
4A VOCATIONAL EDUCATION AND TRAINING

Definitions for the descriptors and indicators in this attachment are in Section 4A.3.

Unsourced information has been obtained from State or Territory Governments.

4A.1 Jurisdiction comments

New South Wales Government comments

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In 1995 NSW was responsible for almost 40 per cent of the nation's total expenditure in the vocational education and training sector and over 38 per cent of total hours of VET delivery. NSW also accounted for about 33.5 per cent of Australia's total employment and for about the same share of national gross domestic product. NSW believes that its strong performance in vocational education and training expenditure on a per capita basis is an important factor in the State's robust labour market and its continuing economic expansion.

During 1995 the management of vocational education and training in NSW was reformed through streamlining of administrative arrangements which aimed to maximise the allocation of funds to delivery and to integrate all elements of policy development, planning and resource allocation for the State's VET system into the one administration.

The NSW TAFE Commission is the nation's largest provider of vocational education and training. In 1995 there were over 411 000 enrolments in NSW TAFE, an increase of about 5 000 over 1994. NSW also has a strong and growing private provider sector in vocational education and training. In 1995 there were about 360 registered private providers in NSW. The Adult and Community Education sector in NSW also showed strong growth in 1995 delivering vocationally accredited courses through more than 260 locations during the year.

In this Chapter it is also important to note that NSW has made substantial progress in the delivery of vocational education and training in schools. It is pertinent to NSW overall effort in vocational education that over 30 000 students in the senior years of high school in the State were involved in vocational education. Many of these students were enrolled in courses which were jointly recognised for Higher School Certificate purposes and by the NSW Vocational Education and Training Accreditation Board, ensuring industry recognition of such study.

NSW also is pleased to note results reported both here and in other recent studies of the performance of its vocational education and training sector in delivering equitable programs. In NSW, 58.7 per cent of VET graduates in 1995 were women, the highest figure of any state. Indigenous people represented 1.2 per cent of 1995 graduates, a figure equivalent to their share of the population aged 15 to 64. NSW is also pleased to note that graduates from non-metropolitan areas represented more than their population share of graduates.

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Victoria Government comments

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There have been a number of major achievements by Victoria in pursuit of a world-class vocational education and training system, which supports Victorian enterprises and enhances the social and economic opportunities for Victorians.

These achievements include:

- the development of TAFE institutes as independent public sector enterprises competing in an open training market and obtaining an average of 25 per cent of their revenue from sources other than State or Commonwealth VET funds;
- the introduction of performance and purchasing agreements with TAFE institutes with performance indicators focusing on outputs and outcomes;
- development of a training market with over 600 registered private providers of VET and in which over \$41m or 9 per cent of funds for training provision was budgeted for allocation through various competitive process in 1996 — this is planned to rise to 20 per cent by the year 2000;
- the implementation of planning arrangements which ensure industry priorities are reflected in training delivery;
- a focus on strategies for quality improvement and best practice; and
- the implementation of national competition policy during 1996.

In addition, Victoria has played a leading role in a broad range of national training reforms including flexible entry level training, training for small business, introduction of the Australian Qualifications Framework and user choice.

This report highlights several aspects of Victoria's performance:

- Victoria is the most efficient provider of VET. Its cost per weighted student contact hour of \$8.30 is over \$2.00 less than the next least expensive State. Victoria is the only State under the national average;
- Victoria allocates a higher percentage of funds through competitive processes than any other State or Territory; and
- the proportion of Victorians aged 15 to 64 years (12 per cent) participating in VET is higher than in any other State or Territory.

This performance has been achieved whilst maintaining the effectiveness of the Victorian VET system at or above the national average.

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Queensland Government comments

“ Queensland is the third largest state measured by size of population with an estimated population of 3 298 000 persons at September 1995 (18.2 per cent of the national population). Forecasts predict that the population will grow by 2.19 per cent annually between 1996 and 2031. Queensland is the least centralised of all mainland States with 54.6 per cent of the population residing outside the Brisbane Statistical Division.

Agriculture and mining still account for proportionally more output in Queensland than is the case nationally, but so too do the construction, retail, trade and accommodation and restaurants sectors. Between 1989–90 and 1993–94 output growth rates were highest for finance and insurance, government administration and defence, personal and other services, education, and health and community services. Queensland's fastest growing industries (in terms of output) over the next decade will include mining, wholesale trade communication services, finance and insurance, personal and other services, accommodation, cafes and restaurants. Veiled within these forecasts is economic significance to this State of tourism. Much of the State's product and employment growth in recent years has emanated from small business.

Meeting the training needs of economically significant industries will help underpin the State's economic growth. Within this context the Queensland Government is committed to:

- aiming to meet the skills requirements of industry across the State;
- recognising the importance of small business to Queensland and the importance of addressing their training needs;
- providing employment based training products to meet the future needs of enterprises and individuals and providing greater choice of training products through an expansion of competitive funding arrangements;
- aiming to contribute to a training culture in Queensland industry by promoting the value of vocational education and training;
- enhancing opportunities for the participation of all members of the community in vocational education and training.

To achieve these objectives the Queensland Government is committed to implementing the Modern Australian Apprenticeship and Traineeship System (MAATS) and to implement User Choice arrangements for off the job training of apprentices already exists by 1 January 1998.

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Western Australia Government comments

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WA has the largest geographical area of any state or territory. The majority of its population resides in the Perth metropolitan area, with the remainder being spread thinly throughout the state.

A commitment to serve both urban and regional VET needs thus presents the state with unique challenges in providing an efficient and effective VET system. Considerable resources have consequently been invested in regional colleges and in providing a network of small training centres. Flexible delivery, open learning and self paced learning strategies and the innovative use of technologies such as video conferencing and computer based learning have also assisted in improving access to VET in remote locations.

The increase in the level of resource development in WA, particularly in the mineral processing and petroleum industries has led to emerging skill shortages in certain occupational areas. Added demand has therefore been placed on the VET system to be responsive to industry needs. This has led to considerable shifts in training provision into high cost trade and post-trade skills development.

Strategic management of the State's investment in VET is the responsibility of the WA Department of Training, with emphasis being placed on reforms aimed at achieving a training market that is competitive and responsive to client needs. A key reform is the establishment of a network of autonomous colleges under the new *Vocational/ Education And Training Act (1996)*. Competition has been enhanced through the competitive tendering of selected training delivery that is directed at identified industry and community priorities.

The State Training Board and the WA Department of Training have placed great emphasis on improving the quality of training. A quality system is now in place specifically for the VET system and has been adopted by a broad range of training providers and other training organisations. Student, graduate and employer surveys and associated performance indicators also assist in achieving a high quality, client focussed VET system.

The quality of student statistics has vastly improved in 1996. Significant caveats still apply to the comparability to figures between the states, especially when the scope of the statistics extends beyond those required under the agreement between the State and ANTA, for example, the participation measures reported in this chapter. Readers are encouraged to contact the Department of Training for further information regarding VET statistics and training initiatives in WA.

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South Australia Government comments

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The SA Government has identified training as an essential component of the State's economic growth and prosperity, and a key factor in enhancing the social and economic opportunities of all South Australians.

SA currently has a population of about 1.47 millions or 8.2 per cent of the total population of Australia. SA's population is highly urbanised around the city of Adelaide and other regional centres and compared to the national average has a greater population of persons aged 65 and over and a smaller proportion aged under 25. These characteristics and predictions of slow population growth have significant implications for the planning and provision of VET services.

During 1995 VET provision in SA totalled 16.2 million student hours to some 114 000 students across a range of priorities as outlined in the 1995 State Training Profile. This represents a significant increase over the previous year and whilst care must be taken when interpreting the available statistics, the 1995 results indicate an improvement in efficiency and productivity in the delivery of VET services in SA.

The quality of national data has been a major issue in the VET sector for some time. SA supports the recent work on 1995 performance indicators and remains committed to the further development of reliable national statistics through the newly established National Australian Committee on Vocational Education and Training Statistics.

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Tasmania Government comments

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The purpose of the vocational education and training sector is to ensure a well trained, highly skilled workforce which is able to respond to Tasmania's known and anticipated skills demands.

In line with this, the State participates in the national VET system designed to enhance the quality, flexibility, access and volume of training in Australia. A key aspect of reform is the introduction of the Modern Australian Apprenticeship and Traineeship system.

In Tasmania, vocational education and training provided by the public sector reflects high quality, recently demonstrated in a national survey which showed that both employers and graduates give Tasmania the highest satisfaction rating in the country. The State also has one of the highest levels in Australia of TAFE graduates in employment three months after graduation.

The challenge for Tasmania is to continue to provide high quality VET responsive to client and community needs but at a greater efficiency.

To help achieve this, the State Government has initiated a review into TAFE and ACE in Tasmania. The purpose of the review is to examine whether commercialisation or corporatisation of part or whole sector would provide greater efficiencies and flexibility and respond more fully to industry needs. The review will be completed early in 1997.

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Australian Capital Territory Government comments

“ The ACT is geographically the smallest of Australia’s eight states and territories and its population is the second smallest. Occupying only 2428 square kilometres, and with a population of 307 500, the ACT has 128 people per square kilometre, making it by far the most densely populated of the eight jurisdictions. With 99.9 per cent of the population living in Canberra it is also the most urbanised.

The public sector is important to ACT employment to a much greater extent than in other states and territories, reflecting Canberra’s national capital functions: 24 per cent of total employment is in government administration and defence, and a further 16 per cent is in education, health and community services. Lessening the community’s dependency on the public sector by broadening the economic base and diversifying employment opportunities are priorities for the ACT Government. The further development of the ACT’s VET system is consequently a significant element of the Government’s strategies.

The ACT’s small size, high rate of urbanisation, population concentration and relatively narrow employment base are factors which should be borne in mind when inter-jurisdictional comparisons are made.

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Northern Territory Government comments

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The NT occupies approximately 18 per cent of Australia's landmass but its population is only 1 per cent of the national total. The NT has a population density of less than 13 persons per hundred square kilometres, which is lower than any other state or territory, well below the national density of 24 persons per hundred square kilometres.

This dispersion poses unique problems to the delivery of training. In 1995, over 42 per cent of students in the NT were at rural or remote area postcodes, compared with 30 per cent nationally.

In spite of the geographical difficulties the level of VET services and outcomes continue to be maintained. The Territory achieved the highest level of effort of all jurisdictions, measured as annual hours per head of population aged 15 to 64 years of age.

Over 80 per cent of 1994 NT graduates were employed at 31 May 1995, above the national average of 73 per cent. Furthermore, 79 per cent of employers were satisfied that skills acquired by graduates were relevant to the employers' current needs, above the national average of 75 per cent and second only to the ACT.

The NT continues to provide VET services to a multi-cultural and multi-lingual population. In 1995, some 23 per cent of enrolments in VET courses were by Aboriginal and Torres Strait Islander people which matched the percentage of the relevant population. In addition, more than eight per cent of enrolments were from people born in a non English speaking country.

Diversity, dispersion and diseconomies of scale continue to impact on the costs of delivering services. Travel and housing costs and smaller class sizes are factors which impact on the provision of training to remote areas. Despite the higher than average unit costs, the NT is continuing to seek efficiencies by expanding the range of open learning activities and expanding the funds available to competitive tendering.

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4A.2 All jurisdictions data

4A.2.1 Effectiveness

Employer outcomes

Table 4A.1: Employer views on the value of training, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Per cent agreed/disagreed that it is cost effective to recruit trained staff									
Agree	42	48	45	62	45	50	45	49	46
Disagree	24	37	31	21	30	31	28	20	29

Source: ANTA 1996b

Table 4A.2: Employer views on the relevance of training 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Per cent who agreed/disagreed that VET skills acquired are appropriate to employer needs									
Agree	56	54	54	54	59	66	55	50	56
Disagree	26	31	22	19	13	21	18	29	25
Per cent satisfied/dissatisfied that skills acquired are relevant to the employer's current needs									
Satisfied	77	73	77	76	68	73	85	79	75
Dissatisfied	10	17	15	12	8	16	7	18	12
Per cent satisfied/dissatisfied that skills acquired are relevant to the employer's future needs									
Satisfied	63	68	68	68	69	77	62	73	66
Dissatisfied	22	18	18	21	16	12	8	17	19

Source: ANTA 1996b

Table 4A.3: Employer views on availability and accessibility of training, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Per cent satisfied/dissatisfied with the flexibility of course timetables, choice of session times									
Satisfied	44	59	53	45	46	70	58	57	49
Dissatisfied	37	34	38	13	14	14	23	23	33
Per cent satisfied/dissatisfied with the incorporation of on-the-job training in the course									
Satisfied	53	46	51	65	39	56	68	54	51
Dissatisfied	18	37	27	18	11	16	18	19	23
Per cent satisfied/dissatisfied with the flexibility of course content									
Satisfied	47	59	68	68	55	71	45	61	55
Dissatisfied	26	16	18	12	25	12	23	12	22
Per cent satisfied/dissatisfied with the location of course									
Satisfied	73	78	76	60	66	82	73	79	74
Dissatisfied	18	14	18	21	15	10	7	10	16

Source: ANTA 1996b

Graduate outcomes

Table 4A.4: Graduates — main reason for doing course, 31 May 1995 (number)

<i>Main reason for doing course</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
To get a job (or own business)	9 633	4 596	2 884	1 421	1 708	259	511	133	21 145
To try for a different career	3 493	1 358	780	439	606	71	181	74	7 002
To get a better job or promotion	4 116	1 563	738	428	970	124	248	87	8 274
Requirement of the job	3 480	1 375	1 273	334	517	264	223	49	7 515
To get extra skills for the job	3 547	1 491	663	304	611	111	175	81	6 983
To get into another course	1 927	771	407	395	329	6	107	12	3 954
Interest or personal development	4 999	1 315	593	581	422	91	207	91	8 299
Other	703	259	161	89	83	15	42	11	1 363
Total¹	31 998	12 753	7 515	4 001	5 257	942	1 699	538	64 703

1 Includes *not stated*.

Source: ABS 1995

Table 4A.5: Graduates — relevance of completed course to main job, 31 May 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Highly relevant	46.7	50.7	55.7	54.5	52.3	70.3	48.3	49.4	50.0
Some relevance	23.6	23.9	20.2	17.3	25.3	15.1	24.3	25.7	22.9
Very little relevance	8.0	7.5	7.1	6.7	7.1	4.8	8.1	7.6	7.6
Not at all relevant	15.8	12.3	10.8	15.6	10.8	5.4	13.9	12.9	13.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: ABS 1995

Table 4A.6: Proportion of graduates who received an increase in earnings as a result of course, 31 May 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Received an increase in pay	28.6	29.9	38.1	30.4	31.7	42.5	34.5	25.7	30.8

Source: ABS 1995

Table 4A.7: Proportions of graduates taking various times to find a job, 31 May 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Already had a job	72.9	67.1	58.8	67.0	71.9	85.1	77.2	75.8	70.0
Less than a month	9.5	11.8	17.5	13.9	10.8	6.5	9.1	8.9	11.2
1 to 3 months	9.5	11.5	13.6	11.7	8.5	5.1	7.2	7.5	10.2
More than 3 months	8.2	9.7	10.1	7.4	8.8	3.3	6.5	7.8	8.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: ABS 1995

Table 4A.8: Graduate employment status, 31 May 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Working	71	70	76	73	76	86	78	81	73
Looking for work	15	17	14	11	15	8	12	10	15
Not looking for work	14	12	10	15	9	7	9	9	12
Total	100	99	100	99	100	101	99	100	100

Source: ABS 1995

Table 4A.9: Proportion of 1994 graduates attending various forms of further study, 31 May 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
University	7.1	10.4	10.9	11.6	9.8	5.5	10.7	22.3	8.9
TAFE	30.9	24.2	17.5	27.2	32.9	18.7	22.1	11.9	27.4
Private training provider	1.2	1.1	1.6	0.7	1.4	0.6	0.7	1.3	1.2
Other	1.8	1.8	2.2	1.5	2.0	1.7	1.6	2.8	1.9
Total	41.1	37.6	32.3	41.1	46.2	26.5	35.1	38.5	39.4

Source: ABS 1995

Table 4A.10: Module Load Completion Rates, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Formula One ¹	80.1	84.3	82.6	85.0	93.9	80.8	75.1	83.4	82.8
Formula Two ²	75.0	71.1	82.6	73.9	89.1	76.6	69.2	65.4	75.6
Formula Three ³	74.6	66.9	86.2	70.4	82.2	70.7	71.3	52.0	74.2
Formula Four ⁴	78.3	80.9	86.2	85.7	90.9	78.3	74.5	80.2	81.7

1 Formula No. 1 is based on the ACVETS formula which was used in the 1994 Annual Report. This formula includes only activity within assessed modules and excludes all enrolment where the student 'withdrew without failure'.

2 Formula No. 2 uses the formula proposed by the Boston Consulting Group Report. This formula includes only activity within assessed modules and includes enrolment where the student 'withdrew without failure'.

3 Formula No.3 attempts to arrive at a successful completion rate. It is a broader measure than options 1 and 2 since it includes both assessed and non-assessed activity.

4 Formula No. 4 shows Formula No. 3 if category '05 No assessment - studies not yet completed' is included within the numerator. These statistics represent the percentage of enrolments who are not 'drop outs':

Source: ANTA 1996b

Planning Process

Table 4A.11: Planned and actual activity and variation by jurisdiction, 1995 ('000 hours)¹

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i> ²	<i>NT</i>	<i>Aust</i> ³
Planned (Revised)	86 775	62 118	32 059	18 594	14 602	3 715	3809	2 497	224 188
Actual (audited)	86 797	62 854	32 924	19 917	14 608	3 718	3718	2 670	227 356
Variation (%)	0.0	1.2	2.7	7.1	0.0	0.1	-2.4	6.9	1.4

1 These data are based on interim audited information and will be revised in the 1996 Benchmarking Report.

2 Revised data provided by ACT.

3 Based on unrevised (published) data.

Sources: ANTA 1996b; ACT Government

Access and Participation

Table 4A.12: Participation by 15 to 19, 15 to 24, 15 to 64 age groups, persons and females 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Persons									
15 to 19	23.9	18.9	24.7	21.7	15.9	14.7	17.4	17.3	21.6
20 to 24	18.6	19.8	12.8	14.1	16.0	12.6	15.4	14.0	16.9
25 to 64	7.8	9.6	5.9	6.2	7.8	5.1	5.6	7.6	7.7
15 to 64	10.8	11.8	8.8	8.8	9.6	7.0	8.4	9.5	10.2
Females									
15 to 19	22.4	14.8	22.3	17.5	14.0	11.2	15.7	14.3	18.8
20 to 24	17.5	16.8	10.6	12.9	14.9	11.0	13.2	12.9	15.1
25 to 64	8.7	9.2	5.3	6.6	7.6	4.9	5.6	8.0	7.7
15 to 64	11.1	10.7	7.8	8.5	9.1	6.2	7.9	9.3	9.7

Source: ANTA unpublished

Table 4A.13: Participation as a proportion of total population age 15 to 64 by gender, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Males	10.5	12.9	9.9	9.1	10.1	7.8	8.9	9.6	10.7
Females	11.1	10.7	7.8	8.5	9.1	6.2	7.9	9.3	9.7
Total	10.8	11.8	8.8	8.8	9.6	7.0	8.4	9.5	10.2

Source: ANTA 1996b

Table 4A.14: Participation rates by region, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Capital City	10.3	10.5	8.8	8.2	9.1	6.9	8.4	11.2	9.6
Other Metro	11.2	10.5	8.9	na	na	na	na	na	10.4
Rural	12.0	15.8	8.8	9.5	10.6	7.0	na	4.4	11.7
Remote	9.2	16.4	9.6	11.8	14.6	10.2	na	8.5	11.2
All Persons	10.8	11.8	8.8	8.8	9.6	7.0	8.4	9.5	10.2

na not available.

Source: ANTA 1996b

Table 4A.15: Participation by gender, age 15 to 64, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students reported as female	49.4	44.5	43.5	47.7	46.9	44.0	46.5	47.3	46.5
Students reported as male	50.3	55.5	56.5	52.3	53.1	56.0	53.5	52.7	53.4
Students with gender not reported	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1
Females, as proportion of total population	49.5	49.9	49.4	49.2	49.5	49.7	49.2	48.3	49.5

Source: ANTA unpublished

Equity

Table 4A.16: Participation of Indigenous peoples, age 15 to 64, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students reported as Indigenous peoples	2.3	0.7	2.6	3.1	2.6	2.3	1.1	22.0	2.1
Students reported as non Indigenous	80.8	87.2	74.3	50.1	54.2	93.2	96.5	63.8	77.0
Students with client group not reported	16.9	12.1	23.2	46.8	43.2	4.4	2.4	14.3	20.8
Indigenous/total population	1.2	0.4	2.2	2.4	1.1	1.9	0.6	23.1	1.5

Source: ANTA 1996b

Table 4A.17: Participation of people with a disability, age 15 to 64, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students reported as having a Disability	3.9	2.6	3.4	1.4	2.7	4.0	4.3	2.1	3.1
Students reported as not having a Disability	72.0	84.7	80.6	64.3	54.3	90.8	87.0	83.1	75.6
Students with client group not reported	24.1	12.6	15.9	34.3	43.0	5.2	8.7	14.8	21.2
Persons with a Disability, as proportion of total population	13.4	15.0	16.9	16.2	16.2	15.6	14.6	13.5	15.0

Source: ANTA 1996b

Table 4A.18: Participation by language spoken, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students who reported speaking a language other than English at home	17.4	12.8	5.7	11.2	7.7	4.9	20.6	13.4	12.7
Students who reported speaking only English at home	63.7	57.4	23.4	55.0	46.6	4.5	77.0	73.0	52.5
Students of unknown client group status	19.0	29.8	71.0	33.9	45.7	90.5	2.4	13.6	34.8
Persons who speak a language other than English at home, as proportion of total population ¹	19.0	21.9	7.2	12.7	13.9	3.8	15.0	25.3	16.3

¹ ABS population data for people from a non English speaking background by language spoken includes people who speak indigenous languages, inflating the figures for the NT significantly in this table.

Source: ANTA 1996b

Table 4A.19: Participation by country of birth, 1995 (per cent)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students who reported being born in a mainly non English speaking country	15.4	12.4	8.6	10.7	8.0	6.4	16.8	8.3	12.2
Students who reported being born in a mainly English speaking country	68.3	61.3	42.1	56.2	50.9	89.4	79.9	68.5	60.2
Students with client group not reported	16.3	26.3	49.3	33.1	41.1	4.1	3.3	23.2	27.6
Persons born in a main non English speaking country, as proportion of total population	18.5	20.4	8.2	14.0	12.5	4.7	16.4	11.5	15.8

Source: ANTA 1996b

Table 4A.20: Proportion of graduates from nominated target groups, 1995 (per cent)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Women</i>									
Per cent of graduates	58.7	51.8	46.4	56.5	51.5	34.6	52.8	55.2	54.7
Per cent of population aged 15 to 64	49.5	49.9	49.4	49.2	49.5	49.7	49.2	48.3	49.5
<i>Indigenous Peoples</i>									
Per cent of graduates	1.2	0.5	2.7	1.0	0.7	3.0	0.5	11.1	1.3
As a per cent of population aged 15 to 64	1.2	0.4	2.2	2.4	1.1	1.9	0.6	23.1	1.5
<i>People from a non English Speaking Background (country)</i>									
Per cent of graduates (country ¹)	18.1	17.5	8.4	12.3	8.7	3.6	19.6	17.4	15.6
As a per cent of population aged 15 to 64 (country ¹)	18.5	20.4	8.2	14.0	12.5	4.7	16.4	11.5	15.8
<i>People from a non English Speaking Background (language)</i>									
Per cent of graduates (language ²)	29.6	32.4	15.4	21.7	18.7	8.7	29.8	31.3	26.8
As a per cent of population aged 15 to 64 (language ²)	na	na	na	na	na	na	na	na	na
<i>People with a disability</i>									
Per cent of graduates	5.7	6.4	5.5	5.1	5.5	4.6	6.2	6.1	5.8
As a per cent of population aged 15 to 64	13.4	15.0	16.9	16.2	16.2	15.6	14.6	13.5	15.0
<i>Outside capital cities</i>									
Per cent of graduates	42.5	31.8	54.3	24.0	30.9	62.0	13.4	32.5	39.1
As a per cent of population aged 15 to 64	36.6	27.1	53.7	26.4	25.8	59.5	0.1	52.7	35.5

na not available.

1 Students and persons respectively who reported being born in a mainly non English speaking country.

2 Graduates are classified as having a non English speaking background (language) if they speak a language other than English at home or if either of their parents speak a language other than English at home (ANTA 1996b p.20).

Source: ANTA 1996b; ABS 1995

Table 4A.21: Successful module enrolment outcomes by Indigenous and non Indigenous peoples, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous people	59.2	45.3	68.1	62.4	48.7	65.9	46	35.5	56.2
Non Indigenous people	77.3	67.3	83	83.7	69.2	73.4	72.9	60.2	74.7

Source: ANTA 1996c and ANTA unpublished

Table 4.A.22: Females as a proportion of TAFE students, 1988 to 1995 (per cent)

	<i>15 to 24 years</i>	<i>25 to 64 years</i>	<i>15 to 64 years</i>
1988	39.5	53.1	47.1
1989	39.7	53.0	47.1
1990	39.8	49.0	44.7
1991	40.3	49.4	45.1
1992	41.7	47.7	45.1
1993	42.8	48.1	45.9
1994	42.8	47.5	45.4
1995	42.5	49.5	47.1

Source: ANTA unpublished

Table 4A.23: Actual and projected participation and attainment by young people in post-compulsory education, 1990 to 2001 (per cent)¹

	<i>1990</i>	<i>1991</i>	<i>1992</i>	<i>1993</i>	<i>1994</i>	<i>1995</i>	<i>1996</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
19 years	71	77	79	79	81	83	85	87	89	92	93	95
22 years	41	48	50	47	47	52	53	54	55	57	58	60

1 The projections for 1995 and 2001 were based on actual data for 1990 to 1995 extrapolated to the target year of 2001.

Source: ANTA unpublished

Table 4.A.24: Participation in VET by 19 and 22 year olds, 1995 (per cent)

<i>Age</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
19 years	32.1	33.0	22.2	28.8	24.5	23.0	30.3	22.9	29.1
22 years	17.3	18.4	11.6	12.6	14.9	11.4	13.4	12.8	15.6

Source: ANTA 1996b

4A.2.2 Efficiency

Unit Costs

Table 4A.25: Cost per Curriculum hour and module load completion, 1995¹

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Expenditure	\$m	894.96	501.89	331.80	218.27	174.71	57.04	55.94	49.50	2 284.12
AHC	'000	86 797	62 854	32 924	19 917	14 608	3 718	3 868	2 670	227 356
MENA	%	1.00	6.10	6.00	6.90	1.2	0.70	3.80	8.20	3.97
AHC — (Adjusted for MENA)	'000	85 929	59 020	30 949	18 543	14 433	3 692	3 721	2 451	218 327
\$/Adjusted AHC	\$	10.42	8.50	10.72	11.77	12.10	15.45	15.03	20.20	10.46
Course cost index	Ratio	0.98	1.02	0.99	1.00	1.02	1.04	1.02	0.99	1.00
\$/Adjusted AHC - (course cost weighted)	\$	10.59	8.31	10.80	11.80	11.86	14.85	14.68	20.33	10.46
MLC Formula 1 ²	'000	56 177	36 779	21 381	11 981	10 723	3 067	2 946	1 366	144 420
Cost/MLC ³	\$	15.93	13.65	15.52	18.22	16.29	18.60	18.99	36.24	15.82

1 These data are based on interim audited information and will be revised in the 1996 Benchmarking Report.

2 Numerator used in the calculation of MLC rates using formula 1.

3 Cost per MLC based on formula 1.

Source: ANTA 1996b

Table 4A.26: Index of cost relativities (due to course costs), 1995¹

NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
0.98	1.02	0.99	1.00	1.02	1.04	1.02	0.99	1.00

1 These weightings for various types of courses indicate the impact of the different costs of course mixes on unit costs.

Source: ANTA 1996b

Asset ratios

Table 4A.27: Estimated Replacement values of TAFE assets, 1994 (\$ million)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT ¹	Aust
Buildings & site works	1 571	1 139	736	580	396	142	193	59	4 815
Core equipment	340	211	146	92	102	30	19	10	950
Loose furniture	54	33	23	15	16	5	3	2	150
Library materials	35	21	15	9	10	3	2	1	97
Total buildings & equipment	1 999	1 404	920	696	524	180	217	71	6 011

1 Indicative estimates only.

Source: ANTA 1995b

Table 4A.28: Gross floor areas, annual curriculum hours and enrolments, 1994

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Gross Floor area (sq metres)	1 234 988	951 298	612 480	394 919	336 109	119 973	104 271	38 069	3 792 107
ACH ('000)	96 277	57 575	38 598	19 461	13 879	4 876	4 406	2 384	237 455
Course enrolments	414 543	291 732	279 577	115 668	92 324	22 709	17 556	10 856	1 244 965

Source: ANTA 1995b

Table 4A.29: Various asset ratios, 1994

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT ⁵	Aust
Floor Area/ACH ¹	12.8	16.5	15.9	20.3	24.2	24.6	23.7	16.0	16.0
Floor Area/TAFE enrolment ²	3.0	3.3	2.2	3.4	3.6	5.3	5.9	3.5	3.0
Value of buildings/sq m ³	1 272	1 181	1 202	1 468	1 177	1 181	1 847	1 552	1 270
Value of equipment/sq ⁴	275	221	239	234	304	252	186	252	251
Value of building and equipment/ACH	20.76	24.39	23.84	35.76	37.76	36.92	49.25	29.78	25.31

1 Gross Floor Area (GFA) per 1000 ACH(Fig 5.3)

2 GFA per TAFE enrolment (Fig 5.4)

3 Estimated Replacement value of buildings and site works (per sq m GFA) (p.5-14)

4 Estimated replacement value of core equipment (per sq m GFA)

5 Indicative estimates only.

Source: ANTA 1995b

Table 4A.30: VET recurrent expenditure allocated for public tender, 1995 (\$'000)

Competitive tendering	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Recurrent expenditure ¹	1 252 290	769 070	452 087	290 757	236 766	77 058	77 380	64 140	3 306 880
Funds awarded to public providers	11 939	12 695	2 479	4 070	1 346	452	502	1 355	33 441
Funds awarded to private providers	9 889	17 780	2 213	3 390	2 069	493	487	877	36 242
Total funds tendered	21 828	30 475	4 692	7 460	3 415	945	989	2 232	69 683

1 See Table 4A.32.

4A.2.3 Descriptors

Table 4A.31: Revenue, 1995 (\$'000)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	National	Total
Operating Receipts	182 461	216 753	76 599	61 051	65 975	13 314	15 983	5 401	0	637 537
Receipts from Government	1 059 454	600 761	381 133	255 599	177 145	63 838	61 650	62 203	115 953	2 777 736
Capital	122 270	81 513	59 592	26 956	21 559	12 079	8 956	4 553	0	337 478
Total Revenue	1 364 185	899 027	517 324	343 606	264 679	89 231	86 589	72 157	115 953	3 752 751

Source: ANTA 1996a

Table 4A.32: Expenditure, 1995 (\$'000)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	National	Total
Recurrent	1 252 290	769 070	452 087	290 757	236 766	77 058	77 380	64 140	87 332	3 306 880
Capital	110 670	96 247	66 088	44 664	25 671	12 147	9 960	4 614	0	370 061
Total Expenditure	1 362 960	865 317	518 175	335 421	262 437	89 205	87 340	68 754	87 332	3 676 941

Source: ANTA 1996a

Table 4A.33: Total recurrent expenditure by type, 1995 (\$'000)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
Direct Delivery	767 162	419 356	215 012	150 228	134 861	39 755	40 085	30 034
Delivery Support Services	91 401	49 058	44 374	31 898	26 681	6 006	268 099	10 425
Student services	34 745	19 356	7 698	13 916	4 344	6 448	95 034	5 022
Administration and general Services	278 209	129 062	142 221	74 217	49 959	22 629	724 332	13 306
Property Plant and Equipment Services	82 693	116 691	37 129	10 151	20 921	1 187	281 156	2 522
Other Services	3 080	28 118	4 075	9 836	0	1 033	49 815	2 831

Source: ANTA 1996a

Table 4A.34: Relative effort index, 1995 (number)

	<i>Population 15 to 64</i>	<i>AVETMISS AHC (adjusted)¹</i>	<i>Relative Effort AVETMISS Activity²</i>	<i>Relative Effort Index</i>
NSW	4 054 075	93 066 243	22 956	1.08
Vic	3 008 202	70 412 510	23 407	1.10
Qld	2 188 186	41 986 735	19 188	0.91
WA	1 165 358	22060 323	18 930	0.89
SA	970 469	15 353 732	15 821	0.75
Tas	307 489	4 567 334	14 854	0.70
ACT	216 391	4 650 412	21 491	1.01
NT	120 129	2 854 028	23 758	1.12
Aust	12 030 299	254 896 765	21 188	1.00

1 AVETMISS AHC - Curriculum hours (Streams 2100-4500) by State and exclude RPL/CT (recognition of prior learning/credit transfer).

2 Adjusted curriculum hours per 1000 population aged 15 to 64.

Source: ANTA unpublished

Table 4A.35: Graduates by industry group, 1995 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust¹</i>
Industry group	2	na	2	8	4	2	5	5	3
Arts, Entertain, Sport and Rec	4	na	1	3	5	3	4	3	3
Automotive	4	na	23	6	6	5	5	5	6
Building and Construction	4	na	8	12	19	5	12	9	7
Community Services, Health & Ed	1	na	2	2	3	0	2	4	2
Finance, Banking & Insurance	1	na	0	1	0	1	1	0	1
Food Processing	3	na	2	3	3	2	3	2	3
TCF & Furnishing	0	na	1	1	1	0	1	0	0
Communications	5	na	6	8	4	6	6	5	5
Engineering & Mining	3	na	6	5	7	3	5	11	4
Primary Industry	0	na	0	0	0	0	0	0	0
Process Manufacturing	3	na	6	3	6	3	4	5	4
Sales & Personal Services	6	na	8	8	5	5	6	8	6
Tourism & Hospitality	1	na	1	1	1	3	1	0	1
Transport & Storage	3	na	8	5	3	8	5	7	4
Utilities	14	na	8	17	23	1	14	18	14
Business & Clerical	13	na	1	6	5	2	4	5	9
Computing	7	na	5	2	1	2	2	5	5
Science, Technical & Other	17	na	11	11	5	50	20	7	17
General Education & Training	100	na	100	100	100	100	100	100	100

na not available.

1 Excludes Victoria.

Table 4A.36: VET expenditure in 1993–94 prices, 1992 to 1995
(\$ billion)¹

	<i>Recurrent spending</i>	<i>Capital spending</i>
1992	2.48	0.31
1993	2.84	0.33
1994	3.02	0.36
1995	3.38	0.38

1 Data are based on the AVETMIS Standard that includes fee-for-service activity delivered by public providers and ACE activity. Hence, the scope of this data is broader than the ANTA Agreement which encompasses only Government funded activity, through State/Territory and Commonwealth sources.

Source: ACVETS, various years

Table 4A.37: Expenditure per person aged 15 to 64 years, 1995 (\$) ¹

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Expenditure/population	336	288	237	288	270	290	404	572	306

1 Data are based on the AVETMIS Standard that includes fee-for-service and ACE activity. Hence, the scope of this data is broader than the ANTA Agreement which encompasses only Government funded activity, through State/Territory and Commonwealth sources.

Sources: Tables 4A.32; Table 4A.34

4A.3 Definitions and explanatory notes

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

Table 4A.38 Definitions and explanatory notes

<i>Indicator</i>	<i>Explanation/definition</i>
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 curriculum hours (ACH)	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. Formula 1 is a pass rate for assessed students ¹ and includes only activity within assessed modules and excludes all enrolment where the student 'withdrew without failure'; Formula 2 is a pass rate for assessed students and includes only activity within assessed modules and includes enrolment where the student 'withdrew without failure'. This means that the students who passed the assessment are compared with all those who got a pass or fail. Students who withdrew are included in this calculation; Formula 3 is a completion rate and includes both assessed and non-assessed activity. This means that the students who completed a module, are compared with all students who commenced the unit. Formula 4 is the same as Formula 3 but discounts have been made to adjust for continuing students. ²

(cont.)

¹ In most cases a successful completion will mean that the student has been tested (assessed) and has been deemed competent against the industry standard for the unit. In a range of areas, such as literacy, preparatory studies and creative studies, different consideration may apply and successful completion may not be measured by an examination pass mark.

² Formula 4 is a more appropriate completion rate for systems who have moved to flexible, year round enrolment where significant numbers commence near the reporting date for module outcomes and where competency based approaches mean the student rather than the institution choose the time of assessment.

Table 4A.38 Definitions and explanatory notes (cont.)

<i>Indicator</i>	<i>Explanation/definition</i>
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.
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 Graduate	As per ANTA 1995. 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.

(cont.)

Table 4A.38 Definitions and explanatory notes (cont.)

<i>Indicator</i>	<i>Explanation/definition</i>
Occupational group	Occupations are linked to particular ABS Standard Occupational Classification (ASCO) groups. Category A courses have a direct link to an individual ASCO, Category B are where multiple links to ASCOs can be made and Category C courses 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.
