
3A VOCATIONAL EDUCATION AND TRAINING ATTACHMENT

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

Unsourced information was obtained from State and Territory Governments.

3A.1 Jurisdictions' comments

New South Wales Government comments

“ NSW has continued to build on its role as the largest provider of high quality vocational education and training in Australia. The strong commitment of NSW to VET is reflected in:

- an 8 per cent rise in the participation rate in VET in contrast to a decline in the majority of states and territories;
- the provision of 20 hours of training per person, the highest of any state or territory, and significant advance on the national average of 17.8 hours, and
- the continued refinement of data collection and analysis that has resulted in the most accurate and reliable VET data in Australia.

Matching these achievements is a commitment to equity in access and outcomes in VET. NSW is pleased to note a continuing high level of participation in its VET system by indigenous people, a participation rate exceeding in percentage their proportion of the population. People from non-English speaking backgrounds were significantly represented with a participation rate in excess of the national average and while it is not reflected in the report, NSW has the distinction of being the only jurisdiction in which female participation rates overall exceeds that of males.

NSW has shown its commitment to opening up the training market by allocating about \$50 million to contestable programs in 1996. NSW however has not endorsed the Commonwealth Governments User Choice policies as the NSW Government remains unconvinced that such a market mechanism is in the best interests of the people of NSW.

NSW, together with other states and territories, continues to work on key performance measures that provide accurate, descriptive national information. While it is pleasing that the quality of data on VET continues to improve there are still many differences between the states and territories that limit the degree to which simple comparisons can be made. Concerns about the validity of some data and how it is interpreted have been raised in previous years in the jurisdictional comments of a number of states. These issues, underpinning the meaningfulness of the reported data have yet to be adequately addressed and continue to limit the credibility and usefulness of the Report.

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Victoria Government comments

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Victoria has made considerable progress in achieving a world-class vocational education and training system, which supports Victorian enterprises and enhances the social and economic opportunities for Victorians. This report highlights several aspects of Victoria's performance:

- Victoria delivers high quality VET for employers and students. In the employer satisfaction survey, employer satisfaction with VET in Victoria was the highest in Australia, at 7.1 out of ten, compared to a national average of 6.7. The graduate destination survey shows that Victoria performed at or above the national average in delivering jobs and other benefits to graduates.
- Victoria has the most efficient VET system in Australia. Its cost per weighted student contact hour is \$9.00, \$1.20 below any other State.
- Victoria has the equal highest VET participation rate in Australia, 12.1 per cent an increase of 0.3 per cent on 1995. By contrast, the national average fell to 9.9 per cent in 1996.

Victoria has achieved this high level of performance by supporting the training needs of industry and students as they face the challenges of global competition, economic deregulation and rapid technological change, with initiatives such as:

- increased competition in the training market between TAFE Institutes and over 700 registered private providers, with \$50 million, or 10 per cent of funds, allocated through competitive tendering processes in 1997;
- greater independence for TAFE Institutes to compete in the training market in Victoria, interstate and overseas, which has led to over 25 per cent of TAFE Institute revenue coming from sources other than State or Commonwealth VET funds;
- strengthening the capacity of Industry Training Boards to provide advice on the training requirements and priorities of industry;
- a focus on strategies for quality improvement and best practice;
- the release of a Communications and Multimedia Strategy and development of the Victorian Virtual Campus electronic training delivery platform; and
- full introduction of national competition policy during 1997.

In addition, Victoria has played a leading role in national training reforms, with a particular focus on preparing for the introduction of User Choice for New Apprenticeships in January 1998.

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Queensland Government comments

“ Queensland is experiencing significant growth in population and employment in excess of national growth rates. Queensland is also the most decentralised mainland state with 54.4 per cent of the population residing outside the Brisbane Statistical Division. Employment has been forecast to grow by 2.0 per cent for the period 1994–95 to 2002–03 compared with 1.3 per cent nationally.

Over the period 1989–90 to 1994–95 the industries which contributed most to Queensland's Gross State Product (GSP) growth were manufacturing, retail trade, health and community services and transport and storage. The industries with the highest output rates were finance and insurance, government administration and defence, personal and other services, communications, education and health and community services. Queensland's fastest growing industries (in terms of output) over the next decade will include — mining, construction, wholesale trade, retail trade, accommodation, cafes and restaurants, communication services and finance and insurance.

To better target regional training needs Queensland has implemented Regional Round Tables to provide advice for development of future training profiles. Queensland strongly believes that meeting the training needs of economically significant industries will help underpin the state's economic growth. To achieve these objectives the Queensland Government is committed to implementing the New Apprenticeship System and to implement User Choice arrangements for off the job training of apprentices by 1 January 1998. Within this context the Queensland Government is committed to:

- providing employment based training products to meet the future needs of industries, enterprises and individuals. Employers in Queensland reported above average satisfaction with the availability and accessibility of VET (68 per cent and 76 per cent compared with 55 per cent and 74 per cent);
- Queensland reported efficiency measures below the national average (with \$/adjusted ACH 10.7 per cent compared with \$/adjusted ACH \$11.1); and
- enhancing opportunities for the participation of all members of the community in vocational education and training.

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 issues 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 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 WA VET system to be responsive to industry need. This has led to considerable shifts in training provision into high cost trade and post-trade skills development. In addition, a number of training initiatives between enterprises and the training system have been developed to maximise employment and training opportunities.

Strategic management of the state's investment in VET is the responsibility of the WA Department of Training. The Department continues to introduce reforms aimed at producing 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 Department together with the State Training Board continues to place great emphasis on improving the quality of training. A quality system, specifically designed for the VET system is in place and has been adopted by a broad range of public and private training providers. Regular surveys of employers, students and graduates also assist in achieving a high quality, client focussed VET system in WA.

In terms of the data shown in this chapter, significant caveats still apply to the comparability of figures between the states and territories. This is particularly the case in the scope of statistics shown which are beyond those required under the agreement between the state and ANTA, for example, the participation measures reported in this chapter.

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South Australia Government comments

“ SA supports the development of measures which help to illuminate how this state's vocational education and training system is performing by benchmarking with other states and territories. However, with regard to the 1996 financial and activity data we remain cautious both about the comparability of some of the measures and about the possible misinterpretations which may be made. Significant improvements in the data have occurred but VET data continues to be dominated by a measure of activity (annual hours curriculum) with only modest progress towards more sophisticated measures of output. It is pleasing to see this report including the unit cost measure of cost per module load completion as this at least is a measure that focuses on training effort delivered to achieve successful completion of modules of learning and as such is closer to a measure of output.

While the unit costs of \$/Annual hours curriculum and \$/Hours of successful module completion are higher than the Australian average (Figures 3.14 and 3.15) the differential is lower for the measure more related to output. SA is still concerned that, even with significant improvements, there are still differences between jurisdictions on data practices in both financial and activity terms which throw doubt on the precision of the unit cost figures. SA is also concerned that there has been little work done on the differences between the essential natures of the jurisdictions which may justify some of the cost differentials.

SA is the fourth smallest jurisdiction in terms of size of VET funding and activity. Outside metropolitan Adelaide the regional centres are comparatively small and most of the state is sparsely populated. Figure 3.9 shows that the remote areas of the state are relatively well served.

SA is pleased to see comparatively excellent responses from the Employer Satisfaction and Graduate Destination studies. SA consistently scores better than the Australian average on:

- Satisfaction with Relevance of Course Content (Table 3.5);
- Relevance of graduates' course to their main job (Table 3.8);
- Mean overall employer satisfaction score with 1996 VET providers (Table 3A.14); and
- Proportion of 1996 VET graduates employed (Table 3A.22).

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Tasmania Government comments

“ In 1996 Tasmania attained a number of significant achievements in ensuring its vocational education and training (VET) system continued to develop as a world class system responsive to the needs of its clients and supporting the state’s social and economic development.

- Tasmanian VET graduates reported the highest level of satisfaction with the relevance of VET outcomes to their employment in Australia, with 85 per cent reporting satisfaction with the relevance of training to their occupations.
- An increased level of efficiency in the delivery of VET with an 8 per cent decline in unit cost per annual curriculum hour. Further cost reductions are expected in future years.
- A significant increase in the number of trainees and apprentices with the target number for the calendar year exceeded by 73 per cent. Compared with 1995, traineeship commencements in 1996 increased by 77 per cent.
- Tasmania progressed implementation of VET in Schools in 1996, developing a coordinated approach to development and delivery by the schools and post-school sectors of accredited vocational education and training.
- Infrastructure initiatives enhanced the Tasmanian VET sector’s responsiveness to client needs in 1996. The \$10.5 million re-development consolidated the Drysdale Institute of TAFE’s status as one of the leading hospitality training providers in Australia. Construction also began during 1996 on a new Metal Fabrication Training Facility to expand the operation of the Hobart Institute of TAFE’s College of Aluminium Training.
- State priorities focusing on industries of strategic significance to Tasmania were also supported with the establishment of a number of enterprise based skill centres.
- A wide ranging review of TAFE and Adult Education was conducted in Tasmania to determine options for greater efficiencies or flexibility in providing quality training.

Tasmania is continuing to focus on the development of an effective, efficient and competitive VET system through the implementation of national policy initiatives including the expansion of VET in schools, implementation of user-choice and the expanding range of courses available to the Tasmanian community.”

Australian Capital Territory Government comments

“ In 1996 the ACT Government worked to ensure that training in the VET sector was responsive to the needs of industry, students and the community. The emphasis was on the development of a diverse, competitive training market consistent with national initiatives. Access and participation for individual and identified groups in the community was a priority. The Government is committed to expanding the training opportunities for the community.

To achieve the government objectives a number of reforms were planned. These included:

- developing purchaser provider arrangements with the Canberra Institute of Technology (CIT);
- implementing flexible user choice arrangements for trainees and apprentices; and
- increasing competition in the sector.

Purchaser provider reforms involving the CIT have been implemented. Reforms will lead to transparent funding and administrative arrangements and facilitate a more competitive VET system in the ACT. Under these arrangements, the Department of Education and Training will act on behalf of government as the purchaser of training. The CIT, as a large and diversified public provider, will concentrate on its role as a major provider of quality VET. Implementation of the reforms will focus on better aligning customer needs with services.

The implementation of User Choice reforms will provide employers and employees with the flexibility to negotiate training programs. In 1997 all traineeships in the ACT will operate under User Choice arrangements. User Choice will extend to all first year apprentices in 1998.

Private and public providers can access public funds under the Training Market Development Program. Combined with funds for User Choice, this means that the government is well on track to increase funding of training through market mechanisms in 1999.

Under the New Apprenticeship system the ACT is expecting to continue to increase the number of traineeship opportunities for young people in Canberra. This will improve opportunities for senior school students to undertake traineeships or apprenticeships while at school.

The VET sector in the ACT is becoming less regulated and more responsive to customer needs. The number of persons in training is expected to increase.

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Northern Territory Government comments

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The NT occupies approximately 18 per cent of Australia's landmass, however, its population is only one per cent of the national total. The NT's Aboriginal population comprises more than a quarter of the total NT population and represents 13 per cent of the total Aboriginal population in Australia. Of all states and territories, the NT has the lowest population density with more than half of the population residing outside the Darwin Statistical Division.

Population dispersion continues to pose unique problems to the delivery of training in the NT. Despite geographical difficulties, the level of VET services and outcomes continue to be maintained. The Territory achieved the second highest level of effort of all jurisdictions, measured as annual hours per head of population aged 15 to 64 years of age.

Diversity, dispersion and diseconomies of scale continue to impact on the costs of delivery 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.

Although the focus of this report is government funded VET, many of the figures and tables in the report include information on *privately funded VET* in the NT. The NT data provided to NCVET as part of the 1996 AVETMISS return included some privately funded activity by private providers. The NT's inclusion of privately funded VET activity was a change of scope from the 1995 AVETMISS return. As this report has unknowingly included this additional data, many of the comparisons made between years for the NT or across states and territories are invalid. The affected tables are as follows:

definitely: Figures 3.9, 3.10; Tables 3.3, 3.4, 3A.8, 3A.10, 3A.11, 3A.12

possibly: Figures 3.2, 3.7, 3.8; Tables 3A.2, 3A.6

With respect to the data reported from the Graduate Destination and Employer Satisfaction Surveys, it is important to note the short-comings in the NT data collected. Small sample sizes and low response rates mean that the survey data obtained is not necessarily representative of the true situation in the NT.

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3A.2 All jurisdictions' data

3A.2.1 Descriptors

Table 3A.1: VET clients by provider type, 1996

<i>Provider Type</i>	<i>Student numbers</i>	<i>%</i>
TAFE	1 117 640	83
Adult and community education	207 102	15
Private	29 837	2
Total	1 354 579	100

Sources: ANTA 1997; NCVET 1997a

Table 3A.2: Government VET expenditure per person aged 15 to 64 years, 1995 and 1996 (in 1996 dollars)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1995	343	293	242	294	276	296	412	584	312
1996	350	312	244	301	285	308	409	518	321

Sources: SCRCSSP 1997; NCVET 1997a; ABS 1996

Table 3A.3: Adjusted annual VET activity per person aged 15 to 64 years, 1995 and 1996 (hours)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1995	20.6	19.2	13.9	15.5	14.8	12.3	16.7	19.8	17.8
1996 maximum	19.9	18.7	15.3	16.7	14.3	13.0	17.1	17.3	17.8
1996 minimum	19.6	18.4	14.1	15.4	13.8	12.0	16.1	15.9	17.7

a A number of adjustments have improved the methodology and thus the comparability of 1996 activity data across jurisdictions — these include changes to the treatment of invalid module enrolments (that is, students who enrolled in modules but did not attend them) and module enrolments reported with an outcome of recognition of prior learning. However, due to the improved methodology 1995 and 1996 data are not directly comparable. In addition, final audited data for invalid enrolments was not available for 1996, therefore both the maximum and minimum possible invalid enrolments are shown.

Source: ANTA 1996; ANTA unpublished

Table 3A.4: Allocation of government funds for VET by User Choice or competitive tendering, 1996 (per cent)

	<i>NSW</i> ^a	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>User Choice (apprentices and trainees)</i>								
First year student	—	1.9	3.3	na	3.2 ^c	1.5	—	—
Other students	—		1.7	na	—	—	—	—
<i>Competitive tendering</i>								
Open (public and private)	5	2.7 ^b	6.6	na	5.5	4	4.5	12
Limited (public only)	—	1.0	—	na	—	—	—	—
Limited (private only)	—		—	na	—	—	—	—
ACE providers	—	3.1	—	na	—	—	—	—
<i>Other allocation mechanisms</i> ^d	95	91.3	88.4	na	91.3	94.5	95.5	88

— not applicable.

na not available.

a NSW has not endorsed User Choice: it has however allocated about \$50 million to contestable programs in the training market in 1996.

b This included 0.3 per cent which was open to competitive tendering from two of the following categories: public and ACE providers, or private and ACE providers.

c SA's User Choice figure includes some early state initiated user choice pilots and the Traineeship Programs allocated under a type of user choice process.

d The Other Allocation mechanisms are allocations made to TAFE institutes by traditional budget planning mechanisms.

3A.2.2 Effectiveness

Access and Participation

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

Table 3A.5: Participation rates for people aged 15 to 64, 1995 and 1996 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1995	9.6	10.6	8.1	8.5	9.4	6.8	7.4	8.8	9.4
1996	10.4	12.0	8.1	8.2	8.9	6.9	7.3	8.8	9.7

a The 1996 data was adjusted to the same scope and boundary as the 1995 data.

Source: ANTA 1997

Table 3A.6: Participation rates for males and females aged 15 to 24 years and 25 to 64 years, 1996 (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									
aged 15 to 24	21.3	22.7	19.3	20.3	17.2	18.0	16.5	21.6	20.7
aged 25 to 64	7.2	10.8	6.0	6.4	7.8	5.9	5.3	10.5	7.8
Females									
aged 15 to 24	18.3	15.0	15.0	15.1	14.2	12.1	13.0	17.0	16.0
aged 25 to 64	8.8	9.4	5.3	6.7	8.5	5.3	5.5	10.2	8.0

Sources: NCVER 1997a; ABS Cat. No. 3101.0

Table 3A.7: Percentage point difference in the proportion of students not completing special needs client group identifier questions, from 1995 to 1996 (per cent)^a

<i>Client group</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>
Indigenous people	3.4	9	1.3	-5.6	-7.3	1.2	6.4	14.2	2.9
People from non-English speaking background (country)	3.8	-3.8	-34.3	0.9	-6.6	-2.5	5.2	8.1	-5.6
People with a disability	7.1	15.4	0.2	32.6	-1.1	6.4	10.9	37.2	10.5

a A negative per cent indicates an improvement in non-response rates from 1995 to 1996.

Sources: ANTA 1996; ANTA 1997

Table 3A.8: Participation by people from a non-English speaking background, by country of birth, 1996 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students reporting being born in mainly non-English speaking countries	15.4	13.5	9.2	11.4	10.0	6.4	18.3	3.3	12.9
Students with client group not reported	20.1	22.5	15.0	34.0	34.5	1.6	8.5	31.3	22.0
People who were born in mainly non-English speaking countries, as proportion of total population	15.7	17.0	7.2	11.7	10.6	3.9	13.7	7.9	13.2

Source: ANTA 1997

Table 3A.9: Participation by people with a disability, age 15 to 64, 1996 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students reporting as having a Disability	3.7	4.2	3.1	1.5	2.8	4.5	4.4	1.5	3.5
Students with client group not reported	31.2	28.0	16.1	66.9	41.9	11.6	19.6	52.0	31.7
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 1997

Table 3A.10: Participation by people of all ages by region, 1996 (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	7.1	7.3	5.5	5.3	6.1	5.1	5.4	11.7	6.6
Rural	8.1	11.4	5.6	6.2	6.6	4.6	na	7.2	7.9
Remote	6.5	20.5	6.0	8.3	11.5	14.0	na	11.4	8.3

na not available

Source: ANTA 1997

Table 3A.11: Participation by indigenous people age 15 to 64, 1995 and 1996 (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>		
<i>1995</i>											
Proportion of students			2.3	0.7	2.6	3.1	2.6	2.3	1.1	22.0	2.1
<i>1996</i>											
Proportion of students			2.2	0.7	3.0	3.6	2.3	2.6	1.3	25.3	2.4
Proportion of population			1.7	0.5	2.8	2.9	1.4	3.0	1.0	23.7	2.0

Sources: ANTA 1996; ANTA 1997

Table 3A.12: Non-response rate in reporting of indigenous background of VET students age 15 to 64, 1995 and 1996 (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>		
<i>1995</i>											
VET students with client group not reported			16.9	12.1	23.2	46.8	43.2	4.4	2.4	14.3	20.8
<i>1996</i>											
VET students with client group not reported			20.3	21.1	24.5	41.2	35.9	5.6	8.8	28.5	23.7

Source: ANTA 1997

Employer outcome

Table 3A.13: Number of employers interviewed in Employer Satisfaction Survey 1997

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

Source: NCVET 1997b

Table 3A.14: Overall employer satisfaction with 1996 VET providers, 1997 (0 — very dissatisfied; 10 — very satisfied)

	<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>
Employer satisfaction score	6.5	7.1	6.5	6.7	6.8	6.7	6.5	6.4	6.7

Source: NCVET 1997b

Table 3A.15: Mean overall employer satisfaction score with 1996 VET providers by industry, 1997 (0 — very dissatisfied; 10 — very satisfied)

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

Source: NCVET 1997b

Table 3A.16: Employer satisfaction with the relevance of VET course content, 1997 (per cent)

<i>Descriptions of the level of relevance of course content</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>
Not relevant to industry's current need	8	3	10	7	7	4	7	11	7
Mostly current and useable by the industry	43	52	51	40	48	51	56	40	47
Directly relevant to the needs of the industry	35	32	30	41	37	41	25	37	34
At the leading edge of industry needs	9	9	8	5	8	3	6	10	8
Can not say	6	3	2	7	1	1	6	2	4

Source: NCVET 1997b

Table 3A.17: Employer satisfaction with the flexibility of VET course delivery, 1997 (per cent)

<i>Flexibility in times, venues, duration and distance education</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>
<i>Flexible course delivery</i>									
The institutions try to meet individual and industry needs	28	39	43	39	49	41	35	26	36
Delivery is custom designed to suit industry and individual needs	11	10	6	14	15	12	8	14	10
Total	39	49	49	53	64	53	43	40	46
<i>Limited or no flexibility in course delivery</i>									
No flexibility	15	5	4	10	8	13	13	15	9
Limited choice	42	41	40	29	25	32	40	42	39
Total	57	46	44	39	33	45	53	57	48

Source: NCVER 1997b

Student outcome

Table 3A.18: TAFE graduates — main reason for doing VET course, 1996 (per cent)

<i>Main reason for doing course</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
To get a job (or own business)	25.5	31.5	34.8	32.7	29.9	33.7	31.0	23.2	28.8
To try for a different career	12.2	12.1	13.2	13.3	11.4	9.6	12.3	14.9	12.3
To get a better job or promotion	13.0	10.3	9.4	8.8	16.8	9.0	11.1	11.2	12.0
Requirement of the job	10.2	11.0	7.5	10.3	11.9	26.1	9.4	9.8	10.5
To get extra skills for the job	13.9	13.3	13.9	6.4	13.7	10.6	10.7	16.4	13.1
To get into another course	6.6	6.1	6.1	8.9	4.5	0.8	10.5	1.9	6.4
Interest or personal development	15.4	12.2	10.9	16.1	8.9	6.2	11.5	17.6	13.6
Other ^a	2.5	2.5	3.4	2.6	1.9	3.0	2.6	3.5	2.5

a Includes *not stated*.

Source: NCVER 1997c

Table 3A.19: Employed 1996 TAFE graduates who undertook their course for vocational reasons — relevance of course to their main job, 1997 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Highly relevant	51.6	56.0	51.3	58.2	55.8	68.2	53.9	54.9	53.7
Some relevance	26.5	24.1	26.2	18.4	26.2	15.2	23.0	25.3	25.1
Total 'highly' & 'some' relevance	78.1	80.1	77.5	76.6	82.0	83.4	76.9	80.2	78.8
Very little relevance	7.6	5.7	7.2	6.6	6.2	4.5	7.6	6.4	6.9
Not at all relevant	10.9	10.4	12.3	13.3	8.4	7.6	11.1	9.1	10.8
Not Stated	3.3	3.7	3.0	3.5	3.3	4.5	4.4	4.4	3.4
Refused/Don't Know									

Source: NCVER 1997c

Table 3A.20: Employed 1996 TAFE graduates who undertook their course for vocational reasons — benefits as a result of doing their VET course, 1997 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
An increase in earnings	31	32	26	33	34	39	31	30
A promotion (or increased status at work)	22	20	16	19	28	25	23	22
Change of job or new job	28	32	35	36	34	29	34	30
Benefited in some way ^a	57	60	55	61	63	65	58	57

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

Source: NCVER 1997c

Table 3A.21: TAFE graduates and VET students, 1997

	<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 graduates	336	90	153	61	37	32	9	81	799
Indigenous VET students	10 914	2 898	5 898	4 048	2 319	630	248	5 360	32 315
All graduates	30 220	12 299	5 592	4 573	5 175	1 021	1 298	516	60 694
Total VET students	388 178	312 596	147 117	66 227	63 694	23 010	16 949	15 174	1 032 945
<i>Graduates as a proportion of VET students (per cent)</i>									
Indigenous graduates	3.1	3.1	2.6	1.5	1.6	5.1	3.6	1.5	2.5
All graduates	7.8	3.9	3.8	6.9	8.1	4.4	7.7	3.4	5.9

Source: NCVER 1997a; NCVER 1997c

Table 3A.22: Proportion of 1996 TAFE graduates employed, 1997
(per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-indigenous graduates	71	70	68	69	79	94	67	78	71
Indigenous graduates	47	57	48	46	70	80	78	49	52

Source: NCVER 1997c

Table 3A.23: TAFE graduates — reason for doing a VET course was
for interest or personal development, 1997 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-indigenous graduates	15.3	12.1	10.7	15.8	8.9	na	na	17.5	13.5
Indigenous graduates	25.3	22.2	16.3	29.5	8.1	na	na	18.5	20.8

na not available

Source: NCVER 1997c

Table 3A.24: Qualifications completed by TAFE graduates, 1997
(per cent)

	<i>Indigenous people</i>	<i>non-Indigenous people</i>
AQF ^a Certificate 1	5.6	4.2
AQF Certificate 2	13.4	11.7
AQF Certificate 3	6.9	10.4
AQF Certificate 4	6.8	7.6
AQF Diploma	2.9	4.5
AQF Advanced Diploma	0.5	1.4
Certificate — other	44.1	26.2
Certificate — trade	8.5	12.1
Advanced certificate — other	5.5	9.2
Advanced certificate — post trade	0.1	0.6
Associate Diploma	5.0	11.4
Diploma	0.8	0.6

a Australian Qualification Framework (AQF)

Source: NCVER 1997c

Table 3A.25: VET Module Load Completion Rates (MLCR), 1995 and 1996 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
1995	79.5	80.5	86.1	83.2	90.1	77.9	73.7	72.6	81.5
1996	81.0	87.9	84.3	91.6	97.1	86.6	76.8	84.3	85.1

a Formula used to calculate module load completion rates:

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

Where:

01 = Student assessed — passed

04 = No assessment — satisfactory completion of class hours

05 = No assessment — studies not yet completed

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

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

90 = Not stated

blanks = Unknown

This formula compares students who completed a module (regardless of whether or not they undertook a final assessment) with all students who commenced the unit and are not still studying the unit.

The 1995 data has been revised since SCRCSSP 1996 to include: module only activity (that is modules without corresponding course enrolments); and adjustment to Queensland data for both recognition of prior learning and credit transfer.

Source: ANTA 1997

3A.2.3 Efficiency

Unit Costs

Table 3A.26: Government recurrent expenditure per hour of total successful module load completions, (MLC) 1996

	<i>Units</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>
Students assessed —	No.	59 910 856	42 638 841	25 115 348	14 161 023	11 169 223	3 306 247	3 114 875	1 777 191	161 193 604
passed (01)										
Students not assessed	No.	5 995 902	5 062 819	8 285 779	1 377 889	1 694 065	137 691	176 741	90	22 730 976
— satisfactory completion of class hours (04)										
Module load completion (01 + 04)	No.	65 906 758	47 701 660	33 401 127	15 538 912	12 863 288	3 443 938	3 291 616	1 777 281	183 924 580
Course-mix weighting	No.	0.98	1.01	1.00	0.99	1.02	1.04	1.00	1.01	1.00
Course-mix adjusted module load completion	No.	64 859 529	48 394 328	33 530 836	15 459 232	13 087 668	3 566 293	3 306 073	1 788 385	183 924 580
Recurrent expenditure (\$m)	\$m	932.09	541.99	367.20	224.45	190.71	57.12	57.18	47.42	2418.17
\$/all MLC in 1996 prices (course-mix adjusted)	(\$/all MLC)	14.37	11.20	10.95	14.52	14.57	16.02	17.30	26.51	13.15

Source: ANTA 1997

Table 3A.28 Australian VET expenditure, 1996

<i>Source</i>	<i>\$ million</i>	<i>Per cent</i>
State and Commonwealth Government recurrent expenditure	2 923	46
Government capital expenditure	371	5
Private expenditure through public TAFE ^a	670	10
Industry/employer expenditure ^b	2 500	39
<i>Total</i>	<i>6 464</i>	<i>100</i>

a Private expenditure includes: donations and contributions; fees from government agencies; student fees and charges; ancillary trading and ACE fees. Data on private expenditure through private providers were not available.

b Industry/employer expenditure excluded the gross wages and salaries (\$2197 million) of employees undertaking training. There may have been some double counting between industry/employer expenditure and private expenditure through TAFE.

Sources: ABS 1997; NCVER 1997d

3A.3 Definitions and explanatory notes

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

Table 3A.29 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 (AHC)	Prescribed number of hours in all supervised elements, including for example, lectures, workshop sessions and field work. It does not include clients undertaking modules in self-paced learning, flexible delivery or distance learning modes.
Geographic region	The Department of Primary Industry and Energy and the Department of Employment, Education, Training and Youth Affairs devised geographic classifications based on Statistical Local Areas (SLA's) <i>Remote</i> : contains urban centres based on the distance and population density characteristics of the area — consisting of towns with a population of less than 5 000 and more than 150 km away from an urban centre with a population of 10 000 or more. <i>Rural</i> : consists of SLA's associated with urban centres of population of 5 000 to 100 000 and not classified as remote.
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	The percentage of hours associated with successful completion of modules of all confirmed modular activity. This means that students who completed a module regardless of whether or not they undertook a final assessment are compared with all students who commenced the unit. See Table 3A.11 for the formula used for this calculation.
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments are made using the GDP (E) price deflator, and expressed in terms of final year prices.
State Training Profiles	An annual publication by the State Training Authorities outlining the planned training in terms of annual hours, by occupational groupings, for the year ahead, with indicative estimates for the next two years. It also outlines initiatives to meet State and national strategies.
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.

(cont.)

Table 3A.29 Definitions and explanatory notes (cont.)

<i>Indicator</i>	<i>Explanation/definition</i>
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)	Total recurrent expenditure/total adjusted annual hours curriculum.
Government recurrent expenditure per ‘total’ module load completion	Government recurrent expenditure / ‘Total’ successful module load completion (‘Total’ successful module load completion refers to successful training delivered public provider activity (TAFE and ACE) including fee-for-service clients and publicly funded private providers.
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).
Graduate	Those who complete a vocational program.
Occupational group	Occupations are linked to particular ABS Standard Occupational Classification (ASCO) groups. Category A courses have a direct link to an individual ASCO, Category B are where multiple links to ASCOs can be made and Category C courses potentially link across all ASCO areas.
Occupational level	Classified as ‘General/unspecified’, ‘Operative/clerical’, ‘Trades/skilled’ and ‘Para-professional/professional’. These are also linked to ABS ASCO groups.
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).

