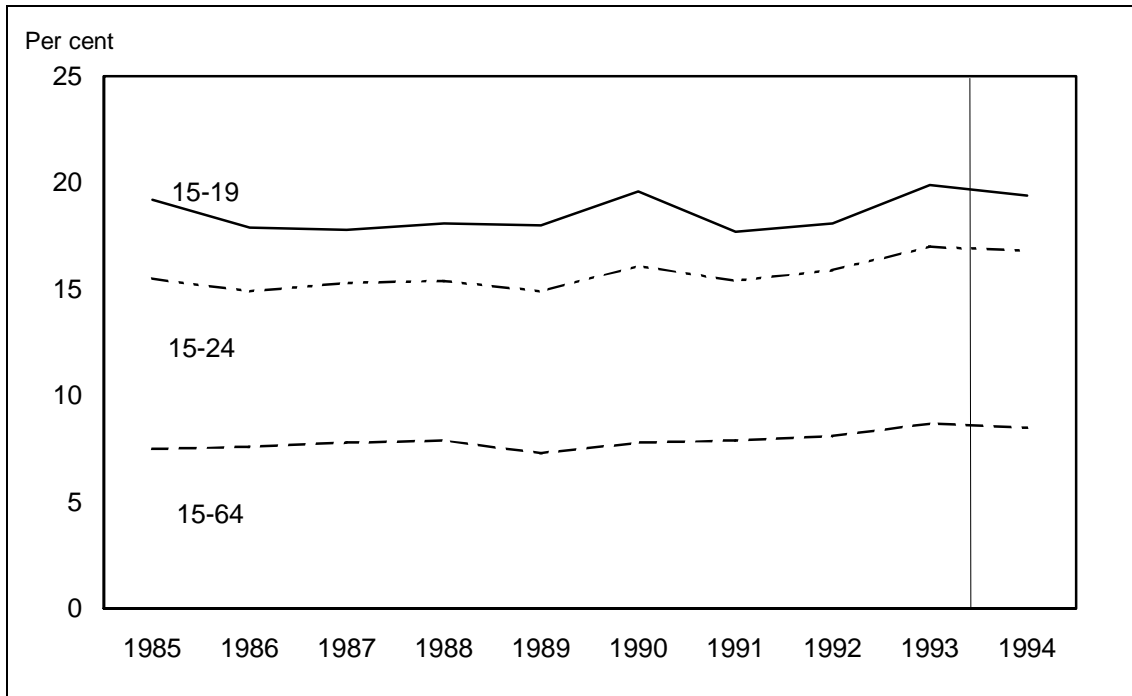
- women;
- people without social and functional skills in English language literacy and numeracy;
- people with disabilities;
- Aboriginal and Torres Strait Islander people;
- the unemployed; and
- people in rural areas.

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<sup>13</sup> WA Department of Training, July 1995 State Employer Satisfaction Survey (Preliminary Results).

<sup>14</sup> The sample was of employers known to employ TAFE students — that is, mostly apprentices.

**Figure 6.9:** Participation of persons in TAFE as a proportion of the population in each age group<sup>1,2</sup>, 15–19, 15–24, and 15–64 year olds, Australia, 1985 to 1994 (per cent)



Source: Derived by ANTA from ABS population data and ACVETS/NCVER student data.

Note: 1 There is a break in the series between 1993 and 1994 due to the introduction of AVETMISS.

2 Excludes persons whose age was not stated.

In addition, young people are targeted under the National Strategy agreed in 1994.

Participation and completion rates for target groups provide an indication of both opportunities and outcomes. The most progress has been made in measuring access and outcomes for young people, females, and Aboriginal and Torres Islander people.

### *Young people and general participation*

In May 1995 an approach to monitoring the two “Finn targets” for the participation of young people in education and training was agreed by the Ministerial Council for Education, Employment and Youth Affairs (see Box 6.3). These targets relate to participation and attainment for 19 and 22 year olds in the school and higher education sectors, as well as in the VET sector.

ANTA research from the ABS and Institutional data series shows that in education and training, participation and qualifications attainment by 19 year olds has increased from 71 per cent in 1990 to just over 80 per cent in 1994.

**Box 6.3: Finn targets**

- By 2001, 95 per cent of 19 year olds:
  - are participating in, or have completed, Year 12; or
  - have completed Years 10 or 11 and be participating in, or have completed, some formally recognised education and training.
- By 2001, 60 per cent of 22 year olds:
  - are participating in education and training programs which lead to Level 3 awards; or
  - have attained level 3 or above Qualifications; or
  - are participating in, or have completed, higher education studies such as Diplomas and Degrees.

Source: MCEETYA, May 1995.

Participation and qualifications attainment by 22 year olds in education and training at Level 3 and above has increased from 42 per cent in 1990 to 49 per cent in 1994. The numbers of 22 year olds in VET have increased from 23 202 in 1990 to 34 558 in 1994.

Factors that will influence the participation of young people in VET, within States and Territories in any one year, include economic and labour market conditions, the number of places available in higher education and school retention rates.

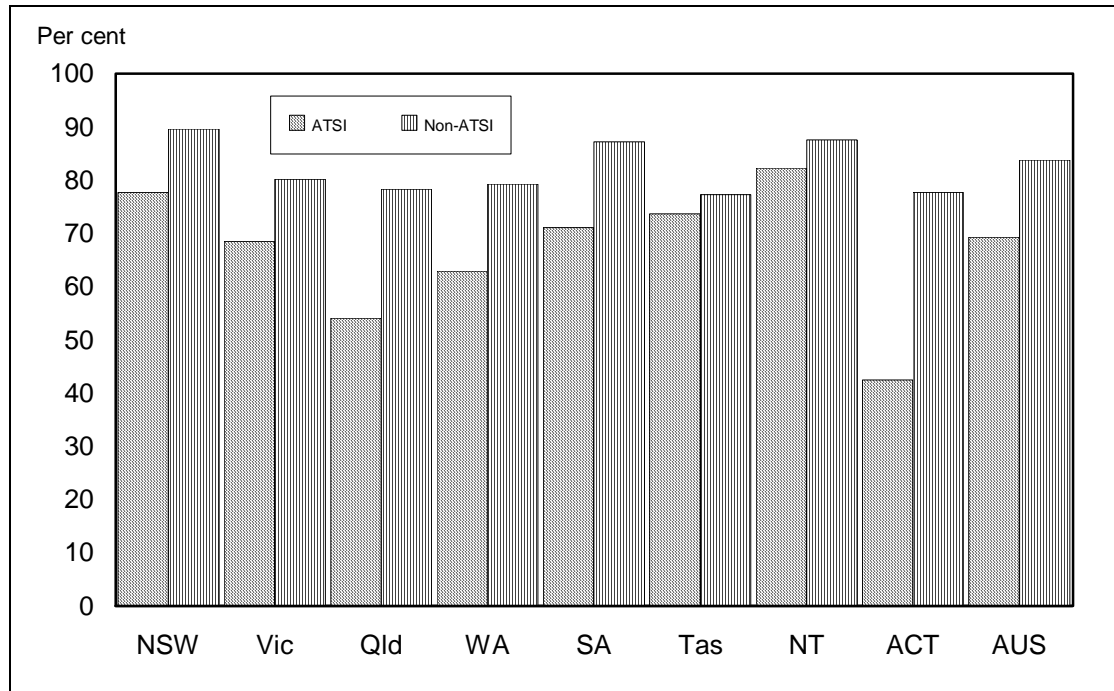
*Participation and completion rates for Aboriginal and Torres Strait Islander people*

In terms of population shares, Aboriginal and Torres Strait Islander people are generally well represented within TAFE colleges, where training for Aboriginal and Torres Strait Islander people is largely towards the lower levels of training<sup>15</sup>.

Completion rates for Aboriginal and Torres Strait Islander people at TAFE colleges are consistently lower than for all students, with the gap between Aboriginal and Torres Strait Islander students and all VET students largest in the ACT and Queensland (Figure 6.10).

<sup>15</sup> Data are, however, affected by a relatively high amount of 'unknown' responses due to students either not being asked or not stating their Aboriginal and Torres Strait Islander status (see Figure 6.14).

**Figure 6.10:** Module load completion rate, Aboriginal and Torres Strait Islander people and non-Aboriginal people<sup>1</sup>, by jurisdiction, 1994 (per cent)



Source: Derived by ANTA from the 1994 AVETMISS collection.

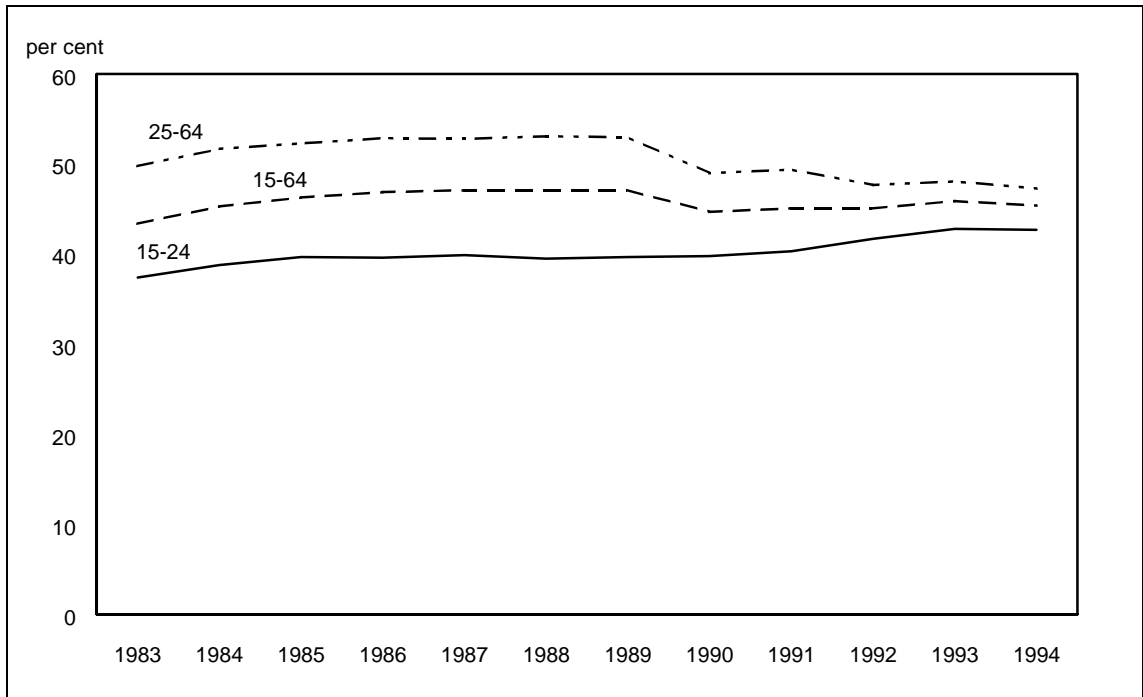
Note: 1 TAFE colleges only. Excludes students whose Aboriginal and Torres Strait Islander status was not recorded. Outcomes for those of unknown status could impact on the relative module load completion rates.

### *Female participation*

Over the past decade the participation of females in the VET sector has decreased slightly from a high of 47 per cent in 1989 to 46 per cent in 1994. Increasing participation in the 15 to 24 age group has been more than offset by a fall in the participation of females aged 25 to 64 (Figure 6.11).

Between 1989 and 1994, Queensland and Tasmania were the only states to experience an increase in female TAFE participation (Figure 6.12).

**Figure 6.11:** Females as a proportion of total TAFE students by age group, Australia, 1983 to 1994 (per cent)



Source: ACVETS/NCVER, *Selected VET Statistics*, 1994.

**Figure 6.12:** Female students as a proportion of total TAFE students<sup>1</sup>, by jurisdiction, 1989 and 1994, (per cent)



Source: Derived by ANTA from the 1989 TAFE Statistics and 1994 AVETMISS collection.

Note: 1 Females comprise 49.6 per cent of the 15-64 age cohort in the Australian population.

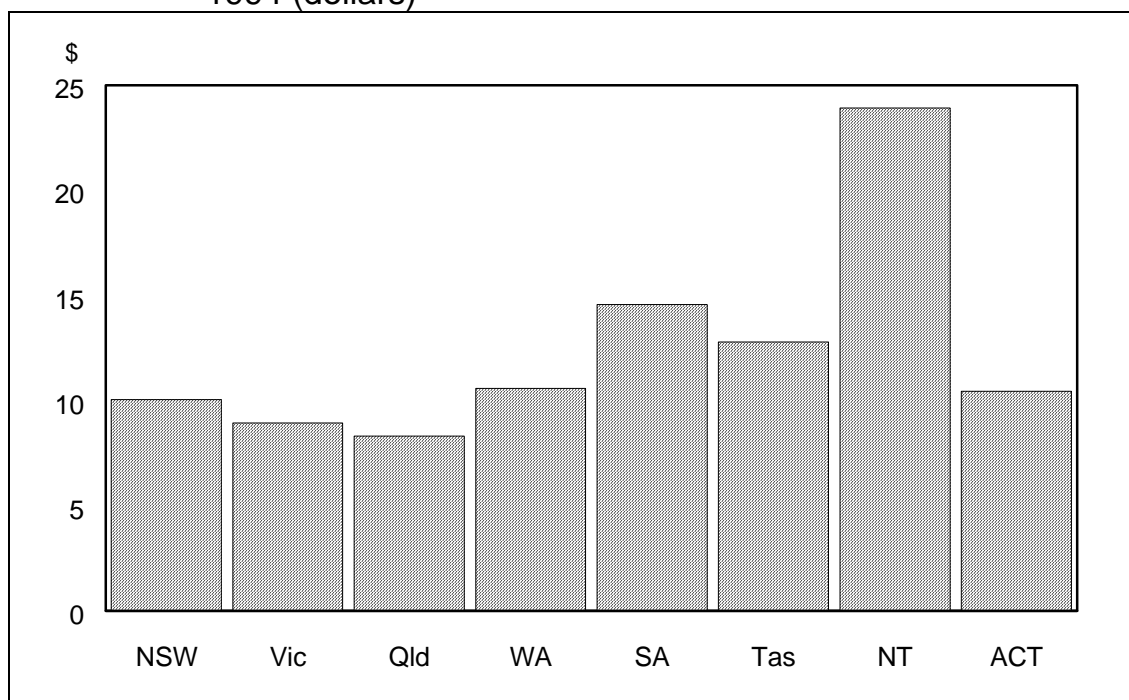
Underlying this decrease in participation are some changes in the mix of TAFE courses being undertaken by females. There has been a significant decline in female participation at the Preparatory and Trades/skilled levels, with participation in Operative/clerical level courses being relatively stable. At the Para-professional level, there has been a strong increase in female participation.

## Efficiency

The efficiency information currently available for VET providers relates primarily to recurrent costs per hour. Unit costs and the measurement of efficiency are discussed in more detail in Chapter 2.

The information on VET costs presented in Figure 6.13 needs to be treated with caution. Lack of a common definition and methodology for measuring and reporting costs, as well as incomplete matching of inclusions and exclusions in expenditure and activity means that the unit cost data presented should be treated as indicative only.

**Figure 6.13:** Average recurrent cost per curriculum hour, by jurisdiction, 1994 (dollars)



Sources: States and Territories.

Notes: NSW TAFE activity (including fee for service) only.

Vic TAFE activity (not fee for service) and publicly funded private providers - scheduled hours (including hours granted through credit transfer and recognition of prior learning).

Qld TAFE activity (not fee for service) and publicly funded private providers.

WA TAFE activity (not fee for service) and publicly funded private providers.

SA TAFE activity (including fee for service) only.

Tas TAFE activity (excluding fee for service) includes publicly funded private providers.

NT TAFE activity (not fee for service) only.

ACT Canberra Institute of Technology activity (not fee for service) only. Expenditure includes some costs incurred for commercial activity not included in hours, potentially overstating costs.

Average cost per curriculum hour provides an indication of the overall unit cost of providing VET. Apart from differences in the scope and boundary of the costs presented in Figure 6.13, the characteristics of each State or Territory will influence the cost of delivery. For example, population densities, provision of VET to Aboriginal and Torres Strait Islander people, the types of courses provided, dispersion of delivery sites, and community obligations. Some contextual information is presented below.

Cost per module load completion reflects the cost of providing an hour of VET where a module is actually completed by a student. The module load completion rate will therefore impact on the level of this cost. For the States and Territories where it was available, cost per module load completion was, on average, about 70 per cent higher than the cost per annual hour curriculum.

Most States and Territories provided an estimate of cost per module load completion. However a number of concerns related to the scope and boundary for the indicator need to be resolved before meaningful comparisons can be made between States and Territories. These concerns include differences in the treatment of completions, as well as in the activity or expenditure included. A number of initiatives are underway to measure the unit costs of VET systems more accurately and consistently. These are discussed in 'Future directions' (see Section 6.5).

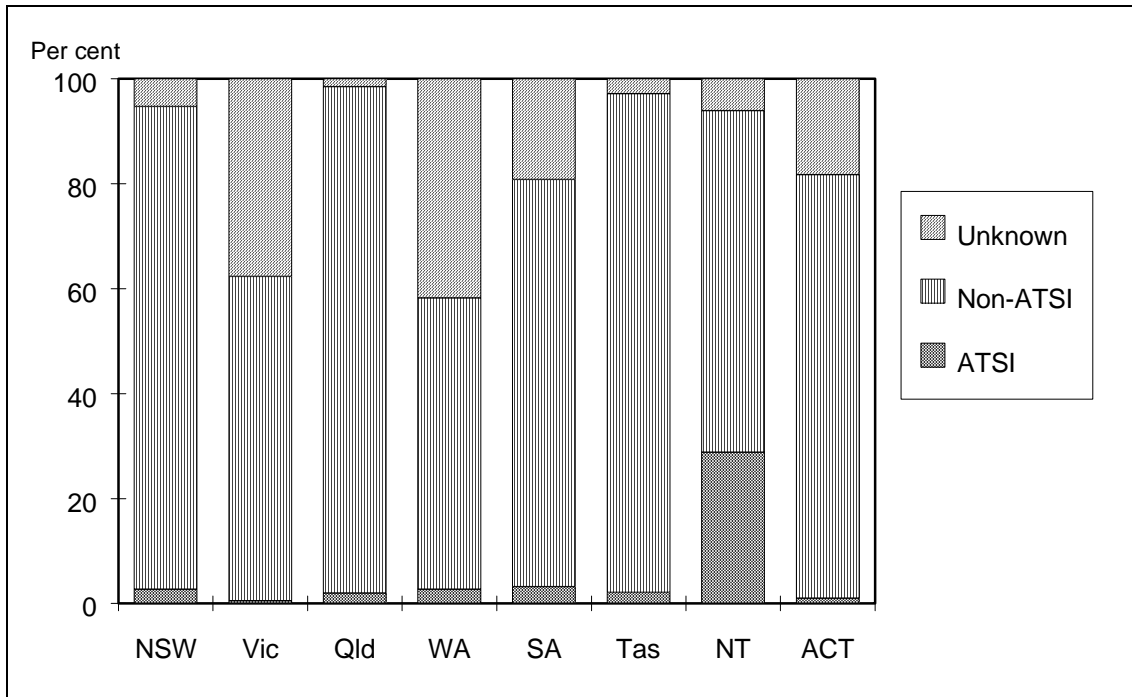
### **Contextual information**

These key results need to be viewed in the context of the different operating environments of the State and Territory VET systems. In particular, variations in the mix of students and differences in the mix of training provided will impact on several key indicators.

The English speaking background status of a significant number of TAFE students is not known in some States and Territories. The available data show that NSW and the ACT have the highest proportion of non-English speaking background (NESB) students, although there is significant scope for the data to be improved.

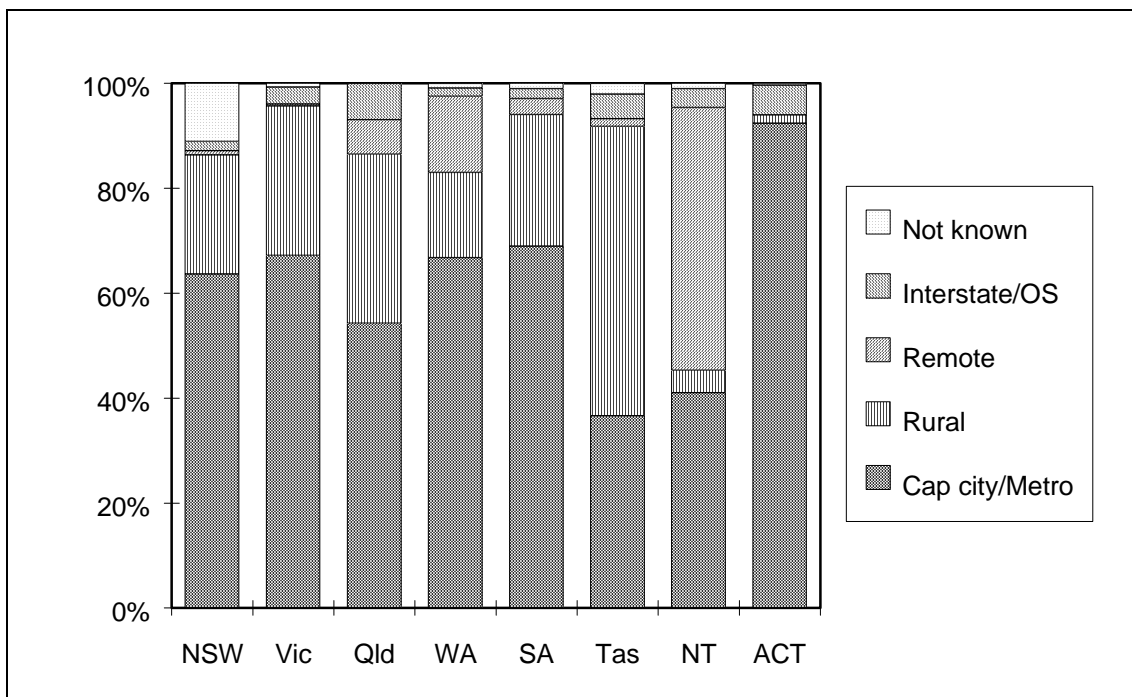
The data available show that the NT has the highest proportion of Aboriginal and Torres Strait Islander students in TAFE, while Victoria recorded the lowest (Figure 6.14). The data on the proportion of Aboriginal and Torres Strait Islander students are, however, incomplete, with high levels of non-response on status in most States and Territories. There is some scope for improving the data on Aboriginal status by reducing the incidence of unknown responses.

**Figure 6.14:** Aboriginal and Torres Strait Islander people as a proportion of total TAFE students<sup>1</sup>, by jurisdiction, 1994 (per cent)



Source: Derived by ANTA from the 1994 AVETMISS collection.

**Figure 6.15:** Geographic region of home address of TAFE students<sup>1</sup>, by jurisdiction, 1994 (per cent)



Source: ACVETS/NCVER, *Selected VET Statistics*, 1994.

Note: 1 Includes only students enrolled in at least one course classified to a stream in the range 2100-4500.



Tasmania and the NT had the lowest number of students residing in a capital city or metropolitan region, and the NT also had the highest number of students with remote addresses (Figure 6.15).

Data from the NCVET pilot survey of graduates shows that the proportion of people with disabilities undertaking VET is approximately the same across jurisdictions.

### *Hours by occupation group and level*

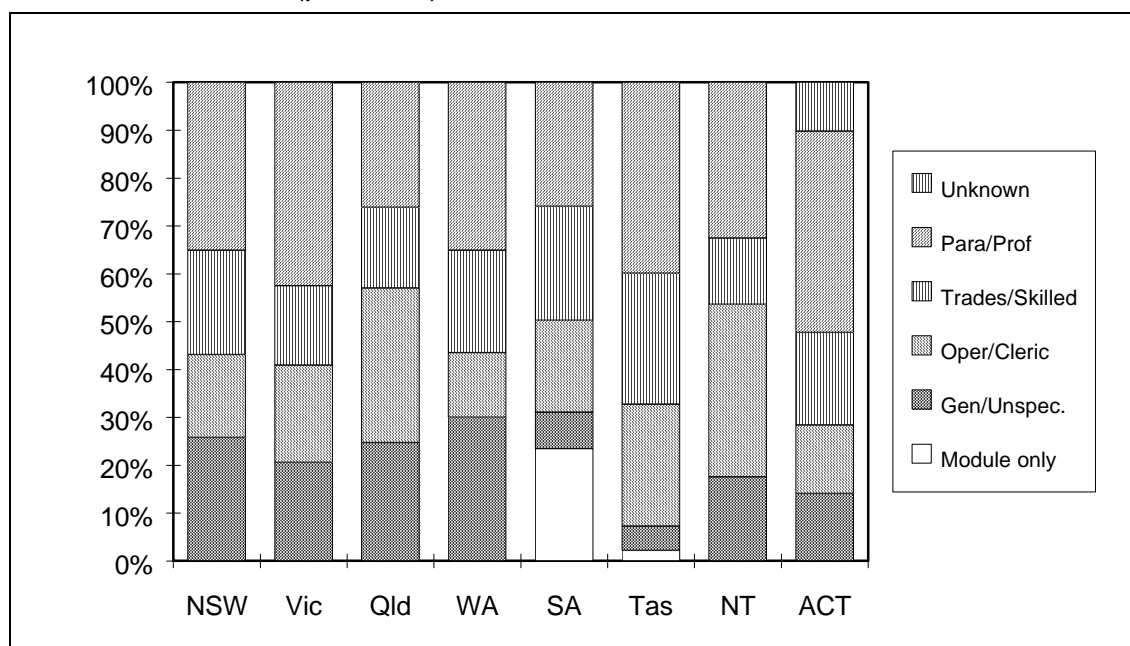
The mix of hours provided by each VET system in the States and Territories will impact on the costs faced by each system. For example, 'Engineering and Mining' courses and 'Building and construction' courses traditionally require more resources than other courses such as 'Business and Clerical', or 'Sales and Personal services'.

In addition, training for different occupational levels will require different resource loads. For example, a preparatory course will take fewer contact hours to complete than a trades or para-professional course which might take a number of years.

The occupational classifications below are being refined, and data reported should be treated with caution. The general nature of some training, and the potential for specific skills to be utilised in a number of occupations (for example, business), mean that hours may not be categorised consistently across jurisdictions. They can, however, provide an indication of the different mix of hours provided in the States and Territories.

Across Australia, the highest proportion of hours (about one third) were generally provided in the Para-professional/professional occupation level (Figure 6.16). This ranged from 42 per cent in the ACT to 26 per cent in Queensland and South Australia. Australia-wide, the proportions of Operative/Clerical, Trades/ Skilled, and General hours were 22, 20, and 18 per cent, respectively.

Hours are also classified into occupation groups, notwithstanding that this may be on an arbitrary basis in some cases. In all States and Territories, the highest proportion of hours were categorised as 'Business and Clerical', which generally accounted for about 15 to 20 per cent of hours. 'General Education and Training' accounted for the next highest proportion of hours across Australia averaging 15 per cent, although this varied widely from 25 per cent in NSW to under 5 per cent in Tasmania. 'Process manufacturing', 'Transport and Storage', 'Food processing', and 'Communications' all accounted for less than one per cent of hours provided across Australia.

**Figure 6.16:** Proportion of hours by Occupational Level<sup>1</sup>, by jurisdiction, 1994 (per cent)


Note: 1 Scope and boundaries may differ between States and Territories.

**Table 6.1:** Proportion of Annual hours curriculum by Occupational Group<sup>1</sup>, by jurisdiction, 1994 (per cent)

Occupational Group	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	AUS
<b>A</b> Arts, Entertainment., Sports & Rec	3.7	5.4	2.4	7.1	6.5	5.3	4.0	2.2	<b>4.6</b>
Automotive	3.1	2.6	2.2	2.9	3.3	3.6	2.1	2.6	<b>2.8</b>
Building and Construction	7.7	6.6	13.3	6.7	5.0	6.1	3.7	10.3	<b>7.4</b>
Community Services, Health & Ed	6.9	6.2	11.9	7.0	8.9	10.5	10.1	8.4	<b>8.7</b>
Finance, Banking & Insurance	1.9	0.7	1.0	1.5	1.5	1.2	0.7	0.8	<b>1.1</b>
Food Processing	0.6	0.7	0.4	0.6	1.5	1.5	0.1	0.7	<b>0.7</b>
TCF & Furnishing	3.6	1.9	1.6	2.9	2.9	3.8	1.2	2.7	<b>2.6</b>
Communications	0.6	0.6	0.4	0.8	1.3	0.7	0.6	1.3	<b>0.8</b>
Engineering & Mining	6.6	7.6	5.0	6.4	8.0	10.0	4.8	2.9	<b>6.4</b>
Primary Industry	3.9	3.6	5.1	4.3	5.8	5.4	7.0	3.3	<b>4.8</b>
Process Manufacturing	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.0	<b>0.1</b>
Sales & Personal Services	1.5	2.1	2.9	1.7	4.8	5.1	4.3	2.3	<b>3.1</b>
Tourism & Hospitality	5.8	6.0	9.0	5.2	7.6	9.4	12.4	11.1	<b>8.3</b>
Transport & Storage	0.4	1.5	0.5	1.0	0.6	0.0	0.6	0.1	<b>0.6</b>
Utilities	4.9	6.9	3.1	4.8	5.1	6.3	5.1	5.1	<b>5.2</b>
<b>B</b> Business & Clerical	18.2	18.0	21.1	17.7	17.4	17.4	19.0	15.0	<b>18.0</b>
Computing	4.2	6.1	4.8	5.5	5.3	4.7	2.8	5.1	<b>4.8</b>
Science, Technical & Other	2.3	5.5	1.8	3.1	2.6	5.4	3.9	9.8	<b>4.3</b>
<b>C</b> General Education & Training	24.0	18.0	13.6	20.7	11.7	3.7	17.6	16.4	<b>15.7</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Note: 1 This table is structured in the same format as used in the State Training Profiles. Category A are courses with a direct link to a particular ABS occupational classification (ASCO) group. Cat. B are where multiple links to ASCOs can be made and Cat. C courses link across potentially all ASCO areas.

## 6.5 Future directions

There are two key areas of further work required for the reporting of indicators in the VET sector. First, improving the comparability of data on inputs, activity and outputs. Second, completing the collection of comparable industry and student outcome data.

### Information on VET inputs, outputs and activities

Insufficient information currently exists on key variables required to establish fully comparable unit cost data. While a national effort has been underway for some time to develop nationally standard counting rules for units of inputs, outputs and activity, considerable work is still required. A coordinated effort by the States and Territories, in cooperation with ANTA, is required for timely progress to be made. Issues to be resolved include:

- scope and boundary for unit cost measures. A process has been set up under the auspices of the Australian Committee on Vocational Education and Training Statistics to develop more comparable and comprehensive unit cost data;
- consistent and common implementation and application of AVETMISS; definitions for both expenditure and activity figures;
- definition of module load completion rate;
- development of the staffing module of AVETMISS; and
- identification of the status of students, for example, as school students, Aboriginal and Torres Strait Islander people, or by English speaking background.

In addition, more consistent and comprehensive disaggregation of performance information by type of provider, such as Adult and Community Education and private providers, will provide an insight into the operation of different parts of the VET system. For example, whether or not planned effort is met should be reported by type of provider and by occupation grouping<sup>16</sup>. This would provide an indication of the accountability of the different sectors of the VET markets, as well as revealing how well planning processes were able to anticipate industry demand for training. The validity of this measure is, of course, dependent upon the robustness of the target setting process.

The process of collecting and reporting performance information is complicated by the delivery of VET by a number of often overlapping sectors, and by the need for different types of information to meet different reporting requirements. For example, commercial activity by TAFE Colleges is not reported for Commonwealth funding purposes but is an important part of VET activity.

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<sup>16</sup> Only NT provided actual versus planned activity levels for private providers.

There is a need to align reporting processes to ensure that information provided in different forums can be readily reconciled. Any examination of data collection systems needs to consider the different reporting requirements placed on VET systems.

A separate review has been commissioned to report to ANTA by 22 December 1995, and will focus on the measurement of actual vs planned student load, module load completion rate, training completions, and cost per annual hour curriculum. These measures are useful in themselves, and any revision of collection methodologies should also take into consideration the wider performance monitoring issues raised above.

### **VET outcome information**

Additional data are required on industry, student and employer outcomes to complete the picture of performance in the VET sector.

#### *Industry and employer outcomes*

There is limited information available on industry satisfaction with both the quality and level of VET provided with government funds. Employers are to be surveyed on the training provided each three years from 1995 (reported in early 1996). This will provide information about employers' views concerning the relevance, quality, and, importantly, the availability of training.

This will reflect on the planning for, and provision of, VET, and this type of survey will provide vital feedback on the ability of VET systems to meet the needs of industry and on the overall quality of the training provided, and will be an important source of information for future performance reporting.

Employer views could also be supplemented by more objective measures of unmet demand, such as the incidence of skills shortages compared to the level of provision in these categories by VET.

#### *Student outcomes*

Student perceptions of the quality of the training that they are undertaking, and the actual experiences of graduates in the workplace, are important measures of the effectiveness of training systems. Graduate destinations are to be reported annually from December 1995.

In addition, surveys of students before they graduate, including withdrawing students, may highlight issues within VET systems. Student satisfaction will be reported in 1996 and every three years thereafter. It may also be appropriate to report on unmet student demand as an indication of the degree to which VET systems are meeting student needs.

Finally, it is an issue as to whether there is merit in attempting to compare across States and Territories the relative level of learning outcomes of VET students based upon course completions. This would require comparisons based on standard assessment instruments (as is discussed in this Report in relation to government schools — see Chapter 5).

### *Opportunities*

Disadvantaged groups need to be better identified within VET systems, and outcomes, such as participation, satisfaction, completion rates, levels of study and employment destinations need to be reported for these groups. In particular, the high non-response to the self reporting of Aboriginal and Torres Strait Islander status, and the identification of NESB students, need to be addressed.

## **6.6 Performance indicators by jurisdiction**

### **New South Wales - jurisdiction's own comments**

New South Wales has the largest number of business establishments in Australia. It has approximately a third of the nation's population and workforce and its outputs in 1994 represented a third of the country's gross domestic product.

This size and diversity pose particular challenges for government and private providers of vocational education and training in the State. Government funded expenditure on VET in 1994 was in excess of one billion dollars and expenditure by firms and individuals was around 800 million dollars.

In 1994 significant advances were made in the development of the training market, inter-sectoral relationships, improving equity and quality improvement. The New South Wales Board of Vocational Education and Training (BVET) was established to fulfil the functions of a state training agency under the ANTA agreement. It advises the Minister on VET policies and allocation of resources. A key feature of the Board's operation has been the establishment and development of cooperative and consultative links to ensure that industry bodies, community groups and groups with specific needs are involved in its policy and planning processes.

The major providers of VET were: the TAFE Commission; Adult and Community Education agencies; the Adult Migrant Education Service; NSW Agriculture; 370 registered private providers such as commercial colleges, consultants and independent trainers and non-profit organisations such as Skillshare; schools; and enterprises.

The ACVETS project to implement a common statistical standard for reporting on VET activity is being actively implemented in NSW. Implementation of the standard is progressing according to plan in this State. Within a few years all publicly funded providers will be able to report on a consistent manner on their activities. At this stage in the implementation of the standard, the major provider of information in this report is the NSW TAFE Commission. The Commission's expenditure was approximately 87 per cent of total government expenditure on VET in 1994. Footnotes to tables advise the reader on the scope of the data reported as well as any limitation on the use of the data. Researchers are encouraged to contact the Department of Training and Education Coordination (DTEC) for further information and/or statistics on VET in NSW.

## New South Wales, 1994, descriptors

**Table 6.2:** Number of hours of course activity and enrolments<sup>1</sup>, 1994

<i>Occupational Group</i>	<i>Units</i>	<i>Occupational Level</i>				<i>Total</i>
		<i>Gen/ Unspec.</i>	<i>Oper/ Cleric</i>	<i>Trades/ Skilled</i>	<i>Para- Prof.</i>	
<b>Hours</b>						
A Arts, Entertainment, Sports and Rec	'000	0	0	1,241	2,201	3,442
Automotive	'000	0	40	2,794	0	2,834
Building and Construction	'000	0	161	3,873	3,034	7,068
Community Services, Health & Ed	'000	0	1,113	182	5,040	6,335
Finance, Banking & Insurance	'000	0	1,691	0	25	1,716
Food Processing	'000	0	41	472	0	513
TCF & Furnishing	'000	0	48	3,133	161	3,343
Communications	'000	0	55	358	103	515
Engineering & Mining	'000	0	46	2,329	3,719	6,095
Primary Industry	'000	6	1,406	585	1,616	3,613
Process Manufacturing	'000	0	75	0	0	75
Sales & Personal Services	'000	0	384	927	90	1,400
Tourism & Hospitality	'000	0	1,726	1,157	2,476	5,360
Transport & Storage	'000	0	220	0	175	394
Utilities	'000	0	16	2,875	1,617	4,508
B Business & Clerical	'000	424	8,608	0	7,639	16,671
Computing	'000	1,205	80	0	2,575	3,861
Science, Technical & Other	'000	76	223	36	1,758	2,092
C General Education & Training	'000	21,999	0	0	0	21,999
<b>Total</b>	'000	<b>23,710</b>	<b>15,932</b>	<b>19,962</b>	<b>32,229</b>	<b>91,834</b>
<b>Enrolments</b>						
A Arts, Entertainment, Sports and Rec		0	0	4,922	4,282	9,204
Automotive		0	147	13,341	0	13,488
Building and Construction		0	1,259	12,690	7,468	21,417
Community Services, Health & Ed		0	3,866	612	14,146	18,624
Finance, Banking & Insurance		0	8,448	0	105	8,553
Food Processing		0	593	2,193	0	2,786
TCF & Furnishing		0	282	12,618	335	13,235
Communications		0	224	1,312	333	1,869
Engineering & Mining		0	228	9,613	16,342	26,183
Primary Industry		1,363	8,448	2,245	21,881	33,937
Process Manufacturing		0	539	0	0	539
Sales & Personal Services		0	1,808	4,780	798	7,386
Tourism & Hospitality		0	10,470	4,772	5,857	21,099
Transport & Storage		0	1,598	0	1,238	2,836
Utilities		0	137	12,151	5,366	17,654
B Business & Clerical		2,601	31,902	0	29,993	64,496
Computing		18,621	874	0	9,077	28,572
Science, Technical & Other		486	2,070	214	5,133	7,903
C General Education & Training		70,861	0	0	0	70,861
<b>Total</b>		<b>93,932</b>	<b>72,893</b>	<b>81,463</b>	<b>122,354</b>	<b>370,642</b>

Note: 1 TAFE and Agriculture. Government Funded Activity (includes TAFE NSW traineeships, excludes private provider traineeships).



## New South Wales, 1994, descriptors

**Table 6.3:** Expenditure, 1994

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee	803,448	Major buildings	66,335
Other	357,329	Minor works	15,825
<i>By type of provider</i>		Site acquisition	4,419
DIRETFE General <sup>1</sup>	41,965	Plant & equipment	33,575
DIRETFE Other	42,177	<i>Total capital</i>	<i>120,154</i>
Agricultural college	7,551		
ACE	11,050		
AMES	42,895	<b>Total expenditure</b>	<b>1,280,931</b>
TAFE NSW	1,014,439		
<i>Total recurrent</i>	<i>1,160,777</i>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane, and NSW.

Note: 1 Department of Industrial Relations, Employment, Training and Further Education.

**Table 6.4:** Revenue, 1994

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	719,737	State	57,195
Commonwealth <sup>1</sup>	191,583	Commonwealth	78,602
Other Government	95,696		
Operating receipts	155,247		
<i>Total recurrent</i>	<i>1,162,263</i>	<i>Total capital</i>	<i>135,797</i>
<b>Total revenue</b>	<b>1,298,060</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

Note: 1 Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.5:** Provision through competitive tendering processes, 1994

Funds awarded to public providers	0
Funds awarded to private providers	\$8,813,000

**Table 6.6:** Value of fixed capital assets, 1994

Value of buildings and sites for NSW TAFE and Agriculture was \$2,090 million.

**Table 6.7:** NSW Certificate in Spoken and Written English, 1994

<i>Entry Level in 1994</i>	<i>Statement of attainment</i>	Course Outcomes			<i>Total clients</i>
		<i>Stage 1 Competency</i>	<i>Stage 2 Competency</i>	<i>Certificate in &amp; Written English</i>	
Stage 1	373	534	224	112	1242
Stage 2	132	33	240	422	828
Stage 3	37	0	4	372	413
<b>Total</b>	<b>542</b>	<b>567</b>	<b>468</b>	<b>906</b>	<b>2483</b>

Source: New South Wales Adult Migrant Education Service.

## New South Wales, 1994, descriptors

**Table 6.8:** Training completions by qualification and occupation, 1994

<i>Qualification</i>		<i>Occupation</i>	
	<i>Course completions<sup>1</sup></i>	<i>Contract of Training completions</i>	
Diploma	202	Managers & Administration	0
Associate Diploma	5,862	Professionals	0
Advanced Cert. - Post Trade	0	Para-professionals	0
Advanced Certificate - Other	7,904	Tradespersons	10,190
Certificate - Trade	9	Clerks	2,000
Cert. - not classified	33,444	Sales&Personal Service Workers	1,007
Endorsements to Certificates	0	Plant/Machine Operators	19
Statements of Attainment	54,815	Labourers & others	508
Certificate of Competency	0		
Certificate of Proficiency	0		
<b>Total</b>	<b>102,236</b>	<b>Total</b>	<b>13,724</b>

Note: 1 TAFE and Agriculture only. Government Funded Activity (includes TAFE NSW traineeships, excludes private provider traineeships).

**Table 6.9:** Graduates<sup>1,2</sup> by course activity, 1994

Occupational Group	Occupational Level				Total
	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	
A Arts, Entertainment, Sports and Rec	0	0	1,164	1,117	2,281
Automotive	0	32	4,467	0	4,499
Building and Construction	0	668	2,719	1,362	4,749
Community Services, Health & Ed	0	1,367	176	3,306	4,849
Finance, Banking & Insurance	0	1,275	0	40	1,315
Food Processing	0	386	844	0	1,230
TCF & Furnishing	0	30	3,856	66	3,952
Communications	0	2	303	88	393
Engineering & Mining	0	140	3,427	3,608	7,175
Primary Industry	0	1,676	468	864	3,008
Process Manufacturing	0	178	0	0	178
Sales & Personal Services	0	708	2,467	340	3,515
Tourism & Hospitality	0	5,101	1,251	1,618	7,970
Transport & Storage	0	402	0	172	574
Utilities	0	88	2,783	950	3,821
B Business & Clerical	591	10,336	0	5,455	16,382
Computing	12,770	495	0	2,100	15,365
Science, Technical & Other	130	1,225	79	918	2,352
C General Education & Training	18,628	0	0	0	18,628
<b>Total</b>	<b>32,119</b>	<b>24,109</b>	<b>24,004</b>	<b>22,004</b>	<b>102,236</b>

Notes: 1 The number of graduates will be understated in some cases as not all eligible students apply for awards.

2 TAFE and Agriculture. Government Funded Activity (includes TAFE NSW traineeships, excludes private provider traineeships).

## New South Wales, 1994, effectiveness

**Table 6.10: Actual vs planned load, 1994**

<i>Actual vs planned load</i>	<i>Notes</i>	<i>Units</i>	
Students - planned	1		326,540
Student - actual	1		333,194
Annual Curriculum Hours - planned	1	'000	92,195
Annual Curriculum Hours - actual	1	'000	93,284
<b><i>By type of provider (Annual curriculum hours)</i></b>			
Actual Private		'000	1,122
Actual TAFE		'000	90,946
Actual ACE		'000	328
Actual Agricultural College		'000	888
<b>Total</b>	1	'000	<b>93,284</b>

Note: 1 Government Funded Activity (includes estimates of traineeships provided by TAFE, Agriculture and private providers).

**Table 6.11: Module load completion rate, 1994**

<i>Hours for Successful module enrolment</i>	<i>Hours for Confirmed module enrolment</i>	<i>Module load completion rate (%)</i>
56,625,940	63,386,001	89.3

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

Note: 1 TAFE NSW and Agriculture only.

**Table 6.12: Graduate destination and satisfaction, 1993**

<i>Question</i>	<i>Response</i>	<i>% positive</i>
On 30 April did you have paid work?	Yes	64
Is this a new or different job from the one you had before you began the course?	Yes	41
On April 30 was your main job related to the course?	Yes	61
How relevant is what you studied to your main job?	Highly relevant or of some relevance	72
In general, how satisfied were you with the course?	Very satisfied or satisfied	87

Source: NCVER 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

## New South Wales, 1994, unit cost

**Table 6.13: Cost per curriculum hour and module load completion, 1994**

<i>Indicator</i>	<i>Private provision</i>		<i>Public provision</i>	
<i>Average cost per:</i>		ACE	TAFE	Agricultural
module load completion	na	na	\$16.00 <sup>1</sup>	na
curriculum hour	na	na	\$10.06 <sup>2</sup>	\$8.73 <sup>3</sup>

Notes: 1 Based on an estimate of expenditure on modules formally assessed by TAFE NSW.

2 Government funded activity and fee for service hours and expenditure are included.

3 If Maintenance of Effort expenditure is used, cost per hour for Agriculture in 1994 is \$9.64.

### **Victoria - jurisdiction's own comments**

In recent years the Victorian vocational education and training system has achieved significant improvements in both the effectiveness and efficiency of the delivery of vocational education and training services. This has been achieved through:

- the introduction of planning mechanisms that ensure the needs of industry and individuals are reflected in resources allocation decisions;
- the introduction of new approaches in curriculum and training delivery;
- the development of TAFE colleges as independent public sector enterprises competing with each other and the private sector in the training market;
- the implementation of funding models by which training is purchased from TAFE colleges at the predetermined rate;
- the introduction of performance agreements with TAFE colleges;
- the introduction of performance indicators with an increased focus on outcomes, including client satisfaction and student destination;
- the introduction of a policy framework and strategies for quality improvement across the State Training System; and
- the implementation of a major benchmarking and best practice project which will target educational effectiveness and client services as key priorities.

This report illustrates the success of these policies in Victoria illustrating that the average unit cost per hour of training is one of the lowest in Australia.

The continuing comparative effectiveness and efficiency of the Victorian vocational education and training system is also reflected in a recent Report by the Australian National Training Authority to vocational education and training Ministers. This report indicates that in 1995 Victoria is the only State or Territory that is providing more than its per capita share of training whilst spending less than its per capita share of national expenditure on vocational education and training. In addition, there are more enrolments in vocational education and training courses per 1,000 of population aged 15-64 than any other State or Territory.

Victoria will continue to seek gains in the effectiveness and efficiency of vocational education and training by focusing on educational effectiveness, resource management, strategic planning and management systems and accountability arrangements and through the extension of the principal of "user choice".

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## Victoria, 1994, descriptors

Table 6.14: Number of hours of course activity and enrolments<sup>1</sup>, 1994

Occupational Group	Occupational Level				Total
	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	
<b>Hours (scheduled hours<sup>2</sup>)</b>					
A Arts, Entertainment, Sports and Rec	0	0	363,669	3,372,722	3,736,391
Automotive	0	216,834	1,611,255	0	1,828,089
Building and Construction	0	253,718	2,562,915	1,737,602	4,554,235
Community Services, Health & Ed	0	1,008,755	67,192	3,239,027	4,314,974
Finance, Banking & Insurance	0	456,535	0	0	456,535
Food Processing	0	265,976	216,303	0	482,279
TCF & Furnishing	0	146,971	707,915	450,732	1,305,618
Communications	0	20,059	327,554	40,345	387,958
Engineering & Mining	0	1,320,209	1,847,706	2,136,402	5,304,317
Primary Industry	0	821,741	633,409	1,059,302	2,514,452
Process Manufacturing	0	101,175	0	0	101,175
Sales & Personal Services	0	619,518	551,617	285,100	1,456,235
Tourism & Hospitality	0	1,276,317	945,086	1,933,315	4,154,718
Transport & Storage	0	938,452	0	110,486	1,048,938
Utilities	0	39,392	1,693,118	3,042,696	4,775,206
B Business & Clerical	779,473	5,884,759	0	5,838,241	12,502,473
Computing	677,348	479,489	0	3,069,785	4,226,622
Science, Technical & Other	342,061	287,472	0	3,163,304	3,792,837
C General Education & Training	12,477,254	0	0	0	12,477,254
Not classified elsewhere	14,594	270	0	6,132	20,996
<b>Total</b>	<b>14,290,730</b>	<b>14,137,642</b>	<b>11,527,739</b>	<b>29,485,191</b>	<b>69,441,302</b>
<b>Enrolments</b>					
A Arts, Entertainment, Sports and Rec	0	0	1,674	9,022	10,696
Automotive	0	417	6,513	0	6,930
Building and Construction	0	4,115	8,546	4,606	17,267
Community Services, Health & Ed	0	5,577	199	9,517	15,293
Finance, Banking & Insurance	0	5,322	0	0	5,322
Food Processing	0	2,959	888	0	3,847
TCF & Furnishing	0	888	2,729	1,419	5,036
Communications	0	144	1,300	279	1,723
Engineering & Mining	0	6,419	7,644	6,973	21,036
Primary Industry	0	6,516	2,329	9,605	18,450
Process Manufacturing	0	945	0	0	945
Sales & Personal Services	0	2,496	2,961	720	6,177
Tourism & Hospitality	0	7,788	3,207	4,436	15,431
Transport & Storage	0	14,266	0	374	14,640
Utilities	0	377	9,578	6,855	16,810
B Business & Clerical	21,894	18,696	0	19,555	60,145
Computing	28,313	3,262	0	8,380	39,955
Science, Technical & Other	9,783	1,086	0	9,024	19,893
C General Education & Training	119,431	0	0	0	119,431
Not classified elsewhere	551	18	0	67	636
<b>Total</b>	<b>179,972</b>	<b>81,291</b>	<b>47,568</b>	<b>90,832</b>	<b>399,663</b>

Notes: 1 All publicly provided training by public providers (including activity funded by fee for service & other government sources) but excludes publicly funded provision by private providers and Stream 1000.

2 Hours are scheduled hours and include credit transfer and recognition of prior learning. Scheduled hours are a better indicator for Victoria of the AVETMISS definition of curriculum hours.

## Victoria, 1994, descriptors

**Table 6.15: Expenditure, 1994**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee expenses	476,151	Major buildings	53,293
Other	190,305	Minor works	13,750
		Site acquisition	7,220
		Plant & equipment	7,148
<i>Total recurrent</i>	<i>666,456</i>	<i>Total capital</i>	<i>81,411</i>
<b>Total expenditure</b>	<b>747,867</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

**Table 6.16: Revenue, 1994**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	395,349	State	25,096
Commonwealth <sup>1</sup>	134,950	Commonwealth	54,220
Other Government	20,137		
Operating receipts	152,573		
<i>Total recurrent</i>	<i>703,009</i>	<i>Total capital</i>	<i>79,316</i>
<b>Total revenue</b>	<b>782,325</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

Note: 1 Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.17: Provision through competitive tendering processes, 1994**

Funds awarded to public providers <sup>1</sup>	\$8,680,000
Funds awarded to private providers <sup>2</sup>	\$17,940,000

Notes: 1 Includes pre-vocational funds, enterprise based training funds, and curriculum development funding - TAFE colleges only.

2 Includes pre-vocational funds, private provider tendering and ACFE regional tendering - commercial providers, enterprise based providers and community providers.

**Table 6.18: Value of capital assets**

Capital assets were valued at \$906.5 million as at 31 December 1993. This excludes assets of the TAFE Divisions of Swinburne University of Technology and Victoria University of Technology.

## Victoria, 1994, effectiveness

**Table 6.19: Actual vs planned load, 1994**

<i>Actual vs planned load</i>	<i>Notes</i>	<i>Units</i>

Students - planned	1, 2, 3		249,972
Students - actual			267,088
Annual Curriculum Hours - planned		Hours (SCH)	57,574,575
Annual Curriculum Hours - actual		Hours (SCH)	60,141,585
<b>By type of provider</b>	1, 2, 3		
Actual Private		Students	3,852
		Hours (SCH)	829,391
Actual TAFE		Students	190,388
		Hours (SCH)	56,217,124
Actual ACE		Students	72,808
		Hours (SCH)	3,095,070
Actual Agricultural College			na

Notes: 1 Government funded in accordance with State Training Profile (excludes adult literacy and traineeships).  
 2 Includes activity in streams 2000-4000.  
 3 SCH - Hours are scheduled hours and include credit transfer and recognition of prior learning. Scheduled hours are a better indicator for Victoria of the AVETMISS definition of curriculum hours.

**Table 6.20: Module load completion rate, 1994**

<i>Hours for successful module enrolment</i>	<i>Hours for confirmed module enrolment</i>	<i>Module load completion rate (%)</i>
33,161,101	41,133,587	80.6

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

**Table 6.21: Graduate destination and satisfaction, 1993**

<i>Question</i>	<i>Response</i>	<i>% positive</i>
On 30 April did you have paid work?	Yes	64
Is this a new or different job from the one you had before you began the course?	Yes	40
On April 30 was your main job related to the course?	Yes	66
How relevant is what you studied to your main job?	Highly relevant or of some relevance	77
In general, how satisfied were you with the course?	Very satisfied or satisfied	86

Source: NCVER 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

**Victoria, 1994, unit cost****Table 6.22: Cost per curriculum hour and module load completion, 1994**

	<i>Private provision</i>		<i>Public provision</i>		
		ACE	TAFE	Agricultural	Total
<i>Average cost per:</i>					
module load completion	na	na	\$18.74 <sup>1,3,4</sup>	na	na
curriculum hour	\$4.86 <sup>5</sup>	na	na	na	\$8.95 <sup>1,2,4</sup>

Notes: 1 Scheduled hours, not curriculum hours. Scheduled hours include credit transfer and recognition of prior learning. Scheduled hours are a better indicator for Victoria of the AVETMISS definition of curriculum hours.

2 Includes all training provided by public providers (including fee-for service), but excludes publicly funded provision by private providers and stream 1000.

3 Module completions in TAFE colleges only.

4 Incomplete matching of inclusions and exclusions in the definitions of expenditure and activity provided for this measure.

5 Cost per hour for private provision relates only to the purchase price to government for direct delivery. It does not include capital and other educational infrastructure and overheads. The cost base is not the same as for TAFE colleges making direct comparisons meaningless.



### Queensland - jurisdiction's own comments

In 1994 Queensland's population was more than 3.1 million. Geographically, Queensland is the second largest State and the population is spread more evenly across the State than in most other States with less than half the population residing in the Brisbane metropolitan area.

In April 1994 Queensland's labour force was 1,557,200 (seasonally adjusted) and Queensland had an annual economic growth of 5.4 per cent with an employment growth of 3.8 per cent.

Queensland's economic base has been dominated by export oriented rural and mineral sectors. Queensland also had a proportionately higher output in housing construction; recreation, personal and other services; and retail and trade sectors. However, industries which generate the greatest output are not necessarily those which will generate employment growth. For Queensland long term employment growth trends are evident for the wholesale and retail trade; community services; recreation, personal and other services; and finance and property trade and business services industries. These are already significant employers and industries where much of the growth in entry level training takes place. Manufacturing employment is also trending upwards, but is subject to cyclical fluctuations as is the construction industry. Cyclical factors have played a greater role in the latter industry than structural adjustments. Industry focus differs between regions - 1994 industrial growth areas were: Brisbane for public administration, services utilities, transport and storage, and financial services; Central Queensland for mineral processing; Far North Queensland for Tourism and mineral extraction. Queensland's VET facilities and courses must reflect the differing requirements of each of these regions in line with their industry employment and population development potential.

Much of the State's growth has stemmed from small businesses which account for more than 97 per cent of total businesses and employed 68 per cent of all private sector employed persons and 48 per cent of total employed. Small businesses are being targeted by the VET system and a small business VET development strategy has been developed. Provision has been made for the recognition of short courses within the State's training recognition system.

The Queensland Government is committed to a dynamic training system comprising a diverse range of providers. The competitive public funding of providers has been introduced in 1994. Queensland has also been active in the development of a private training market and between 1993 and 1994 the number of recognised approved training organisations increased from 237 to 462.

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## Queensland, 1994, descriptors

Table 6.23: Number of hours of course activity and enrolments<sup>1</sup>, 1994

Occupational Group	Occupational Level				Total
	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	
<b>Hours</b>					
A Arts, Entertainment, Sports and Rec	0	0	19,641	900,803	920,444
Automotive	0	36,741	814,577	0	851,318
Building and Construction	0	3,392,380	998,796	780,937	5,172,113
Community Services, Health & Ed	0	3,437,940	62,169	1,125,577	4,625,686
Finance, Banking & Insurance	0	112,951	0	257,763	370,714
Food Processing	0	31,387	126,208	0	157,595
TCF & Furnish	0	3,135	439,651	173,628	616,414
Communications	0	54,410	85,398	25,927	165,735
Engineering & Mining	0	109,998	1,020,571	807,227	1,937,796
Primary Industry	0	1,005,716	657,848	333,675	1,997,239
Process Manufacturing	0	42,213	0	0	42,213
Sales & Personal Services	0	477,135	494,374	146,961	1,118,470
Tourism & Hospitality	0	1,437,872	1,013,508	1,051,219	3,502,599
Transport & Storage	0	100,254	0	80,495	180,749
Utilities	0	70,102	843,027	290,212	1,203,341
B Business & Clerical	3,490,258	1,871,173	0	2,871,892	8,233,323
Computing	802,419	64,266	0	1,018,247	1,884,932
Science, Technical & Other	54,094	343,858	2507	316,698	717,157
C General Education & Training	5,300,432	0	0	0	5,300,432
<b>Total</b>	<b>9,647,203</b>	<b>12,591,531</b>	<b>6,578,275</b>	<b>10,181,261</b>	<b>38,998,270</b>
<b>Enrolments</b>					
A Arts, Entertainment, Sports and Rec	0	0	106	6,732	6,838
Automotive	0	170	9,950	0	10,120
Building and Construction	0	11,247	5,542	6,067	22,856
Community Services, Health & Ed	0	7,394	76	9,266	16,736
Finance, Banking & Insurance	0	864	57	1,910	2,831
Food Processing	0	318	723	0	1,041
TCF & Furnishing	0	23	3,238	366	3,627
Communications	0	105	352	550	1,007
Engineering & Mining	0	570	2,187	8,451	11,208
Primary Industry	0	4,694	3,116	898	8,708
Process Manufacturing	0	227	0	0	227
Sales & Personal Services	0	1,471	2,521	782	4,774
Tourism & Hospitality	0	10,783	3,194	1,645	15,622
Transport & Storage	0	802	16	598	1,416
Utilities	0	487	1,366	2,193	4,046
B Business & Clerical	30,428	6,888	0	18,898	56,214
Computing	5,555	1,260	0	5,490	12,305
Science, Technical & Other	1,137	915	430	2,781	5,263
C General Education & Training	64,291	0	0	0	64,291
<b>Total</b>	<b>101,411</b>	<b>48,218</b>	<b>32,874</b>	<b>66,627</b>	<b>249,130</b>

Note: 1 Course enrolments - TAFE and Rural Training Schools Streams 2000-4500. Does not include 31 342 fee-for-service enrolments which have no information recorded as to occupational outcomes of courses and can not be mapped in Occupational Group/Level.

## Queensland, 1994, descriptors

**Table 6.24:** Expenditure, 1994

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee	283,187	Major buildings	32,128
Other	110,929	Minor works	7,340
		Site acquisition	180
		Plant & equipment	23,414
<i>Total recurrent</i>	<i>394,116</i>	<i>Total capital</i>	<i>63,062</i>
<b>Total expenditure</b>	<b>457,178</b>		

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.25:** Revenue, 1994.

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	268,093	State	19,865
Commonwealth <sup>1</sup>	77,343	Commonwealth	37,224
Other Government	1,231		
Operating receipts			
<i>Total recurrent</i>	<i>416,274</i>	<i>Total capital</i>	<i>57,089</i>
<b>Total revenue</b>	<b>473,363</b>		

Source: ANTA 1995, *Annual National Report*, ANTA Brisbane.

Note: 1 Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.26:** Provision through competitive tendering processes, 1994

Funds awarded to public providers	\$750,000
Funds awarded to private providers	\$1,002,000

## Queensland, 1994, descriptors

Table 6.27: Graduates by course activity<sup>1</sup>, 1994

<i>Occupational Group</i>	<i>Occupational Level</i>				Total
	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	
Arts, entertainment, sports and Rec	0	0	24	508	532
Automotive	0	49	2,259	0	49
Building and Construction	0	3,503	1,311	1,083	3,503
Community Services, Health & Ed	0	756	28	3,323	784
Finance, Banking & Insurance	0	24	0	141	165
Food Processing	0	38	41	0	79
TCF & Furnishing	0	9	310	17	336
Communications	0	99	148	93	340
Engineering & Mining	0	26	87	306	419
Primary Industry	0	1,051	422	140	562
Process Manufacturing	0	94	0	0	94
Sales & Personal Services	0	257	744	169	1,170
Tourism & Hospitality	0	1,252	777	319	1,096
Transport & Storage	0	199	527	57	783
Utilities	0	161	0	93	254
Business & Clerical	2,364	1,247	0	1,375	4,986
Computing	0	264	0	284	548
Science, Technical & Other	44	407	54	188	693
General Education & Training	2,483	0	0	0	2,483
<b>Total</b>	<b>4,891</b>	<b>9,436</b>	<b>6,732</b>	<b>8,096</b>	<b>29,155</b>

Note: 1 TAFE only, awards issued.

Table 6.28: Training completions by qualification and occupation<sup>1,2</sup>, 1994

<i>Qualification</i>		<i>Occupation</i>	
<i>Course completions</i>		<i>Contract of Training completions</i>	
Diploma	20	Managers & Administration	0
Associate Diploma	2,918	Professionals	0
Advanced Certificate - Post Trade	0	Para-professionals	31
Advanced Certificate - Other	684	Trades persons	4,911
Certificate - Trade	1,569	Clerks	832
Certificate - not classified	11,167	Sales & Personal Service	379
Endorsements to Certificates	95	Plant/Machine Operators	26
Statements of Attainment	12,702	Labourers & others	157
Certificate of Competency	0		
Certificate of Proficiency	0		
<b>Total</b>	<b>29,155</b>	<b>Total</b>	<b>6,336</b>

Notes: 1 Training completion numbers - TAFE only awards issued.

2 Contract of training completions includes all providers.

## Queensland, 1994, effectiveness

**Table 6.29:** Actual vs planned load, 1994

<i>Actual vs planned load</i>	<i>Notes</i>	<i>Units</i>	
Students - planned	1		131,681
Students - actual	1		134,971
Annual Curriculum Hours - planned		Hours	38,048,064
Annual Curriculum Hours - actual		Hours	38,998,270

Note: 1 Students refers to actual student numbers, not student enrolments. The latter will be higher as there are students enrolled in more than one course.

**Table 6.30:** Module load completion rate, 1994

<i>Hours for successful module enrolment</i>	<i>Hours for confirmed module enrolment</i>	<i>Module load completion rate (%)</i>
23,605,695	30,457,517	77.5

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.31:** Graduate destination and satisfaction, 1993

<i>Question</i>	<i>Response</i>	<i>% positive</i>
On 30 April did you have paid work?	Yes	62
Is this a new or different job from the one you had before you began the course?	Yes	62
On April 30 was your main job related to the course?	Yes	66
How relevant is what you studied to your main job?	Highly relevant or of some relevance	74
In general, how satisfied were you with the course?	Very satisfied or satisfied	87

Source: NCVER 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

## Queensland, 1994, unit cost

**Table 6.32:** Cost per curriculum hour and module load completion, 1994

<i>Indicator</i>	<i>Private provision</i>		<i>Public provision</i>		
		ACE	TAFE	Agricultural	Total
<i>Average cost per:</i>					
module load completion	na	na	na	na	\$16.40
curriculum hour <sup>1</sup>	na	na	na	na	\$8.32

Note: 1 Excludes ACE.

## **Western Australia - jurisdiction's own comments**

*Key issues relating to the performance of the Western Australian Vocational Education and Training System 1994.*

In 1994, Western Australia's population was 1.7 million which represents about 9.5% of the total population of Australia. By 2001, the State's population is forecast to grow by 170,000 to nearly 1.9 million. Nearly three-quarters of the State's population is concentrated within the Perth metropolitan area which is serviced by five universities and six TAFE Colleges. The remainder of the State's population is distributed over a vast area, predominantly based in regional centres and partly in remote locations. These factors combined with the lowest unemployment rate in Australia and a high proportion of small businesses presents a significant challenge in maximising student participation in the VET sector in Western Australia.

The Department of Training, as the nominated State Training Agency, is responsible for ensuring that the State has the capacity to meet the training needs of industry and individual learners. To assist this process, WA is actively promoting the development of a more competitive training market through an increasing allocation of funds to private providers through competitive tendering in 1995.

To service the needs of all clients a network of TAFE colleges covering the whole State, including two new colleges in the Kimberley and the Wheatbelt regions, has been created. In recognition of the special requirements of students in the regional and remote locations, a range of flexible delivery strategies have been implemented. Flexible and/or non-classroom based delivery is a high cost delivery method and, at the same time, provides less Student Contact hours than the traditional face-to-face training methods.

A quality system framework for VET in the State was launched in November 1995. WA is the first State to have a comprehensive and VET specific quality system. The quality system will be capable of generating confidence that the products and services being delivered are of good quality, and that public funds are being used effectively and efficiently.

A comprehensive program of collecting, analysing and reporting information on the performance of the VET system is being developed to underpin key initiatives to make the system in WA more responsive to client needs. Effectiveness measures include results of key customer surveys, that is, graduates, current students and employers, on the level of their satisfaction with the VET system.

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## Western Australia, 1994, descriptors

Table 6.33: Number of hours<sup>1</sup> of course activity and enrolments<sup>2</sup>, 1994

Occupational Group	Occupational Level				Total
	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	
<b>Hours</b>					
A Arts, Entertainment, Sports and Rec	0	0	3,538	134,597	1,338,133
Automotive	0	3,211	538,607	0	541,818
Building and Construction	0	33,383	610,800	621,722	1,265,905
Community Services, Health & Ed	0	880,482	15,393	420,744	1,316,619
Finance, Banking & Insurance	0	244,529	0	31,610	276,139
Food Processing	0	0	114,218	0	114,218
TCF & Furnishing	0	8,912	433,411	111,188	553,511
Communications	0	0	45,272	98,787	144,059
Engineering & Mining	0	29,055	760,281	420,959	1,210,295
Primary Industry	0	168,712	448,602	190,521	807,835
Process Manufacturing	0	4,024	0	0	4,024
Sales & Personal Services	0	82,517	242,452	0	324,969
Tourism & Hospitality	0	280,629	346,401	359,718	986,748
Transport & Storage	0	46,247	0	135,678	181,925
Utilities	0	748	426,900	466,853	894,501
B Business & Clerical	1,740,940	741,642	0	845,392	3,327,974
Computing	0	34	0	1,030,022	1,030,056
Science, Technical & Other	4,546	17,358	31,954	530,057	583,915
C General Education & Training	3,900,764	0	0	0	3,900,764
<b>Total</b>	<b>5,646,250</b>	<b>2,541,483</b>	<b>4,017,827</b>	<b>6,597,848</b>	<b>18,803,408</b>
<b>Enrolments</b>					
A Arts, Entertainment, Sports and Rec	na	na	na	na	5,658
Automotive	na	na	na	na	2,336
Building and Construction	na	na	na	na	5,988
Community Services, Health & Ed	na	na	na	na	4,428
Finance, Banking & Insurance	na	na	na	na	2,941
Food Processing	na	na	na	na	510
TCF & Furnishing	na	na	na	na	2,261
Communications	na	na	na	na	424
Engineering & Mining	na	na	na	na	6,958
Primary Industry	na	na	na	na	4,281
Process Manufacturing	na	na	na	na	28
Sales & Personal Services	na	na	na	na	1,575
Tourism & Hospitality	na	na	na	na	3,401
Transport & Storage	na	na	na	na	1,257
Utilities	na	na	na	na	4,396
B Business & Clerical	na	na	na	na	19,294
Computing	na	na	na	na	5,766
Science, Technical & Other	na	na	na	na	2,584
C General Education & Training	na	na	na	na	64,941
<b>Total</b>	<b>75,069</b>	<b>12,490</b>	<b>18,034</b>	<b>33,434</b>	<b>139,027</b>

Notes: 1 Full scope and boundary - Department Colleges only, Private Provider Traineeships, Private Provider Tendered. Independent Colleges and Adult Migrant Education Services not included.

2 Includes non-Government activity. Enrolments include adult and community education enrolments and some non-award courses.

## Western Australia, 1994, descriptors

**Table 6.34: Expenditure, 1994**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee	197,968	Major buildings	18,820
Other	91,882	Minor works	2,304
		Site acquisition	459
		Plant & equipment	18,233
<i>Total recurrent</i>	<i>289,850</i>	<i>Total capital</i>	<i>39,816</i>
<b>Total expenditure</b>	<b>329,666</b>		

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.35: Revenue, 1994.**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	191,991	State	5,553
Commonwealth <sup>1</sup>	41,125	Commonwealth	19,726
Other Government	31,883		
Operating receipts	45,264		
<i>Total recurrent</i>	<i>310,263</i>	<i>Total capital</i>	<i>25,279</i>
<b>Total revenue</b>	<b>335,542</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

Note: 1. Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.36: Provision through competitive tendering processes, 1994**

Funds awarded to public providers	\$1,200,000
Funds awarded to private providers	\$1,600,000



## Western Australia, 1994, descriptors

**Table 6.37:** Graduates by course activity<sup>1,2</sup>, 1994

<i>Occupational Group</i>	<i>Occupational Level</i>				<i>Total</i>
	<i>Gen/ Unspec.</i>	<i>Oper/ Cleric</i>	<i>Trades/ Skilled</i>	<i>Para- Prof.</i>	
Arts, Entertainment, Sports and Rec	0	0	7	541	548
Automotive	0	0	601	0	601
Building and Construction	0	16	406	208	630
Community Services, Health & Ed	0	480	12	447	939
Finance, Banking & Insurance	0	173	0	13	186
Food Processing	0	0	124	0	124
TCF & Furnishing	0	6	349	26	381
Communications	0	0	29	17	46
Engineering & Mining	0	0	644	160	804
Primary Industry	0	59	216	129	404
Process Manufacturing	0	0	0	0	0
Sales & Personal Services	0	23	317	2	342
Tourism & Hospitality	0	555	234	94	883
Transport & Storage	0	21	0	15	36
Utilities	0	2	368	173	543
Business & Clerical	480	522	00	337	1,339
Computing	0	0	0	270	270
Science, Technical & Other	0	0	10	183	193
General Education & Training	874	0	0	0	874
<b>Total</b>	<b>1,354</b>	<b>1,857</b>	<b>3,317</b>	<b>2,615</b>	<b>9,143</b>

Notes: 1 WA Department of Training Colleges only.

2 Includes only those students who applied for an award.

**Table 6.38:** Training completions by qualification and occupation, 1994

<i>Qualification</i>		<i>Occupation</i>	
<i>Course completions</i>		<i>Contract of Training completions</i>	
Diploma	356	Managers & Administration	1
Associate Diploma	1,466	Professionals	0
Advan. Cert.-Post Trade	183	Para-professionals	32
Advanced Certificate - Other	951	Trades persons	2,587
Certificate - Trade	2,288	Clerks	540
Certificate - not classified	3,407	Sales & Personal Service	295
Endorsements to Certificates	0	Plant/Machine Operators	30
Statements of Attainment	0	Labourers & others	85
Certificate of Competency	455		
Certificate of Proficiency	0		
Other	37		
<b>Total</b>	<b>9,143</b>	<b>Total</b>	<b>3,570</b>

## Western Australia, 1994, effectiveness

**Table 6.39:** Actual vs planned load, 1994

<i>Actual vs planned load</i>	<i>Notes</i>	<i>Units</i>	
Annual Curriculum Hours - planned		Hours	17,304,589
Annual Curriculum Hours - actual		Hours	17,323,206

**Table 6.40:** Module load completion rate, 1994

<i>Hours for successful module enrolment</i>	<i>Hours for confirmed module enrolment</i>	<i>Module load completion rate (%)</i>
9,368,079	12,056,220	77.7

Source: ANTA, 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.41:** Graduate destination and satisfaction<sup>1</sup>, 1993

<i>Question</i>	<i>Response</i>	<i>% positive</i>
On 30 April did you have paid work?	Yes	73
Is this a new or different job from the one you had before you began the course?	Yes	50
On April 30 was your main job related to the course?	Yes	75
How relevant is what you studied to your main job?	Highly relevant or of some relevance	82
In general, how satisfied were you with the course?	Very satisfied or satisfied	87

Source: NCVET 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

Note: 1 A further survey with a similar methodology was conducted in 1994 in WA by the Department of Training (1995), *1994 TAFE Graduate Satisfaction and Destination Survey*. The proportion of graduates that were satisfied remained high at 86 per cent. An additional factor measured was a slight improvement from the satisfaction of students with information on career options or jobs from 36 to 37 per cent. Comparisons between course relevance and job status cannot be made because of timing differences. The survey showed that three quarters of male and 61 per cent of female graduates (67 per cent overall) in 1993 were employed in 1994. 77 per cent of graduates considered that their course had at least some relevance to their job.

## Western Australia, 1994, unit costs

**Table 6.42:** Cost per curriculum hour and module load completion, 1994

<i>Indicator</i>	<i>Private provision</i>		<i>Public provision</i>	
<i>Average cost per:</i>		ACE	TAFE	Agricultural
module load completion	na	na	na	na
curriculum hour <sup>1</sup>	na	na	\$10.60	na

Note: 1 Includes student curriculum hours for private providers tendered programs. Excludes expenditure and student curriculum hours associated with Commonwealth funding and fee for service activities. Capital expenditure is also excluded.

### **South Australia - jurisdiction's own comments**

South Australia strongly supports the use of performance indicators to measure and enhance the operation of the VET sector at State and Commonwealth levels. South Australia remains committed to the AVETMISS system and to the development of nationally comparable statistics.

South Australia believes the indicators currently used focus too heavily on input measures because of the current emphasis on the Maintenance of Effort and wishes further work be done on the inclusion of client satisfaction surveys, participation rates, flexible delivery, community service obligations, research and development, quality and accessibility as measures to help provide a balanced set of indicators.

South Australia remains concerned over the current use of national statistical information for comparative purposes since the AVETMISS standards have only just been introduced (1994) and States and Territories are at various stages in fulfilling the requirements of the standards. It is believed that on some data items, and due to implementation and definitional factors, that some States and Territories may be disadvantaged by up to 15 per cent (worse case analysis).

South Australia has a major concern over the inconsistent use of the agreed definitions. For example, an enrolment (pay fees or pays fees and attends one "class") and withdrawn - no fail (included as a successful outcome if a client obtains employment).

South Australia is confident that its data provision, for both national and internal accountability and management purposes, is of Best Practice standard and supports the further implementation of the AVETMISS Standards within all jurisdictions so that meaningful data is available which is comparable between systems.””

## South Australia, 1994, descriptors

**Table 6.43:** Number of hours of course activity and enrolments<sup>1</sup>, 1994

<i>Occupational Group</i>	<i>Module Activity</i>		<i>Occupational Level</i>				Unknown	Total
	<i>Only</i>	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.			
<b>Hours</b>								
A Arts, Entertain, Sports & Rec	na	na	na	na	na	na	-	893,421
Automotive	na	na	na	na	na	na	-	453,354
Building and Construction	na	na	na	na	na	na	-	688,041
Comm. Services, Health & Ed	na	na	na	na	na	na	-	1,214,670
Fin., Banking & Insurance	na	na	na	na	na	na	-	211,063
Food Processing	na	na	na	na	na	na	-	199,777
TCF & Furnishing	na	na	na	na	na	na	-	390,665
Communications	na	na	na	na	na	na	-	182,033
Engineering & Mining	na	na	na	na	na	na	-	1,098,399
Primary Industry	na	na	na	na	na	na	-	794,521
Process Manufacturing	na	na	na	na	na	na	-	7,724
Sales & Personal Services	na	na	na	na	na	na	-	649,603
Tourism & Hospitality	na	na	na	na	na	na	-	1,036,989
Transport & Storage	na	na	na	na	na	na	-	82,199
Utilities	na	na	na	na	na	na	-	697,047
B Business & Clerical	na	na	na	na	na	na	-	2,380,815
Computing	na	na	na	na	na	na	-	726,912
Science, Technical & Other	na	na	na	na	na	na	-	349,030
C General Education & T.ing	na	na	na	na	na	na	-	1,592,294
<b>Total</b>	<b>3,202,511</b>	<b>1,040,499</b>	<b>2,617,568</b>	<b>3,253,337</b>	<b>3,534,642</b>	-	-	<b>13,648,557</b>
<b>Enrolments</b>								
A Arts, entertain, sports & Rec	3,741	na	na	na	na	na	2,125	5,866
Automotive	2,321	na	na	na	na	na	1,193	3,514
Building and Construction	2,417	na	na	na	na	na	2,261	4,678
Comm Services, Health & Ed	4,778	na	na	na	na	na	4,741	9,519
Fin. Banking & Insurance	186	na	na	na	na	na	1,761	1,947
Food Processing	864	na	na	na	na	na	527	1,391
TCF & Furnishing	4,420	na	na	na	na	na	1,080	5,500
Communications	1,296	na	na	na	na	na	318	1,614
Engineering & Mining	7,250	na	na	na	na	na	8,875	16,125
Primary Industry	6,251	na	na	na	na	na	2,591	8,842
Process Manufacturing	160	na	na	na	na	na	79	239
Sales & Personal Services	2,002	na	na	na	na	na	1,813	3,815
Tourism & Hospitality	4,651	na	na	na	na	na	2,925	7,576
Transport & Storage	323	na	na	na	na	na	697	1,020
Utilities	1,372	na	na	na	na	na	3,642	5,014
B Business & Clerical	18,125	na	na	na	na	na	13,604	31,729
Computing	15,268	na	na	na	na	na	2,892	18,160
Science, Technical & Other	7,751	na	na	na	na	na	386	8,137
C General Education & T.ing	22,498	na	na	na	na	na	5,858	28,356
<b>Total</b>	<b>105,674</b>	<b>6,506</b>	<b>14,776</b>	<b>18,145</b>	<b>17,941</b>	<b>57,368</b>	-	<b>163,042</b>

Note: 1 ANTA activity for TAFE and non-TAFE providers.

## South Australia, 1994, descriptors

**Table 6.44: Expenditure, 1994**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee	154,083	Major buildings	16,507
Other	74,130	Minor works	1,056
		Site acquisition	1,003
		Plant & equipment	4,103
<i>Total recurrent</i>	<i>228,213</i>	<i>Total capital</i>	<i>22,669</i>
<b>Total expenditure</b>	<b>250,882</b>		

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.45: Revenue, 1994.**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	143,793	State	2,300
Commonwealth <sup>1</sup>	42,612	Commonwealth	19,055
Other Government	0		
Operating receipts	54,553		
<i>Total recurrent</i>	<i>240,958</i>	<i>Total capital</i>	<i>21,355</i>
<b>Total revenue</b>	<b>262,313</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

Note: 1 Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.46: Provision through competitive tendering processes<sup>1</sup>, 1994**

Funds awarded to public providers	\$2,118,000
Funds awarded to private providers	\$1,479,000

Notes: 1 ANTA Activity only

**Table 6.47: Training completions by qualification and occupation, 1994**

<i>Qualification</i>		<i>Occupation</i>	
	<i>Course completions<sup>1</sup></i>		<i>Contract of Training completions</i>
Diploma	116	Managers & Administration	186
Associate Diploma	791	Professionals	0
Advanced Certificate - Post Trade	135	Para-professionals	0
Advanced Certificate - Other	476	Trades persons	2,106
Certificate - Trade	1,465	Clerks	475
Certificate - not classified	6,456	Sales & Personal Service Workers	218
Endorsements to Certificates	1	Plant/Machine Operat.	6
Statements of Attainment	1	Labourers & others	34
Certificate of Competency	0		
Certificate of Proficiency	0		
<b>Total</b>	<b>9,441</b>	<b>Total</b>	<b>3,025</b>

Note: 1 The course completion figures provided for TAFE do not include all 1994 graduates as the graduate system within SA DETAFE was not implemented until September 1994.

## South Australia, 1994, effectiveness

**Table 6.48:** Actual vs planned load, 1994

<i>Actual vs planned load</i>	<i>Notes</i>	<i>Units</i>	
Students - planned			na
Students - actual			na
Annual Curriculum Hours - planned	1	hours	13,805,407
Annual Curriculum Hours - actual	1	hours	13,648,558

Notes: 1 ANTA Scope Activity for TAFE & Non-TAFE providers.

**Table 6.49:** Module load completion rate, 1994

<i>Hours for successful module enrolments</i>	<i>Hours for confirmed module enrolments</i>	<i>Module load completion rate (%)</i>
10,382,211	11,880,550	87.4

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.50:** Graduate destination and satisfaction, 1993

<i>Question</i>	<i>Response</i>	<i>% positive</i>
On 30 April did you have paid work?	Yes	71
Is this a new or different job from the one you had before you began the course?	Yes	42
On April 30 was your main job related to the course?	Yes	68
How relevant is what you studied to your main job?	Highly relevant or of some relevance	79
In general, how satisfied were you with the course?	Very satisfied or satisfied	88

Source: NCVER 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

## South Australia, 1994, unit cost

**Table 6.51:** Cost per curriculum hour and module load completion, 1994

	<i>Private provision</i>		<i>Public provision</i>	
<i>Average cost per:</i>		ACE	TAFE	Agricultural
module load completion <sup>1,2</sup>	na	na	\$19.95	na
curriculum hour <sup>1</sup>	na	na	\$14.57	na

Notes: 1 TAFE activity only.

2 Module load completions have been equated to mean successful completions.

## Tasmania - jurisdiction's own comments

### *Tasmania – delivering vocational education and training in regional Australia*

Tasmania is the least populous State (2.6 per cent) but larger than the two Territories. Its population and industry are the most geographically dispersed while Greater Hobart with a population of some 200 000, small by comparison with mainland capitals, is the only city of substantial size, with the State comprising a non-metropolitan area.

Apart from geographic distribution, industry is very similar to Australia as a whole in relative size and contribution to the economy. Small business employs 55 per cent of the private sector work-force. The scope of vocational education and training is therefore very similar to that in other States.

Data from the Australian Bureau of Statistics show that in 1993, Tasmania had around 20 000 enterprises, with 19 400 (97%) classed as small business. Of these, some 18 300 (91.5%) employ fewer than 10 persons. It is clearly impossible for these businesses to enjoy the gains of internal labour markets or to benefit markedly from current training reforms which are focussed on the needs of metropolitan areas and larger enterprises.

The extent of population dispersion and scale causes further cost disadvantages. For example, 20 % of employers are engaged in agriculture and 90% employ fewer than five workers, with enterprises dispersed widely across the State. Thus the cost of delivering training is high because it must be individualised and capital intensive with heavy occupational health and safety demands, and because it is very difficult to accrue unit cost advantages from the larger classes possible in the more populous States. Moreover, travel and accommodation for apprentices and trainees to attend off-the-job instruction is heavily subsidised by the State.

Tasmania had the lowest number of persons with post-school qualifications of any State or Territory and has had low transition rates to senior secondary, vocational education and training and higher education. This reflects historical patterns which have now changed, causing increased demand particularly in *leading edge* industries such as aluminium fabrication and high technology.

Taken together, these factors create unique local circumstances which mean that vocational education and training must be at least as responsive as elsewhere in Australia, while at the same time dealing with inherently higher costs of small scale, a dispersed population and lacking the ability to cross-subsidise metropolitan to non-metropolitan areas. ”

## Tasmania, 1994, descriptors

Table 6.52: Number of hours of course activity and enrolments, 1994

Occupational Group	Module activity			Occupational Level			Total
	Gen/ only	Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	Total Course	
<b>Hours</b>							
A Arts, Entertain, Sports and Rec	3521	0	4,687	104,763	74,427	183,877	187,398
Automotive	1,745	0	19,747	105,255	0	125,003	126,747
Building and Construction	1,438	0	4,216	160,172	47,821	212,209	213,647
Comm. Services, Health & Ed	5,724	0	143,863	0	220,019	363,882	369,606
Finance, Banking & Insurance	0	0	43,542	0	0	43,542	43,542
Food Processing	1,672	0	7,026	43,173	0	50,199	51,871
TCF & Furnishing	5,536	0	0	36,559	92,141	128,700	134,236
Communications	300	0	1,988	15,398	8,084	25,470	25,769
Engineering & Mining	2,203	0	280	192,156	156,551	348,988	351,191
Primary Industry	4,530	0	41,738	28,741	115,432	185,912	190,442
Process Manufacturing	400	0	0	0	0	0	400
Sales & Personal Services	3,081	0	37,039	68,837	70,483	176,360	179,441
Tourism & Hospitality	28,945	0	96,772	83,672	121,659	302,103	331,048
Transport & Storage	400	0	0	0	0	0	400
Utilities	4,585	0	0	126,115	90,123	216,239	220,823
B Business & Clerical	9,556	0	452,115	0	151,162	603,277	612,833
Computing	1,078	0	46,805	0	119,475	166,281	167,359
Science, Technical & Other	2,958	47,247	0	0	138,664	185,910	188,868
C General Education & Training	0	131,683	0	0	0	131,683	131,683
<b>Total</b>	<b>77,672</b>	<b>178,930</b>	<b>899,820</b>	<b>964,843</b>	<b>1,406,041</b>	<b>3,449,633</b>	<b>3,527,305</b>
<b>Enrolments</b>							
A Arts, Ent., Sports and Rec	57	0	21	263	173	457	514
Automotive	37	0	62	464	0	526	563
Building and Construction	11	0	16	556	145	717	728
Comm. Services, Health & Ed	178	0	530	0	987	1,517	1,695
Finance, Banking & Insurance	0	0	196	0	0	196	196
Food Processing	89	0	17	180	0	197	286
TCF & Furnishing	58	0	0	203	251	454	512
Communications	8	0	5	38	24	67	74
Engineering & Mining	59	0	7	974	518	1,499	1,558
Primary Industry	106	0	157	101	427	684	791
Process Manufacturing	10	0	0	0	0	0	10
Sales & Personal Services	29	0	209	244	482	935	964
Tourism & Hospitality	1,000	0	229	254	196	679	1,678
Transport & Storage	10	0	0	0	0	0	10
Utilities	127	0	0	521	281	802	929
B Business & Clerical	110	0	2,464	0	832	3,296	3,406
Computing	24	0	425	0	655	1,080	1,104
Science, Technical & Other	97	254	0	0	570	825	921
C General Education & Training	0	3,438	0	0	0	3,438	3,438
<b>Total</b>	<b>2,010</b>	<b>3,692</b>	<b>4,338</b>	<b>3,796</b>	<b>5,541</b>	<b>17,368</b>	<b>19,378</b>



## Tasmania, 1994, descriptors

**Table 6.53: Expenditure, 1994**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee	53,672	Major buildings	9,233
Other	23,634	Minor works	952
		Site acquisition	0
		Plant & equipment	3,458
<i>Total recurrent</i>	<i>77,306</i>	<i>Total capital</i>	<i>13,643</i>
<b>Total expenditure</b>	<b>90,949</b>		

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.54: Revenue, 1994.**

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	46,392	State	7,343
Commonwealth <sup>1</sup>	15,610	Commonwealth	6,059
Other Government	3,185		
Operating receipts	12,476		
<i>Total recurrent</i>	<i>77,663</i>	<i>Total capital</i>	<i>13,402</i>
<b>Total revenue</b>	<b>91,065</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

Notes: 1 Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.55: Provision through competitive tendering processes, 1994**

Funds awarded to public providers	0
Funds awarded to private providers	\$157,000

## Tasmania, 1994, descriptors

**Table 6.57: Graduates by course activity, 1994**

Occupational Group	<i>Occupational Level</i>				Total
	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	
A Arts, Entertainment, Sports and Rec	0	7	13	82	102
Automotive	0	17	175	0	192
Building and Construction	0	30	204	14	248
Community Services, Health & Ed	0	170	0	178	348
Finance, Banking & Insurance	0	20	0	0	20
Food Processing	0	18	45	0	63
TCF & Furnishing	0	0	32	44	76
Communications	0	0	19	9	28
Engineering & Mining	0	16	257	62	335
Primary Industry	0	71	19	89	179
Process Manufacturing	0	0	0	0	0
Sales & Personal Services	0	48	93	186	327
Tourism & Hospitality	0	190	92	84	366
Transport & Storage	0	10	0	0	10
Utilities	0	0	134	49	183
B Business & Clerical	0	317	0	113	430
Computing	0	53	0	18	71
Science, Technical & Other	45	0	0	104	149
C General Education & Training	0	0	0	0	0
<b>Total</b>	<b>45</b>	<b>967</b>	<b>1,083</b>	<b>1,032</b>	<b>3,127</b>

**Table 6.58: Training completions by qualification and occupation, 1994**

<i>Qualification</i>		<i>Occupation</i>	
	<i>Course completions</i>		<i>Contract of Training completions</i>
Diploma	9	Managers & Administration	26
Associate Diploma	525	Professionals	0
Advanced Certificate - Post Trade	2	Para-professionals	4
Advanced Certificate - Other	207	Trades persons	915
Certificate - Trade	764	Clerks	0
Certificate - not classified	1554	Sales & Personal Service Workers	3
Endorsements to Certificates	0	Plant/Machine Operators	0
Statements of Attainment	19	Lab. & others	0
Certificate of Competency	0		
Certificate of Proficiency	0		
Other	47		
<b>Total</b>	<b>3,127</b>	<b>Total</b>	<b>948</b>

## Tasmania, 1994, effectiveness

**Table 6.59: Actual vs planned load, 1994**

<i>Actual vs planned load</i>	<i>Notes</i>	<i>Units</i>	
Students - planned	1		na
Students - actual	2		16,450
Annual Curriculum Hours - planned		Hours	3,458,000
Annual Curriculum Hours - actual	3	Hours	3,496,000
<b>By type of provider</b>			
Actual Private		Hours	24,000
Actual TAFE		Hours	3,415,000
Actual ACE		Hours	57,000
Actual Agricultural College		Hours	0

Notes: 1 All figures were re-based in 1995 to exclude activity which did not fall within the ANTA agreement. In the re-base, no revised planned student figure was calculated.  
 2 Actual enrolments were 19,378. This translates to approximately 16,450 students.  
 3 This is the agreed maintenance of effort activity total as calculated by the Audit Verifiers. This is slightly lower than the DIRVET calculated total in Table 6.52.

**Table 6.60: Module load completion rate, 1994**

<i>Hours for successful module enrolment</i>	<i>Hours for confirmed module enrolment</i>	<i>Module load completion rate (%)</i>
3,182,634	4,128,038	77.1

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.61: Graduate destination and satisfaction, 1993**

<i>Question</i>	<i>Response</i>	<i>% positive</i>
On 30 April did you have paid work?	Yes	81
Is this a new or different job from the one you had before you began the course?	Yes	39
On April 30 was your main job related to the course?	Yes	80
How relevant is what you studied to your main job?	Highly relevant or of some relevance	89
In general, how satisfied were you with the course?	Very satisfied or satisfied	87

Source: NCVER 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

## Tasmania, 1994, unit cost

**Table 6.62: Cost per curriculum hour and module load completion, 1994**

<i>Average cost per:</i>	<i>Private provision</i>		<i>Public provision</i>	
		ACE	TAFE	Agricultural
module load completion <sup>1</sup>	na	na	\$16.81	na
curriculum hour <sup>1</sup>	na	na	\$12.79	na

Note: 1 Estimated.

### **Northern Territory - jurisdiction's own comments**

“ With an area of 30 per cent greater than the combined areas of New South Wales and Victoria, and a population density of less than 13 persons per hundred square kilometres, the Northern Territory faces particular difficulties in providing Vocational Education and Training (VET) services. In 1994, over 54 per cent of VET students in the Northern Territory were at rural or remote area postcodes, compared with 30 per cent nationally.

In spite of these difficulties, the level of VET services provided in the Northern Territory is above the national average, with data produced by the Commonwealth Grants Commission showing that the Northern Territory participation rate for persons aged 15 years and above was second only to New South Wales.

In addition to the difficulties the Northern Territory faces due to the small scale of its operation which are provided to a wider dispersed population, VET services are delivered to a diverse multi-cultural and multi-lingual population. In 1994 for example, some 29 per cent of enrolments in VET courses were by Aboriginal and Torres Strait Islander people.

Although these factors impact on the unit cost of supplying VET services in the Northern Territory it is considered that relative efficiency is not impaired. When the Commonwealth Grants Commission disability factors are taken into account, the relative cost of VET services is regarded as being within the national average range.

In terms of effectiveness, the outcome measures demonstrate that the Northern Territory VET system is performing above the national average standard (see Figures 6.5,6.6, 6.7, 6.8, 6.9, 6.12, 6.14, and 6.15).

”

## Northern Territory, 1994, descriptors

Table 6.63: Number of hours of course activity and enrolments, 1994

<i>Occupational Group</i>	<i>Occupational Level</i>				Total
	Gen/ Unspec.	Oper/ Cleric	Trades/ Skilled	Para- Prof.	
<b>Hours</b>					
A Arts, Entertainment, Sports and Rec	0	0	0	106,744	106,744
Automotive	0	0	55,880	0	55,880
Building and Construction	0	0	44,080	54,540	98,620
Community Services, Health & Ed	0	122,132	0	145,140	267,272
Finance, Banking & Insurance	0	17,610	0	0	17,610
Food Processing	0	0	3,132	0	3,132
TCF & Furnishing	0	0	33,110	0	33,110
Communications	0	0	0	15,000	15,000
Engineering & Mining	0	36,530	66,548	23,305	126,383
Primary Industry	0	141,369	0	45,377	186,746
Process Manufacturing	0	0	0	0	0
Sales & Personal Services	0	30,564	28,126	54,627	113,317
Tourism & Hospitality	0	235,201	29,330	65,445	329,976
Transport & Storage	0	9,860	0	6,110	15,970
Utilities	0	0	88,430	47,202	135,632
B Business & Clerical	0	310,493	0	193,803	504,296
Computing	0	52,966	0	20,982	73,948
Science, Technical & Other	0	0	18,368	84,623	102,991
C General Education & Training	466,425	0	0	0	466,425
<b>Total</b>	<b>466,425</b>	<b>956,725</b>	<b>367,004</b>	<b>862,898</b>	<b>2,653,052</b>
<b>Enrolments</b>					
A Arts, Entertainment, Sports and Rec	0	0	0	326	326
Automotive	0	0	291	0	291
Building and Construction	0	0	160	132	292
Community Services, Health & Ed	0	275	0	334	609
Finance, Banking & Insurance	0	127	0	0	127
Food Processing	0	0	12	0	12
TCF & Furnishing	0	0	112	0	112
Communications	0	0	0	25	25
Engineering & Mining	0	77	232	53	362
Primary Industry	0	394	0	110	504
Process Manufacturing	0	0	0	0	0
Sales & Personal Services	0	148	72	193	413
Tourism & Hospitality	0	1,207	83	117	1,407
Transport & Storage	0	124	0	46	170
Utilities	0	0	329	127	456
B Business & Clerical	0	2,169	0	1,305	3,474
Computing	0	123	0	142	265
Science, Technical & Other	0	0	72	235	307
C General Education & Training	1,798	0	0	0	1,798
<b>Total</b>	<b>1,798</b>	<b>4,644</b>	<b>1,363</b>	<b>3,145</b>	<b>10,950</b>

## Northern Territory, 1994, descriptors

**Table 6.64:** Expenditure, 1994

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee	44,989	Major buildings	13,541
Other	18,936	Minor works	458
		Site acquisition	0
		Plant & equipment	1,821
<i>Total recurrent</i>	<i>63,925</i>	<i>Total capital</i>	<i>15,820</i>
<b>Total expenditure</b>	<b>79,745</b>		

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.65:** Revenue, 1994.

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	45,241	State	12,935
Commonwealth <sup>1</sup>	10,475	Commonwealth	4,036
Other Government	4,809		
Operating receipts	6,670		
<i>Total recurrent</i>	<i>67,195</i>	<i>Total capital</i>	<i>16,971</i>
<b>Total revenue</b>	<b>84,166</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

Note: 1 Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.66:** Provision through competitive tendering processes, 1994

Funds awarded to public providers	\$1,730,000
Funds awarded to private providers	\$449,000

## Northern Territory, 1994, descriptors

**Table 6.67:** Graduates by course activity<sup>1</sup>, 1994

<i>Occupational Group</i>	Gen/ Unspec.	<i>Occupational Level</i>			Total
		Oper/ Cleric	Trades/ Skilled	Para- Prof.	
A Arts, Entertain, Sports and Rec	0	0	0	36	36
Automotive	0	0	60	0	60
Building and Construction	0	0	40	33	73
Community services, Health & Ed	0	28	0	35	63
Finance, Banking & Insurance	0	24	0	28	52
Food Processing	0	0	0	0	0
TCF & Furnishing	0	0	3	0	3
Communications	0	0	0	0	0
Engineering & Mining	0	0	80	15	95
Primary Industry	0	22	0	40	62
Process Manufacturing	0	0	0	0	0
Sales & Personal Services	0	70	10	9	89
Tourism & Hospitality	0	79	17	0	96
Transport & Storage	0	0	0	0	0
Utilities	0	0	87	29	116
B Business & Clerical	0	218	0	16	234
Computing	0	16	0	36	52
Science, Technical & Other	0	0	35	0	35
C General Education & Training	242	0	0	0	242
<b>Total</b>	<b>242</b>	<b>457</b>	<b>332</b>	<b>277</b>	<b>1308</b>

Note: 1 Graduates are recorded for only 2 out of the 5 Colleges in the NT in 1994.

**Table 6.68:** Training completions by qualification and occupation<sup>1</sup>, 1994

<i>Qualification</i>		<i>Occupation</i>	
	<i>Course completions</i>		<i>Contract of Training completions</i>
Diploma	0	Managers & Administration	0
Associate Diploma	150	Professionals	0
Advanced Certificate - Post Trade	11	Para-professionals	0
Advanced Certificate - Other	40	Tradespersons	234
Certificate - Trade	171	Clerks	74
Certificate - not classified	878	Sales & Personal Service	34
Endorsements to Certificates	0	Plant/Machine Operators	2
Statements of Attainment	58	Labourers & others	4
Certificate of Competency	0		
Certificate of Proficiency	0		
<b>Total</b>	<b>1,308</b>	<b>Total</b>	<b>348</b>

Note: 1 Graduates are recorded for only 2 out of the 5 Colleges in the NT in 1994.

## Northern Territory, 1994, effectiveness

**Table 6.69: Actual vs planned load, 1994**

<i>Actual vs planned load</i>		<i>Notes</i>	<i>Units</i>	
	Students - planned	1		8,908
	Students - actual	2		9,481
	Annual Curriculum Hours - planned	3	Hours	2,383,845
	Annual Curriculum Hours - actual		Hours	2,405,595
<b>By type of provider</b>				
Private	Students - planned			300
	Students - actual			339
	Annual Curriculum Hours - planned		Hours	92,685
	Annual Curriculum Hours - actual		Hours	89,964
TAFE	Students - planned			8,608
	Students - actual			9,142
	Annual Curriculum Hours - planned		Hours	2,291,160
	Annual Curriculum Hours - actual		Hours	2,315,631
ACE & Agricultural		4		0

Notes: 1 As per 1994 NT Training Profile - excludes ACE & Stream 1000.

2 As per 1994 AVETMISS data - excludes ACE & Stream 1000.

3 As per 1994 Profile - publicly funded ASCH only.

4 The NT did not directly fund any ACE provision in 1994. Agricultural is reported under TAFE.

**Table 6.70: Module load completion rate, 1994**

<i>Hours for successful module enrolment</i>	<i>Hours for confirmed module enrolment</i>	<i>Module load completion rate (%)</i>
1,227,553	1,421,882	86.3

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.71: Graduate destination and satisfaction, 1993**

<i>Question</i>	<i>Response</i>	<i>% positive</i>
On 30 April did you have paid work?	Yes	73
Is this a new or different job from the one you had before you began the course?	Yes	46
On April 30 was your main job related to the course?	Yes	71
In general, how satisfied were you with the course?	Very satisfied or satisfied	86
How relevant is what you studied to your main job?	Highly relevant or of some relevance	83

Source: NCVER 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

## Northern Territory, 1994, unit cost

**Table 6.72: Cost per curriculum hour and module load completion, 1994**

	<i>Private provision</i>		<i>Public provision</i>	
<i>Average cost per:</i>		ACE	TAFE	Agricultural
module load completion <sup>1</sup>	na	na	\$51.08	na
curriculum hour <sup>1</sup>	na	na	\$23.64	na

Note: 1 Excludes ACE and private providers and includes Agricultural.



### **Australian Capital Territory - jurisdiction's own comments**

The ACT VET System provides for a Canberra population of just over 300,000 which is a "metropolitan area" to the region giving a total catchment in the order of 450,000 people.

Growth rates in the ACT and region have been high by Australian standards for many years however that rate has slowed significantly. The population has been "young" and is now approaching more the norm in Australian city terms.

The ACT Community has generally high levels of education and high expectations for education of its youth. The ACT has almost 100 per cent retention to Year 12 and thus the participation rate in further education is high and the needs diverse.

With the main population base geographically small there are distinct advantages with centralising offerings. However, the demand for a diversity of programs can lead to what some may term inefficiencies in operation.

While the private sector has increased in size and now accounts for around 50 per cent of the total number of employees in the ACT, the Federal Government sector continues to be the cornerstone of ACT industry and employment levels.

The Territory and Local Governments of the region are embarking on significant co-operative activities to expand local industries as well as attract new business to the region. The focus of much of this activity is in advanced technologies, a market well served by the educational organisations and the generally well trained population.

Canberra Institute of Technology (CIT), the major VET provider in the ACT is aiming to become part of these new directions with the setting up of a Creative Imaging Centre, land information systems, industrial electronics, waste management, environmental sciences and similar initiatives.

CIT is also putting in place new management Information Systems which will enable improved development and monitoring of performance indicators.

The Vocational Training Authority is aiming for a more diverse training market by encouraging industry to take more responsibility for development and supervision of their training activities.

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## Australian Capital Territory, 1994, descriptors

**Table 6.73:** Number of hours of course activity and enrolments<sup>1</sup>, 1994

<i>Occupational Group</i>	<i>Occupational Level</i>					<i>Total</i>
	<i>Gen/ Unspec</i>	<i>Oper/ Cleric</i>	<i>Trades/ Skilled</i>	<i>Para- Prof.</i>	<i>Unknown</i>	
<b>Hours</b>						
A Arts, Entertainment, Sports and Rec	0	0	0	101,229	0	101,229
Automotive	0	3,872	112,130	0	0	116,002
Building and Construction	0	19,066	157,660	270,307	20,148	467,181
Community Services, Health & Ed	0	62,537	484	276,714	42,601	382,336
Finance, Banking & Insurance	0	35,678	0	783	0	36,461
Food Processing	0	0	30,554	0	0	30,554
TCF & Furnishing	0	0	74,449	45,844	0	120,293
Communications	0	0	35,665	19,341	4,796	59,802
Engineering & Mining	0	456	33,428	92,478	3,666	130,028
Primary Industry	0	17,943	111,246	14,891	6,058	150,138
Process Manufacturing	0	0	0	0	0	0
Sales & Personal Services	0	3,061	72,689	0	27,144	102,894
Tourism & Hospitality	0	72,846	111,816	293,936	23,537	502,135
Transport & Storage	0	4,154	0	0	0	4,154
Utilities	0	1,872	131,163	97,157	2,731	232,923
B Business & Clerical	372	421,734	0	217,833	37,829	677,768
Computing	1,080	472	0	226,126	1,359	229,037
Science, Technical & Other	62,785	6,654	2,313	250,989	118,938	441,679
C General Education & Training	573,854	0	0	0	171,000	744,854
<b>Total</b>	<b>638,091</b>	<b>650,345</b>	<b>873,597</b>	<b>1,907,628</b>	<b>459,807</b>	<b>4,529,468</b>
<b>Enrolments</b>						
A Arts, Entertainment, Sports and Rec	0	0	0	274	0	274
Automotive	0	12	470	0	0	482
Building and Construction	0	87	636	688	244	1,655
Community Services, Health & Ed	0	221	11	829	134	1,195
Finance, Banking & Insurance	0	164	0	7	0	171
Food Processing	0	0	155	0	0	155
TCF & Furnishing	0	0	325	82	0	407
Communications	0	5	118	59	15	197
Engineering & Mining	0	13	247	248	15	523
Primary Industry	0	71	381	111	24	587
Process Manufacturing	0	0	0	0	0	625
Sales & Personal Services	0	255	271	0	99	1,391
Tourism & Hospitality	0	472	400	466	53	24
Transport & Storage	0	24	0	0	0	1,103
Utilities	0	7	766	290	40	0
B Business & Clerical	12	1,876	0	1,096	233	3,217
Computing	30	13	0	1,141	39	1,223
Science, Technical & Other	207	111	12	878	237	1,445
C General Education & Training	2,480	0	0	0	357	2,837
<b>Total</b>	<b>2,729</b>	<b>3,331</b>	<b>3,792</b>	<b>6,169</b>	<b>1,490</b>	<b>17,511</b>

Notes: 1 CIT Activity only. Unknown column contains commercial activity only, other columns are government funded only.

## Australian Capital Territory, 1994, descriptors

**Table 6.74:** Expenditure, 1994

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
Employee	51,810	Major buildings	1,016
Other	15,540	Minor works	1,193
		Site acquisition	79
		Plant & equipment	1,886
<i>Total recurrent</i>	<i>67,350</i>	<i>Total capital</i>	<i>4,174</i>
<b>Total expenditure</b>	<b>71,524</b>		

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.75:** Revenue, 1994.

<i>Recurrent</i>	<i>\$'000</i>	<i>Capital</i>	<i>\$'000</i>
State	40,629	State	2,465
Commonwealth <sup>1</sup>	7,466	Commonwealth	1,600
Other Government	9,960		
Operating receipts	14,805		
<i>Total recurrent</i>	<i>72,860</i>	<i>Total capital</i>	<i>4,065</i>
<b>Total revenue</b>	<b>76,925</b>		

Source: ANTA 1995, *Annual National Report 1994*, ANTA, Brisbane.

Notes: 1 Sum of Commonwealth General Purpose and Specific Funded Programs.

**Table 6.76:** Provision through competitive tendering processes, 1994

Funds awarded to public providers	na
Funds awarded to private providers	na

**Table 6.77:** Value of capital assets

The value of fixed capital assets (Canberra Institute of Technology only) at 31 December 1994 was \$133 million.

## Australian Capital Territory, 1994, descriptors

**Table 6.78: Graduates by course activity<sup>1,2,3</sup>, 1994**

<i>Occupational Group</i>	<i>Occupational Level</i>					<i>Total</i>
	<i>Gen/ Unspe c.</i>	<i>Oper/ Cleric</i>	<i>Trades/ Skilled</i>	<i>Para- Prof.</i>	<i>Unknown (4)</i>	
A Arts, entertainment, sports and Rec	0	0	0	35	0	35
Automotive	0	0	113	0	0	113
Building and Construction	0	11	218	305	0	534
Community Services, Health & Ed	0	72	10	154	0	236
Finance, Banking & Insurance	0	21	0	3	0	24
Food Processing	0	0	42	0	0	42
TCF & Furnishing	0	0	64	16	0	80
Communications	0	3	25	40	0	68
Engineering & Mining	0	0	68	18	0	86
Primary Industry	0	20	82	20	0	122
Process Manufacturing	0	0	0	0	0	0
Sales & Personal	0	233	88	0	0	321
Tourism & Hospitality	0	154	100	221	0	475
Transport & Storage	0	14	0	0	0	14
Utilities	0	1	362	34	0	397
B Business & Clerical	12	473	0	197	0	682
Computing	0	9	0	157	0	166
Science Technical & Other	59	16	7	243	0	325
C General Ed & Training	432	0	0	0	70	502
<b>Total</b>	<b>503</b>	<b>1,027</b>	<b>1,179</b>	<b>1,443</b>	<b>70</b>	<b>4,222</b>

Notes: 1 CIT Activity only.

2 Table includes some commercial activity.

3 Graduates at CIT are required to self identify by applying for their award.

4 Unknown Total refers to graduates in courses with ASCO codes not mapping to an industry group.

**Table 6.79: Training completions by occupation and qualification<sup>1</sup>, 1994**

<i>Qualification</i>		<i>Occupation</i>	
	<i>Course completions</i>		<i>Contract of Training completions</i>
Diploma	66	Managers & Administration	0
Associate Diploma	858	Professionals	0
Advanced Certificate - Post Trade	317	Para-professionals	0
Advanced Certificate - Other		Trades persons	426
Certificate - Trade	365	Clerks	320
Certificate - not classified	1,537	Sales & Personal Service Workers	37
Endorsements to Certificates	27	Plant/Machine Operators	9
Statements of Attainment	1,052	Labourers & others	14
Certificate of Competency	0		
Certificate of Proficiency	0		
<b>Total</b>	<b>4,222</b>	<b>Total</b>	<b>806</b>

Note: 1 Graduates at CIT are required to self identify by applying for their award.

## Australian Capital Territory, 1994, effectiveness

**Table 6.80:** Actual vs planned load, 1994

<i>Actual vs planned load</i>	<i>Notes</i>	<i>Units</i>	
Enrolments - planned	1		14,622
Enrolments - actual	1		16,021
Annual Curriculum Hours - planned	1,2	Hours	4,134,633
Annual Curriculum Hours - actual	1,2	Hours	4,118,261

Notes: 1 Government funded activity including traineeships.  
2 Excludes hours associated with Recognition of Prior Learning.

**Table 6.81:** Module load completion rate, 1994

<i>Hours of Successful module enrolment</i>	<i>Hours of Confirmed module enrolment</i>	<i>Module load completion rate (%)</i>
2,933,038	3,803,840	77.1

Source: ANTA 1995, *Annual National Report*, ANTA, Brisbane.

**Table 6.82:** Graduate destination and satisfaction 1992 and 1993

<i>Question</i>	<i>Response</i>	<i>% positive</i>	
		<i>1992</i>	<i>1993</i>
On 30 April did you have paid work?	Yes	70	78
Is this a new or different job from the one you had before you began the course?	Yes	50	51
On April 30 was your main job related to the course?	Yes	69	66
How relevant is what you studied to your main job?	Highly relevant or of some relevance	73	73
In general, how satisfied were you with the course?	Very satisfied or satisfied	na	84

Source: NCVER 1993, *National client follow up survey of vocational education graduates*, NATMISS, Adelaide.

CIT 1994, *Canberra Institute of Technology 1994 Graduate Survey: The Key to Employment A Survey of 1993 Graduates*, CIT 1994.

## Australian Capital Territory, 1994, unit cost

**Table 6.83:** Cost per curriculum hour and module load completion, 1994

<i>Private provision</i>	<i>Public provision</i>
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<i>Average cost per:</i>		ACE	TAFE	Agricultural
module load completion	na	na	Na	na
curriculum hour:	na	na	\$10.45 <sup>1</sup>	na

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Notes: 1 CIT only. These data are based on the 27 April 1995 download at unit record level from the CIT student database to the AVETMIS standard for the 1994 National VET Statistics Collection. Total Expenditure includes salaries incurred for all commercial activities where CIT teachers were utilised. It is not possible to identify annual hours (curriculum) as Government funded or commercial. Neither is all commercial activity recorded on the CIT student database. The data for Annual Hours (Curriculum) is therefore not matched to Total Recurrent Expenditure.

## 6.7 Definitions and explanatory notes

General descriptions of the indicators are provided in Box 6.1. The majority of information in this report was provided directly by the States and Territories, and will therefore be based on definitions specific to each State and Territory. This is particularly the case with matters of scope and boundary. These notes therefore provide a general indication of the make up of the indicators and, where common definitions are in place, direct the reader to more specific definitions.

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Actual vs planned load	Actual annual hours curriculum and students (enrolments) relative to planned figures provided to ANTA in each State and Territory Training Profile.
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).
Cost per curriculum hour (Average)	Definitions vary between States and Territories. Generally, however, average cost/hour = Total recurrent expenditure/total annual hours curriculum.
Cost per module load completion (Average)	Definitions vary between States and Territories. Generally, however, average cost/mlc = Total recurrent expenditure/total module load completions (that is, annual hours for successful module enrolments).
Course	A structured program of study and/or skills acquisition, normally leading to a qualification or an award. A course may be composed of one or more modules (ACVETS/NCVER 1994).
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). See Graduate for caution in making comparisons.
Expenditure	As per ANTA 1995.
Graduate	Those who complete a vocational program. Definitions may vary between States and Territories, for example, on whether Graduates must self identify by applying for their award. Caution should be exercised in comparing enrolments with graduates. A comparison of this nature ignores the fact that many students are enrolled with a view of completing only part of this course.
Module load completion rate	As per ANTA 1995. Hours for successful module enrolment / hours for confirmed module enrolments. Definitions of confirmed module enrolments may vary across States and Territories.
Occupational group	Occupations are linked to particular ABS occupational classification (ASCO) groups. Category A course have a direct link to an individual ASCO, Category B are where multiple links to ASCOs can be made and Category C courses link across potentially 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.
Provision through competitive tendering	The amount of funds allocated to training providers through open tendering processes. Definitions may vary between States and Territories.
Recognition of prior learning	A formal acknowledgment that a client possesses the knowledge and/or skill required to fulfil the requirements of a course or module, based on prior learning experiences (ACVETS/NCVER 1994).
Revenue	As per ANTA 1995.
Value of capital assets	Definitions vary between States and Territories depending on valuation and accounting techniques.

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