
4 Vocational education and training

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded vocational education and training (VET) in Australia in 2004. The VET system delivers employment related skills across a wide range of vocations. It provides Australians with the skills to enter or re-enter the labour force, retrain for a new job or upgrade skills for an existing job. The VET system includes government and privately funded VET delivered through a number of methods by a wide range of training institutions and enterprises.

This chapter reports on the VET services delivered by providers receiving government funding allocations. These VET services include the provision of vocational programs of study in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private registered training organisations (RTOs). The scope of this chapter does not extend to VET services provided in schools (which are within the scope of chapter 3) or university education.

This year, the chapter has been enhanced by:

- reporting on ‘government recurrent expenditure per load pass’ and ‘cost of capital per load pass’
- developing a stand-alone indicator for Indigenous people participating in VET
- revising data items following the redesign of the Student Outcomes survey
- replacing indicators ‘students meeting main objective for doing a course’ and ‘vocational outcomes’ with ‘student satisfaction with VET’ and ‘student employment and further study outcomes’, respectively
- reporting on skill outputs from VET.

Section 4.1 contains a profile of the VET sector in Australia, and provides the context for assessing performance indicators in the subsequent sections. Section 4.2 describes the framework of performance indicators for VET, and section 4.3 presents and discusses the available data relating to this framework. In section 4.4, future directions in the development and reporting of performance indicators for VET are discussed. The chapter concludes with jurisdictions’ comments in section 4.5, definitions of key terms and indicators in section 4.6, a list

of supporting tables in section 4.7 and a list of references in section 4.8. Supporting tables are identified in references throughout this chapter by an 'A' suffix (for example, table 4A.4 is table 4 in the attachment). Supporting tables are provided on the CD-ROM enclosed with the Report.

4.1 Profile of vocational education and training

Service overview

The VET system involves the interaction of employers, the Australian, State, Territory and local governments (as both purchasers and providers), and an increasing number of private and community registered training organisations. The system provides a diverse range of programs and qualification levels to students, with course durations varying from a module or unit of competency (a stand-alone course component or subject) of a few hours to full courses of up to four years (box 4.1).

Box 4.1 Diversity of the VET system

Levels of VET range from a single module or unit of competency (which can involve fewer than 10 contact hours) to advanced diplomas (which can involve up to four years of study). All training levels in the VET system need to be assessed because many students complete modules or units of competency without intending to complete a course.

The types of training range from formal classroom learning to workplace-based learning and may include flexible, self-paced learning and/or online training, often in combination. The availability of distance education has increased, with off-campus options such as correspondence, Internet study and interactive teleconferencing.

The types of training organisation include institutions specialising in VET delivery, such as government owned TAFE institutes, agricultural colleges and private training businesses; adult community education providers; secondary schools and colleges; universities; industry and community bodies with a registered training organisation (RTO) arm; and businesses, organisations and government agencies that have RTO status to train their own staff. Group Training Organisations are RTOs and some RTOs may also be New Apprenticeship Centres. Schools and universities provide dual award courses that combine traditional studies with VET, with an award from both the VET provider and the secondary school or university. In addition to formal VET delivered by an RTO, many people undertake on-the-job training in the workplace or attend training courses that do not lead to a recognised VET qualification.

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Box 4.1 (continued)

This Report covers VET services provided by organisations receiving government funding allocations. It does not include privately funded training or training funded by government outside the funding allocations. These VET services include the provision of vocational programs of study in government owned TAFE institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private RTOs.

The general roles of the VET system, and the main reasons that students participate in VET programs, are to:

- obtain a qualification to enter the labour force
- retrain or update labour force skills
- develop skills, including general education skills such as literacy and numeracy, that enhance students' ability to enter the labour force
- provide a pathway to further tertiary education, including entrance to higher education.

Government funding

Recurrent expenditure on VET by Australian, State and Territory governments totalled \$3.9 billion in 2004 — a real decrease of 3.1 per cent from 2003 (table 4A.1). Government recurrent expenditure was equal to \$284.9 per person aged 15–64 years across Australia in 2004 (table 4A.2).

Size and scope

The VET sector is large and varied. In 2004, 30.2 per cent of Australians aged 15–64 years held a VET qualification (DEST 2005). VET qualifications can vary significantly by length, level and field.

Students

Approximately 1.6 million people participated in VET programs across Australia in 2004. The total number of VET students decreased by 7.1 per cent between 2003 and 2004, and by 6.6 per cent between 2000 and 2004. Of the VET students in 2004, 1.1 million (70 per cent of all VET students) participated in VET programs that were funded by government recurrent expenditure through State and Territory

agencies (table 4A.3). The number of government recurrent funded VET students declined by 10.7 per cent between 2000 and 2004, although the number of government recurrent funded curriculum hours increased by 4.5 per cent. In addition, a small number of VET students (35 400, or 2.2 per cent of all VET students in 2004) were funded through specific purpose government programs (DEST 2005).

The remaining 422 200 VET students in 2004 participated on a fee-for-service basis as domestic students (26.5 per cent of all VET students) or international students (1.3 per cent of all VET students). The proportion of domestic fee-for-service students increased from 23.2 per cent of all VET students in 2000 to 26.5 per cent in 2004 (DEST 2005). Of the 1.6 million students who participated in VET programs in 2004, 3.0 per cent or 47 872 gained some sort of recognition for prior learning (table 4A.3).

All other VET student data presented in this Report refer only to VET students who were funded by government recurrent expenditure and attended government institutions (primarily TAFE institutions and universities), community education providers and private registered VET providers. They do not include students who participated in VET programs in schools or undertook 'recreation, leisure or personal enrichment' education programs (DEST 2005).

To maintain consistency with the *Annual National Report of the Australian VET System 2004* (DEST 2005), the VET student participation data were not adjusted for recognition of prior learning or for students who enrolled but did not participate.¹

Hours

Government funded VET students participated in 279.7 million government funded adjusted curriculum hours in 2004. The number of adjusted annual hours delivered per government funded VET student in 2004 was 250.5 hours per student (table 4A.3).

¹ The scope of the *Annual National Report of the Australian VET System 2004* is VET training through public and private training providers that is recurrently funded by Australian, State and Territory governments. It excludes government special purpose funding, activities funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity and any activity that took place at an overseas training provider location. The same scope applies to this Report.

Courses

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and advanced diplomas. In 2004, 13.4 per cent of government funded VET students were undertaking a diploma or advanced diploma, 44.2 per cent were enrolled in a certificate level III or IV, 23.7 per cent were enrolled in a certificate level I or II or lower, and 18.8 per cent were enrolled in a course that did not lead directly to a qualification (DEST 2005).

Fields of study also varied greatly. In 2004, 27.0 per cent of units of competency or modules undertaken by government funded VET students were in management and commerce, 15.8 per cent were in engineering and related technologies, 9.4 per cent were in health, 8.8 per cent were in society and culture and 6.6 per cent were in food, hospitality and personal services. Other fields studied by government funded VET students included information technology, architecture and building, education, and creative arts (DEST 2005).

Institutions

Government funded VET programs were delivered at 933 TAFE and other government provider locations, and at 7659 community education and other registered training provider locations (that is, the locations of all other registered training providers, including private providers, that receive government recurrent funding for VET delivery) across Australia in 2004 (table 4A.3). The infrastructure (noncurrent physical assets) of government owned TAFE institutions and TAFE divisions of universities was valued at \$6.9 billion in 2004, of which 94.1 per cent comprised the value of land and buildings (table 4A.15). The value of net assets of government VET providers was \$522.30 per person aged 15–64 years across Australia in 2004. Asset values varied across jurisdictions (table 4A.4).

Roles and responsibilities in 2004

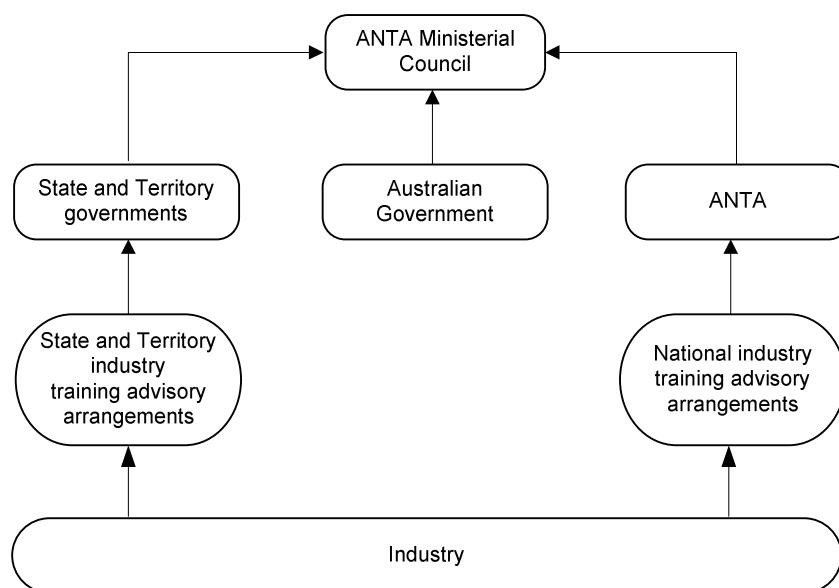
The national VET system is a cooperative arrangement between the Australian, State and Territory governments, industry and service providers. The Australian National Training Authority (ANTA) Ministerial Council of Australian, State and Territory government ministers leads the system, providing direction on national policy, strategy, priorities, goals and objectives. The ANTA has an industry-based board that advises the ANTA Ministerial Council. Industry provides advice about skill needs, training requirements and other training issues through the ANTA and in consultation with the Australian, State and Territory governments (figure 4.1).

In October 2004, the Prime Minister announced that the ANTA would be abolished from July 2005 and its responsibilities taken into the Department of Education, Science and Training (DEST). The Prime Minister also announced that a Ministerial Council on Vocational Education would be established to ensure continued harmonisation of a national system of standards, assessment and accreditations, with goals agreed in the Commonwealth-State Agreement for Skilling Australia's Workforce (DEST 2005).

National industry training advisory arrangements in 2004

In 2003, the ANTA board created 10 new industry skills councils to replace the 23 existing national Industry Training Advisory Bodies (ITABs) and six other recognised advisory bodies. The councils provide industry information to the VET sector about current and future skills needs and training requirements. The councils support the development, implementation and continual quality improvement of nationally recognised training products and services (including training packages). A national industry skills forum for key industry stakeholders is also held twice a year.

Figure 4.1 Policy advice and decision making within the VET system in 2004



State industry training advisory arrangements

Prior to 2003, ITABs were the key conduits for advice and information between the VET system and industry in each jurisdiction. In 2002, the Australian Government

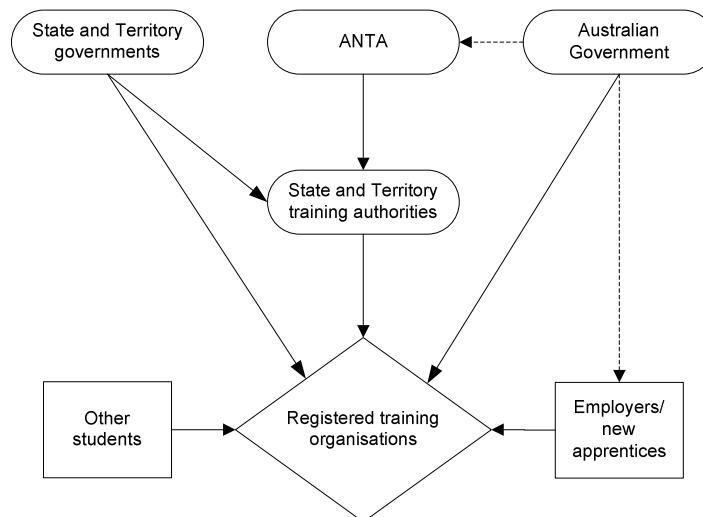
ceased contributing to State and Territory ITABs, and State and Territory governments reviewed their industry advisory arrangements. Most jurisdictions maintained their respective ITABs either on an interim basis or with a changed role. Tasmania replaced its ITABs with new arrangements overseen by a high level strategic advisory group. The ACT established the ACT Industry Training Advisory Association Inc. to provide industry training advisory services.

VET funding flows

State and Territory governments provide funding for VET services through the State and Territory training authorities. They provided \$2.6 billion in 2004 — 71.4 per cent of government recurrent funding, similar to 71.3 per cent in 2003. The Australian Government provided the remainder of government recurrent funding (NCVER 2004). In 2004, Australian Government funding of VET services was administered and allocated to the State and Territory training authorities by DEST through ANTA.

Registered training organisations also receive revenue from individuals and organisations for fee-for-service programs, ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds (figure 4.2). The Australian Government also provides funding for new apprenticeship centres and employer incentives for New Apprenticeships.

Figure 4.2 Funding flows within the VET system



Allocation of VET funding

The bulk of government VET funds are allocated to government VET providers based on the planned activity set by State and Territory training authorities. Funding of non-government providers for VET delivery was \$342.9 million in 2004 — a 4.6 per cent increase in real terms from 2003 (table 4A.5).

The disbursement of VET funding on a competitive basis was introduced in the early 1990s to allocate additional Australian Government funds to government providers and private registered training organisations (HRSCEET 1998). Processes used to allocate funds on a competitive basis include:

- *competitive tendering*, whereby government and private registered training organisations compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
- *user choice*, whereby the employer and apprentice/trainee choose a registered training provider and negotiate key aspects of their training, and then government funds flow to that provider
- *preferred supplier arrangements* (an extension of competitive tendering), whereby a contract is awarded to providers (chosen by the tender process) to provide training on a longer term basis.

Competitive tendering mechanisms for allocating funds to VET providers are designed to expose the sector to greater competition by facilitating the entry of new providers and the expansion of existing providers. Competitive tendering may also affect other dimensions of VET service provision, including quality and access by target equity groups.

An estimated \$702.4 million of government VET funding was allocated on a competitive basis in 2004 (including user choice arrangements) — 3.3 per cent less in real terms than in 2003 (table 4A.6). The degree of competition in the tendering process varies across jurisdictions. Some tenders can be contested by both government providers and private registered training organisations (open competitive tendering), while some tenders are restricted to either government providers or private registered training organisations (limited competitive tendering).

Similarly, the potential for competition, in terms of the size of the market of potential providers, varies across jurisdictions. TAFE institutes and universities with TAFE divisions may be subject to factors that affect their ability to compete effectively for funding allocated by competitive tendering (box 4.2). Course costs for example, can vary considerably between providers as a result of differences in their coursemixes, asset bases and student requirements.

Box 4.2 TAFE institutes and competitive tendering

The House of Representatives Standing Committee on Employment, Education and Training (HRSCEET) found that the following factors impede the competitive position of TAFE institutes:

- many government owned TAFE institutes and universities with TAFE divisions cannot retain revenue earned from fee-for-service activity
- governments set concessional fees but do not necessarily compensate TAFE institutes and universities with TAFE divisions for the revenue lost in meeting this community service obligation
- governments set mainstream course fees that may not reflect course costs
- governments require government owned TAFE institutes and universities with TAFE divisions to operate in higher cost regional and remote areas.

Nevertheless, TAFE institutes and universities with TAFE divisions have some competitive advantages over other VET providers. The HRSCEET noted that a main advantage is the size and value of the public infrastructure to which they have access.

Source: HRSCEET (1998).

4.2 Framework of performance indicators

From the 2004 Report onward, the performance indicator framework was revised to provide information on equity, efficiency and effectiveness, and to distinguish the outputs and outcomes of government funded VET services. This approach is consistent with the general performance indicator framework for all government services, as agreed by the Steering Committee (see chapter 1).

For the 2006 Report, the performance indicator framework was revised to incorporate the new national strategy for 2004–10. The revised framework is built around the VET objectives established under the national strategy (box 4.3). For example, ‘VET participation by target groups’ is a measure of equitable access to VET, ‘student employment and further study outcomes’ is a measure of the effect of VET on equipping Australians for participation in the workforce, and ‘government recurrent expenditure per adjusted annual curriculum hour’ is an indicator of the extent to which the value of government VET expenditure is maximised.

Box 4.3 Objectives for VET, 2004–10

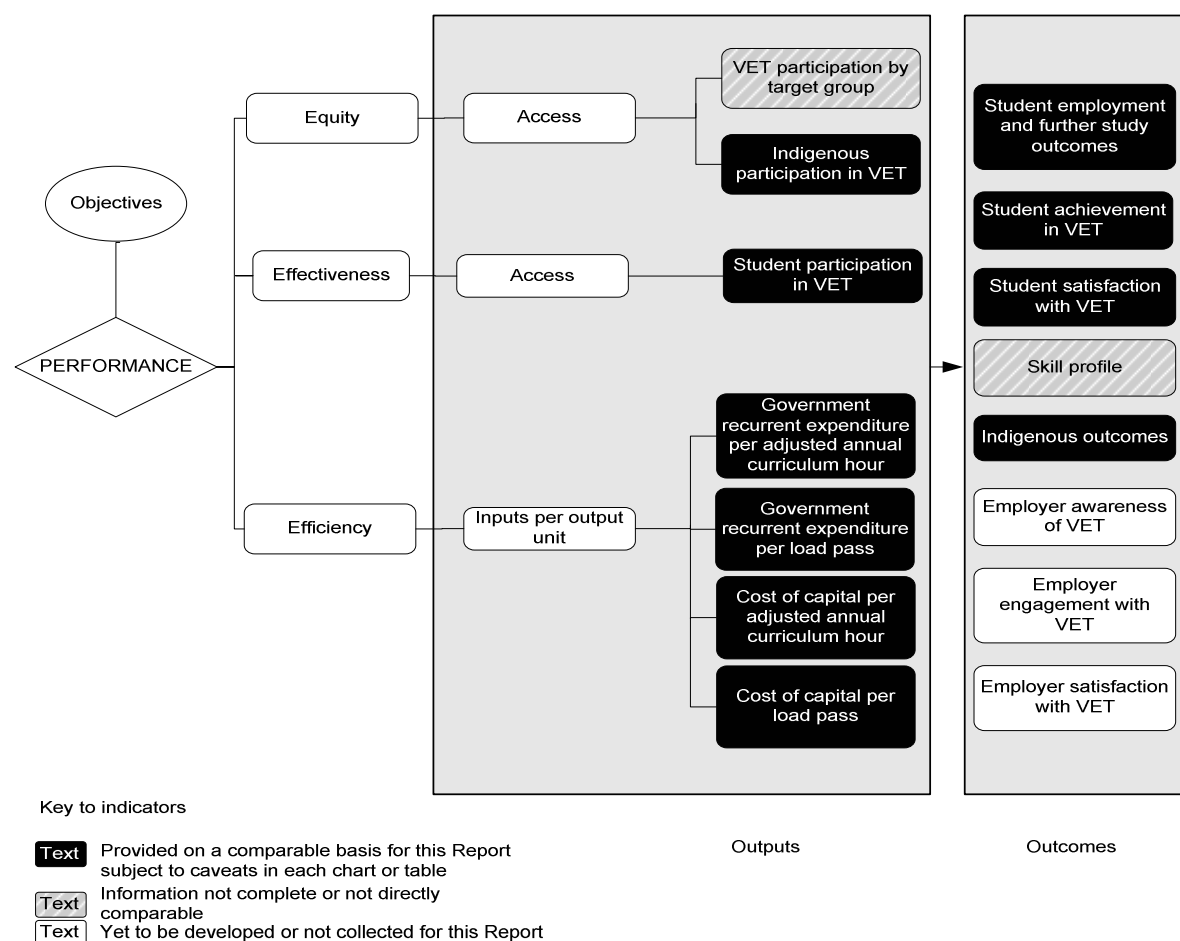
The ANTA Ministerial Council agreed in 2005 on four objectives for the VET system for the period 2004–10:

- industry will have a highly skilled workforce to support strong performance in the global economy
- employers and individuals will be at the centre of vocational education and training
- communities and regions will be strengthened economically and socially through learning and employment
- Indigenous Australians will have skills for viable jobs and their learning culture will be shared.

Source: ANTA (2004).

The performance indicator framework (figure 4.3) shows which data are comparable in the 2006 Report. For data that are not directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective.

Figure 4.3 Performance indicators for VET services



4.3 Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client. Appendix A contains detailed statistics and short profiles on each State and Territory, which may help in interpreting the performance indicators presented in this chapter.

Outputs

Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups. The designated target equity groups are females, residents of rural and remote areas, Indigenous people, people with a disability and

people speaking a language other than English at home. This section includes indicators of access to VET by these equity groups in 2004.

VET participation by target equity group

The Steering Committee has identified ‘VET participation by target equity group’ as an indicator of the equity of access to VET services (box 4.4). The student data for all target equity groups in this Report are for government funded students only and are not adjusted for recognition of prior learning, credit transfer and students who enrolled but did not participate.

Box 4.4 VET participation by target equity group

‘VET participation by target equity group’ (females, residents of rural and remote areas, Indigenous Australians, people with a disability, and people speaking a language other than English at home) is an indicator of the target group’s access to the VET system, compared with that of the general population, and reflects performance against the objective of achieving equitable outcomes in VET.

‘VET participation by target equity group’ is defined as the number of government funded participants in the VET system who self-identified that they are from a target group, as a proportion of the total number of people in the population in that group aged 15–64 years.

It is desirable that the ‘VET participation by target equity group’ is comparable to that for all students. A lower participation rate means the target equity group is under-represented in VET; a higher participation rate means the group is over-represented in VET.

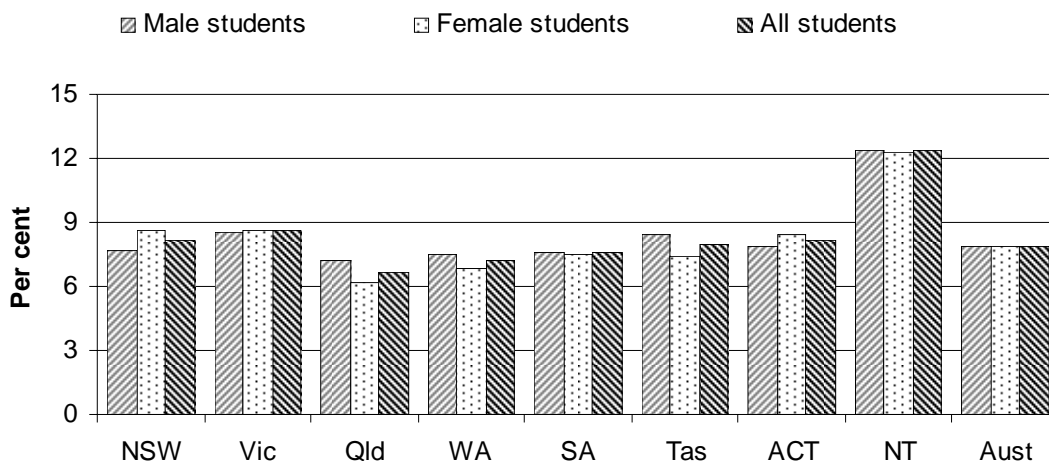
Care needs to be taken in interpreting the participation rates presented for Indigenous people, people with a disability and people speaking a language other than English at home because (1) the data depend on self-identification at the time of enrolment and (2) the number of non-responses (that is, students who did not indicate whether they belong to these groups) varies across jurisdictions.

Data are for government funded VET students, excluding students participating in VET programs in schools. It is not adjusted for recognition of prior learning, credit transfer and ‘student enrolment no participation’ (that is, students who enrolled but did not participate in VET programs).

VET participation by target equity group — females

Traditionally, males have had a higher VET participation rate than females. In 2004, however, the national VET participation rate was the same for both females and males (7.9 per cent) (figure 4.4).

Figure 4.4 VET participation rate for people aged 15–64 years, by sex, 2004^{a, b}



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b The participation rate is the number of 15–64 year old students participating in VET expressed as a proportion of the population aged 15–64 years.

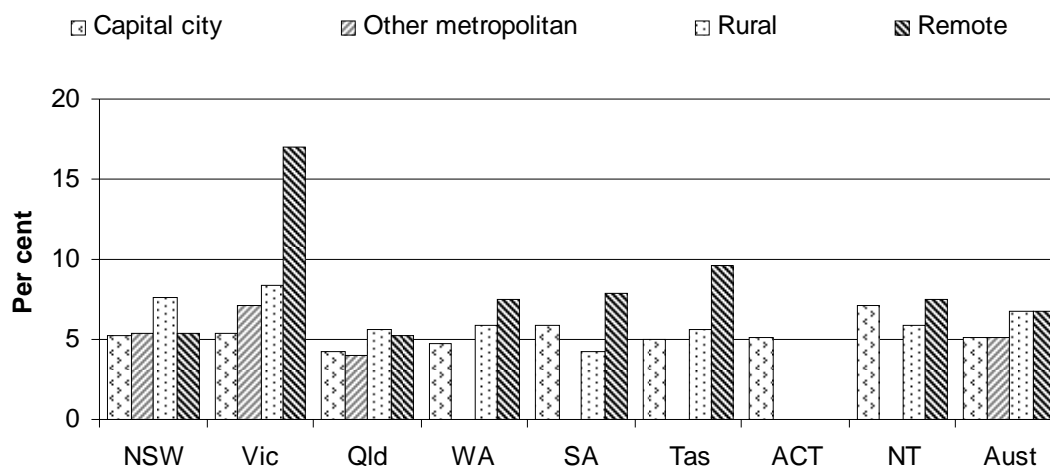
Source: NCVET (unpublished); table 4A.8.

VET participation by target equity group — people from rural and remote areas

Nationally, the VET participation rate in 2004 was higher for people from rural (6.8 per cent) and remote areas (6.7 per cent) than for people from other geographic regions (5.1 per cent for capital cities and 5.2 per cent for other metropolitan areas) (figure 4.5).² Employment opportunities and the availability of alternative education services in rural and remote areas may affect the level of VET participation in these areas.

² VET student participation data by region are based on students' home postcode using the Rural, Remote and Metropolitan Area Classification system (RRMA) classification of regions (which includes the classifications: capital city; other metropolitan; rural; remote; interstate and overseas), as distinct from the Accessibility and Remoteness Index for Australia (ARIA) classification currently used by the Australian Bureau of Statistics (ABS) (table A.6). Data for 2004 in other VET related publications may be based on ARIA or other geographic classifications.

Figure 4.5 **VET participation rate for people aged 15–64 years, by region, 2004^{a, b, c, d}**



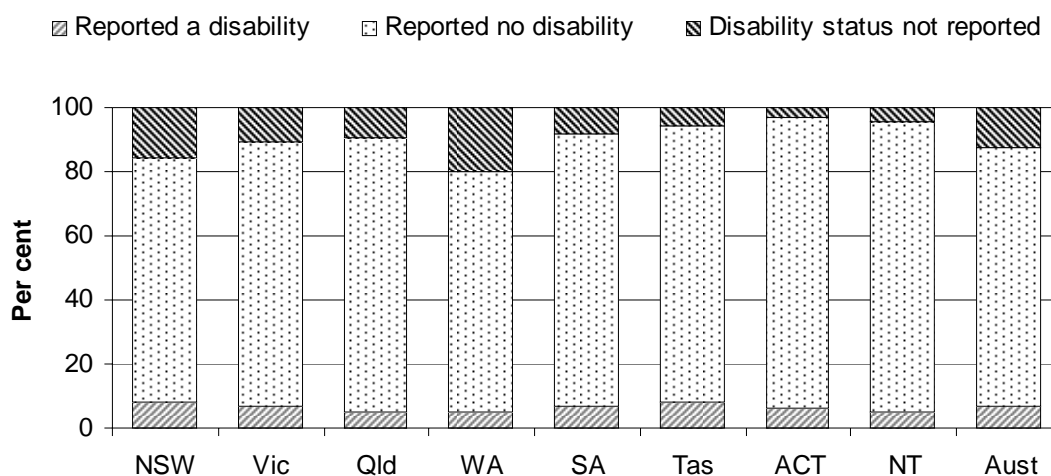
^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Capital city areas are defined as State and Territory capital city statistical divisions. Other metropolitan areas are defined as other statistical subdivisions that include urban centres of population of 100 000 or more. Remote areas are defined in terms of low population density and long distances to associated large population centres. Rural areas include the remainder of non-metropolitan statistical local areas. ^c There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions. In the ACT, the data for students from other metropolitan and rural areas are too small to calculate meaningful participation rates. ^d In WA, SA, Tasmania and the NT the data for students from other metropolitan areas are too small to calculate meaningful participation rates.

Source: NCVET (unpublished); table 4A.9.

VET participation by target equity group — people with a disability

Nationally, 6.8 per cent of government funded VET students in 2004 reported having a permanent or significant disability (figure 4.6), compared with 5.6 per cent of all VET students (that is, government funded and other VET students) (table 4A.7). Based on the data for all VET students, an estimated 4 per cent of Australian people aged 15–64 years who had a disability undertook VET in 2004 (derived by NCVET from ABS [2004a] and NCVET [unpublished]).

Figure 4.6 VET students, by disability status, 2004^{a, b}



^a Government recurrent funded VET students, excluding students participating in VET programs in schools.

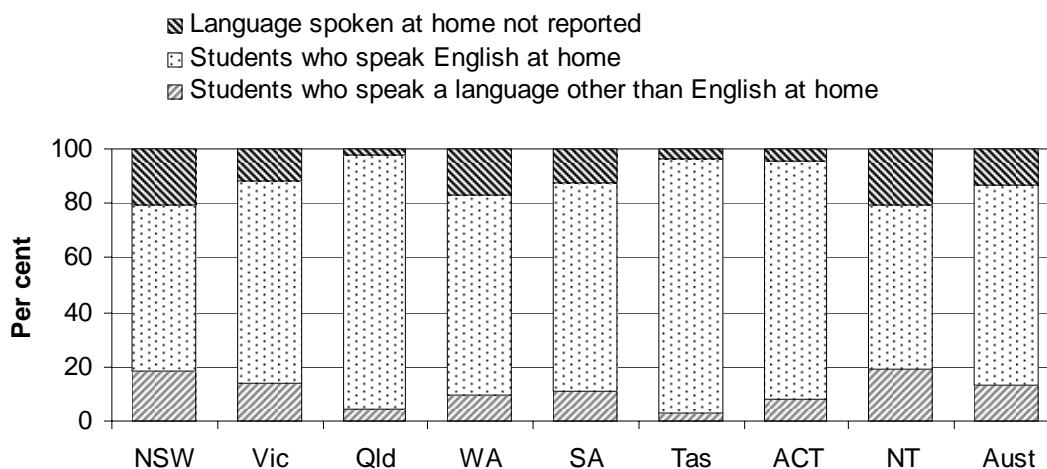
^b Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET (unpublished); table 4A.10.

VET participation by target equity group — students speaking a language other than English at home

In 2004, 13.1 per cent of government funded VET students reported speaking a language other than English at home (figure 4.7). By comparison, 15.2 per cent of the total population of Australia spoke a language other than English at home in 2001. Nationally, the proportion of VET students who reported speaking a language other than English at home in 2004 was lower than the equivalent proportion in the total population (tables A.5 and 4A.11).

Figure 4.7 VET students, by language spoken at home, 2004^a



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

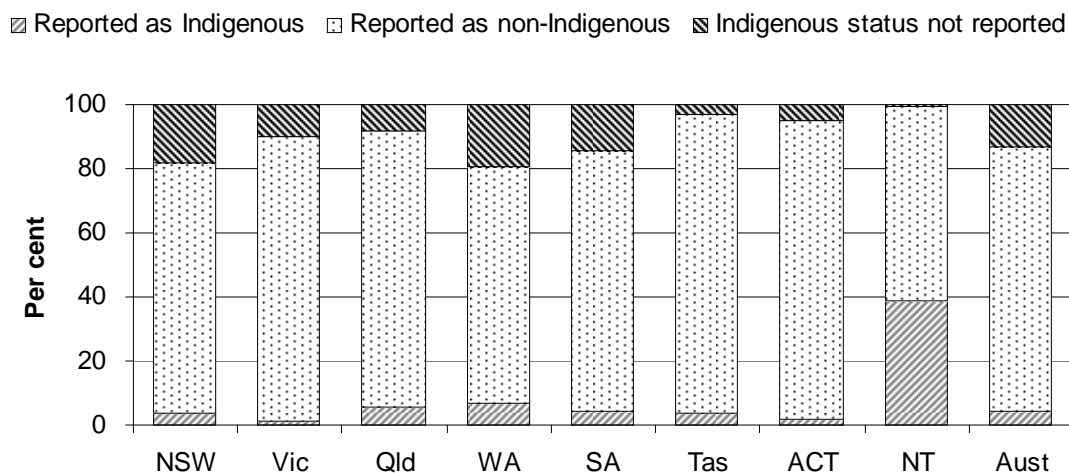
Source: NCVET (unpublished); table 4A.11.

Indigenous participation in VET

In 2004, 4.1 per cent of government funded VET students in Australia identified themselves as Indigenous, while 13.3 per cent of students did not report their Indigenous status (figure 4.8). The proportion of government funded VET students who identified as Indigenous was higher than the proportion of Indigenous people in the total population nationally (2.4 per cent) (table 4A.12).

Nationally, the VET participation rate for Indigenous people aged 15–64 years was 16.0 per cent, compared with 8.3 per cent for all people (figure 4.9). These student participation data are not age standardised, so the younger age profile of the Indigenous population relative to all Australians is likely to affect the results.

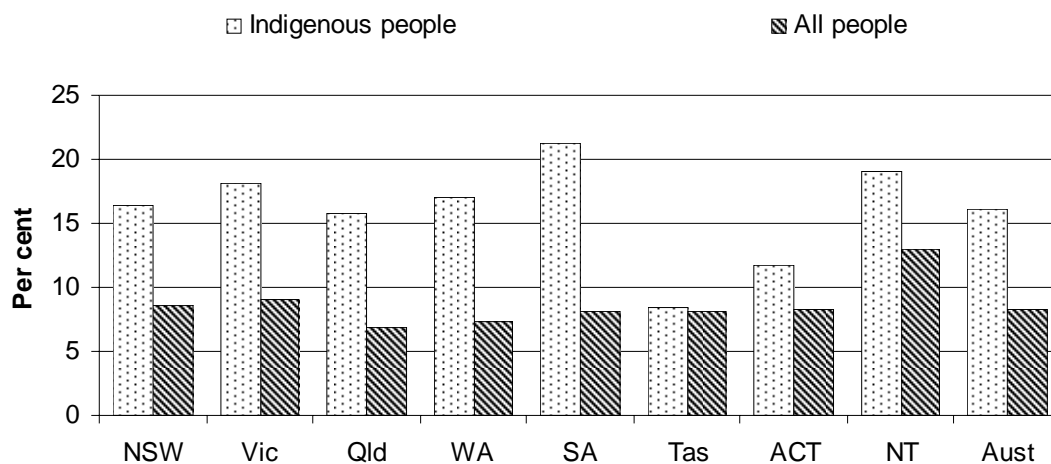
Figure 4.8 VET students, by Indigenous status, 2004^a



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished); table 4A.12.

Figure 4.9 VET participation rate, by Indigenous status, 2004^{a, b, c}



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b The Indigenous participation rate is the number of students who reported being Indigenous as a percentage of the experimental estimates of Indigenous people aged 15–64 years for 30 June 2004 (ABS Experimental estimates and projections, Indigenous Australians, 3238. 0 (30 June 1991 to 30 June 2009); low projection series, tables 25–34, pp. 53–62). The Indigenous participation rate in the 2005 Report and in other VET publications was based on the number of students who reported being Indigenous as a percentage of the total Indigenous population from the ABS experimental projection of all Indigenous people. ^c Care needs to be taken in interpreting these data because the Indigenous population's age profile is younger than that of the non-Indigenous population. Participation rates for all ages are likely to differ from participation rates for working age populations.

Source: ABS (2004b); ABS (unpublished); NCVET (unpublished); tables A.2, A.7 and 4A.12.

Effectiveness

Student participation in VET

The Steering Committee has identified ‘student participation in VET’ by target age group (people aged 15–64 years) as an indicator of the effectiveness of VET services (box 4.5).

Box 4.5 Student participation in VET

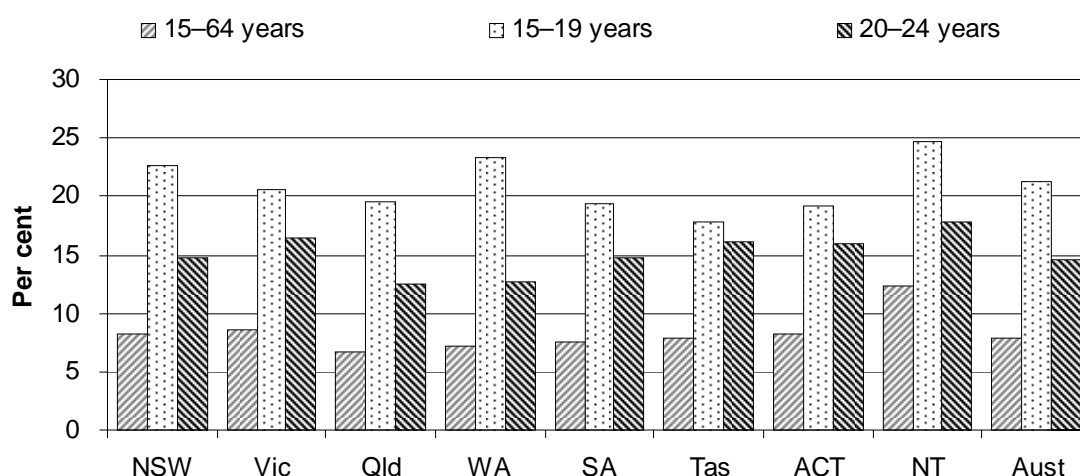
‘Student participation in VET’ is an indicator of the level of access for people aged 15–64 years to the VET system. It reflects the performance of the VET system against the objective of enhancing mobility in the labour market.

The ‘student participation in VET’ rate is the number of 15–64 year olds participating in VET expressed as a proportion of the population aged 15–64 years. High VET participation rates indicate high levels of access to the VET system by the general population.

Data are for government funded VET students, excluding students participating in VET programs in schools. It is not adjusted for recognition of prior learning, credit transfer and ‘student enrolment no participation’ (that is, students who enrolled but did not participate in VET programs).

In 2004, 1.1 million people aged 15–64 years participated in government funded VET programs (table 4A.7). This included 293 536 people aged 15–19 years and 205 576 people aged 20–24 years. These student numbers were equivalent to national participation rates of 7.9 per cent for people aged 15–64 years, 21.2 per cent for people aged 15–19 years and 14.6 per cent for people aged 20–24 years (figure 4.10).

Figure 4.10 VET participation rates, by target age groups, 2004^a



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished); table 4A.7.

Efficiency

In the last national VET strategy (1998–2003), one of the stated objectives for VET was to maximise the value of government VET expenditure (SCRGSP 2005). During the ANTA agreement for the period 2001–03, states and territories re-affirmed their commitment to this objective and agreed to strive for improved efficiency levels (ANTA 2003). An indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicator of unit cost reported here is ‘recurrent expenditure per adjusted annual curriculum hour’.

The Steering Committee has identified issues that may reduce the comparability of cost estimates across jurisdictions in VET (box 4.6). To address some of these comparability issues, the Steering Committee has included estimates of a payroll tax for the ACT (SCRCSSP 1999) and a user cost of capital for all jurisdictions (box 4.6) in the efficiency indicators presented.

Box 4.6 **Comparability of cost estimates**

It is an objective of the Review to report comparable estimates of costs. Ideally, the full range of costs to government is counted on a comparable basis. The Steering Committee has identified four areas that could affect the comparability of costs across government and private providers.

- Superannuation costs are included in cost estimates for VET. Preferably, superannuation would be costed on an accrued actuarial basis (SCRCSSP 1998).
- Depreciation costs are included in cost estimates for all VET services.
- The user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately as the 'cost of capital per adjusted annual curriculum hour' (box 4.9). The user cost of capital represents the opportunity cost to government of the funds tied up in VET assets. Including the user cost of capital from accrued costs in VET increases the costs per annual curriculum hour. Comparability can be improved by adding the reported user cost of capital to accrued costs if debt servicing costs and State- and Territory-based capital asset charges are deducted from accrual costs.
- Payroll tax is payable by all jurisdictions (except the ACT) for VET. A payroll tax estimate has been included in cost estimates for the ACT (SCRCSSP 1999).

Source: SCRCSSP (1998, 1999).

Government recurrent expenditure per adjusted annual curriculum hour

The Steering Committee has identified 'government recurrent expenditure per adjusted annual curriculum hour' as an indicator of the efficiency of VET services (box 4.7). Financial and activity data from states and territories are reported here within an agreed scope to ensure unit costs accurately reflect the relative efficiency of government service provision across jurisdictions. Data used to calculate unit cost are derived from data that comply with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

Government recurrent expenditure per adjusted annual curriculum hour of government funded VET programs in 2004 was \$14.09 nationally. Real government recurrent expenditure per adjusted annual curriculum hour decreased from \$14.20 in 2000 to \$14.09 in 2004 (figure 4.11).

Box 4.7 Government recurrent expenditure per adjusted annual curriculum hour

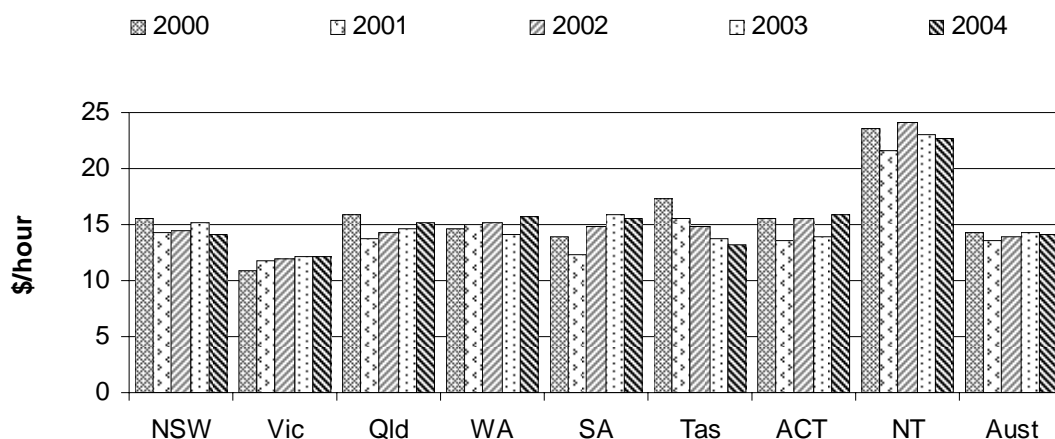
‘Government recurrent expenditure per adjusted annual curriculum hour’ is the cost to government to deliver VET services per unit of output. Recurrent cost per nominal hour of training measures the average cost of producing a training output of the VET system (a unit cost) and is an indicator of efficiency. ‘Government recurrent expenditure per nominal hour’ of delivery is defined as total government recurrent expenditure (excluding capital costs) per total adjusted nominal hour. Expenditure is adjusted for course mix differences across jurisdictions.

Low unit costs may indicate efficient delivery of VET services, but care needs to be taken in interpreting efficiency indicators because low unit costs may also reflect lesser quality, so are not necessarily synonymous with better outcomes.

The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
- differences among states and territories, including socio-demographic composition, administrative scale, course mix and dispersion, and scale of service delivery
- the industry mix in a jurisdiction and its effect on the nature of training required
- VET policies and practices, including the level of fees and charges paid by students.

Figure 4.11 Government real recurrent expenditure per adjusted annual curriculum hour (2004 dollars)^{a, b}



^a 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 for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate.

Source: NCVET (unpublished); table 4A.13.

Government recurrent expenditure per load pass

The Steering Committee has identified ‘government recurrent expenditure per load pass’ as an indicator of the efficiency of VET services (box 4.8).

Box 4.8 Government expenditure per load pass

Government expenditure per publicly funded load pass is the cost to government of each successfully completed VET module or unit of competency (that is, the cost per successfully achieved output). Government expenditure per publicly funded load pass is defined as the total government recurrent expenditure divided by the number of hours completed from assessable modules or units of competency.

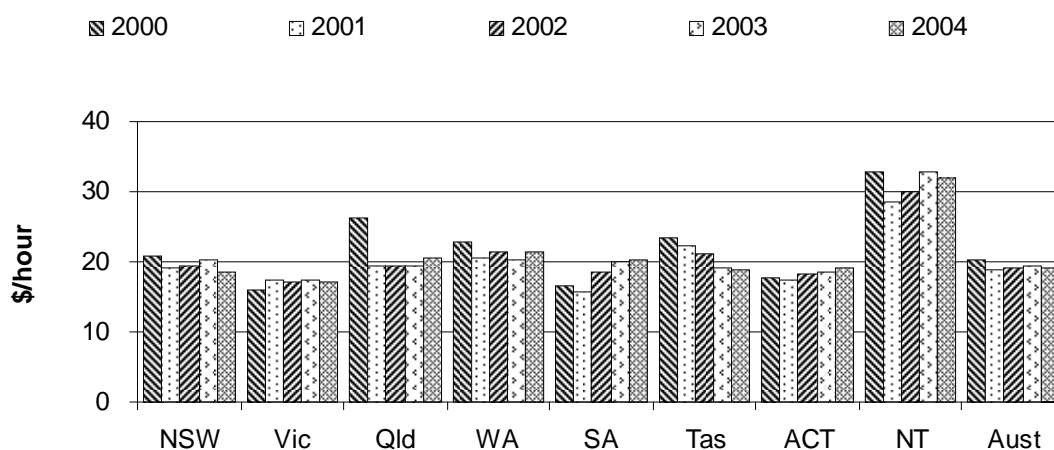
Low unit costs may indicate efficient delivery of VET services per successfully completed load pass hour.

The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
- differences among states and territories, including socio-demographic composition, administrative scale, coursemix and dispersion, and scale of service delivery
- the industry mix in a jurisdiction and its effect on the nature of training required
- VET policies and practices, including the level of fees and charges paid by students.

Government expenditure per load pass hours of government funded VET programs in 2004 was \$19.12 nationally. Real government recurrent expenditure per load pass hour decreased from \$20.18 in 2000 to \$19.12 in 2004 (figure 4.12).

Figure 4.12 Government expenditure per load pass, 2004^{a, b, c}



^a 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 for the ACT. ^b Data for Australia excludes the ACT payroll tax estimate. ^c Load pass hours includes assessable modules and units of competency only, it does not include non-assessed modules and units of competency. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished) table 4A.14.

Cost of capital per adjusted annual curriculum hour

The Steering Committee has identified 'cost of capital per adjusted annual curriculum hour' as an indicator of efficiency of the VET system (box 4.9).

Box 4.9 Cost of capital per adjusted annual curriculum hour

The 'cost of capital per adjusted annual curriculum hour' allows the full cost of VET services to be considered in a single measure. The cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets that could otherwise be used to provide other services or to retire debt. Not reporting the user cost of capital underestimates the cost to government of service provision.

The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

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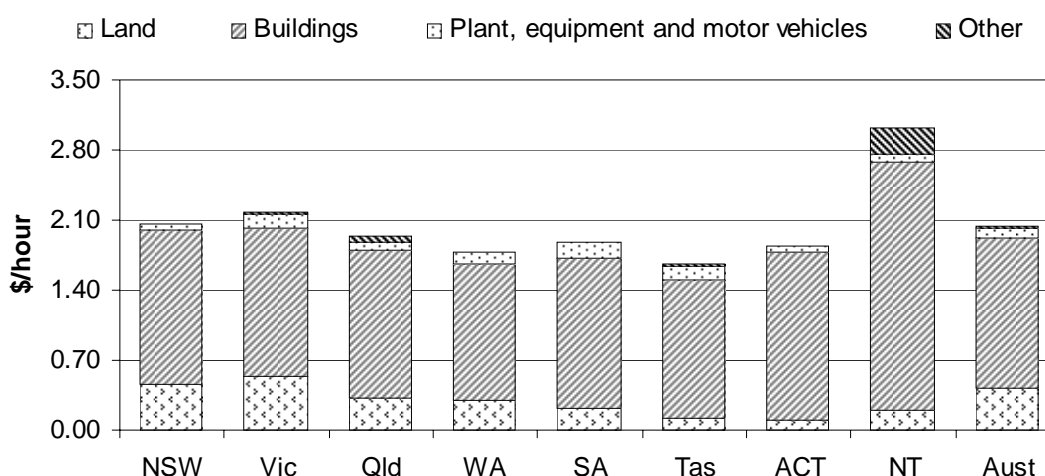
Box 4.9 (continued)

The full cost of VET service delivery includes both the cost of capital and recurrent costs. Lower total costs per adjusted annual curriculum hour may reflect higher efficiency in the delivery of VET services, but efficiency indicators need to be interpreted carefully because low unit costs may also reflect lesser quality, so are not necessarily synonymous with better outcomes.

The cost of capital per adjusted annual curriculum hour needs to be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions.

Nationally, the largest components of cost of capital per adjusted curriculum hour were building costs (\$1.50) followed by land costs (\$0.41) in 2004 (figure 4.13).

Figure 4.13 Cost of capital per adjusted annual curriculum hour, 2004^a

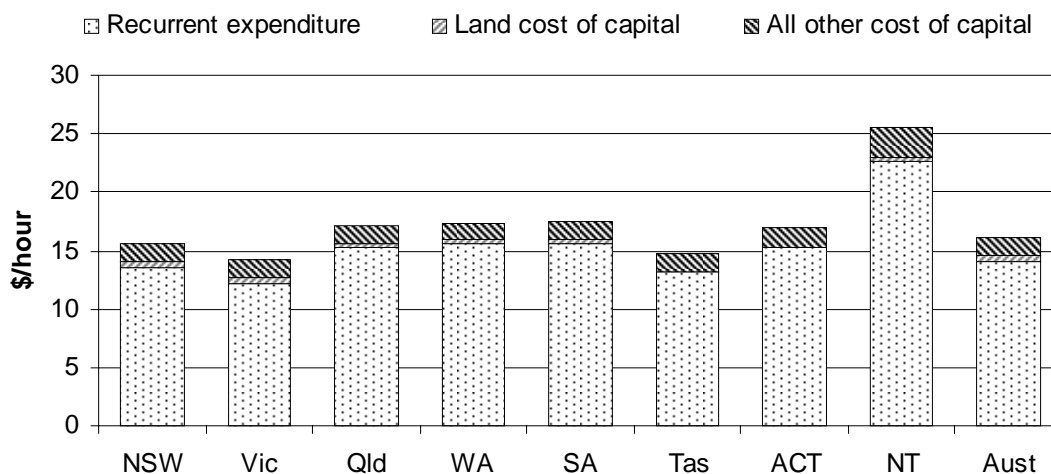


^a Annual curriculum hours adjusted by NCVET for invalid enrolments, recognition of prior learning and course mix weight. Cost of capital includes an imputed user cost of capital of 8 per cent.

Source: NCVET (unpublished); table 4A.15.

Nationally, the total cost to government of funding VET per adjusted annual curriculum hour in 2004 was \$16.12, comprising \$14.09 in recurrent costs and \$2.03 in capital costs (figure 4.14). These results need to be interpreted carefully, however, because the asset data used to calculate the cost of capital are less reliable than the recurrent cost data.

Figure 4.14 **Total government VET costs per adjusted annual curriculum hour, 2004^{a, b}**



^a 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 added to the recurrent expenditure data presented for the ACT. ^b All other cost of capital includes buildings, plant, equipment, motor vehicles and other capital. The cost of capital includes a user cost of capital rate of 8 per cent for all jurisdictions.

Source: NCVET (unpublished); table 4A.16.

Cost of capital per load pass

The Steering Committee has identified ‘cost of capital per load pass’ as an indicator of efficiency in the VET system (box 4.10).

Box 4.10 Cost of capital per load pass

The ‘cost of capital per load pass’ allows the full cost of VET services to be considered in a single measure. The cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets that could otherwise be used to provide other services or to retire debt. Not reporting the user cost of capital underestimates the cost to government of service provision.

The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

The full cost of VET service delivery includes both the cost of capital and recurrent costs. Lower total costs per load pass hour may reflect higher efficiency in the delivery of VET services.

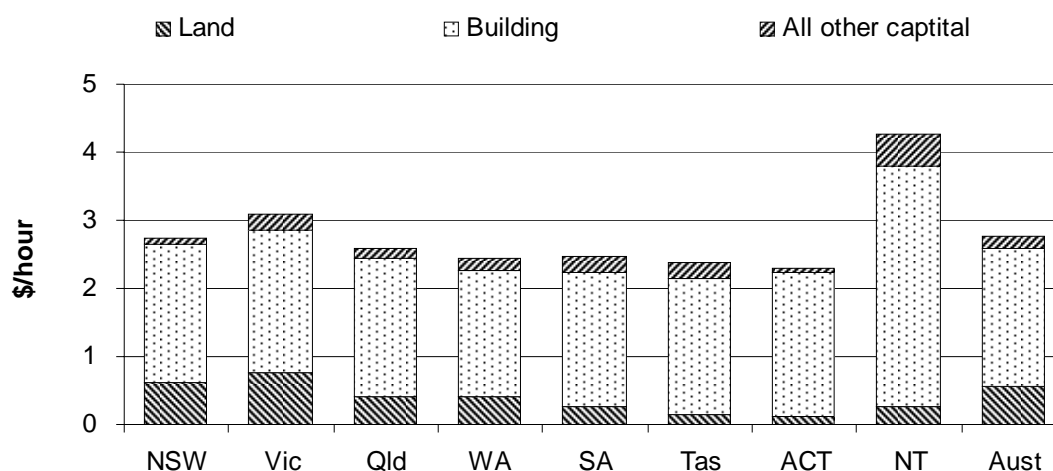
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Box 4.10 (continued)

The 'cost of capital per load pass hour' needs to be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions.

In 2004, the cost of capital per load pass hour was \$2.76 nationally, the largest components were building (\$2.04) and land (\$0.56) costs (figure 4.15).

Figure 4.15 Cost of capital per load pass, 2004^{a, b}



^a Load pass hours includes assessable modules and units of competency only, it does not include non-assessed modules and units of competency. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Cost of capital includes an imputed user cost of capital of 8 per cent.

Source: NCVET (unpublished); table 4.17.

Outcomes

The objectives for VET services are to achieve a range of outcomes for students and employers (box 4.3). The Steering Committee has identified a range of indicators relating to student and employer outcomes.

Student outcomes

The annual 'Student Outcomes Survey' conducted by the NCVET identifies training outcomes for students who graduated with a qualification from a course

(graduates) and students who successfully completed some training below the level of full qualification and who were no longer engaged in training when the survey was undertaken (module completers). The students must have been studying at a TAFE institute or university with a TAFE division in Australia in the previous year (box 4.11).

Box 4.11 Student Outcomes Survey

The data collected about TAFE graduates and module completers describes their general characteristics, fields of study, employment outcomes, occupations, industries of employment, satisfaction with their course of study, and further study outcomes.

The survey collects the opinions of a sample of VET students, so the results are estimates of the opinions of the total VET student population. The sample is randomly selected and stratified by TAFE institute, field of study, gender and age. Responses are weighted to population benchmarks to minimise non-response bias.

The precision of survey estimates depends on the sample size and the distribution of sample responses. Consequently, jurisdictional comparisons need to be made with care. The 95 per cent confidence intervals for the estimates are provided in the tables presenting the survey data. These confidence intervals can be used to test whether the estimates are statistically different across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions overlap, then no statistical difference is detected between the estimates (at the 95 per cent confidence level). Confidence intervals are included in the relevant tables of the attachment.

Care needs to be taken when comparing student outcomes across states and territories, because each jurisdiction has different economic, demographic and social profiles that are likely to have an effect on a range of training related outcomes. In particular, economic parameters beyond the control of the TAFE system may affect employment outcomes for VET graduates (Appendix A).

Source: NCVET (2002, 2003).

Student employment and further study outcomes

The Steering Committee has identified ‘student employment and further study outcomes’ as an indicator of the outcomes achieved by students through completion of their VET training program (box 4.12).

Box 4.12 **Student employment and further study outcomes**

The 'student employment and further study outcomes' indicator measures the VET system's ability to meet individual students' objectives. It reports on the benefits students gained from the VET system. These benefits include immediate employment, improved employment circumstances, a pathway for further study/training as well as personal development.

This indicator is defined using five components:

- the proportion of graduates who were employed and/or continued on to further study after completing their VET course
- the employment rate after participating in VET for students who were specifically seeking vocational or immediate employment-related outcomes and who were not employed before their course
- the employment rate after participating in VET for students who were specifically seeking vocational or immediate employment-related outcomes and who were employed before their course
- the proportion of graduates who were employed before their course, who undertook the course for vocational reasons and who reported that their course was highly relevant or of some relevance to their main job
- the proportion of graduates who undertook their course for vocational reasons and who reported at least one work-related benefit from completing the course.

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training, a high level of relevance of the training to an employed students' main job, and a high level of students who received at least one work-related benefit from completing the course. The proportion of students who improved their employment outcomes or were encouraged in further studying may overlap, since students may realise the two outcomes simultaneously.

Comparison of labour market outcomes must also account for the general economic conditions in each jurisdiction (appendix A).

Source: DEST (2005).

Jurisdictional comparisons of employment outcomes need to be made with care because high standard errors may be associated with the survey estimates (tables 4A.18–4A.28).

Nationally, 86 per cent of graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2004 — compared with 92 per cent in 2003. The proportion of graduates who were in employment and/or continued on to further study decreased by 3 percentage points between 2000 and 2004 (from 89 per cent to 86 per cent) (figure 4.16).

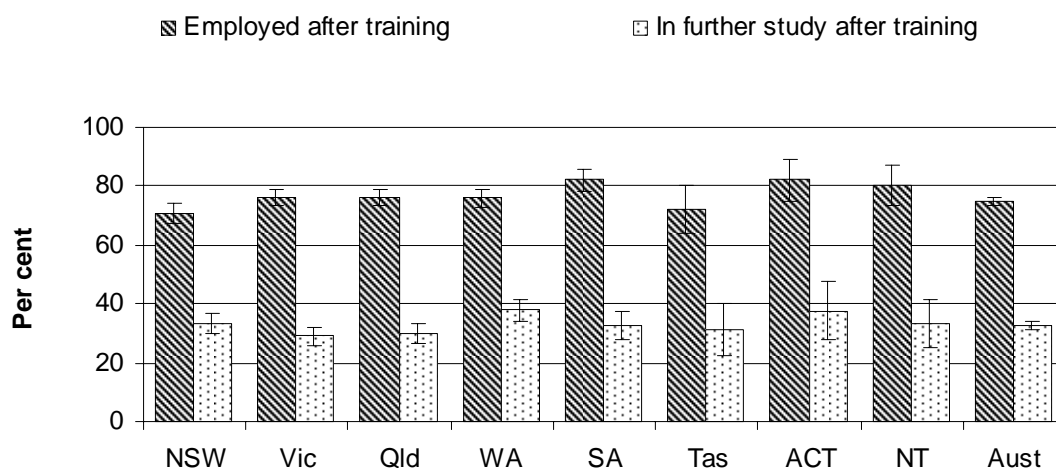
Figure 4.16 Proportion of graduates who were in employment and/or continued on to further study after completing a VET course^{a, b}



^a The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: DEST (2005); table 4A.18.

Figure 4.17 Proportion of graduates who were in employment and/or continued on to further study after completing a VET course, 2004^{a, b}



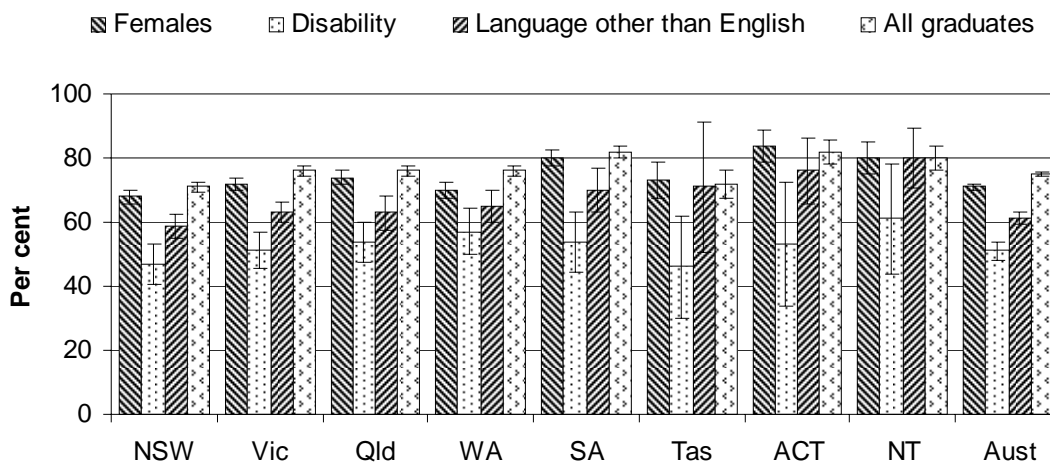
^a The further study outcomes findings are not applicable to module load completers. A module completer, by definition is someone who has left the system. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished); table 4A.19.

Of those graduates who were either employed and/or continued on to further study after completing a VET course in 2004, 75 per cent said they were in employment while 32 per cent continued on to further study (figure 4.17).

Female graduates (71 per cent) were most likely to indicate that they were employed after training, while graduates with a disability (51 per cent), and graduates who spoke a language other than English at home (61 per cent) were least likely to indicate that they were employed after training (figure 4.18).

Figure 4.18 Proportion of graduates who were in employment after completing a VET course, by target equity group, 2004^{a, b, c, d, e}

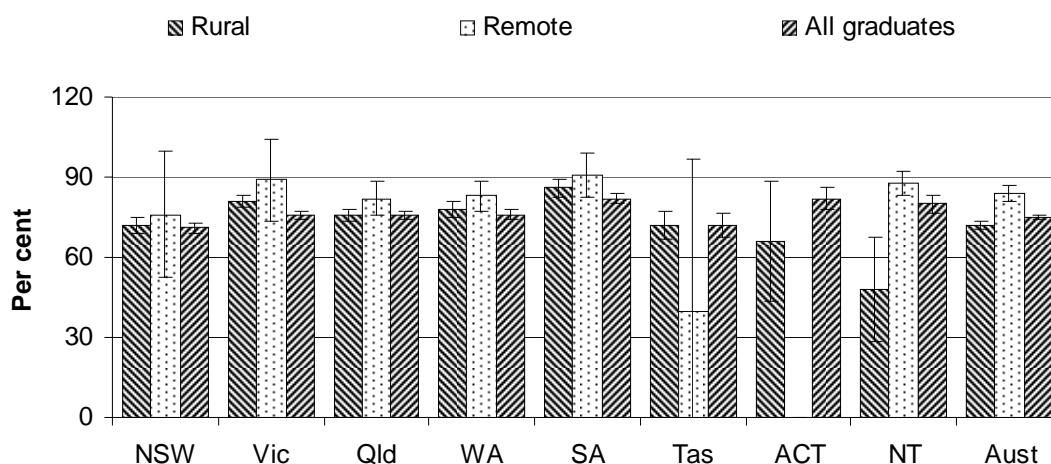


^a Government recurrent funded VET students, excluding students participating in VET programs in schools. ^b Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c Care needs to be taken in comparing outcomes for students reporting a disability and students speaking a language other than English at home because of the high non-identification rates for these groups. ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^e The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (tables 4A.19–23).

Source: NCVET (unpublished); tables 4A.19–23.

Nationally, 84 per cent of graduates from remote areas who were surveyed indicated that they were employed after completing a VET course, compared with 75 per cent of all graduates in 2004 (figure 4.19).

Figure 4.19 Proportion of graduates who were in employment after completing a VET course, by region, 2004^{a, b, c, d}

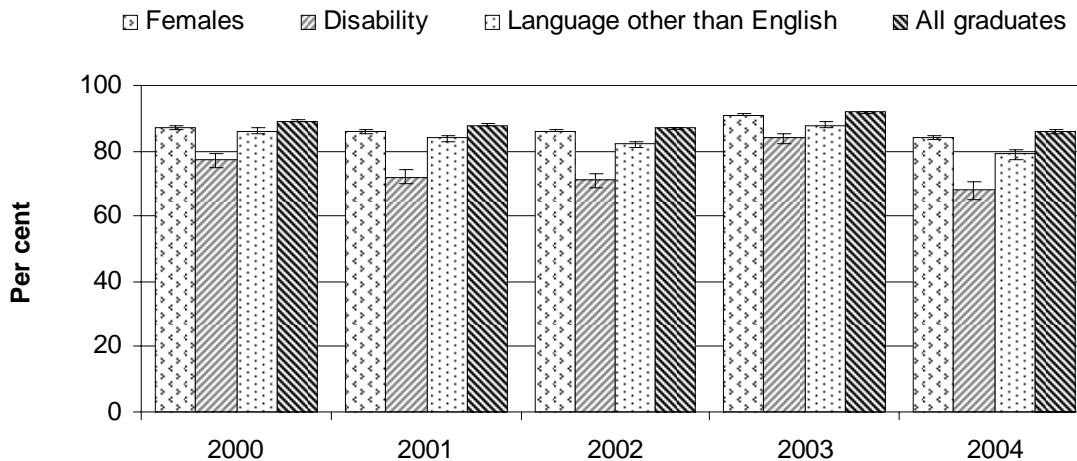


^a Government recurrent funded VET students, excluding students participating in VET programs in schools. ^b Remote areas are defined in terms of low population density and long distances to associated large population centres. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions. The remote data for the ACT are not published due to small sample size. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^d The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (tables 4A.21-22).

Source: NCVET (unpublished); tables 4A.19, and 4A.21-22.

Between 2000 and 2004, the proportion of graduates with a disability who were in employment and/or continued on to further study declined by 9 percentage points (figure 4.20). National totals for 2000–04 for target equity groups are reported in figure 4.20.

Figure 4.20 Proportion of graduates who were in employment and/or continued on to further study after completing a VET course, by target equity group^{a, b, c, d}



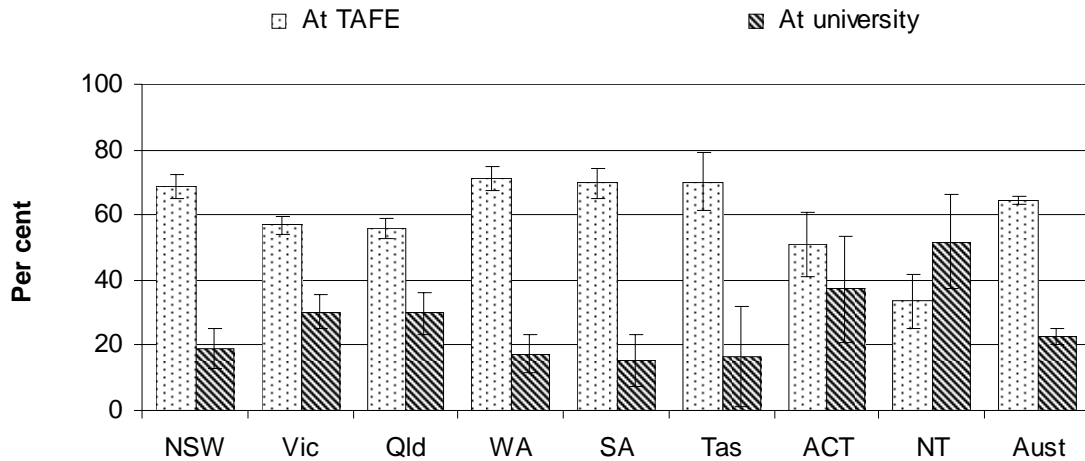
^a The further study outcomes findings are not applicable to module load completers. A module completer, by definition is someone who has left the system. ^b Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c Care needs to be taken in comparing outcomes for students reporting a disability and students speaking a language other than English at home because of the high non-identification rates for these groups. ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: DEST (2005); table 4A.18.

Students who continued on to further study after completing their training

Of those students who continued on to further study, 64 per cent pursued their further study within the TAFE system, while 23 per cent went on to further study at universities (figure 4.21).

Figure 4.21 Proportion of graduates who continued on to further study after completing a VET course, by type of institution, 2004^{a, b, c, d}

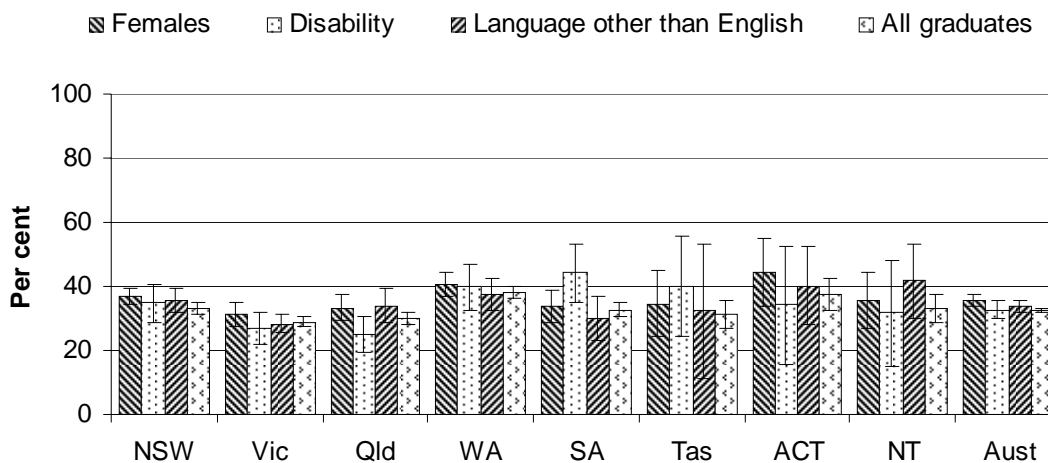


^a The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system. ^b TAFE includes TAFE institutes and TAFE divisions of universities. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^d The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (table 4A.19).

Source: NCVET (unpublished); table 4A.19.

A higher proportion of female students (36 per cent) and students speaking a language other than English at home (34 per cent) continued on to further study in 2004, compared to all students (32 per cent), while the proportion of students with a disability who continued on to further study is almost the same as that of all students (33 per cent) (figure 4.22).

Figure 4.22 Proportion of graduates who continued on to further study after completing a VET course, by target equity groups, 2004^{a, b, c, d, e}

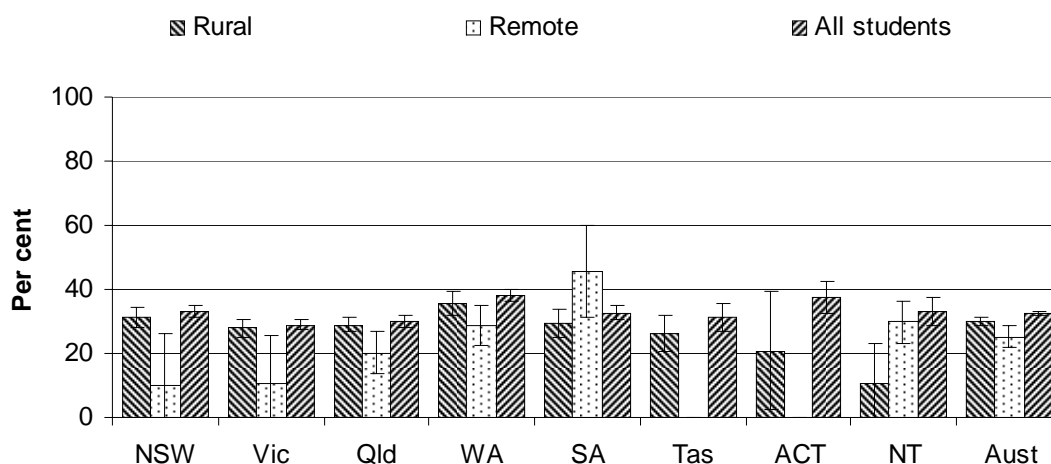


^a The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system. ^b Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c Care needs to be taken in comparing results for students reporting a disability and students speaking a language other than English because of the high non-identification rates for these groups. ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^e The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (tables 4A.23-24).

Source: NCVET (unpublished); tables 4A.19-20 and 4A.23-24.

The proportion of students from remote (25 per cent) and rural areas (30 per cent) who continued on to further study were lower than for all students (32 per cent) (figure 4.23). Care needs to be taken in interpreting these figures due to the high proportion of students from remote areas reported as being employed (84 per cent) while students with a disability had low proportions in both the employed and/or in further study categories after their VET course.

Figure 4.23 Proportion of graduates who continued on to further study after completing a VET course, by region, 2004^{a, b, c, d}



^a The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system. ^b There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions. The remote data for Tasmania and the ACT are not published due to small sample size. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^d The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (tables 4A.21-22).

Source: NCVET (unpublished); tables 4A.19 and 4A.21-22.

Students seeking immediate employment-related outcomes

Students who were unemployed before undertaking a VET course and were doing a VET course for vocational reasons are considered to be seeking immediate employment-related outcomes.

Nationally, of the graduates surveyed in 2004 who were seeking immediate employment outcomes, 47 per cent indicated they were employed after the course while 13 per cent were not in the labour force (figure 4.24).

Figure 4.24 Labour force status after the course of TAFE graduates who were not employed before the course and took the course for vocational reasons, 2004^{a, b, c}

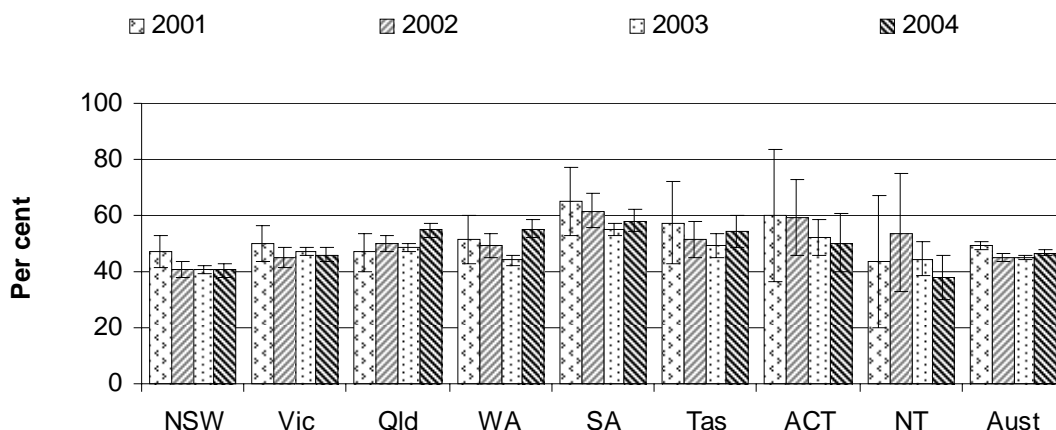


^a The standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in table 4A.25. ^b Numbers may not add to 100 due to unknown responses and to rounding. ^c The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (table 4A.25).

Source: NCVET (unpublished); table 4A.25.

Between 2001 and 2004, the proportion of people who undertook a VET course seeking immediate employment-related outcomes and who became employed after the course declined by 2 percentage points (from 49 to 47 per cent) (figure 4.25).

Figure 4.25 Proportion of graduates who were not employed prior to commencing a VET course and were employed after completing a VET course^{a, b, c}



^a The standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in table 4A.25. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^c The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (table 4A.25).

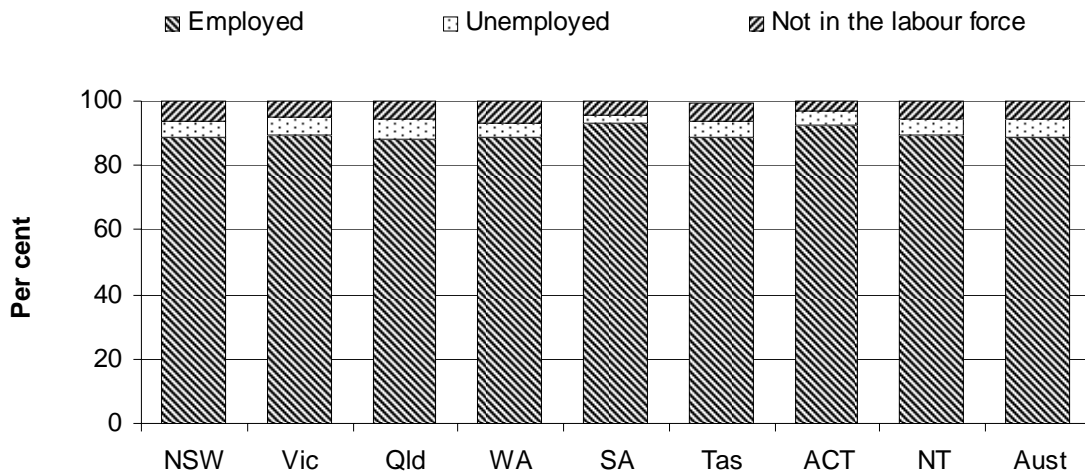
Source: NCVET (unpublished); table 4A.25.

Students seeking to improve their employment circumstances

Students who were employed before undertaking a VET course and took the course for vocational reasons are considered to be seeking to improve their employment circumstances.

Nationally, of the graduates surveyed in 2004 who were seeking to improve their employment circumstances, 89 per cent were employed after the course while 6 per cent were not in the labour force (figure 4.26).

Figure 4.26 Labour force status after the course of graduates who were employed before the course and took the course for vocational reasons, 2004^{a, b}



^a The standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in table 4A.26. ^b Numbers may not add to 100 due to unknown responses and to rounding.

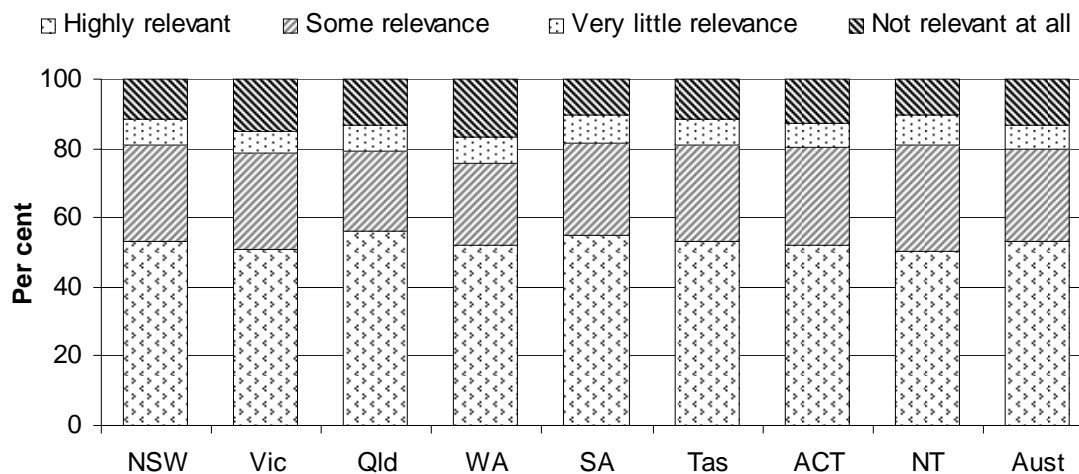
Source: NCVET (unpublished); table 4A.26.

Students rating the relevance of their course to their main job

Students who were employed before undertaking a VET course and took the course for vocational reasons were asked to rate the relevance of the course they completed to their main jobs.

Of those graduates surveyed in 2004 who were employed before their course and who undertook their course for vocational reasons, 80 per cent indicated their course was highly relevant or of some relevance to their main job, while 13 per cent indicated it was not relevant at all (figure 4.27).

Figure 4.27 Employed graduates who undertook their course for vocational reasons, by relevance of course to main job, 2004^a



^a The standard errors corresponding to a 95 per cent confidence interval for the percentage estimates are reported in table 4A.27.

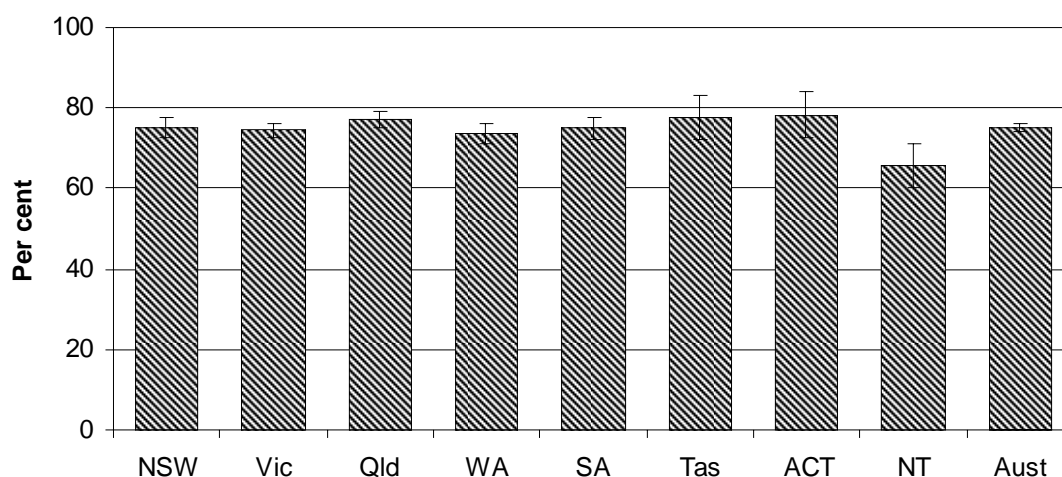
Source: NCVET (unpublished); table 4A.27.

Students receiving work-related benefit

For graduates who undertook their course for vocational reasons in 2004, 75 per cent indicated they had gained at least one work-related benefit from completing the course (figure 4.28). The benefits reported by graduates included:

- obtained a job (28 per cent)
- achieved an increase in earnings (28 per cent)
- achieved a promotion or an increased status at work (27 per cent)
- a change of job or new job (19 per cent)
- gaining the ability to start their own business (8 per cent) (table 4.A28).

Figure 4.28 TAFE graduates who undertook their course for vocational reasons and who received at least one work-related benefit from completing the course, 2004^a



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

Source: NCVET (unpublished); table 4A.28.

Some additional information on VET employment outcomes is available from the 'Down the Track' survey of long term VET outcomes for 15–24 year olds (box 4.13).

Box 4.13 'Down the Track' survey of long term VET outcomes for 15–24 year olds

In 2004, the NCVET undertook a follow up survey of people aged 15–24 who completed TAFE training in 2001 and had participated in the 2002 Student Outcomes Survey. The interviews were conducted with 2733 graduates and 599 module completers. The results indicate that:

- 86 per cent of graduates and 78 per cent of module completers were employed in 2004, compared to 76 per cent of graduates and 60 per cent of module completers in 2002
- 63 per cent of graduates/module completers were employed full time in 2004, compared to 50 per cent in May 2002. Of the graduates surveyed, 28 per cent were employed prior to commencing their VET course
- 60 per cent of those who were not employed in 2002 were employed in 2004. Of those who were employed in 2002, 92 per cent of graduates and 87 per cent of module completers were still employed in 2004.

Source: DEST (2005).

Student achievement in VET

The Steering Committee has identified 'student achievement in VET' by the five VET target equity groups — females, residents of rural and remote areas, people with a disability and people speaking a language other than English at home — as an indicator of the equity of access to VET services (box 4.14). The indicator 'student achievement in VET' includes 'load pass rate' and the 'number of VET students commenced and completed, expressed as a proportion of all course commencing enrolments in that year'. Data for the number of VET students commenced and completed, however, were not available for the 2006 Report.

Box 4.14 Student achievement in VET

'Student achievement in VET' is an indicator of students' success in VET. It reports on load pass rates and the number of students who commenced and completed expressed as a proportion of all course commencing enrolments in that year.

'Load pass rate' is an indicator of students' success, which has an impact on a student's attainment of skills. The rates for target equity groups, relative to those for the general student population, indicate whether target equity groups are as successful as other students.

'Load pass rate' is defined as the ratio of hours attributed to students who passed assessment in an assessable module or units of competency, to all students who were assessed and either passed, failed or withdrew. The calculation is based on the nominal hours supervised for each assessable module or units of competency. High 'load pass rates' indicate that student achievement is high.

'The number of students who commenced and completed' is defined as the number of VET students in a given year who commenced a course and eventually completed their course, expressed as a proportion of all course commencing enrolments in that year.

Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

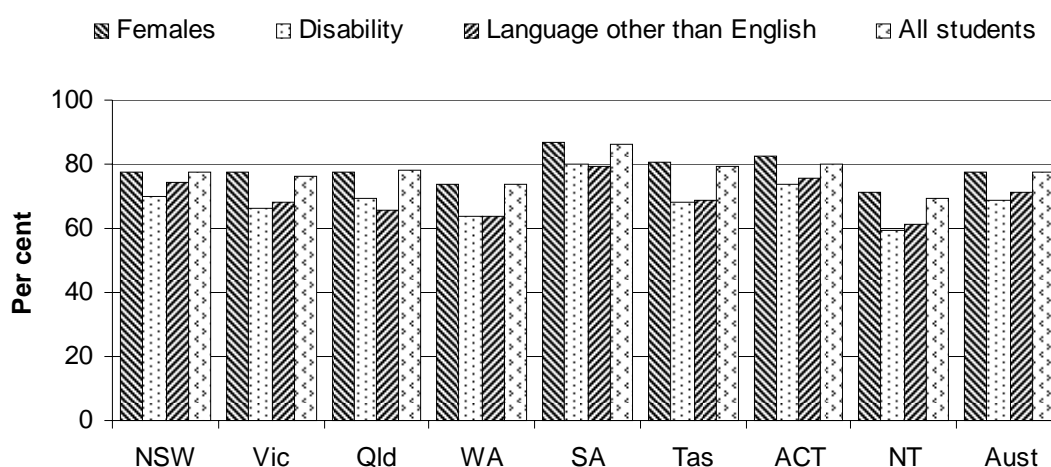
Reporting on the 'number of students who commenced and completed, expressed as a proportion of all course commencing enrolments in that year' is dependent on the capacity to track individual students over more than one calendar year and data are not yet available.

Source: ANTA (2005).

Load pass rate

In 2004, the 'load pass rate' for all students was 77.4 per cent — 0.3 percentage points higher than in 2003. Load pass rates for students from rural areas (79.0 per cent) and females (77.7 per cent) were higher than for all students. The load pass rates for students from remote areas (75.4 per cent), students reporting a disability (69.0 per cent) and students speaking a language other than English at home (71.2 per cent) were lower than for all students (figures 4.29-30).

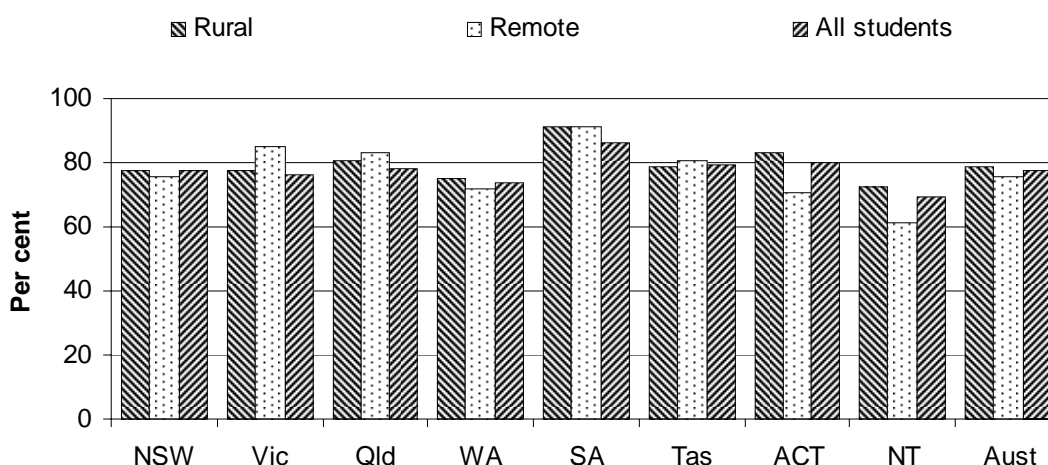
Figure 4.29 Load pass rates, by target equity group, 2004^{a, b, c}



^a Government recurrent funded VET students excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c Care needs to be taken in comparing 'load pass rates' for students reporting a disability and students speaking a language other than English at home because the non-identification rates for these groups are high.

Source: NCVET (unpublished); tables 4A.29 and 4A.31-32.

Figure 4.30 Load pass rates, by region, 2004^{a, b}

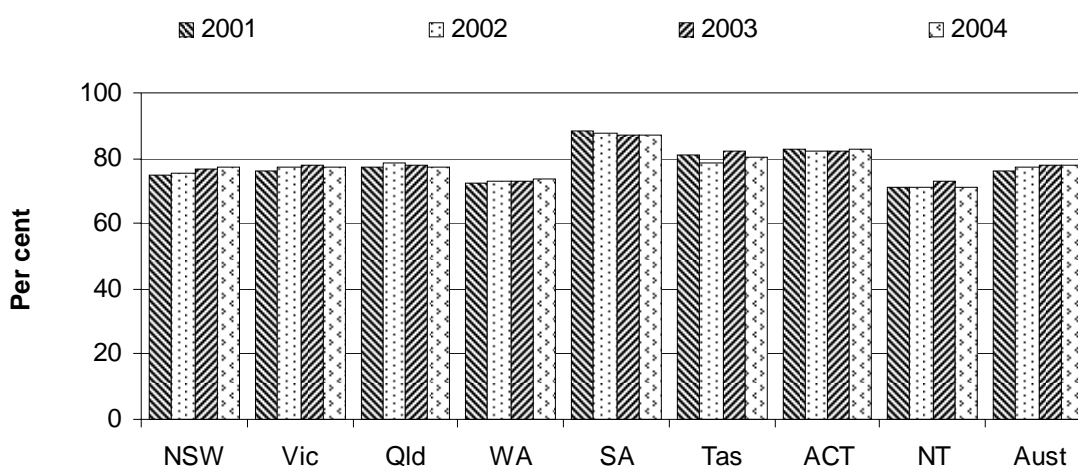


^a Government recurrent funded VET students excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Remote areas are defined in terms of low population density and long distances to associated large population centres. Rural areas include the remainder of non-metropolitan statistical local areas. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are as a result of students from remote areas throughout Australia studying in these jurisdictions.

Source: NCVET (unpublished); table 4A.30.

Between 2001 and 2004, the load pass rate for female students increased by 1.4 percentage points nationally (from 76.3 to 77.7 per cent) (figure 4.31).

Figure 4.31 Load pass rates, by female students, 2004^a

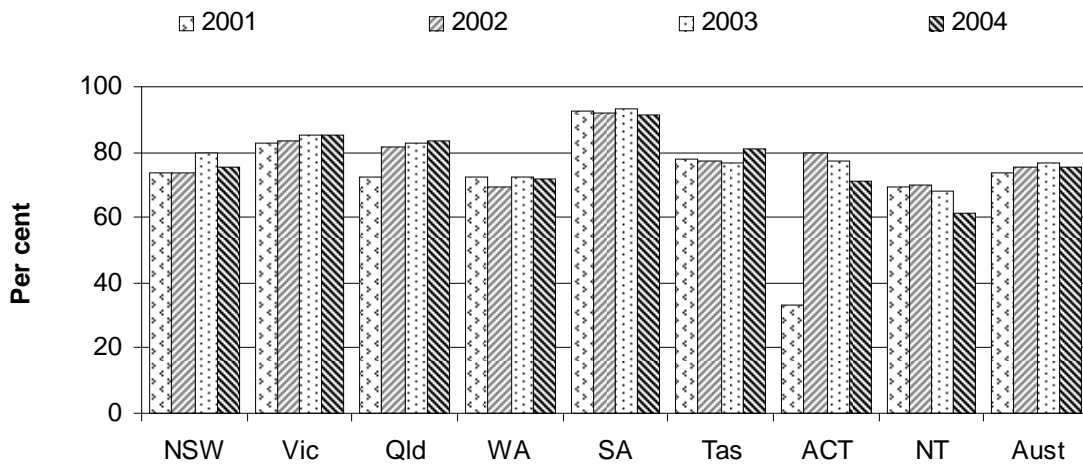


^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished); table 4A.29.

The load pass rate for students from remote areas increased nationally by 2.1 percentage points (from 73.3 to 75.4 per cent) between 2001 and 2004 (figure 4.32).

Figure 4.32 Load pass rates, by students from remote areas^{a, b}

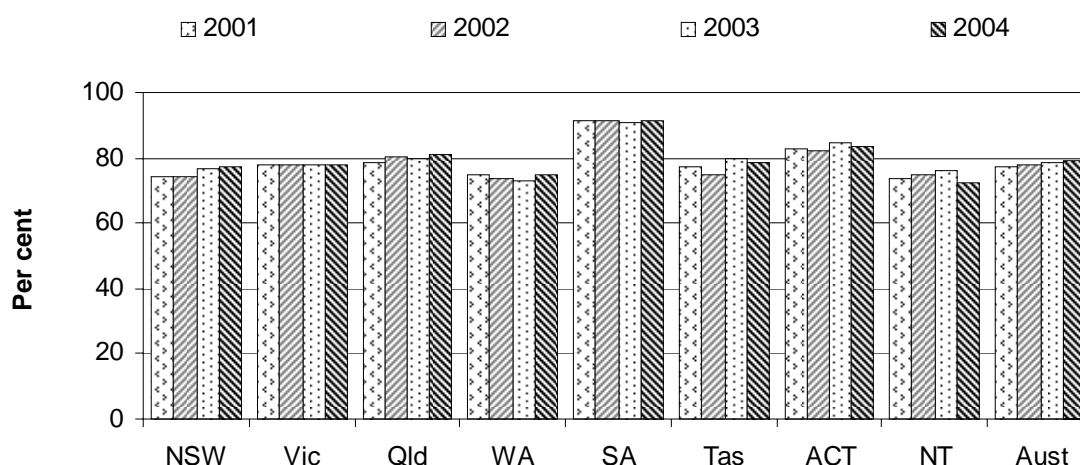


^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Remote areas are defined in terms of low population density and long distances to associated large population centres. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are as a result of students from remote areas throughout Australia studying in these jurisdictions.

Source: NCVET (unpublished); table 4A.30.

Between 2001 and 2004, the load pass rate for students from rural areas increased by 1.6 percentage points nationally (from 77.4 to 79.0 per cent) (figure 4.33).

Figure 4.33 Load pass rates, by students from rural areas^{a, b}



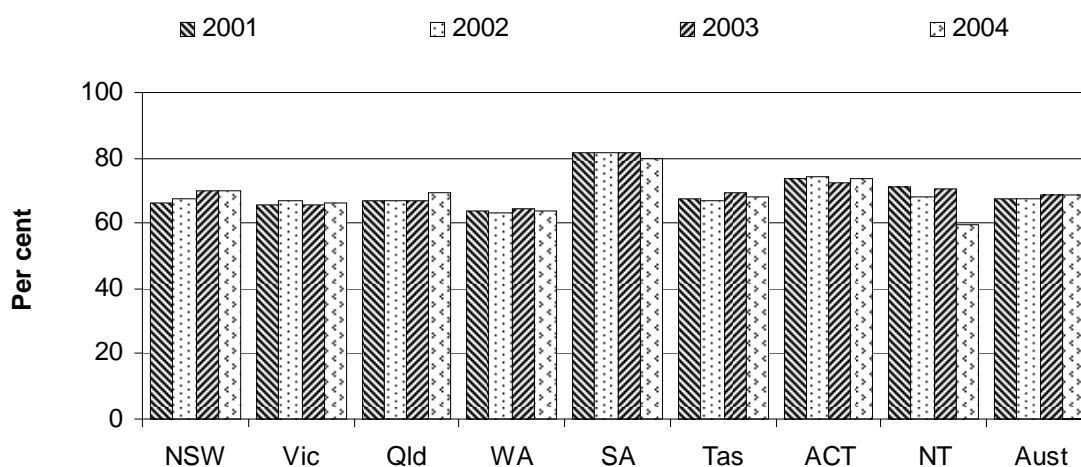
^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Rural areas include the remainder of non-metropolitan statistical local areas.

Source: NCVER (unpublished); table 4A.30.

The load pass rate for students with a disability increased by 1.3 percentage points nationally (from 67.7 per cent to 69.0 per cent) between 2002 and 2004 (figure 4.34). There is a time-series break in the data for students with a disability prior to 2002, and as a result, comparison is made between 2002 and 2004 as distinct from between 2001 and 2004 as is the case with all remaining target equity groups reporting.

The load pass rate for students speaking a language other than English at home increased by 1.9 percentage points nationally between 2001 and 2004 (from 69.3 to 71.2 per cent) (figure 4.35).

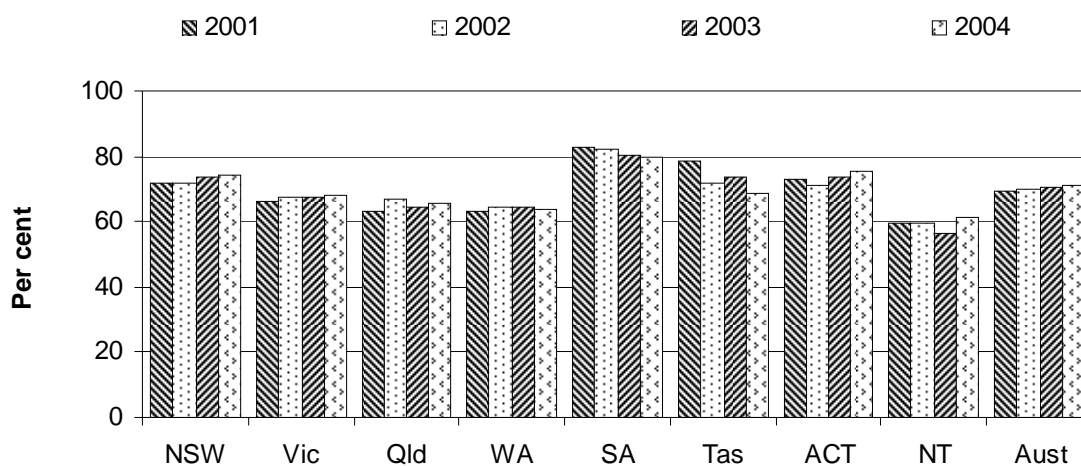
Figure 4.34 Load pass rates, by students with a disability^{a, b, c}



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c Care needs to be taken in comparing load pass rates for students reporting a disability because the non-identification rate for this group is high.

Source: NCVET (unpublished); table 4A.31.

Figure 4.35 Load pass rates, by students speaking a language other than English at home^{a, b}



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. ^b Care needs to be taken in comparing load pass rates for students speaking a language other than English at home because the non-identification rate for this group is high.

Source: NCVET (unpublished); table 4A.32.

Student satisfaction with VET

The Steering Committee has identified 'student satisfaction with VET' as an indicator of the outcomes of VET services for students (box 4.15).

Box 4.15 Student satisfaction with VET

'Student satisfaction with VET' is an outcome indicator of students' satisfaction with their training program. It measures whether students achieved their main reason for doing a VET course and whether they were satisfied with the overall quality of their training program.

Under this indicator, two elements, 'proportion of students who achieve their main reason for doing a VET course' and 'proportion of students who were satisfied with the quality of their completed VET course', are reported. While the first element indicates whether the VET system is delivering the outcomes that students seek, the second element measures students' perceptions of the quality of their training.

The first element is defined as the proportion of VET graduates in the annual NCVET Student Outcomes Survey who indicate that they achieved or partly achieved their main reason for doing the course. The second element is defined as the proportion of VET graduates in the annual NCVET Student Outcomes Survey who indicate that they were satisfied with their VET training program.

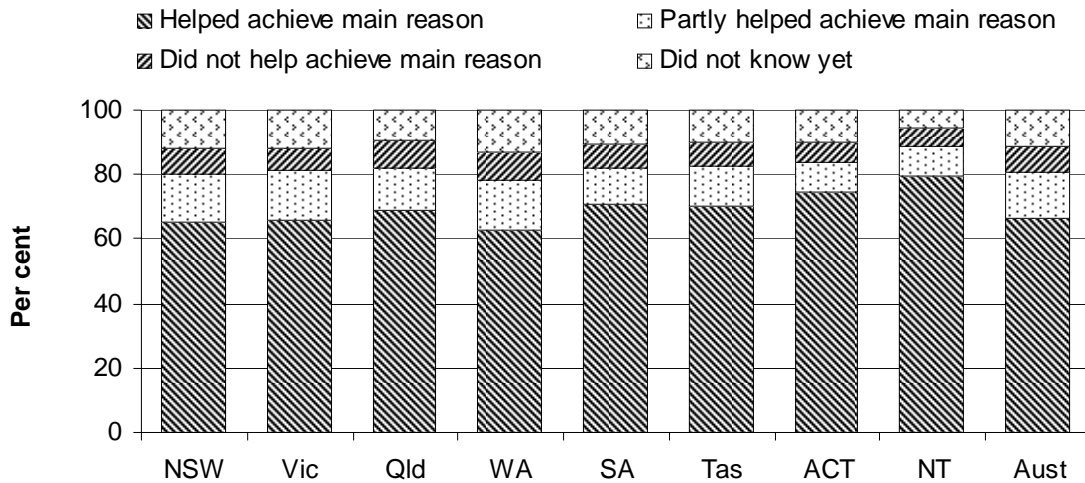
A higher percentage indicates that a higher proportion of students have achieved their training objectives or were satisfied with their training. The proportion of graduates who achieve their training objectives varies according to their objectives — employment-related, further study and/or developmental — so it is useful to distinguish amongst types of student objective.

Students who achieve their main reason for doing a VET course

In 2004, 81 per cent of TAFE graduates surveyed nationally indicated that their VET course helped or partly helped them achieve their main reason for doing the course — slightly higher than the 78 per cent reported in 2003. Of those graduates surveyed in 2004, 8 per cent indicated their VET course did not help them achieve the main reason they did the VET course, compared with 9 per cent in 2003 (figure 4.36).

Students from remote areas were the most likely to indicate that the course helped or partly helped them achieve their main reason for doing the course (89 per cent), while graduates reporting a disability were the least likely to do so (69 per cent) (figure 4.37).

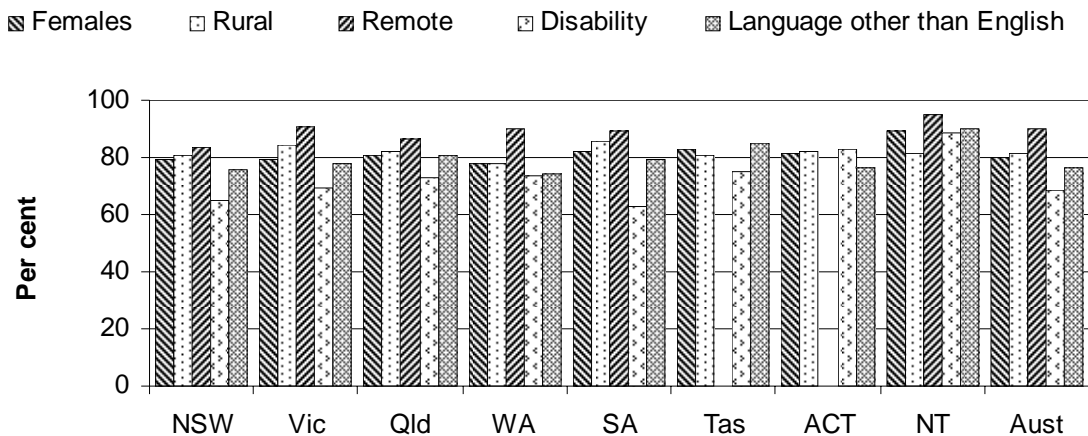
Figure 4.36 Proportion of graduates who achieved their main reason for doing the VET course, 2004^a



^a The standard errors corresponding to a 95 per cent confidence interval for the estimate can be found at table 4A.33.

Source: NCVET (unpublished); table 4A.33.

Figure 4.37 Proportion of graduates who achieved their main reason for doing the VET course, by target equity group 2004^{a, b, c, d, e}



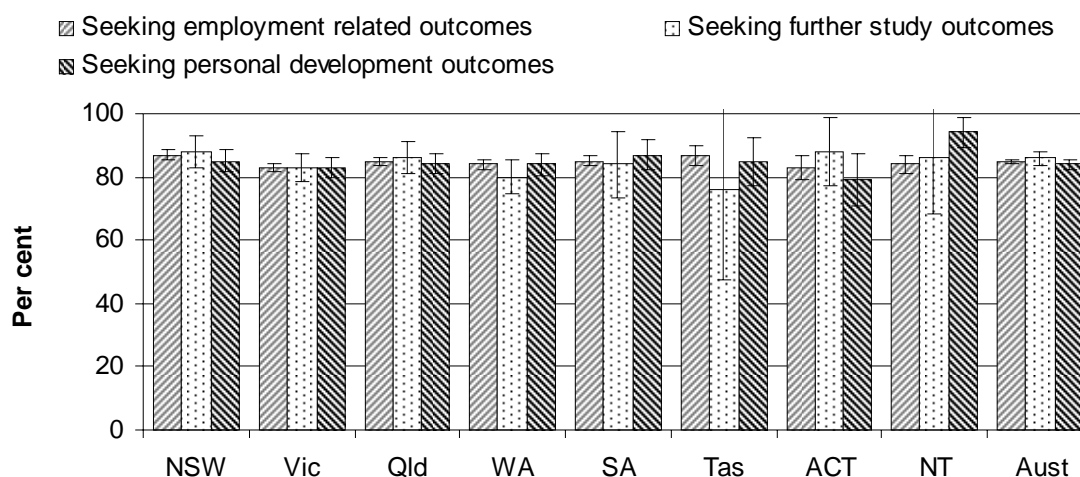
^a The standard errors corresponding to a 95 per cent confidence interval for the estimate can be found at tables 4A.34–38. ^b There are no remote areas in Victoria and the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in Victoria. The data for Tasmania and the ACT are not published due to small sample size. ^c Includes students who indicated their training helped or partly helped achieve their main reason for doing the VET course. ^d Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^e The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (tables 4A.34–38).

Source: NCVET (unpublished); tables 4A.34–38.

Students who were satisfied with the quality of their completed VET training

In 2004, 85 per cent of TAFE graduates surveyed nationally indicated that they were satisfied with the quality of their completed training (table 4A.39). The satisfaction level across students undertaking training with different objectives was roughly the same — students seeking employment related outcomes (85 per cent), seeking further study outcomes (86 per cent) and seeking personal development outcomes (84 per cent) (figure 4.38).

Figure 4.38 Proportion of graduates who were satisfied with the quality of their completed VET course, by purpose of study, 2004^{a, b, c}

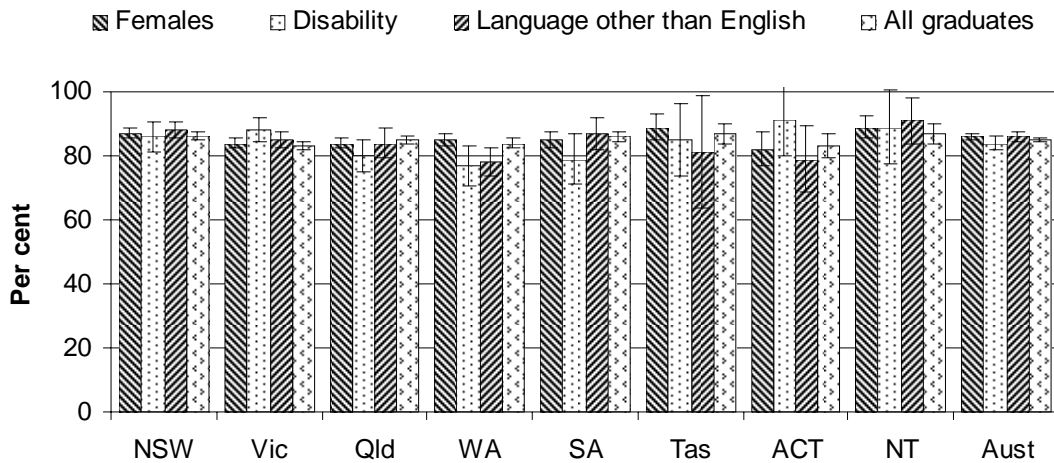


^a Satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. ^b The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (table 4A.39). ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished); table 4A.39.

Graduates from remote areas were the most likely to indicate that they were satisfied with their training (90 per cent), while graduates reporting a disability were the least likely to do so (84 per cent) in 2004 (figures 4.39 and 4.40). A further breakdown of target groups by the purpose of study can be found in attachment tables 4A.39–44.

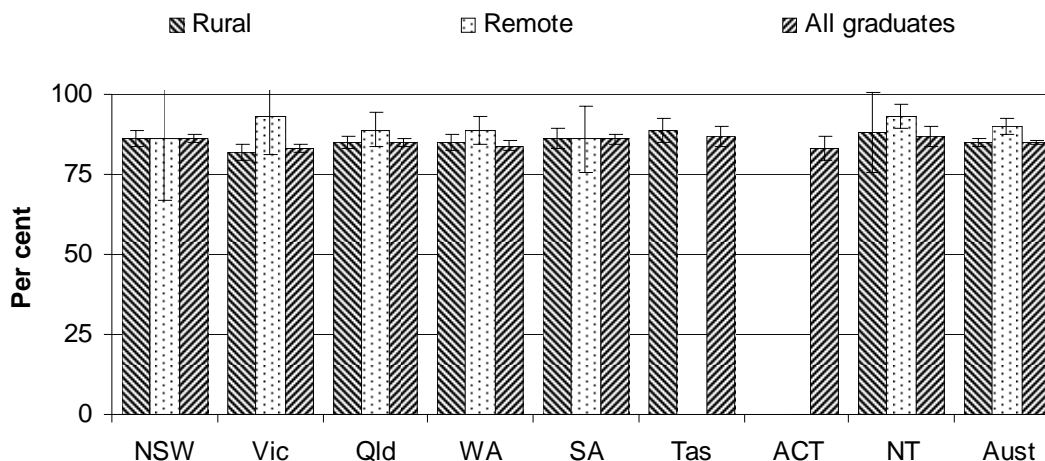
Figure 4.39 Proportion of graduates who were satisfied with the quality of their completed VET course, by target equity group, 2004^{a, b, c, d, e}



^a Satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. ^b Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c Care needs to be taken in comparing outcomes for students with a disability and students speaking a language other English at home because the non-identification rates for these groups are high. ^d The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (tables 4A.39-40 and 4A.43-44). ^e The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished); tables 4A.39-40 and 4A.43-44.

Figure 4.40 Proportion of graduates who were satisfied with the quality of their completed VET course, by region, 2004^{a, b, c, d}



^a Satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. ^b There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions. The remote data for Tasmania and the rural and remote data for the ACT are not published due to small sample size. ^c The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use (tables 4A.41-42). ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished); tables 4A.39 and 4A.41-42.

Skill profile

The Steering Committee has identified ‘skill profile’ as an indicator of the outcomes of VET services (box 4.16).

Box 4.16 Skill profile

Australia’s VET system aspires to create and maintain a national pool of skilled Australian workers that is sufficient to support internationally competitive commerce and industry. It measures the stock of VET skills held by Australians relative to the level of these skills required by Australian industry. While progress is underway to develop indicators for ‘skill profile’, the Steering Committee has decided to report ‘skill outputs from VET’ under this indicator.

(continued on next page)

Box 4.16 (continued)

The indicator 'skill outputs from VET' measures students' skill outputs from the VET system in a given year. It comprises qualifications completed, units of competency achieved and modules (outside training packages) completed. Higher numbers of completions does not necessarily imply a better result. It depends on enrolment levels in the given year.

'Qualifications completed' is defined as number of qualifications completed each year by students in VET, where a qualification is a certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies. The number of qualifications completed are reported three years after they occur. That is, number of qualifications completed in 2003 are counted in 2005 and are included in the 2006 Report.

'Units of competency' is defined as the number of units of competency achieved each year by students in VET, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation.

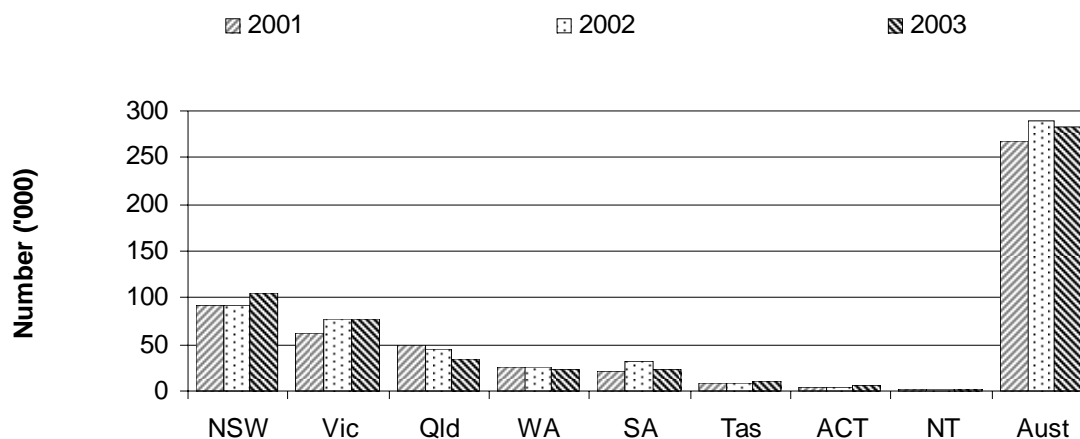
'Modules completed' is defined as the number of modules (outside training packages) completed each year by students in VET, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

Source: DEST (2005).

Skill outputs from VET — qualifications completed

In 2003, 282 152 VET qualifications were completed nationally — 2.7 per cent fewer than the number of qualifications completed in 2002 but 5.2 per cent more than in 2001 (figure 4.41). The number of qualifications completed includes both government and non-government funded VET students.

Figure 4.41 Number of VET qualifications completed, all graduates^{a, b, c, d}



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Represents students eligible to be awarded a qualification. ^d Excludes students participating in VET programs in schools.

Source: DEST (2005); table 4A.45.

Amongst the VET target equity groups the number of qualifications completed nationally increased for all target groups between 2001 and 2003 except for students from remote areas, which decreased by 16.0 per cent. For other target equity groups³, the number of qualifications increased by:

- 8.6 per cent for female students
- 1.4 per cent for students from rural areas
- 8.6 per cent for students speaking a language other than English (tables 4A.45–48).

Skill outputs from VET — units of competency

In 2004, students achieved 4.9 million of units of competency nationally — 2.5 per cent fewer than the number of units of competency completed in 2003 but 11.0 per cent more than in 2002 (figure 4.42). Amongst the VET target equity groups, between 2002 and 2004 the number of units of competency completed nationally increased by:

- 5.6 per cent for female students, while for males, it increased by 16.8 per cent

³ Data for students with a disability prior to 2002 are not strictly comparable to 2003 data due to a change in the definition of disability.

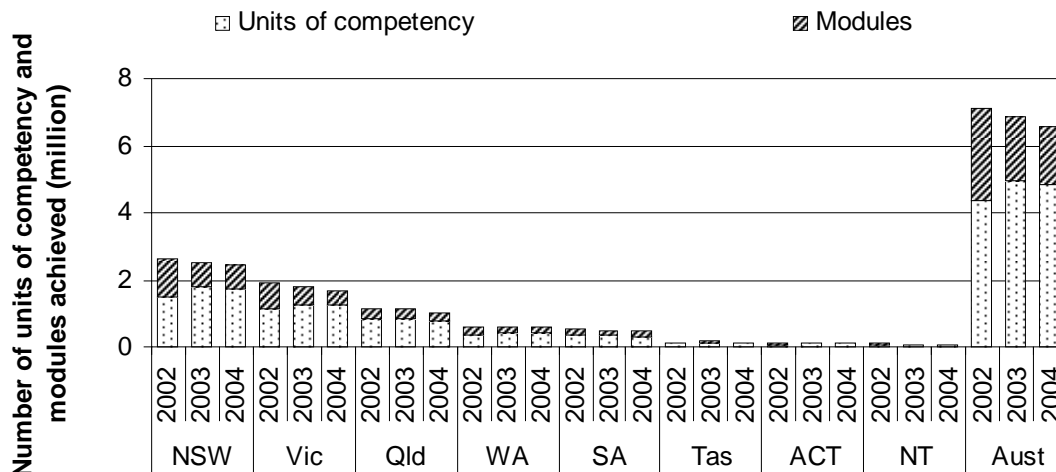
- 4.5 per cent for students speaking a language other than English
- 10.1 per cent for students from rural areas, while it declined by 9.2 per cent for students from remote areas (tables 4A.49–52).

Skill outputs from VET — modules achieved

In 2004, 1.7 million modules were achieved nationally — 10.3 per cent fewer than the number of modules achieved in 2003 and 38.6 per cent fewer than in 2002 (figure 4.42). Amongst the VET target equity groups the number of modules completed nationally between 2002 and 2004 decreased by:

- 38.2 per cent for female students
- 30.2 per cent for students speaking a language other than English
- 49.4 per cent for students from remote areas
- 38.2 per cent for students from rural areas (tables 4A.53–56).

Figure 4.42 Number of units of competency and modules achieved/passed, all students^a



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: DEST (2005); tables 4A.49 and 4A.53.

Indigenous outcomes

In the 2005 Report, VET outcomes for Indigenous people were reported under indicators reporting on VET target equity groups. This year, all Indigenous related

VET outcomes are reported under one indicator — ‘Indigenous outcomes’, consistent with the new National Strategy for VET 2004–10.

Box 4.17 Indigenous outcomes

‘Indigenous outcomes’ is an indicator of the extent to which Indigenous people engage with and achieve positive outcomes from VET. It reports on three elements — ‘Indigenous students’ achievement in VET’, ‘skill outputs of Indigenous students’ and ‘VET outcomes for Indigenous students’.

‘Indigenous students’ achievement in VET’ is an indicator of Indigenous students’ success in VET. It reports on load pass rates achieved by Indigenous students and the number of Indigenous students who commenced and completed expressed as a proportion of all course commencing enrolments by Indigenous students in that year. Reporting on this element is dependent on the capacity to track individual students over more than one calendar year and the data are not yet available.

‘Skill outputs of Indigenous students’ measures the level of skill outputs achieved in a given year by Indigenous students from the VET system in a given year. It reports on the number of qualifications completed by Indigenous students, the number of units of competency achieved by Indigenous students and the number of modules (outside training packages) completed by Indigenous students. Higher numbers of completions does not necessarily imply a better result. It depends on the enrolment level in the given year.

‘Qualifications completed by Indigenous students’ is defined as the number of qualifications completed by Indigenous students each year in VET, where a qualification is a certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies. Qualifications completed are reported three years after they occur. That is, the number of qualifications completed in 2003 are counted in 2005.

‘Units of competency achieved by Indigenous students’ is defined as the number of units of competency achieved by Indigenous students each year in VET, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation.

‘Modules completed by Indigenous students’ is defined as the number of modules (outside training packages) completed each year by Indigenous students in VET, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

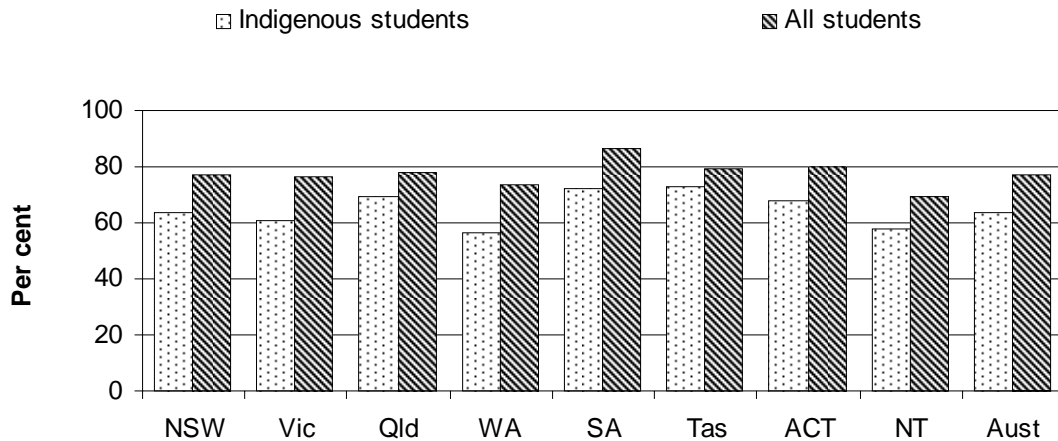
‘VET outcomes for Indigenous students’ is an indicator of the VET system’s ability to meet Indigenous students’ objectives. It reports on the benefits Indigenous students gained from the VET system and the proportion of Indigenous students who improved their employment or further study outcomes after completing a VET course.

Source: DEST (2005).

Indigenous students' achievement in VET

In 2004, the national 'load pass rate' for Indigenous students (63.7 per cent) was lower than the national load pass rate for all students (77.4 per cent) (figure 4.43).

Figure 4.43 Indigenous students' load pass rate, 2004^a

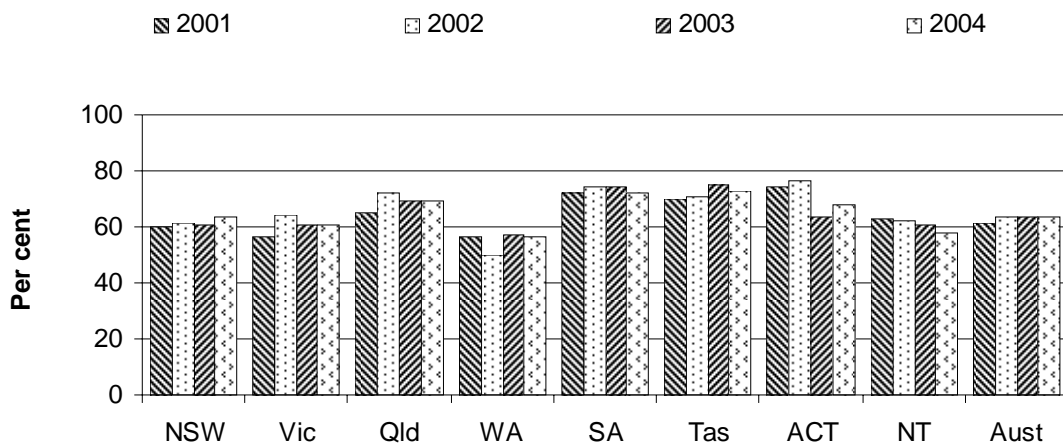


^a Government recurrent funded VET students excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished); table 4A.57.

The load pass rate for Indigenous students increased nationally from 62.4 per cent in 2001 to 63.7 per cent in 2004 (figure 4.44).

Figure 4.44 Indigenous students' load pass rate^a



^a Government recurrent funded VET students excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished); table 4A.57.

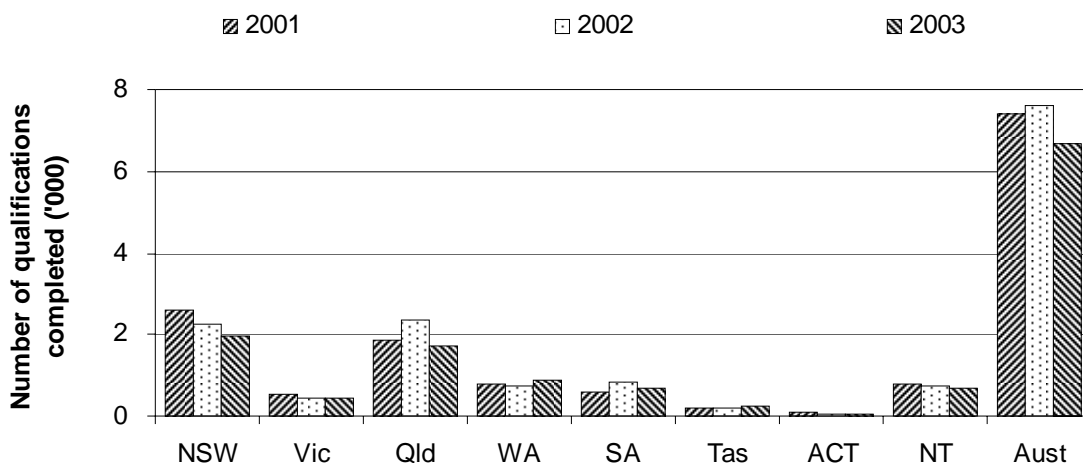
Indigenous students' skill outputs

The indicator 'skill outputs of Indigenous students' measures the skill outputs of Indigenous students from the VET system in a given year. It reports on the number and proportion of qualifications completed, units of competency achieved and modules (outside training packages) completed in a given year.

Qualifications completed — Indigenous students

In 2003, 6655 Indigenous students completed a VET qualification — 12.4 per cent fewer than the number of qualifications completed in 2002 (figure 4.45). Nationally, Indigenous students accounted for 2.4 per cent of all the qualifications completed in 2003 (table 4A.12).

Figure 4.45 **Number of qualifications completed, by Indigenous status, 2004a, b, c, d**



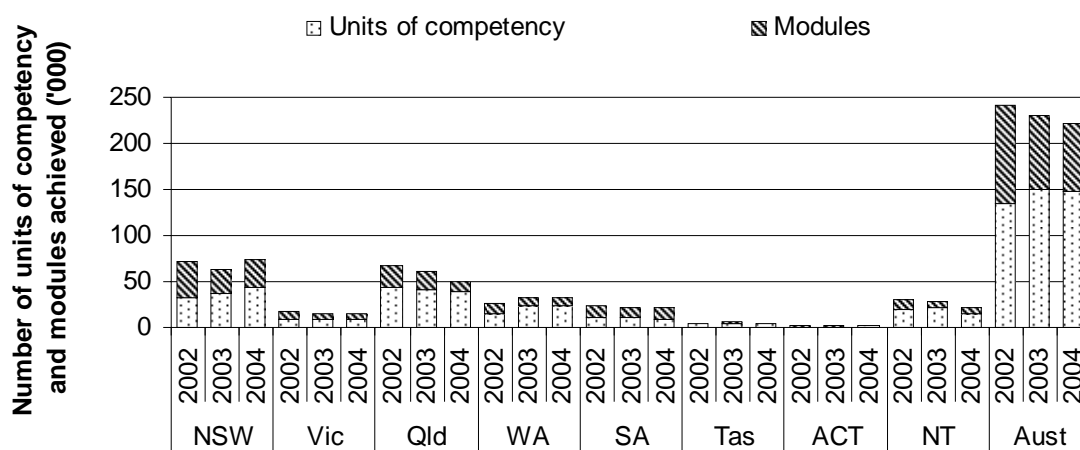
a Qualifications completed includes courses accredited or approved by a local State/Territory authority. **b** The number of qualifications completed includes both government funded and non-government funded VET students. **c** Represents students eligible to be awarded a qualification. **d** Excludes students participating in VET programs in schools.

Source: NCVET (unpublished); table 4A.58.

Units of competency and modules completed by Indigenous students

Indigenous students completed 147 000 units of competency and 73 700 modules nationally in 2004. While the number of units of competency completed increased by 1.8 per cent, the number of modules completed decreased by 8.2 per cent from 2003 (figure 4.46).

Figure 4.46 **Number of units of competency and modules achieved/passed, by Indigenous students^a**



^a Government recurrent funded VET students, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

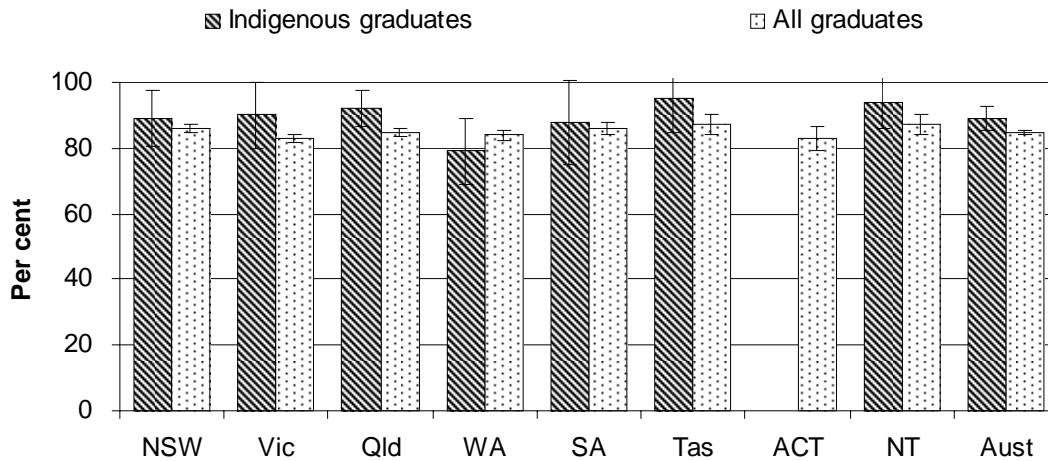
Source: DEST (2005); table 4A.59.

Indigenous students' satisfaction with VET

The indicator 'Indigenous students' satisfaction with VET' reports on the proportion of Indigenous students who indicated they were satisfied with the quality of their completed VET course.

Nationally, 89 per cent of Indigenous students surveyed in 2004 indicated that they were satisfied with the quality of their completed VET course, compared with 85 per cent for all students (figure 4.47).

Figure 4.47 Proportion of graduates who were satisfied with the quality of their completed VET course, by Indigenous status, 2004^{a, b, c}



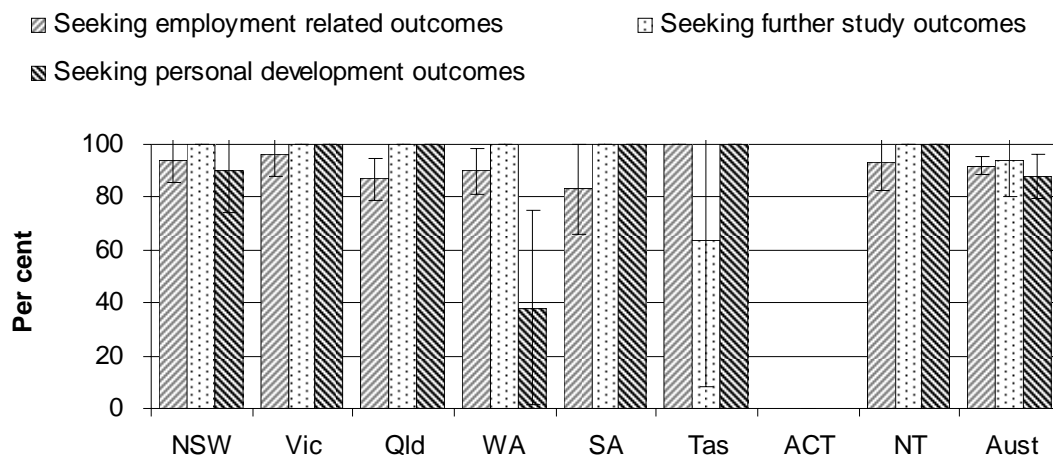
^a Satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. ^b Indigenous data for the ACT are not published due to small sample size. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished); tables 4A.39 and 4A.60.

Of those Indigenous students who completed VET courses in 2004, the proportion of those who indicated that they were satisfied with the courses was:

- 92 per cent of those seeking employment related outcomes
- 94 per cent of those seeking further study outcomes
- 88 per cent of those seeking personal development (figure 4.48).

Figure 4.48 **Proportion of Indigenous graduates who were satisfied with the quality of their VET course, by purpose of study, 2004^{a, b, c, d}**



^a Satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. ^b Data for the ACT are not published due to small sample size. ^c The estimates for VET outcomes for Indigenous students have a standard error greater than 25 per cent for most jurisdictions and are considered too unreliable for general use (table 4A.60). ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished); table 4A.60.

Further information on Indigenous students' views of their VET courses can be drawn from a 2004 NCVER survey (box 4.18).

Box 4.18 Indigenous views of VET

In 2004, the NCVER undertook a national survey of 785 Indigenous people who took part in government funded VET in 2003 across geographic regions.

Nationally, of those surveyed:

- 43 per cent indicated that they undertook VET training to improve their knowledge, to get a job (42 per cent), to get extra skills for a job (28 per cent), to improve their confidence/self-esteem (24 per cent), and to help in their community (20 per cent)
- 90 per cent rated the most good aspect of their training as being with other Indigenous people, access to computers (82 per cent), course flexibility (81 per cent), and teacher and tutor (81 per cent)
- 91 per cent indicated that undertaking the VET course resulted in them improving their confidence/self-esteem, helped them communicate better (89 per cent), improved their workplace skills (87 per cent), helped them understand how work places are run (75 per cent) and helped them get more involved in their community (71 per cent)

(continued on next page)

Box 4.18 (continued)

- 45 per cent were working in a paid job, 32 per cent were looking for work, 25 per cent continued their 2003 training, and 22 per cent were studying a different course in 2004 from 2003
- 49 per cent were doing/completed certificate levels II and III, 13 per cent were training for certificate level IV or higher, and 16 per cent were training for certificate level I in 2003
- who did not complete their course in 2003, 45 per cent cited a personal reason, a training related reason (39 per cent), and a family/community-related reason (28 per cent).

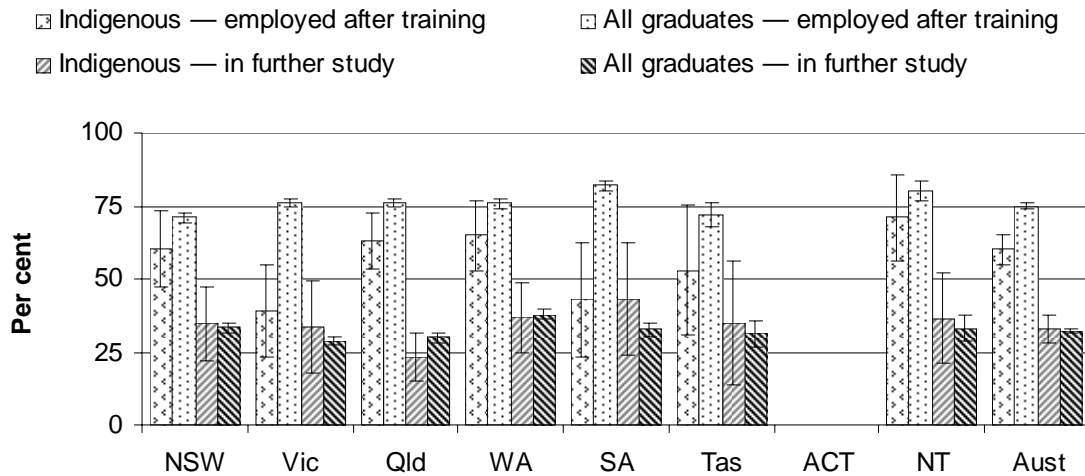
Source: NCVET (2005).

Indigenous students employment and further study outcomes

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

In 2004, 60 per cent of Indigenous students surveyed nationally indicated that they were employed after completing a VET course, compared with 75 per cent of all students. Of the Indigenous students surveyed, 33 per cent continued on to further study, compared with 32 per cent of all students (figure 4.49).

Figure 4.49 Proportion of graduates who were in employment and/or continued on to further study after completing a VET course, by Indigenous status, 2004^{a, b, c, d}

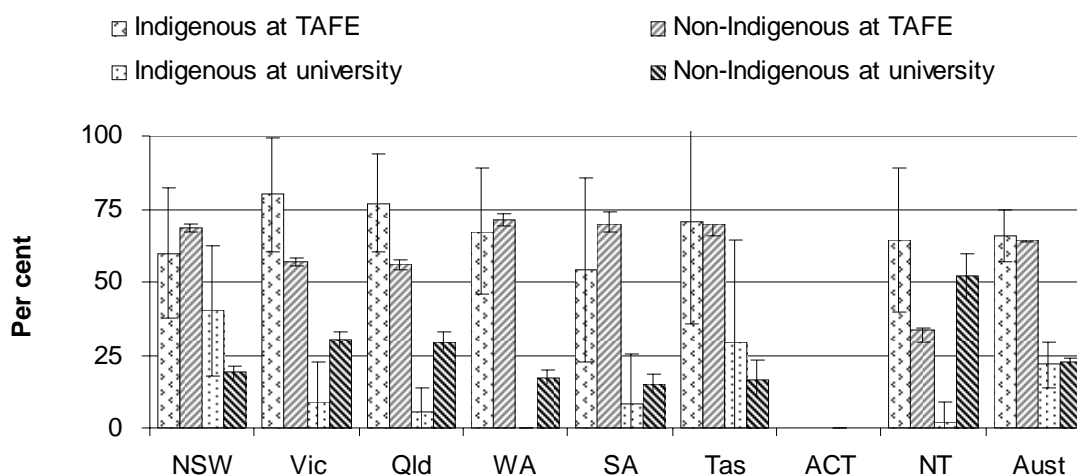


^a The findings on further study outcomes are not applicable to module completers. A module completer, by definition, is someone who has left the system. ^b Data for the ACT are not published due to small sample size. ^c The estimates for VET outcomes for Indigenous students have a standard error greater than 25 per cent for most jurisdictions and are considered unreliable for general use (tables 4A.19 and 4A.61). ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished); tables 4A.19 and 4A.61.

Of those Indigenous students who went on to further study, 66 per cent continued on to further study within the TAFE system (compared with 64 per cent for all students) and 22 per cent went to university (compared with 23 per cent for all students) (figure 4.50).

Figure 4.50 Proportion of Indigenous graduates who continued on to further study after completing a VET course, by institution, 2004^{a, b, c, d, e}



^a TAFE includes TAFE institutes and TAFE Divisions of universities. ^b The findings on further study outcomes are not applicable to module completers. A module completer, by definition, is someone who has left the system. ^c Data for the ACT are not published due to small sample size. ^d The estimates for VET outcomes for Indigenous students have a standard error greater than 25 per cent for most jurisdictions and are considered too unreliable for general use (table 4A.61). ^e The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished); tables 4A.19 and 4A.61.

Employer outcomes

The Steering Committee has identified ‘employer awareness of VET’ as an indicator of outcomes of VET services (box 4.19).

Box 4.19 Employer awareness of VET

‘Employer awareness of VET’ has been identified as an outcome indicator of governments’ objective that employers and individuals will be at the centre of VET.

The indicator is defined as the proportion of Australian employers who are aware of vocational education and training as a strategy to meet the skill needs of their workforce.

Data collections for employer awareness of VET are underway (see section 4.4 for details).

The Steering Committee has identified ‘employer engagement with VET’ as an indicator of outcomes of VET services (box 4.20).

Box 4.20 Employer engagement with VET

‘Employer engagement with VET’ has been identified as an outcome indicator of governments’ objective that employers and individuals will be at the centre of VET.

The indicator is defined as the proportion of Australian employers who are engaged with VET in meeting the skill needs of their workforce.

Data collections for employer engagement with VET are underway (see section 4.4 for details).

The Steering Committee has identified ‘employer satisfaction with VET’ as an indicator of outcomes of VET services (box 4.21).

Box 4.21 Employer satisfaction with VET

‘Employer satisfaction with VET’ has been identified as an outcome indicator of governments’ objective that industry will have a highly skilled workforce to support strong performance in the global economy.

The indicator is defined as the proportion of Australian employers who are satisfied with VET in meeting the skill needs of their workforce.

Data collections for employer satisfaction with VET are underway (see section 4.4 for details).

4.4 Future directions in performance reporting

In November 2003, Australian, State, and Territory ministers responsible for VET agreed to a new national VET strategy for 2004–2010, to succeed the 1998–2003 strategy (box 4.3). The performance indicator framework in this chapter has been revised to reflect the new strategy and other indicator improvements. This process identified the need for further work on the skill profile and the three employer outcome indicators to enable related data to be included in future Reports.

Employer outcomes

The NCVER is currently re-developing the Survey of Employer Use and Views of the VET System. The survey aims to measure employers’ levels of awareness, engagement and satisfaction with VET in meeting the skill needs of their workforce (boxes 4.19–21). Interviews with 5000 employers are currently underway.

The new survey differs from the previous survey (last run in 2001) as it no longer asks about employers' views on the skills of graduates, and their views on course delivery. Instead, it asks about employers' awareness, engagement and satisfaction with the VET system.

This survey was undertaken during 2005 and data will be released in early 2006. Data on employer awareness of VET, employer engagement with VET and employer satisfaction with VET from the 2005 employer survey will be included in the 2007 Report.

4.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter. Appendix A contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (such as Indigenous and ethnic status).

New South Wales Government comments

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NSW is the largest supplier of workforce training in Australia. At a time of significant technological change and industrial reform, NSW is committed to ensuring that programs and services respond to the current and future needs of industry and the people of NSW. In 2004, 111.6 million hours of training were delivered throughout the State.

NSW is currently experiencing a significant shift in workforce skill needs. The NSW Vocational Education and Training system is responding to this demand by increasing the number of student places and adapting its delivery profile to more closely align with skill shortages and the emerging skill needs of NSW industries.

Between 2000 and 2004 NSW achieved real efficiency gains with VET unit costs decreasing by 10 per cent. The average cost of VET delivery in NSW was \$14.03 in 2004.

NSW, through its TAFE programs, is meeting the increased demand for apprentice and trainee places while also addressing skills shortages, providing a skilled workforce for NSW and assisting the State to maintain its competitive edge. Approximately \$2 million will be provided to establish TradeStart — a 12 month pilot scheme in which 450 apprentices will be able to do their first year of TAFE training in 16 weeks before they start work.

Increasing employment opportunities for Indigenous communities through skills development and bridging the digital divide for Indigenous communities in remote regions are high priorities for NSW. The NSW VET system is addressing these priorities through the implementation of the NSW Aboriginal Education Strategy in partnership with the NSW Aboriginal Education Consultative Group and Aboriginal communities.

NSW is committed to increasing the opportunities for young people to improve their employability by preparing them for the world of work and enhancing their capacity to make informed decisions about career choices. The ageing of the Australian workforce means up-skilling and retaining mature aged workers in the workforce has become an urgent economic and social policy issue.

Vocational education and training is now a well established part of the NSW Higher School Certificate. The provision of accredited VET in Schools courses to senior students continued to grow in 2004 with over 69 000 student enrolments in years 11 and 12, a growth of 43 per cent since 2000. Students undertook courses based on Training Packages in a wide range of industry areas and completed over 2 million hours of work placement. The 2005 NSW Strategic Evaluation of VET in Schools found that significant numbers of students would not have continued beyond Year 10 if VET subjects had not been made available. Sixty per cent of HSC VET graduates surveyed said that VET in Schools subjects influenced their decision to stay on to year 12.

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Victorian Government comments

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In 2004, Victorian registered training organisations provided approximately 501 000 students with over 111 million student contact hours of vocational education and training. This was an decrease of 0.7 per cent on 2003 delivery.

Of this total delivery, government funded delivery accounted for over 80.4 million student contact hours, a decrease of 0.5 per cent on 2003. This can be attributed to better targeting of training needs and the diversion of resources to areas of innovation and specialisation. TAFE institutions delivered nearly 63.4 million government funded hours with the remaining 17.0 million government funded hours delivered by ACE and private registered training organisations. The upward trend in apprenticeships and traineeships in Victoria was reversed in the second half of 2004.

The number of apprentices or trainees in training decreased by 3 per cent to 145 000 at 31 December 2004.

All major initiatives contained in the VET and higher education Ministerial Statements have now been implemented. In 2004 this included:

- funding 15 Specialist Centres and working towards the establishment of four new Specialist Centres in biotechnology, heritage trades, textiles and e-business
- establishing the TAFE Development Centre to improve professional development of the TAFE workforce
- developing resources and training programs to strengthen the governance culture and practices of TAFE and university governing bodies
- the development of a new model to inform the distribution of government-funded training between industries
- the revision of the vocational education and training student fees and charges policy to increase student access and equity
- selecting and funding six organisations to act as Industry Liaison Agents-independent agents identifying and brokering a range of training solutions for Victorian small and medium-sized manufacturers
- continuing to pursue fairer arrangements including a greater share of higher education places in Victoria.

The Ministerial Statement Future Directions in Adult Community Education (ACE) in Victoria was launched in June 2004. It provides a three year policy framework and identifies strategies to:

- broaden the role of ACE
- recognise the needs of specific learner groups
- enhance the sustainability of ACE provision
- invest in ACE.

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Queensland Government comments

“ The Queensland Government remains committed to delivering vocational education and training (VET) that is responsive to industry, community and individual needs. In 2004, just over 180 000 people residing in Queensland participated in government-funded VET programs.

The Government, through its discussion paper released in 2005, Skills for jobs and growth, recognises the important part VET plays in contributing to increased productivity and general economic prosperity through investment in human capital.

The state of the labour market has only served to strengthen interest in this crucial relationship. Throughout 2004, labour markets around the country became progressively tighter as employment grew rapidly and unemployment fell to levels not seen since the seventies. Queensland was no exception. In fact Queensland recorded jobs growth in 2004 just over twice the national rate (5.3 per cent compared to 2.6 per cent), accounting for around 40 per cent of national jobs growth during the year. By December 2004, the unemployment rate in Queensland had fallen below the national average (4.7 per cent compared to 5.1 per cent).

These tight labour market conditions caused widespread skill shortages across a range of occupations, industries and regions. The discussion paper proposes numerous innovative (and, in some cases, radical) initiatives to address the following six key priorities:

- tackle urgent trade skill shortages
- strengthen Queensland's skills base for the future
- develop a more responsive and flexible training system
- engage industry more closely
- develop a skills response to the aging population
- increase labour force participation.

Initiatives proposed in the discussion paper include modernising the trade apprenticeship system through a range of recommendations such as shortening the 'nominal' contract periods for some apprenticeships and reorienting the system to be more in line with the true spirit of competency-based training; establishing a new adult trade apprenticeship system to make trade training more appealing to older people; shifting the training effort away from certificate I and II training toward training for the associate professional workforce; upgrading TAFE infrastructure including the establishment of a specialist trade and technician skills institute; the development of new skills formation strategies; and much more.

The paper builds on the success of the Queensland VET sector and defines a new role for the sector that supports the Queensland workforce to adapt to the ever-changing demands of a knowledge-based global economy.

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Western Australian Government comments

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With the thriving national economy, skill shortages have developed in a number of industries and, as a result, attention has turned to the role of apprenticeships and traineeships in alleviating these shortages. This is particularly the case in Western Australia where consistently high levels of economic growth and low unemployment levels have resulted in skills shortages in a number of key trade areas.

The number of Western Australian apprentices and trainees in training continued to increase during 2004. As at 31 December 2004, the number of apprentices and trainees in training was 25 700, exceeding the State Government's 2006 target of 25 000. Some 52 per cent of all Western Australian apprentices and trainees in 2004 were in traditional apprenticeships, compared to 36 per cent nationally.

Notwithstanding these achievements, Western Australia is focused on further improving apprenticeships and traineeships and during 2004 launched a number of important new initiatives to support the apprenticeship and traineeship system including:

- the School Apprenticeship Link initiative, which aims to make the trades more attractive to school students and increase the number of young people entering into apprenticeships
- the Fast Track Apprenticeship Program provides mature aged and semi-skilled workers an express route through an apprenticeship, while addressing industry skill shortages in the process. Due to the success of this program, it is currently being expanded into a greater range of trade areas
- a major apprenticeship and traineeship promotional campaign, targeting the community, parents and young people. The campaign aimed to re-image apprenticeships and traineeships and make the trades more attractive.

The proportion of graduates continuing in further study was 37.9 per cent with 71 per cent of these graduates choosing to continue their studies at TAFE, compared to national averages of 32.4 per cent and 64.4 per cent respectively.

The VET participation rate of 15–19 year olds in 2004 was 23.3 per cent, compared with the national average of 21.2 per cent. The number of training hours delivered per student was 270.6, some 8 per cent higher than the national average of 250.5 hours. The State Student Satisfaction Survey, not covered in this Report, shows that 84 per cent of VET students in Western Australia were very satisfied or satisfied with their course.

Other key initiatives in the Western Australian VET system during 2004 included:

TAFEWA Plus was established across the college network, facilitating the placement of TAFEWA graduates into jobs and improving access to career advice for all students. This program assisted approximately 9 000 students in 2004, and has strengthened the relationship between TAFEWA and industry and community agencies.

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South Australian Government comments

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South Australia continues to provide excellent employment outcomes for vocational education and training students and high quality training. The achievements highlighted in the Report for 2004 include:

- reporting 82 per cent of recent TAFE graduates were employed after their training compared to 75 per cent nationally
- the best employment outcomes for recent TAFE graduates who were unemployed prior to the course and took the course for vocational reasons (58 per cent in SA compared to 47 per cent nationally)
- reporting that 86 per cent of recent TAFE graduates were satisfied with the quality of their completed training
- maintaining the highest load pass rate in the country (86 per cent in SA compared to 77 per cent nationally).

In 2005, a strategy for the development of South Australia's Workforce to 2010 — Better Skills, Better Work, Better State — was released. The strategy will assist in creating an efficient, highly skilled workforce that supports a globally competitive economy and a socially inclusive community through:

- the creation of A high skill economy
- access to Quality Employment
- shaping our future through Better Workforce Planning.

The South Australian Government is working with industry, community and educational institutions to realise this vision. It is committed to maintaining a quality training system that provides opportunities for all South Australian's to gain and upgrade their employment skills while also addressing industry's workforce needs. As part of this the government consolidated delivery of TAFE services into one regional and two city Institutes. This simplifies planning and management, provides a focus for TAFE services in non-metropolitan areas and emphasises the role of the local, community based campus.

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Tasmanian Government comments



This Report supports Tasmania's priorities for the VET system and what is being achieved in meeting industry, community and individual need for skills development. The priorities are:

- established links with other State, local and Australian government agencies and regional and industry bodies to ensure education and training solutions are part of co-ordinated whole-of-government, community and industry strategies
- increased proportion of the working age population with skills that are relevant to, and will support State economic and industry development
- improved opportunities for mature-age workers
- improved access to vocational education and training and improved outcomes for people who experience barriers to training and employment due to their particular needs
- improved opportunities and outcomes for young people (15–24) as they move from compulsory education to post-compulsory education, training and work.

Skill shortages continue to be a major focus and the demand from industry for skills is at the forefront of current initiatives to expand the reach of skill development into the community and carefully target through competitive tendering processes the skills that businesses urgently need.

The Tasmanian Government's Skills for Growth budget initiative is investing \$12.6 million over four years to directly address skill shortages and build workforce capacity in the trades and in growth industries.

Young people are being supported in their transition from compulsory education to further education, training and work through the introduction of pathway planning and transition support in secondary schools.

Numbers in school based new apprenticeships are increasing, numbers of people in the training system and hours of training delivered continue to increase and there has been strong growth in apprentices and trainees.

In the context of performance measurement it is worth noting that as the range of training is extended to new groups that may be detached from the workforce for a range of reasons, the costs rise and outcomes can be more variable.

While the unit cost of government funded training has continued to fall it is unlikely that this trend will continue. The benefits from efficiency measures in TAFE Tasmania and from the strong growth in numbers of people enrolling have been important in achieving lower unit costs, however the nature of the Tasmanian economy with a very broad grouping of industries dispersed widely across the state necessarily limits the extent of efficiencies available.



Australian Capital Territory Government comments

“ The ACT Government remains committed to increasing participation in vocational education and training as a means of enhancing the social and economic opportunities for ACT residents. Several of the strategic policy directions set by the ACT Government through the Canberra Plan emphasise the importance of vocational education and training for individuals and the community. Additional funding of \$5.1 million was allocated for this purpose in 2004-05. Expenditure on competitively funded training increased from \$12.1 million in 2003 to \$14.7 million in 2004.

Training activity in New Apprenticeships continued at a high level, with commencements for the year at 4847, just below the record peak of 5158 in 2003. Numbers in training peaked at 6292 in September 2004, the highest on record.

During 2004 there were 350 commencements of School-based New Apprenticeships (SNAPs) by students in the ACT. The total number of SNAPs in training during 2004 was approximately 630.

While overall training activity for 2004 was down nationally, the ACT participation rate was 8.1 per cent of the working age population, down slightly from 8.2 per cent in 2003. This is a relative improvement, in that the national participation rate in 2003 was 8.5 per cent but in 2004 it had dropped to 7.9 per cent. The participation rate for Indigenous Australians in training rose from 5.8 per cent of the Indigenous population in 2003, to 12.7 per cent in 2004.

In 2004 the ACT Government launched two initiatives to complete a safety net of support programs for those disadvantaged in the vocational education and training market. One of the programs was the Young Adults and Risk Developing Skills. This program is to provide marginalised young people (often in transition from youth detention) with individual support for entering vocational or educational placements. The other program is the Training Pathway Guarantee, which provides training for school leavers who have missed other training opportunities. These initiatives add to the suite of programs that exist to support vocational education and training participants ranging from students at risk through to mature age workers.

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Northern Territory Government comments

“ Vocational education and training is one of the most critical pathways to achieving the NT’s fundamental and abiding commitment to improving economic and social outcomes for all Territorians, particularly Indigenous Territorians. In 2004, 18 219 people participated in VET programs in the NT, an increase of 4.01 per cent over 2003 (17 515).

The NT has a higher concentration of Indigenous people with 28.8 per cent of the NT population having an Indigenous background, compared to Australia at 2 per cent of the total population. Over 22 per cent of the Territory’s population live outside the six urban centres, and a major proportion of this population is Indigenous. Over 31 per cent of the NT population speaks a language other than English at home.

Limitations associated with delivery of VET training in remote communities present major challenges to the NT. The cost of training delivery in the NT is high at \$22.70, compared to the Australian average of \$14.09. A widely dispersed population with a population density of only 0.15 people per square kilometre, compared to the Australia’s population density of 2.55 (June 2002) presents difficulties in delivering VET. The NT recorded the highest participation rate in VET activities aged 15–64 years old, with 12.3 per cent, compared to the national rate of 7.9 per cent.

Training programs supporting a regionally located skilled workforce catering for Indigenous community needs include the Flexible Response and Community Response programs. These programs target training needs that involve up-skilling and re-skilling for community labour shortages; responsive, ongoing skills development that assists in building community capacity; and providing accredited and non-accredited training for Indigenous Territorians.

The Northern Territory collaborates with industry, employers, communities and local government to ensure timely, targeted and accredited vocational education and training is matched to employment opportunities. The Workforce NT Report provides government, industry and the community with information about skills shortages, labour demand, urban and regional labour markets, Indigenous and disadvantaged groups employment profiles, employment growth forecasts, workforce trends and macroeconomic data impacting on employment.

In 2004 the Northern Territory introduced employer incentives schemes, which will contribute to the growth and development of the Territory’s skill base, boost job and economic opportunities and encourage the uptake of additional apprentices/trainees, particularly in skill shortage and emerging industry areas.

This program was part of a commitment to create 10 000 new apprenticeships/traineeships in the Territory’s job market over the next three years. During 2004, 2331 Territorians had commenced an apprenticeship/traineeship an increase of 22.2 per cent over 2003.

The NT is continuing to ensure VET is targeted to meet the needs of its growing economy and leads to jobs for Territorians.”

4.6 Definitions of key terms and indicators

Adjusted annual curriculum hours	Annual curriculum hours that are adjusted to account for (1) module enrolments reported with an outcome of recognition of prior learning and (2) invalid module enrolments.
Annual curriculum hours	The anticipated hours of supervised learning or training deemed necessary to adequately present the education material. These hours are generally specified in the curriculum documentation and exclude hours associated with field work or work experience. Indicator changed in 1999 to nominal hours — supervised.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. This 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 that provide information to the NCVET data collection.
Completions	Fulfilment of all of the requirements of a course enrolment or module enrolment.
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.
Cost per curriculum hour (average)	Total government recurrent expenditure per total adjusted annual curriculum hour.
Cost of capital per load pass	Total government recurrent expenditure divided by successfully completed VET modules or unit of competency.
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), including specifically funded Australian and State government programs (such as labour market programs and Adult Migrant English Services).
Government cost of capital per adjusted annual curriculum hour	Cost to the government of using capital (physical noncurrent assets) to deliver VET services.

Government expenditure per load pass	Cost to the government of each successfully completed VET module or units of competency (that is, the cost per successfully achieved output).
Government funding to private and adult and community providers	Government recurrent expenditure to private and adult and community education (ACE) providers for the delivery of VET services. Expenditure includes payments to secondary schools, other government providers, enterprises, private registered training organisations, ACE providers, industry and local government providers.
Government recurrent VET expenditure per load pass	The total government recurrent expenditure divided by the number of hours completed from assessable modules or units of competency. The load pass is not adjusted for recognition of prior learning.
Government recurrent VET expenditure per person aged 15–64 years	Total Australian, State and Territory governments' recurrent expenditure, based on 'maintenance of effort' cash expenditure per person aged 15–64 years.
Graduate	A person who has completed a vocational program.
Hours delivered per campus	The ratio of unadjusted VET hours delivered to the number of campuses in each jurisdiction.
Language spoken at home	People speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home.
Load pass rate	The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. The calculation is based on the nominal hours supervised for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning. Load pass rate is not adjusted for recognition of prior learning.
Module	A unit of training in which a student can enrol and be assessed.
Net assets of government VET providers per person aged 15–64 years	Net assets (total assets less liabilities) of government owned VET providers per person aged 15–64 years.
Nominal hours — supervised	The anticipated hours of learning or training deemed necessary to adequately present the educational material associated with the delivery of a training program in standard classroom delivery mode. These hours are generally specified in the curriculum documentation and exclude hours associated with work experience, industry placement or field placement. See ' <i>annual curriculum hours</i> '.
Non-response rate	Proportion of VET students who did not respond to the relevant question.
Non-vocational program of study	Recreation, leisure and personal enrichment courses directed towards the encouragement and development of creative, social and personal pursuits and skills that enable people to make more effective use of leisure time.
Number of campuses	The number of locations at which VET providers delivered VET programs or modules.

Overall employer satisfaction with VET providers	Employer satisfaction with VET training providers (including both TAFE and non-TAFE). It is rated on a scale from 1 to 10, with 1 being 'very dissatisfied' and 10 being 'very satisfied'.
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 non-farm GDP price deflator and expressed in terms of final year prices.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
State VET plan	An annual publication by the State training authorities, which outlines 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.
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.
TAFE	Technical and further education colleges and institutes, which are the primary providers of government funded VET.
TAFE institute graduates' main reason for undertaking a VET course	Either vocational reasons (to get a job, to try for a different career, to meet job requirements, to get extra job skills) or non-vocational reasons (to get into another course, for personal interest, for other reasons).
Training packages	The basic building blocks for VET programs under the National Training Framework. They are developed by industry and create national standards, programs, qualifications and learning resources.
VET cost per adjusted annual curriculum hour	Government recurrent expenditure per adjusted government funded annual curriculum hours.
VET participation by Indigenous people	The proportion of VET students reported as Indigenous compared to the proportion of Indigenous people in the Australian population.
VET participation by students speaking a language other than English	The proportion of VET students speaking a language other than English at home compared with the proportion of people in the Australian population speaking a language other than English at home.
VET participation rate for people aged 15–64 years	The ratio of the number of people who undertake a VET program or module to the number of people in Australia (or each jurisdiction) aged 15–64 years.
VET participation rate for people of all ages by region	The ratio of the number of people who undertake 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.
VET program	A course or module offered by a training organisation in which clients may enrol.

Vocational program of study

A program of study that is intended to develop competency in skills relevant to the workplace or entry to further education. Includes initial vocational courses and courses subsequent to initial vocational courses. These courses are typically associated with preparatory, operative, trades/skilled and para-professional education and training.

Whether the VET course helped graduates achieve their main reason for doing the course

Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.

4.7 Supporting tables

The files containing the supporting tables are provided in Microsoft Excel format as \Publications\Reports\2006\Attach4A.xls and in Adobe PDF format as \Publications\Reports\2006\Attach4A.pdf. The files containing the supporting tables can also be found on the Review web page (www.pc.gov.au/gsp). Users without access to the CD-ROM or Internet can contact the Secretariat to obtain the supporting tables (see contact details on the inside front cover of the Report).

Table 4A.1	Real government recurrent expenditure, (2004 dollars) (\$ million)
Table 4A.2	Real government recurrent expenditure per person aged 15–64 years, (2004 dollars) (\$ million per person)
Table 4A.3	Size and scope of government funded and/or delivered VET, 2004
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Table 4A.34	Whether VET course helped TAFE graduates achieve their main reason for doing the course, female graduates
Table 4A.35	Whether VET course helped TAFE graduates achieve their main reason for doing the course, graduates from rural areas
Table 4A.36	Whether VET course helped TAFE graduates achieve their main reason for doing the course, by graduates from remote areas
Table 4A.37	Whether VET course helped TAFE graduates achieve their main reason for doing the course, by graduates with a disability
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Table 4A.45	Number of VET qualifications completed by students, by sex ('000)
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Table 4A.51	Number of units of competency completed by students, by disability status ('000)
Table 4A.52	Number of units of competency completed by students, by language spoken at home ('000)
Table 4A.53	Number of modules completed by students, by sex ('000)
Table 4A.54	Number of modules completed, by region ('000)
Table 4A.55	Number of modules completed by students, by disability status ('000)
Table 4A.56	Number of modules completed by students, by language spoken at home ('000)
Table 4A.57	Load pass rates, by Indigenous status 2004 (per cent)
Table 4A.58	Number of VET qualifications completed, by Indigenous status ('000)
Table 4A.59	Number of units of competency and modules completed, by Indigenous status ('000)
Table 4A.60	Proportion of Indigenous VET graduates who were satisfied with their VET training, by purpose of study
Table 4A.61	Proportion of Indigenous VET graduates who were in employment and/or continued on to further study after completing their VET course

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