
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 Commonwealth, State and Territory governments.

The data contained in this attachment may be subject to revision. The web page version of the Report contains the most up-to-date data where changes have occurred. This attachment can be found at www.pc.gov.au/service/gsp/2000/attach3A.pdf. Users without Internet access can contact the Secretariat (details inside front cover of Report).

Data in this Report are examined by the Review's Vocational Educational and Training Working Group but have not been formally audited by the Secretariat. A peer review process is also undertaken in the development of data definitions.

3A.1 All jurisdictions' data

Descriptors

Table 3A.1 **Size and scope of publicly funded and/or delivered VET, 1998^a**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Training provider locations	no.	673	916	918 ^b	268	346 ^c	127	55	223	3526
Students	'000	516.9	429.1	260	115	149.2	29	18.5	17.6	1535.2
Annual hours	million	103.9	86.4	56.5	28.2	21.5	6.8	6.2	3.3	312.7
Hours delivered per training provider location	'000	154.4	94.3	61.6	105.2	62.1	53.3	111.9	14.6	88.7
Students per training provider location	no.	768	468	283	429	431	228	336	79	435
Proportion of students studying in rural areas	%	28.9	30.1	30.4	18.4	15.4	49.3	0.0	7.3	27.2

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Table 3A.1 (Continued)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportion of students studying in remote areas ^d	%	0.3	0.2	5.4	12.0	0.1	1.0	0.0	41.0	2.5

^a Includes publicly funded VET programs and fee-for-service provision by public providers. Excludes fee-for-service provision by private providers. ^b Includes 287 providers of VET in Schools. ^c Includes 137 providers of VET in schools. ^d Excludes a small percentage (0.3 per cent) of clients attending a training provider location which is outside the State or Territory of the reporting organisation.

Source: NCVET (1999c).

Table 3A.2 Real State and Commonwealth government recurrent expenditure per person aged 15–64 years (in 1998 dollars)^a

	NSW	Vic	Qld	WA	SA	Tas	ACT ^b	NT	Aust
1997	290	215	238	250	246	249	337	433	255
1998	292	223	248	248	237	244	352	473	260

^a These financial data have been prepared on an accrual basis and are not comparable with financial data reported in previous years. ^b The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate, has been included in the expenditure data presented (\$17 for 1997 and \$17 for 1998). The payroll tax estimate has increased recurrent government VET expenditure per person in the ACT to \$337 in 1997 and to \$352 in 1998.

Sources: ANTA (1999a); ABS (*Population by Age and Sex, Australian States and Territories* (cat. no. 3201.0, unpublished)); Secretariat estimates of ACT payroll tax.

Table 3A.3 Net assets of public VET providers per person aged 15–64 years (in 1998 dollars)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
1997 ^a	443	422	348	357	377	459	591	469	415
1998	505	422	359	369	371	464	570	1041	444

^a Adjusted for inflation using the ABS' gross domestic product deflator.

Sources: NCVET (1999b); ABS *National Income, Expenditure and Product, Australian National Accounts*: (cat. no. 5206.0); ABS *Population by Age and Sex, Australian States and Territories* (cat. no. 3201.0, unpublished).

Table 3A.4 Government funding to private and adult and community providers of VET, 1998^a

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
1998 government funding	\$m	53.9	64.5	73.0	20.2	20.1	3.3	4.5	3.6	243.1
As a proportion of State total expenditure	%	3.8	6.8	11.1	5.4	6.8	3.4	5.0	5.0	6.1
Real increase between 1997 ^b and 1998	%	12.8	79.0	44.2	30.4	10.3	25.4	20.2	4.6	36.7

^a Payments to non-TAFE providers of VET delivery include payments to: secondary schools, other government providers, enterprises, private providers, community providers, industry and local government providers. ^b Adjusted for inflation using the ABS gross domestic product deflator.

Sources: ABS *National Income, Expenditure and Product, Australian National Accounts* (cat. no. 5206.0); NCVET (1999b).

Table 3A.5 Allocation of government funds for VET, by selected allocation mechanisms, 1998

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Competitive tendering									
–Open competitive tendering ^a	%	2.4	5.6	6.7	5.1	4.2	1.7	3.7	na
–Limited competitive tendering ^b	%	0.0	0.2	0.0	0.0	0.0	0.0	0.0	na
User choice (apprentices and trainees)	%	3.2	7.6	13.6	2.2	6.9	16.2	8.0	na
Recurrent government funding ^c	\$m	1017.9	612.0	499.8	256.2	203.3	69.5	53.0	53.2

^a The tendering process is open to both public and private providers. ^b The tendering process is restricted to either public or private providers. ^c Recurrent State government funding was sourced from note 7 of the NCVET Financial Report. (It includes State recurrent funding and Commonwealth general purpose recurrent funding.) **na** Not available.

Effectiveness

Access and participation

Table 3A.6 VET participation rates, by age and sex, 1998 (per cent)

<i>Age</i>	<i>Male</i>	<i>Female</i>	<i>Persons</i>
15–19 years	25.8	20.6	23.3
20–24 years	19.7	15.8	17.8
25–29 years	12.9	11.6	12.2
30–39 years	10.7	10.7	10.7
40–49 years	7.9	9.6	8.8
50–59 years	4.9	5.8	5.3
60–64 years	2.5	2.6	2.5
65+ years	0.9	0.8	0.9

Sources: NCVET (1999c); ABS *Population by Age and Sex, Australian States and Territories* (cat. no. 3201.0, unpublished).

Table 3A.7 Module load completion rates, by all people and target groups 1998 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> ^b	<i>WA</i> ^c	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Male	80.6	81.7	77.9	78.2	88.3	90.6	83.8	72.9	80.8
Female	79.6	79.1	79.4	79.3	86.8	89.5	81.8	74.3	79.9
All	80.1	80.3	78.7	78.8	87.5	90.0	82.8	74.2	80.4
<i>Target group</i>									
Students who reported being Indigenous	64.3	68.4	67.7	63.2	75.9	78.9	76.9	62.7	67.4

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Table 3A.7 (Continued)

	NSW	Vic	Qld ^b	WA ^c	SA	Tas	ACT	NT	Aust
Students who reported having a disability	76.6	76.7	75.1	72.5	84.4	81.1	77.2	69.7	76.3
Students who reported being from a non-English speaking background	78.3	77.2	68.0	78.2	88.2	86.0	75.7	70.4	76.7
Rural area students	80.2	83.2	80.6	77.4	88.2	90.2	88.2 ^d	79.6	81.8
Remote area students	77.5	79.9	83.0	74.3	87.1	96.5	^e	70.2	78.7

^a Comparisons should be made with care. Average module durations and competencies achieved by students vary across jurisdictions. ^b Queensland changed its policy about recording outcomes, which also affects its pass and completion rates and comparability over time. ^c WA changed its policy about the length of time before '05' enrolment records were classified as a failure in 1998; therefore the pass rates and completion rates are not comparable to previous years data. ^d Regional participation rates are based on the home address postcodes of students. The ACT rural participation rate was distorted because students living in adjacent rural areas in NSW attended VET institutions in the ACT. ^e Number is too small to calculate a meaningful rate.

Formula used to calculate module load completion rates:

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

Where:

- 01 = Student assessed — passed
- 04 = No assessment — satisfactory completion of class hours
- 05 = No assessment — studies not yet completed
- 06 = Status (or credit) granted — through Recognition of Prior Learning
- 09 = Status (or credit) granted — through Credit transfer arrangements
- 90 = Not stated
- blanks = Unknown

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

Source: ANTA (1999a).

Table 3A.8 VET participation rates for males and females aged 15–64 years (per cent)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>1997</i>									
Males	10.1	14.0	7.4	8.7	10.4	8.7	7.3	9.7	10.4
Females	10.6	10.9	6.5	7.8	11.6	6.8	6.7	10.1	9.5
All	10.4	12.4	7.0	8.2	11.0	7.7	7.0	9.9	10.0
<i>1998</i>									
Males	10.1	13.4	10.8	8.9	10.9	9.6	7.7	10.9	11.0
Females	10.8	11.1	9.3	8.3	12.3	7.8	7.1	11.2	10.3
All	10.5	12.3	10.1	8.6	11.6	8.7	7.4	11.0	10.7

Source: ANTA (1999a).

Table 3A.9 VET participation rates for people with a disability, all ages, 1998 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students who reported having a disability	4.1	3.3	3.8	2.8	2.6	4.2	4.5	2.0	3.6
People with a disability, as proportion of total population	16.9	18.3	18.8	18.2	20.6	18.5	15.8	12.3	18.0
Students with client group not reported	22.6	15.5	11.3	37.2	55.6	11.7	9.5	33.7	22.6

Source: ANTA (1999a).

Table 3A.10 VET participation by people from a non-English speaking background, by country of birth (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>1998</i>									
Students who reported being born in non-English speaking countries	15.1	14.2	8.5	6.9	8.2	6.7	14.8	6.0	12.2
People who were born in mainly non-English speaking countries, as proportion of total population	15.8	17.1	7.3	11.8	10.6	3.9	13.8	8.1	13.3
Non-response rate ^a	19.8	20.7	9.1	53.6	41.8	1.5	11.8	37.6	22.6
<i>1997</i>									
Students who reported being born in non-English speaking countries	14.8	13.5	9.6	8.9	7.5	6.0	17.6	6.1	12.3
People who were born in mainly non-English speaking countries, as proportion of total population	15.8	17.1	7.3	11.8	10.6	3.9	13.8	8.1	13.3
Non-response rate ^a	21.0	21.3	9.2	45.8	46.9	1.7	8.0	32.6	23.3
<i>1996</i>									
Students who reported being born in non-English speaking countries	15.4	13.5	9.2	11.4	10.0	6.4	18.3	3.3	12.9
People who were born in mainly non-English speaking countries, as proportion of total population	15.7	17.0	7.2	11.7	10.6	3.9	13.7	7.9	13.2
Non-response rate ^a	20.1	22.5	15.0	34.0	34.5	1.6	8.5	31.3	22.0

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

Sources: ANTA (1997, 1998a, 1999a)

Table 3A.11 VET participation, by region, 1998 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Capital city	6.8	7.2	6.4	5.3	7.9	5.3	4.5	8.1	6.7
Other metropolitan areas	7.3	8.6	6.4	b	b	b	b	b	7.2
Rural areas	9.0	12.3	6.8	7.2	8.2	5.8	b	9.7	8.9
Remote areas	8.6	30.3	8.4	9.7	10.8	6.8	b	8.0	9.4

^a Interpretation of rural and remote participation rates should consider the absolute number of students from these regional areas (table 3A.1, appendix A). ^b Numbers are too small to calculate a meaningful rate.

Source: ANTA (1999a).

Table 3A.12 VET participation by Indigenous people, 1998 (per cent)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students who reported as being an Indigenous person	2.6	0.9	4.8	5.4	1.8	2.7	1.1	30.9	2.9
Indigenous people as proportion of total population	1.7	0.5	2.9	3.0	1.4	3.0	1.0	24.4	2.0
Students with client group not reported ^a	19.3	19.9	10.8	34.4	43.4	6.8	6.2	15.1	21.0

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

Source: ANTA (1999a).

Employer outcomes

Table 3A.13 Employers interviewed in employer satisfaction survey, 1999 (number)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Interviews achieved	696	557	484	451	443	441	214	272	3 558

Source: NCVET (1999, unpublished).

Table 3A.14 Mean overall satisfaction with VET providers by employer size, 1999^a

Employer size	Score	Relative standard error ^b
Small (1 to 19 employees)	7.2	(±0.01)
Medium (20 to 99 employees)	7.0	(±0.02)
Large (100 or more employees)	6.8	(±0.03)

^a Sample size = 3558 employers. Rankings: 1 = very dissatisfied; 10 = very satisfied. ^b The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates.

Source: NCVET (1999, unpublished).

Table 3A.15 Overall employer satisfaction with 1998 VET providers, 1999^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Sample size (no.)	696	557	484	451	443	441	214	272	3 558
Proportion of employers responding with a ranking of 6 or higher (%)	87 (±2.6)	77 (±3.6)	82 (±3.5)	82 (±3.6)	87 (±3.2)	74 (±4.2)	86 (±4.7)	85 (±4.3)	83 (±1.3)
Mean score	7.3 (±0.01)	7.1 (±0.02)	7.1 (±0.02)	7.0 (±0.03)	7.3 (±0.03)	6.7 (±0.07)	7.0 (±0.07)	7.0 (±0.10)	7.2 (±0.01)

^a The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimate. ^b Rankings: 1 = very dissatisfied; 10 = very satisfied.

Source: NCVET (1999, unpublished).

Table 3A.16 Mean overall employer satisfaction score with 1998 VET providers by industry, 1999^{a, b}

<i>Industry</i>	<i>Score</i>	<i>Relative standard error^c</i>
Accommodation; cafes; restaurants	7.1	(±0.03)
Mining	7.6	(±0.14)
Transport; storage	7.2	(±0.04)
Wholesale trade	7.2	(±0.05)
Retail trade	7.3	(±0.02)
Communication services	9.3	(±0.06)
Finance; insurance	7.0	(±0.06)
Property; business services	7.1	(±0.03)
Health; community services	6.9	(±0.03)
Culture; recreation services	7.1	(±0.06)
Agriculture	7.5	(±0.05)
Manufacturing	6.8	(±0.03)
Electricity; gas; water	6.4	(±0.17)
Personal; other services	7.3	(±0.03)
Construction	7.2	(±0.03)
Government administration; defence	6.8	(±0.06)
Education	7.3	(±0.08)

^a Sample size = 3558 employers. ^b Rankings: 1 = very dissatisfied; 10 = very satisfied. ^cThe relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates.

Source: NCVET (1999, unpublished).

Table 3A.17 Employer satisfaction with the relevance of VET course content, 1999 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Sample size (no.)	518	422	369	283	314	295	135	168	2 504
Not relevant to industry's current need	8 (±2.4)	6 (±2.3)	6 (±2.4)	9 (±3.3)	7 (±2.8)	7 (±2.8)	10 ^d (±4.9)	10 (±4.2)	7 (±1.0)
Mostly relevant and useable by the industry	48 (±4.3)	28 (±4.3)	45 (±5.1)	31 (±5.4)	29 (±5.0)	38 (±5.3)	40 (±8.0)	32 (±6.5)	39 (±1.9)
Directly relevant to the needs of the industry	34 (±4.1)	46 (±4.8)	34 (±4.9)	44 (±5.8)	49 (±5.5)	48 (±5.4)	36 (±7.9)	48 (±6.9)	40 (±1.9)
At the leading edge of industry needs	9 (±2.5)	16 (±3.5)	10 (±3.1)	10 (±3.5)	7 (±2.8)	6 (±2.6)	9 ^d (±4.7)	9 ^d (±4.0)	11 (±1.2)
Cannot say	1 ^d (±0.9)	3 ^d (±1.6)	5 (±2.2)	5 ^d (±2.5)	7 (±2.8)	2 ^d (±1.5)	5 ^d (±3.6)	2 ^d (±1.9)	3 (±0.7)

^a The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimates. ^b This question was asked of only employers with recent VET graduates employed during training. ^c Totals for each jurisdiction may not add to 100 per cent due to rounding. ^d The relative standard errors associated with this estimate are greater than 25 per cent. This estimate is not considered reliable for most practical purposes.

Source: NCVET (1999, unpublished).

Table 3A.18 Employer satisfaction with the flexibility of VET course delivery, 1999 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Sample size (no.)	518	422	369	283	314	295	135	168	2 504
<i>Flexible course delivery (flexibility in times, venues, duration and distance education)</i>									
The institutions try to meet individual and industry needs	43 (±4.3)	44 (±4.8)	43 (±5.1)	41 (±5.7)	40 (±5.4)	43 (±5.4)	44 (±8.1)	43 (±6.9)	43 (±1.9)
Delivery is custom designed to suit industry and individual needs.	13 (±2.9)	19 (±3.8)	28 (±4.6)	20 (±4.7)	32 (±5.1)	17 (±4.1)	17 (±6.2)	22 (±5.8)	20 (±1.6)
Total	56 (±4.3)	63 (±4.6)	71 (±4.7)	61 (±5.7)	72 (±5.0)	60 (±5.3)	61 (±8.0)	65 (±6.6)	63 (±1.9)
<i>Limited or no flexibility in course delivery</i>									
No flexibility	7 (±2.2)	12 (±3.1)	4 ^d (±2.0)	5 ^d (±2.5)	6 (±2.6)	9 (±3.1)	3 ^d (±2.8)	11 (±4.3)	8 (±1.1)
Limited choice	31 (±4.0)	21 (±3.9)	23 (±4.3)	29 (±5.3)	20 (±4.4)	28 (±4.9)	26 (±7.2)	15 (±5.0)	26 (±1.7)
Total	38 (±4.2)	33 (±4.5)	27 (±4.6)	34 (±5.5)	26 (±4.8)	37 (±5.2)	29 (±7.4)	26 (±6.1)	34 (±1.9)

^a The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimates. ^b This question was asked of employers only with recent VET graduates employed during training. ^c 'Cannot say' represented the balance of responses in each jurisdiction. ^d The relative standard errors associated with this estimate are greater than 25 per cent. This estimate is not considered reliable for most practical purposes.

Source: NCVET (1999, unpublished).

Student outcomes

Table 3A.19 TAFE graduates main reason for undertaking a VET course, 1998 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Vocational reason	77.8 (±0.5)	79.9 (±0.7)	81.3 (±0.9)	73.5 (±1.1)	85.8 (±1.0)	85.4 (±1.9)	78.7 (±2.4)	78.0 (±4.7)	79.0 (±0.3)
Nonvocational reason	21.6 (±0.5)	19.4 (±0.7)	17.9 (±0.9)	25.9 (±1.1)	13.2 (±1.0)	13.6 (±1.9)	20.6 (±2.4)	20.8 (±4.6)	20.3 (±0.3)

^a The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimate are reported in brackets under the estimate. ^b Includes 'to get into another course of study', which could ultimately be vocational. ^c 'Not stated/refused' represented the balance of responses in each jurisdiction.

Source: NCVET (1999, unpublished).

Table 3A.20 TAFE graduates — main reason for undertaking VET course, 1999 (per cent)^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
To get a job (or own business)	26.2 (±0.5)	27.2 (±0.8)	29.0 (±1.0)	30.6 (±1.2)	23.9 (±1.2)	29.3 (±2.5)	28.0 (±2.6)	19.5 (±4.5)	27.1 (±0.4)
To try for a different career	13.4 (±0.4)	12.3 (±0.6)	15.0 (±0.8)	12.7 (±0.9)	12.6 (±1.0)	13.2 (±1.8)	15.6 (±2.1)	14.7 (±4.0)	13.3 (±0.3)
To get a better job or promotion	13.8 (±0.4)	10.4 (±0.5)	12.2 (±0.7)	9.1 (±0.7)	13.7 (±1.0)	13.8 (±1.9)	12.5 (±1.9)	13.1 (±3.8)	12.4 (±0.3)
Requirement of the job	10.5 (±0.4)	14.8 (±0.6)	9.5 (±0.7)	13.3 (±0.9)	19.3 (±1.2)	13.4 (±1.9)	10.0 (±1.7)	10.5 (±3.5)	12.2 (±0.3)
To get extra skills for the job	14.0 (±0.4)	15.1 (±0.6)	15.6 (±0.8)	7.7 (±0.7)	16.3 (±1.1)	15.7 (±2.0)	12.7 (±1.9)	20.1 (±4.5)	14.0 (±0.3)
To get into another course	6.6 (±0.3)	4.6 (±0.4)	6.3 (±0.6)	9.2 (±0.7)	3.2 (±0.5)	1.8 (±0.7)	6.0 (±1.4)	3.8 ^c (±2.2)	6.0 (±0.2)
Interest or personal development	12.6 (±0.4)	12.2 (±0.6)	9.2 (±0.7)	14.2 (±0.9)	7.8 (±0.8)	9.6 (±1.6)	11.5 (±1.9)	12.8 (±3.8)	11.8 (±0.3)
Other	2.4 (±0.2)	2.6 (±0.3)	2.3 (±0.3)	2.4 (±0.4)	2.2 (±0.4)	2.2 (±0.8)	3.1 (±1.0)	4.2 ^c (±2.3)	2.5 (±0.1)

^a The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimates. ^b 'Not stated/refused' represented the balance of responses in each jurisdiction. ^c The relative standard errors associated with this estimate are greater than 25 per cent. This estimate is not considered reliable for most practical purposes.

Source: NCVET (1999, unpublished).

Table 3A.21 Employed 1998 TAFE graduates who undertook their course for vocational reasons — relevance of course to their main job, 1999 (per cent)^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Highly relevant	49.0 (±0.6)	52.8 (±0.9)	50.3 (±1.1)	55.0 (±1.3)	53.1 (±1.5)	52.9 (±2.7)	56.0 (±2.9)	55.3 (±5.6)	51.1 (±0.4)
Some relevance	24.1 (±0.5)	22.4 (±0.7)	23.4 (±1.0)	17.6 (±1.0)	22.5 (±1.2)	23.8 (±2.3)	20.1 (±2.3)	24.1 (±4.8)	22.9 (±0.3)
Total relevance	73.2 (±0.5)	75.2 (±0.8)	73.7 (±1.0)	72.6 (±1.2)	75.5 (±1.3)	76.8 (±2.3)	76.0 (±2.5)	79.4 (±4.6)	74.0 (±0.3)

^a Totals may not add as a result of rounding. ^b The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimates.

Source: NCVET (1999, unpublished).

Table 3A.22 Whether the VET course helped 1998 TAFE institute graduates achieve their main reason for doing the course (per cent)^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Course helped to achieve main reason	62.1	64.6	62.4	66.5	66.8	57.6	64.5	69.6	63.4
	(±0.6)	(±0.9)	(±1.1)	(±1.2)	(±1.4)	(±2.7)	(±2.8)	(±5.2)	(±0.4)
Course partly helped to achieve main reason	16.6	15.4	16.4	14.9	14.6	15.6	16.3	15.7	16.0
	(±0.4)	(±0.6)	(±0.8)	(±0.9)	(±1.0)	(±2.0)	(±2.2)	(±4.1)	(±0.3)
Course did not help to achieve main reason	8.0	6.9	9.9	7.3	8.2	12.4	7.2	4.2 ^c	8.0
	(±0.3)	(±0.5)	(±0.7)	(±0.7)	(±0.8)	(±1.8)	(±1.5)	(±2.3)	(±0.2)
Do not know yet	12.5	12.1	10.3	10.4	9.2	13.2	10.9	9.3	11.7
	(±0.4)	(±0.6)	(±0.7)	(±0.8)	(±0.8)	(±1.8)	(±1.8)	(±3.3)	(±0.3)

^a The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimates. ^b 'Not stated/refused' represented the balance of responses in each jurisdiction. ^c The relative standard errors associated with this estimate are greater than 25 per cent. This estimate is not considered reliable for most practical purposes.

Source: NCVET (1999, unpublished).

Table 3A.23 Employed 1998 TAFE graduates who undertook their course for vocational reasons — benefits as a result of doing their VET course, 1999 (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>
An increase in earnings	26.0	26.3	22.3	27.9	24.2	28.4	27.0	29.1	25.7
	(±0.5)	(±0.8)	(±0.9)	(±1.2)	(±1.3)	(±2.5)	(±2.6)	(±5.1)	(±0.3)
A promotion (or increased status at work)	17.9	17.2	15.6	15.8	20.9	20.3	20.6	23.1	17.7
	(±0.4)	(±0.7)	(±0.8)	(±0.9)	(±1.2)	(±2.2)	(±2.4)	(±4.8)	(±0.3)
Obtained a job	24.0	27.0	28.3	34.7	25.1	25.2	28.3	23.1	26.3
	(±0.5)	(±0.8)	(±1.0)	(±1.2)	(±1.3)	(±2.4)	(±2.6)	(±4.8)	(±0.4)
Change of job or new job	18.0	16.6	19.5	15.8	16.9	15.3	20.6	22.1	
	(±0.4)	(±0.7)	(±0.9)	(±0.9)	(±1.1)	(±2.0)	(±2.4)	(±4.7)	(±0.0)
Benefit in some way ^b	65.9	66.8	64.5	68.5	66.6	66.5	68.6	71.4	66.3
	(±0.6)	(±0.8)	(±1.1)	(±1.2)	(±1.4)	(±2.6)	(±2.7)	(±5.1)	(±0.4)

^a The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimates. ^b 'Benefit in some way' may not equal the sum of the benefits, because graduates could report more than one type of benefit.

Source: NCVET (1999, unpublished).

Table 3A.24 Proportion of 1998 TAFE institute graduates whose VET course helped them achieve their main reason for doing the course, by reason and special needs group (per cent)^{a, b}

	<i>All graduates</i>		<i>Indigenous graduates</i>		<i>Graduates from a non-English speaking background</i>	
To obtain a job (or own business)	67.8	(±0.4)	64.5	(±2.9)	64.8	(±0.7)
To try for a different career	68.3	(±0.4)	72.8	(±2.7)	65.2	(±0.7)
To obtain a better job or promotion	72.8	(±0.4)	81.2	(±2.3)	69.3	(±0.7)
To fulfil requirement of the job	94.6	(±0.2)	90.4	(±1.8)	94.2	(±0.3)
To learn extra skills for the job	93.9	(±0.2)	91.6	(±1.7)	91.9	(±0.4)
To qualify for another course	88.8	(±0.3)	86.5	(±2.1)	89.0	(±0.4)
Interest or personal development	92.0	(±0.2)	91.3	(±1.7)	90.0	(±0.4)
Other	76.8	(±0.3)	63.4	(±2.9)	77.1	(±0.6)

^a Includes respondents who indicated that their VET course helped or partly helped them achieve their main reason for doing the course. ^b The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimate are reported in brackets to the right of the estimate.

Source: NCVET (1999, unpublished).

Table 3A.25 Labour force status of 1998 TAFE graduates, (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employed ^d	70.8	75.0	73.3	71.0	80.6	71.0	73.6	76.7	72.8
	(±0.5)	(±0.8)	(±1.0)	(±1.2)	(±1.2)	(±2.5)	(±2.6)	(±4.8)	(±0.4)
Full time	43.0	42.3	38.4	36.8	49.1	40.4	42.4	44.7	42.1
	(±0.6)	(±0.9)	(±1.1)	(±1.2)	(±1.5)	(±2.7)	(±2.9)	(±5.6)	(±0.4)
Part time	15.8	18.9	22.1	21.3	18.0	19.1	18.8	20.1	18.0
	(±0.4)	(±0.7)	(±0.9)	(±1.1)	(±1.1)	(±2.1)	(±2.3)	(±4.5)	(±0.3)
Unemployed	13.9	12.1	13.6	12.1	9.9	15.5	13.6	10.5	13.0
	(±0.4)	(±0.6)	(±0.8)	(±0.8)	(±0.9)	(±2.0)	(±2.0)	(±3.5)	(±0.3)
Not in labour force	14.7	12.0	12.4	16.4	8.8	12.2	12.6	11.5	13.5
	(±0.4)	(±0.6)	(±0.7)	(±1.0)	(±0.8)	(±1.8)	(±1.9)	(±3.6)	(±0.3)

^a At 28 May 1999. ^b The relative standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in brackets under the estimates. ^c 'Not stated/refused' represented the balance of responses in each jurisdiction. ^d The proportion of TAFE graduates employed does not equal the sum of those employed full time and part time because some graduates reported that they were employed but not whether their work was full time or part time.

Source: NCVET (1999, unpublished).

Table 3A.26 Sample sizes and response rates for 1999 Student Outcomes Survey

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates	no.	29 472	12 457	7 748	6 016	4 673	1 343	1 176	313	63 198
Indigenous graduates	no.	na	na	na	na	na	na	na	na	1 110
Graduates from a non-English speaking background	no.	na	na	na	na	na	na	na	na	19 507
Response rate for all graduates	%	57.0	53.8	54.4	55.0	56.9	59.4	57.2	42.1	55.8

na Not available.

Source: NCVER (1999, unpublished); AC Nielsen (1999, unpublished).

Efficiency

Unit costs

Table 3A.27 Government cost of capital per adjusted annual curriculum hour, 1998^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Physical non-current assets (\$ million)									
Land	317	217	118	65	39	11	7	18	791
Other	1 742	1 048	721	358	336	138	126	121	4 591
Total	2 059	1 265	839	423	375	149	133	139	5 382
Capital charge (%)	8	8	8	8	8	8	8	8	8
Cost of capital (\$ million)									
Land	25	17	9	5	3	1	1	1	63
Other	139	84	58	29	27	11	10	10	367
Total	165	101	67	34	30	12	11	11	431
Adjusted annual curriculum hours ('000)	83 013	67 533	42 719	22 099	16 899	4 329	4 429	2 340	243 360
Cost of capital per adjusted annual curriculum hour (\$)									
Land	0.31	0.26	0.22	0.24	0.18	0.20	0.13	0.62	0.26
Other	1.68	1.24	1.35	1.30	1.59	2.55	2.28	4.14	1.51
Total	1.98	1.50	1.57	1.53	1.78	2.75	2.40	4.75	1.77

^a Totals may not add as a result of rounding.

Sources: ANTA (1999a); NCVER (1999b).

Table 3A.28 Government cost of capital per module load completion (dollars), 1998^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Physical non-current assets (\$ million)									
Land	317	217	118	65	39	11	7	18	791
Other	1 742	1 048	721	358	336	138	126	121	4 591
Total	2 059	1 265	839	423	375	149	133	139	5 382
Capital charge (%)	8	8	8	8	8	8	8	8	8
Cost of capital (\$ million)									
Land	25	17	9	5	3	1	1	1	63
Other	139	84	58	29	27	11	10	10	367
Total	165	101	67	34	30	12	11	11	431
Adjusted module load completion rate ('000)	50 685	43 138	24 085	14 139	11 261	2 509	2 810	1 274	149 865
Cost of capital per adjusted module completion									
Land	0.50	0.40	0.39	0.37	0.28	0.35	0.20	1.13	0.42
Other	2.75	1.94	2.39	2.03	2.39	4.40	3.59	7.60	2.45
Total	3.26	2.34	2.78	2.40	2.66	4.78	3.91	8.63	2.88

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

Sources: ANTA (1999a); NCVET (1999b).

Table 3A.29 **Government recurrent expenditure per hour of publicly funded successful module completion, 1998^{a, b}**

	<i>Unit</i>	<i>NSW^c</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^d</i>	<i>NT</i>	<i>Aust</i>
Student assessed— passed (01)	no.	54 784 104	45 879 014	22 910 323	14 790 658	11 425 304	2 948 935	3 074 520	1 540 750	157 353 608
Student not assessed— satisfactory completion of class hours (04)	no.	4 845 161	3 887 131	2 811 776	492 851	860 560	38 375	250 826	410	13 187 090
Total (01 Funding source)	no.	95 653 801	77 820 687	46 039 895	25 035 079	18 807 082	5 426 309	5 214 034	2 724 666	276 721 553
True total	no.	83 012 851	67 532 602	42 718 999	22 098 787	16 899 310	4 328 943	4 429 121	2 339 784	243 360 396
Adjusted module load completion (01+04)(to true total)	no.	51 749 070	43 186 939	23 866 743	13 490 951	11 039 598	2 383 184	2 824 753	1 323 458	149 864 696
Course mix weighting		0.98	1.00	1.01	1.05	1.02	1.05	0.99	0.96	1.00
Adjusted module load completion (to true total + course mix)	no.	50 685 397	43 137 528	24 084 704	14 139 077	11 260 538	2 509 438	2 809 917	1 273 681	149 864 696
Recurrent expenditure	\$m	1 233.41	696.51	574.48	307.76	232.27	75.05	77.11	63.06	3 256.56
Cost per government funded module completion (course mix adjusted)	(\$/MLC)	24.33	16.15	23.85	21.77	20.63	29.91	27.44	49.51	21.75

(Continued on next page)

Table 3A.29 (Continued)

	<i>Unit</i>	<i>NSW^c</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^d</i>	<i>NT</i>	<i>Aust</i>
1997 (in 1998 prices)										
1997 cost per government funded module completion (course mix adjusted)	(\$1998/MLC)	23.7	16.9	22.6	23.7	22.8	34.2	27.4	56.3	22.0

^a Care should be taken in making comparisons between jurisdictions because there were jurisdictional variations in average module durations and competencies achieved by students. ^b The deflator used is the gross non farm product deflator. ^c ANTA data include gains and losses from asset sales in recurrent expenditure and thus unit costs. These gains and losses account for about half of the reported increase in NSW unit costs between 1997 and 1998 but have a much smaller effect on the unit costs of other jurisdictions. ^d The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate, is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure in the ACT by \$3.09 million to \$77.11 million in 1998 and has increased recurrent government VET expenditure per publicly funded successful module load completion by \$1.10 to \$27.44 in 1998.

Sources: ANTA (1999a); Secretariat estimates of ACT payroll tax.

Table 3A.30 VET costs per adjusted annual curriculum hour^a

	<i>Unit</i>	<i>NSW^b</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^c</i>	<i>NT</i>	<i>Aust</i>
1997 Recurrent expenditure in 1998 prices	\$m	1 207.08	662.84	541.44	303.65	239.03	76.71	73.47	56.61	3 161.30
Annual curriculum hours	'000	89 512	68 861	39 314	22 001	15 619	4 570	4 651	2 567	247 095
Invalid enrolment	%	7.15	8.89	8.29	10.44	3.58	15.36	10.34	21.15	8.23
Adjusted annual curriculum hours	'000	83 014	63 185	36 312	19 723	15 329	3 941	4 254	2 033	227 791
Course mix weighting	ratio	0.97	1.01	1.01	1.03	1.01	1.03	0.97	0.98	1.00
Cost per adjusted annual curriculum hour (course mix weighting)	'98\$	14.99	10.39	14.76	14.95	15.44	18.90	17.80	28.41	13.88
<i>1998</i>										
Recurrent expenditure	\$m	1 233.41	696.51	574.48	307.76	232.27	75.05	77.11	63.06	3 260.25
Annual curriculum hours	'000	88 295	72 726	44 832	22 782	17 311	4 728	4 684	2 507	257 865
Invalid enrolment	%	6.77	7.90	5.43	3.17	4.10	9.74	8.24	7.18	6.44
Adjusted annual curriculum hours	'000	83 013	67 533	42 719	22 099	16 899	4 329	4 429	2 340	243 360
Course mix weighting	ratio	0.98	1.00	1.01	1.05	1.02	1.05	0.99	0.96	1.00
Cost per adjusted annual curriculum hour (course mix weighting)	'98\$	15.16	10.31	13.31	13.26	13.48	16.51	17.59	28.07	13.40

^a The deflator used is the gross non farm product deflator. ^b ANTA data include gains and losses from asset sales in recurrent expenditure and thus unit costs. These gains and losses account for about half of the reported increase in NSW unit costs between 1997 and 1998 but have a much smaller effect on the unit costs of other jurisdictions. ^c The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate, is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure in the ACT by \$3.25 million to \$73.47 million in 1997, and by \$3.09 million to \$77.11 million in 1998. The inclusion of the payroll tax estimate has increased recurrent government VET expenditure per adjusted annual hours of curriculum by \$0.82 to \$17.80 in 1997 and by \$0.79 to \$17.59 in 1998.

Source: ANTA (1999a); Secretariat estimates of ACT payroll tax.

Table 3A.31 Total government VET costs per annual curriculum hour, 1998

<i>Unit</i>	<i>NSW^a</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^b</i>	<i>NT</i>	<i>Aust</i>
Recurrent expenditure per adjusted annual curriculum hours									
\$	15.17	10.33	13.33	13.29	13.47	16.47	17.59	28.00	13.40
Cost of capital per adjusted annual curriculum hours									
Land	\$ 0.31	0.26	0.22	0.24	0.18	0.20	0.13	0.62	0.26
Other	\$ 1.68	1.24	1.35	1.30	1.59	2.55	2.28	4.14	1.51
Total	\$ 1.98	1.50	1.57	1.53	1.78	2.75	2.40	4.75	1.77
Total government VET costs per adjusted annual curriculum hours									
\$	17.15	11.83	14.90	14.82	15.25	19.22	20.00	32.75	15.17

^a ANTA includes gains and losses arising from asset sales in reported unit cost estimates. This had a small effect on most jurisdictions, but increased NSW's reported costs by 0.5 per cent in 1998. ^b The ACT is the only jurisdiction to not levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate, has been included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure per adjusted annual curriculum hour in the ACT by \$0.79 to \$17.59 in 1998.

Sources: ANTA (1999a); Secretariat estimates of ACT payroll tax.

Table 3A.32 Total government VET costs per module load completion, 1998

	<i>NSW^a</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^b</i>	<i>NT</i>	<i>Aust</i>
Recurrent expenditure per adjusted annual curriculum hours (\$)									
	24.33	16.15	23.85	21.77	20.63	29.91	27.44	49.51	21.75
Cost of capital per adjusted module load completion rate (\$)									
land	0.46	0.40	0.39	0.37	0.28	0.35	0.20	1.13	0.42
other	2.50	1.94	2.39	2.03	2.39	4.40	3.59	7.60	2.45
total	2.96	2.34	2.78	2.40	2.66	4.78	3.91	8.63	2.88
Total government VET costs per adjusted module load completion rate (\$)									
	27.29	18.49	26.63	24.17	23.29	34.69	31.23	58.14	24.62

^a ANTA includes gains and losses arising from asset sales in reported unit cost estimates. This had a small effect on most jurisdictions, but increased NSW's reported costs by 0.5 per cent in 1998. ^b The ACT is the only jurisdiction to not levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate, has been included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure per module load completion in the ACT by \$1.10 to \$27.44 in 1998.

Sources: ANTA (1999a); Secretariat estimates of ACT payroll tax.

3A.2 Information on sample data

The results reported in tables 3A.14–3A.26 are estimates obtained by conducting surveys of samples of the group or population in question. These results are subject to *sampling error*. The data obtained from a sample may differ from the 'true' data which would have been obtained from the entire group or population — not just a sample — using the same methods. Consequently, it is necessary to be cautious

when using survey results (see section A.12 of the Descriptive Statistics Appendix for further details).

Tables 3A.14–3A.26 also report standard errors for each sample estimate. Using these standard errors it is possible to calculate, with 95 per cent confidence, the interval within which the true value of an estimate lies. Table 3A.15, for example, reports that 83 per cent of employers in Australia responded with a satisfaction ranking of 6 or higher (the sample estimate), with standard errors of ± 1.3 percentage points—that is, 95 per cent of the time, the true value will be between 81.7 per cent and 84.3 per cent.

Table 3A.33 Treatment of assets by VET agencies

		<i>Cwlth</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT^a</i>
Revaluation method ^b	Land	na	Market	Market	Deprival	Market	Deprival	na	na	..
	Buildings	na	DRC	DRC	Deprival	Market	Deprival	na	na	..
	Other assets	na	DRC	..	Deprival	..	Deprival	na	na	..
Frequency of revaluations	Land, buildings	na	every 5 yrs	every 5 yrs	every 5 yrs	na	3 yrs	na	na	..
	Other assets	na	every 5 yrs	na	3 yrs	na	na	..
Useful asset lives ^{c, d}	Buildings	na	20–100 yrs	40–50 yrs	40–80 yrs	na	40–50 yrs	na	na	..
	Plant and equipment	na	5–20 yrs	4–20 yrs	10 yrs	na	4–8 yrs	na	na	..
	IT equipment	3 yrs	5–20 yrs	3 yrs	5 yrs	na	1–8 yrs	na	na	..
	Office equipment ^e	5 yrs	na	5–10 yrs	10 yrs	na	4–8 yrs	na	na	..
	Vehicles	4 yrs	na	na	7.5 yrs	na	5–8 yrs	na	na	..
Threshold capitalisation levels	Buildings	2 000	5 000	1 000	2 000	na	10 000	na	na	na
	IT equipment	2 000	5 000	1 000	2 000	na	10 000	na	na	na
	Other assets	2 000	5 000	1 000	2 000	na	10 000	na	na	na

^a NT services currently report under a cash-based accounting method. ^b DRC is the depreciated replacement cost; market value is the current (net) value market selling price or exchange value; and deprival value may be either the DRC of an asset of a similar service potential or the stream of its future economic benefits. ^c Estimated as (1/depreciation rate). ^d Asset lives for some assets have been grouped with other classifications. For some jurisdictions IT equipment includes software. ^e Office equipment includes furniture and fittings and communications equipment. **na** Not available. **..** Not applicable.

Source: Department annual reports.

3A.3 Definitions

The majority of information in this chapter was provided directly by ANTA, or through the Benchmarking Report (ANTA 1999a).

Table 3A.34 **Terms**

<i>Term</i>	<i>Definition</i>
Annual curriculum hours (AHC)	The anticipated hours of supervised learning or training deemed necessary in order to adequately present the education material. These hours are generally specified in the curriculum documentation and do not include hours associated with field work or work experience
Adjusted annual curriculum hours	Annual curriculum hours were adjusted to account for: module enrolments reported with an outcome of RPL (recognition of prior learning) and invalid module enrolments
Adjusted module load completion rate	Module load completions were adjusted to account for: module enrolments reported with an outcome of RPL (recognition of prior learning) and invalid module enrolments
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard is a specification of information standards for recording and reporting VET inputs (resource module) and activity and outputs (business module). This standard was observed in the collection and preparation of data for this report
Community education providers	Community education training organisations which have provided information to the NCVER data collection
Completions	Fulfilling all of the requirements of a course enrolment or module enrolment (ACVETS/NCVER 1994)
Contract of Training	A contractual agreement between an employer and employee (apprentice or trainee) specifying the competencies to be developed over the period of the contract and the rights and obligations of each party
Course	A structured sequence of vocational education and training that leads to the acquisition of identified competencies; and includes assessment leading to a qualification or statement of attainment
Enrolment	The registration of a student with a training provider for the purpose of doing a course or module. The enrolment is considered valid only if all fee obligations have been met and the student has attended at least one lesson or submitted at least one piece of 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).

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Table 3A.34 (Continued)

<i>Term</i>	<i>Definition</i>
Geographic region	The Department of Primary Industry and Energy and the Department of Employment, Education, Training and Youth Affairs devised geographic classifications based on Statistical Local Areas (SLAs) <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 5000 and more than 150 km away from an urban centre with a population of 10 000 or more. <i>Rural</i> : consists of Statistical Local Areas associated with urban centres of population of 5000 to 100 000 and not classified as remote
Graduate	Those who complete a vocational program
Module	A unit of training in which a student can enrol and be assessed
Module load completion rate	The number of students who completed a module (whether they were finally assessed) divided by the total number of students who commenced the module and are no longer training in it. The calculation is based on the module curriculum hours for each module
Non-English speaking background (by country of birth)	Students identify themselves (on VET enrolment forms) as being born in a country other than Australia. This information is then used to determine whether they were born in countries that were mainly non-English speaking
Nonresponse rate	VET students who did not indicate on their enrolment form whether they were a member of an ANTA-designated target group
Occupational group	Occupations are linked to particular ABS Standard Occupational Classification (ASCO) groups. Category A courses have a direct link to an individual ASCO, Category B are where multiple links to ASCOs can be made and Category C courses potentially link across all ASCO areas
Occupational level	Classified as 'General/unspecified', 'Operative/clerical', 'Trades/skilled' and 'Para-professional/professional'. These are also linked to ABS ASCO groups
Private provider	A commercial organisation that provides training to individuals and industry
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments are made using the GDP (E) price deflator, and expressed in terms of final year prices
Recurrent funding	Funding provided by the Commonwealth and State and Territory governments to cover operating costs, salaries and rent
State Training Profiles	An annual publication by the State Training Authorities outlining the planned training in terms of annual hours, by occupational groupings, for the year ahead, with indicative estimates for the next two years. It also outlines initiatives to meet State and national strategies

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Table 3A.34 (Continued)

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

Table 3A.35 Descriptors

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

Table 3A.36 Indicators

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

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Table 3A.36 (Continued)

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