
Chapter 4: Vocational Education and Training

This chapter focuses on the education and training system that delivers employment related skills. The vocational education and training (VET) system 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. It includes publicly and privately funded VET delivered by a wide range of training institutions and enterprises through a number of delivery methods.

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

Indigenous data in the Vocational Education and Training chapter

The vocational education and training chapter in the *Report on Government Services 2004* contains the following data items on Indigenous people:

- VET participation by Indigenous status, 2002.
- The load pass rate for Indigenous students relative to other students, 2002.
- Proportion of Indigenous graduates indicating whether the VET course helped them achieve their main reason for doing the course.

Care needs to be taken in interpreting the participation data presented for Indigenous people, people with a disability and people from a non-English speaking background because the data are dependent on self identification at the time of enrolment, and the number of nonresponses (that is, students who did not indicate whether or not they belonged to these groups) was high and varied across jurisdictions.

Supporting tables

Supporting tables for data within the vocational education and training chapter of the compendium are contained in the attachment to the compendium. These tables are identified in references throughout this chapter by an 'A' suffix (for example, table 4A.3 is table 3 in the vocational education and training attachment to the compendium). As the data are directly sourced from the Report on Government Services 2004, the compendium

also notes where the original table, figure or text in the Report on Government Services 2004 can be found. For example, where the compendium refers to 'ROGS 2004, p. 4.15' this is page 15 of chapter 4 and 'ROGS 2004, 4A.2' is attachment table 2 of attachment 4 of the Report on Government Services 2004.

Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client. For the 2004 Report, the framework was revised to provide information on equity, efficiency and effectiveness, and to distinguish the outputs and outcomes of government services for the VET sector.

Outputs - Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups, including Indigenous people. The VET participation of target equity groups, compared with their representation in the general population, may reflect the effectiveness of current strategies to increase access to VET for disadvantaged groups. Care needs to be taken in interpreting the participation rates presented for Indigenous people, people with a disability and NESB people because (1) the data depend on self-identification at the time of enrolment, and (2) the number of nonresponses (that is, students who did not indicate whether they belong to these groups) varied across jurisdictions.

VET participation by Indigenous status

In 2002, the proportion of VET students who identified as Indigenous ranged from 44.8 per cent in the NT to 0.9 per cent in Victoria (table 4.1).

Table 4.1 VET participation, by Indigenous status, 2002 (per cent)

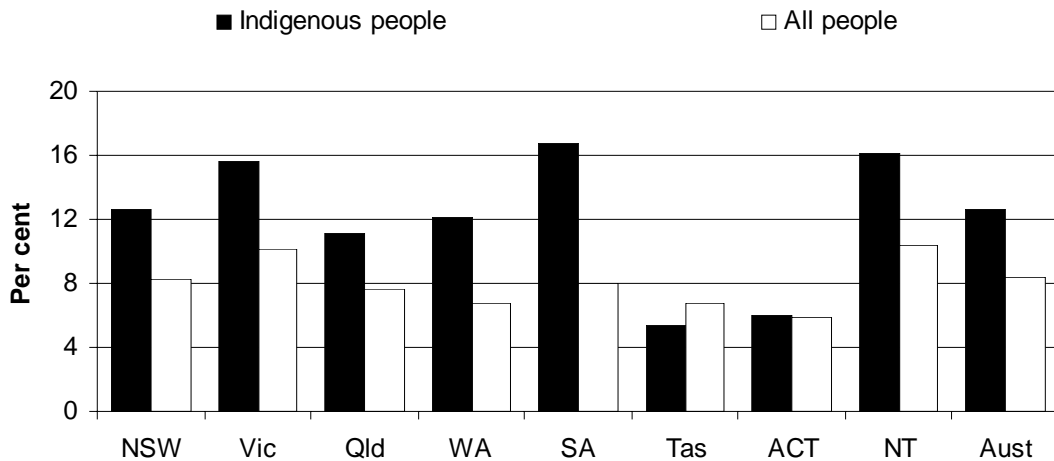
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students reported as Indigenous	3.1	0.9	4.9	6.1	3.5	2.9	1.2	44.8	3.5
Students reported as non-Indigenous	75.2	77.4	81.5	60.6	80.8	91.0	96.8	51.6	76.5
Indigenous status not reported	21.6	21.7	13.6	33.2	15.7	6.0	2.0	3.6	20.0
Proportion of the Australian population reported as Indigenous ^a	2.1	0.6	3.5	3.5	1.7	3.7	1.2	28.8	2.4

^a The proportion of the Australian population who reported as Indigenous differs from the data in ANTA (2003) because the figures reported here are calculated using Australian Bureau of Statistics (ABS) estimated resident Indigenous population data (see statistical appendix, table A.6).

Source: ANTA (2003); ABS (unpublished); ROGS 2004, p. 4.12; Tables A.2, A.6 and 4A.1.

The all ages VET participation rate was higher for Indigenous people than that for all people in all jurisdictions except Tasmania and the ACT in 2002 (figure 4.1). Nationally, the participation rate for Indigenous people was 12.7 per cent compared with 8.4 per cent for all people.

Figure 4.1 **VET participation rates for all ages, by Indigenous status, 2002^{a, b}**



^a The Indigenous participation rate is the number of students who reported being Indigenous as a percentage of the total Indigenous population. ^b Care needs to be taken in interpreting these data as the Indigenous population data has a lower age profile than the non-Indigenous population. Participation rates for all ages are likely to differ from participation rates for working age populations.

Source: ANTA (2003); ABS (unpublished); ROGS 2004, p. 4.13; Tables A.2, A.6 and 4A.1.

Load pass rates

Load pass rates report the extent to which students pass assessment in an assessable module or unit of competency. Care needs to be taken in comparing data because average module durations and competency standards achieved by students vary across jurisdictions. Load pass rates (the ratio of hours attributed to students who passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew) are provided in this section for Indigenous students and all students. The calculation is based on the nominal hours supervised for each assessable module or unit of competency.

Nationally, the load pass rates for Indigenous students (63.8 per cent) were below the national average (77.3 per cent) in 2002 (table 4.2). The gap between load pass rates for Indigenous students and those for all students was highest in WA (22.6 percentage points) and lowest in the ACT (3.6 percentage points).

Care needs to be taken in making jurisdictional comparisons of load pass rates for Indigenous students given the high non-identification rates for these groups.

Table 4.2 Load pass rates, by target groups, 2002 (per cent)^a

	NSW	Vic	Qld	WA	SA	Tas	ACT ^c	NT	Aust
All people	76.4	77.1	77.8	72.7	87.7	77.5	80.2	71.4	77.3
Target groups									
Female students	76.5	78.0	78.7	72.9	88.6	79.2	82.7	70.0	77.8
Rural area students	75.9	78.5	80.5	74.7	91.7	77.0	na	74.5	78.6
Remote area students	74.7	81.3	82.6	69.3	93.0	78.0	..	69.5	75.6
Students who reported being Indigenous	61.5	64.4	71.9	50.1	74.5	70.7	76.6	62.4	63.8
Students who reported having a disability ^b	68.3	67.5	66.8	62.8	81.9	68.2	75.4	66.0	68.2
Students who reported speaking a language other than English at home	73.3	70.9	67.1	64.9	81.4	76.9	73.2	59.0	71.7

^a For Victoria in 2002, nominal hours supervised have not been recorded for all units of competency; instead, scheduled hours have been used to calculate load pass rates. ^b Disabilities include visual/sight/seeing, hearing, physical, intellectual, chronic illness and other disabilities. ^c For the ACT, the number of students from rural areas is too small to calculate meaningful rates. There are no remote areas in the ACT. **na** Not available. **..** Not applicable.

Source: ANTA (2003); ROGS 2004, p. 4.15; Table 4A.2.

Outcomes

Student outcomes: Meeting the main objectives of doing a VET course

The objectives for VET services are to achieve a range of outcomes for students and employers. In 2002, ANTA commissioned the National Centre for Vocational Education Research (NCVER) to undertake the Student Outcomes Survey to ascertain training outcomes for students who completed at least one module of VET at TAFE institutes or universities in Australia in 2001. The survey targeted students who had graduated with a qualification from a course (graduates) and students who had 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). Given that the Student Outcomes Survey collects the opinions of a sample of students, the results are only estimates of the opinions of the total student population.

Nationally, 78.2 per cent of graduates, compared with 80.8 per cent of Indigenous graduates, indicated that the VET course helped or partly helped them achieve their main reason for doing the course (table 4A.3).