
5 Vocational education and training

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' suffix (for example, in this chapter, table 5A.3). As the data are directly sourced from the 2011 Report, the Compendium also notes where the original table, figure or text in the 2011 Report can be found. For example, where the Compendium refers to '2011 Report, p. 5.15' this is page 15 of chapter 5 of the 2011 Report, and '2011 Report, table 5A.2' is attachment table 2 of attachment 5A of the 2011 Report. A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

The Vocational education and training (VET) chapter (chapter 5) in the *Report on Government Services 2011* (2011 Report) reports performance information about the equity, effectiveness and efficiency of government VET in Australia in 2009. Data are reported for Indigenous people for a subset of the performance indicators reported in that chapter — those data are compiled and presented here.

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.

The focus of this chapter is on VET services delivered by providers receiving government funding, which includes training activity funded under the *National Agreement for Skills and Workforce Development* (NASWD). These services include the provision of VET programs 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 school education in chapter 4) or university education (some information on university education is included in preface B).

Indigenous data in the Vocational education and training chapter

The Vocational education and training chapter in the *Report on Government Services 2011* (2011 Report) contains the following data items on Indigenous people:

- VET participation rate
- proportion of students who reported as Indigenous
- VET participation, by target age group
- VET participation in certificate III and above, by target age group
- VET participation in diploma and above, by target age group
- proportion of graduates employed after completing training, by previous employment status
- load pass rate
- number of qualifications completed
- proportion of qualifications completed by course level

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- number of units of competency and modules completed
 - Qualification equivalents
 - proportion of graduates who were satisfied with the quality of their completed course, by purpose of study
 - proportion of graduates who improved their employment circumstances after training.

Framework of performance indicators

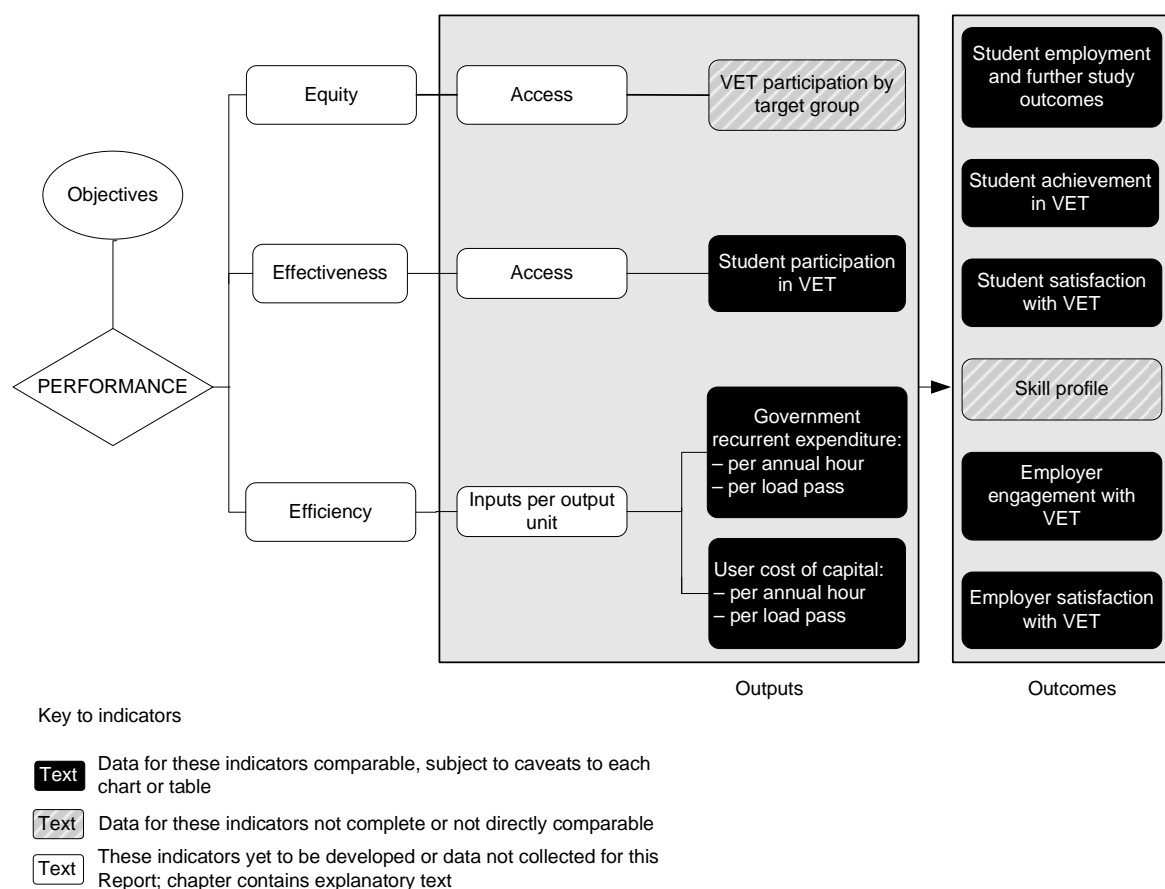
The VET performance indicator framework outlined in figure 5.1 identifies the principal VET activity areas considered in the 2011 Report. Data for Indigenous people are reported for a subset of the performance indicators and are presented here. It is important to interpret these data in the context of the broader performance indicator framework. The framework shows which data are comparable. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

Indicator boxes presented throughout the chapter provide information about the reported indicators. As these are sourced directly from the 2011 Report, they may include references to data not reported for Indigenous people and therefore not included in this Compendium.

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations). The NASWD (COAG 2009a) covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement (NIRA)* (COAG 2009b) establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). The performance indicator results reported in this chapter and supporting data in attachment tables, have been revised where necessary, to align with the performance indicators in the National Agreements.

The Report's statistical appendix 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 (including Indigenous and ethnic status) (appendix A).

Figure 5.1 Performance indicators for VET services



Source: 2011 Report, figure 5.4, p. 5.13.

VET participation by target group

‘VET participation by target group’ is an indicator of governments’ objective to achieve equitable access to the VET system by target groups (Indigenous Australians, residents of remote and very remote areas, people with disability, and people speaking a language other than English at home), compared with that of the general population (box 5.1).

Box 5.1 VET participation by target group

'VET participation by target 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. The four target groups are:

- Indigenous Australians
- people from remote and very remote areas
- people with disability
- people speaking a language other than English (LOTE) at home.

It is desirable that VET participation by target group reaches a level that is comparable to that for all students. A lower participation rate means the target group is underrepresented in VET; a higher participation rate means the group is overrepresented in VET.

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

Data on participation by Indigenous status are for students identified as aged 15–64 years, and data on participation for other groups are reported for students of all ages. Data on participation are limited to students who have participated in Australia's government funded VET system.

Data reported for this indicator are not directly comparable.

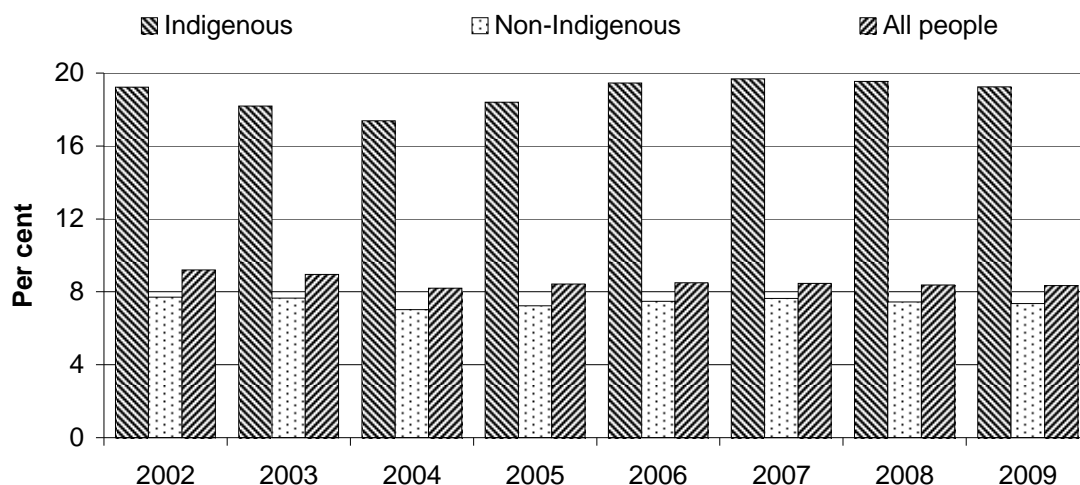
Data quality information for this indicator is under development.

VET participation by target group — Indigenous Australians

Nationally, the participation rate for the Indigenous population aged 15–64 years in government funded VET was 19.2 per cent in 2009, compared with 18.4 per cent in 2005 and 19.2 per cent in 2002. The participation rate for the non-Indigenous population aged 15–64 years was 7.4 per cent in 2009, compared with 7.2 per cent in 2005 and 7.7 per cent in 2002. The participation rate for the general population aged 15–64 years was 8.3 per cent in 2009, compared with 8.4 per cent in 2005 and 9.2 per cent in 2002 (figure 5.2).

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 5.2 **National VET participation rate for 15–64 year olds, by Indigenous status^{a, b}**

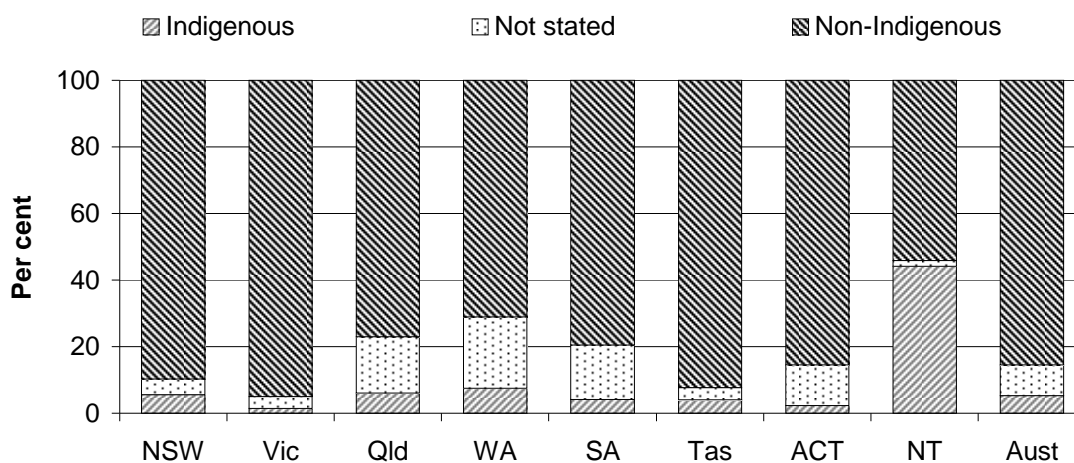


^a Data are for government recurrent funded VET students. ^b The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June (ABS series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June.

Source: NCVET (unpublished) National VET provider collection; ABS (2009), *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.1; 2011 Report, figure 5.5, p. 5.15.

In 2009, 5.3 per cent of government funded VET students in Australia (of all ages) identified themselves as Indigenous, while 9.2 per cent of students did not report their Indigenous status (figure 5.3). The proportion of government funded VET students who identified themselves as Indigenous (5.3 per cent) was higher than the proportion of Indigenous people in the total population nationally (2.5 per cent) (table 5A.2).

Figure 5.3 VET students, all ages, by Indigenous status, 2009^a



^a Data are for government recurrent funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.2; 2011 Report, figure 5.6, p. 5.16.

Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.2).

Box 5.2 Student participation in VET

'Student participation in VET' is defined by three measures:

- the number of 15–64 year olds participating in VET as a proportion of the population aged 15–64 years
- the number of 15–64 year olds participating in certificate level III qualifications and above as a proportion of the population aged 15–64 years
- the number of 15–64 year olds participating in diploma level qualifications and above as a proportion of the population aged 15–64 years.

High or increasing VET participation rates indicate high or increasing levels of access to the VET system by the general population. High or increasing proportions of VET students in certificate level III qualifications and above, and diploma level qualifications and above, indicate greater or increasing participation in higher skill level courses, which is desirable.

Data for qualifications at the level of diploma and above are a sub-set of data for the larger group of qualifications at the level of certificate III and above. Data are for government funded VET students.

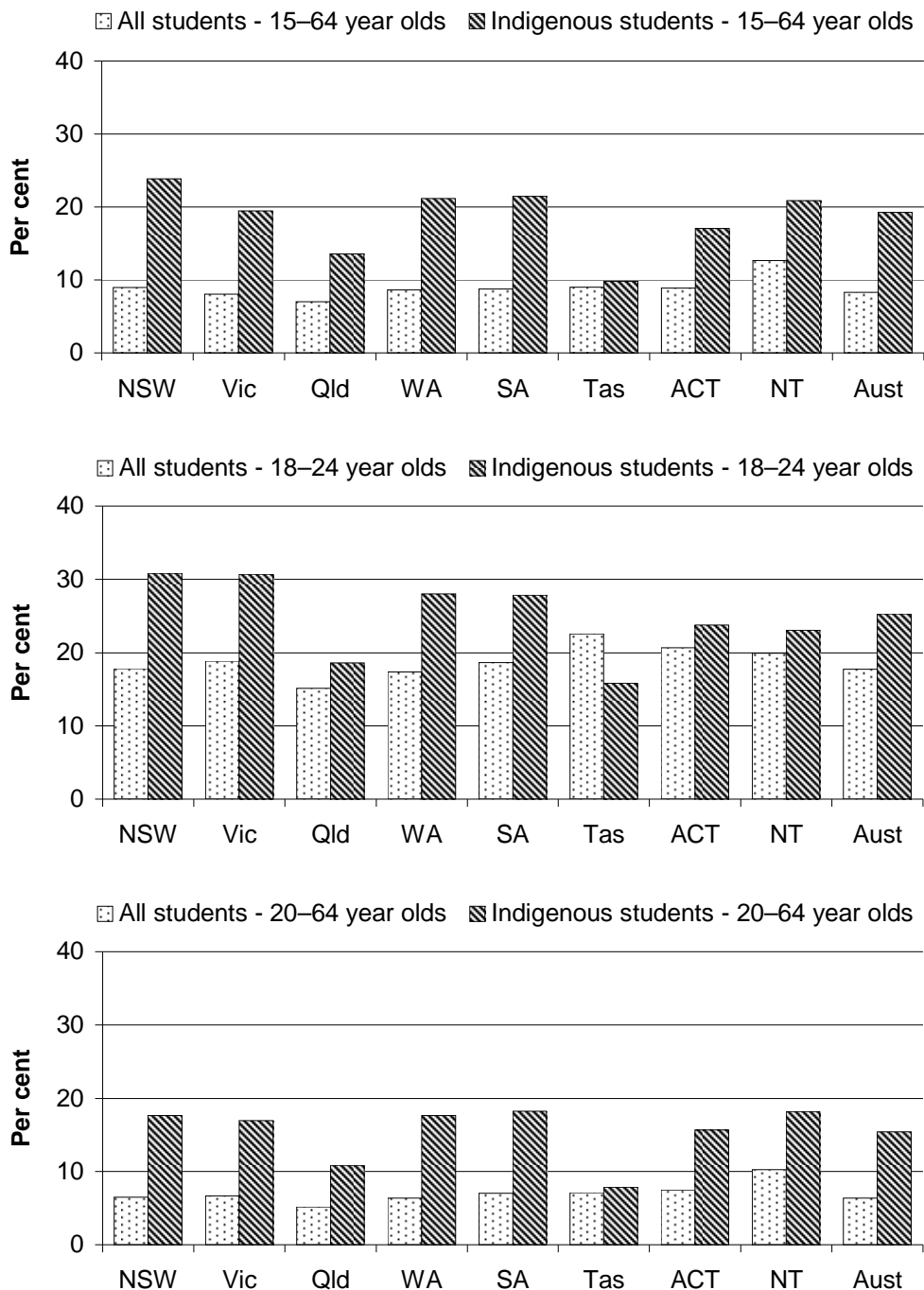
Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Figures 5.4–5.6 show VET participation rates for the 15–64 year old population and Indigenous population, and on the target age groups of 18–24 years and 20–64 years. The national participation rate for the general population aged 15–64 years was 8.3 per cent in 2009, compared with 19.2 per cent for the Indigenous population aged 15–64 years.

Nationally, 17.7 per cent of all people aged 18–24 years participated in government funded VET, compared with 25.3 per cent of the Indigenous population in the same age group, and 6.4 per cent of all people aged 20–64 years participated, compared with 15.4 per cent of the Indigenous population in the same age group.

Figure 5.4 VET participation rates, by target age group and Indigenous status, 2009^{a, b}



^a Data are for government recurrent funded VET students. ^b The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June 2009 (ABS 2009 Cat. no. 3201.0 series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June 2009.

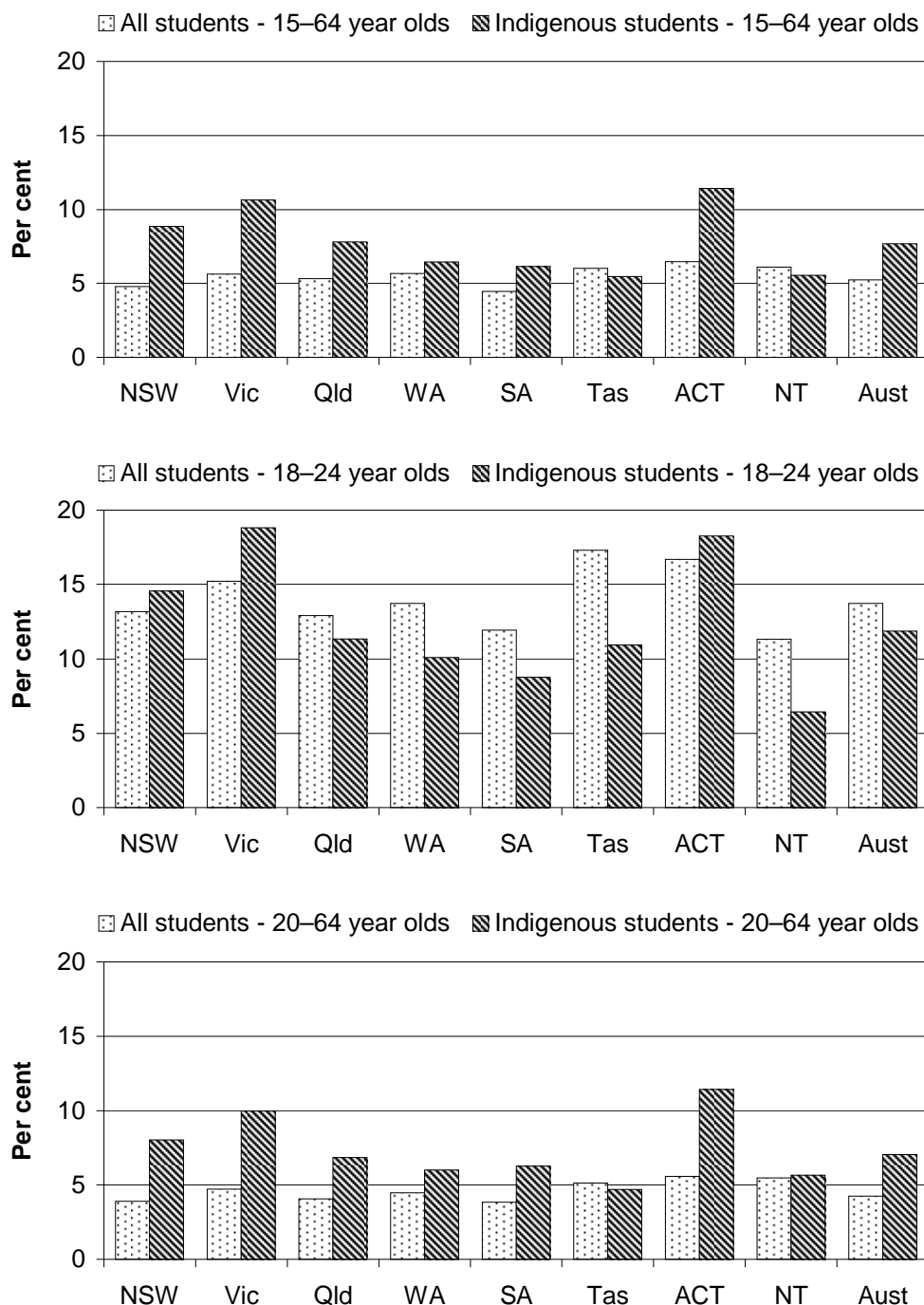
Source: NCVET (unpublished) National VET provider collection; ABS (2009) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.1; 2011 Report, figure 5.10, p. 5.21.

In 2009, approximately 773 900 people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing 5.2 per cent of the population aged 15–64 years (similar to the 4.9 per cent in 2005) (figure 5.5 and table 5A.3). This compares with 25 800 Indigenous people aged 15–64 years in 2009, or 7.7 per cent of the Indigenous population aged 15–64 years (figure 5.5).

The government funded VET students at the certificate III level or higher include:

- 13.7 per cent of all people aged 18–24 years, compared with 11.9 per cent of the Indigenous population in the same age group
- 4.3 per cent of all people aged 20–64 years, compared with 7.0 per cent of the Indigenous population in the same age group (figure 5.5).

Figure 5.5 VET participation in certificate III and above, by target age group and Indigenous status, 2009^{a, b, c}



^a Data are for government recurrent funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June 2009 (ABS 2009 Cat. no. 3201.0 series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June 2009.

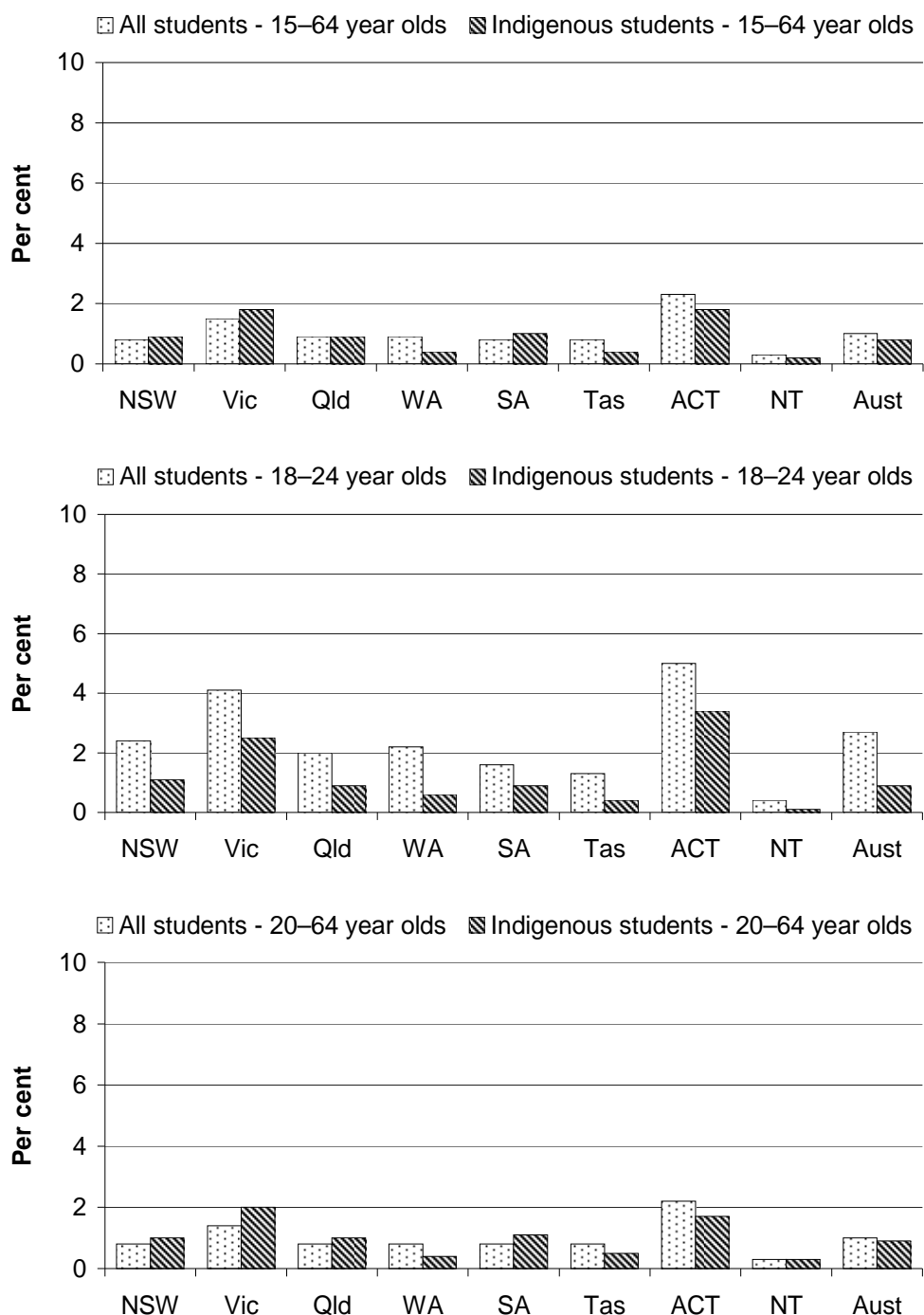
Source: NCVET (unpublished) National VET provider collection; ABS (2009) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.3; 2011 Report, figure 5.11, p. 5.23.

In 2009, approximately 154 800 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing 1.0 per cent of the population aged 15–64 years (1.1 per cent in 2005) (figure 5.6 and table 5A.4). This compares with 2700 Indigenous people aged 15–64 years in 2009, or 0.8 per cent of the Indigenous population aged 15–64 years (figure 5.6).

The government funded VET students at diploma level or higher include:

- 2.7 per cent of all people aged 18–24 years, compared with 0.9 per cent of the Indigenous population in the same age group
- 1.0 per cent of all people aged 20–64 years, compared with 0.9 per cent of the Indigenous population in the same age group (figure 5.6).

Figure 5.6 VET participation in diploma and above, by target age group and Indigenous status, 2009^{a, b, c, d}



a Data are for government recurrent funded VET students. **b** Data are for the highest level qualification attempted by a student in a reporting year. **c** Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. **d** The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people for 30 June 2009 (ABS 2009 Cat. no. 3201.0 series B). The 'all students' participation rate is the number of students as a percentage of the estimated resident population as at 30 June 2009.

Source: NCVER (unpublished) National VET provider collection; ABS (2009) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.4; 2011 Report, figure 5.12, p. 5.25

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective for the VET system to meet individual students’ objectives. It reports on the benefits students gained from the VET system. These benefits include employment, improved employment circumstances, a pathway for further study/training, and personal development (box 5.3).

Box 5.3 Student employment and further study outcomes

‘Student employment and further study outcomes’ is defined by five measures:

- the proportion of graduates who were employed and/or continued on to further study after completing their course, reported by VET target groups
- the proportion of graduates employed after completing their course who were unemployed before the course
- the proportion of graduates employed after completing their course who were employed before the course
- the proportion of graduates who improved their employment circumstances after completing their course, reported by VET target groups. The definition of ‘improved employment circumstances’ is at least one of:
 - employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full-time or part-time after training
 - employed at a higher skill level after training
 - received a job-related benefit after completing their training, including set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits
- the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course.

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training. The proportion of students who improved their employment outcomes or were engaged in further study can 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 (see appendix A).

Where measures are reported for VET target groups, the groups are students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

Student employment and further study outcomes — The proportion of graduates who were employed and/or continued on to further study after completing their course

Nationally, 80.1 per cent of Indigenous government funded VET graduates in 2009 indicated that they were employed and/or in further study after completing a course

— compared with 77.6 per cent in 2005. Of Indigenous government funded VET graduates in 2009, 66.4 per cent indicated that they were employed after completing a course (compared with 76.2 per cent of all government funded VET graduates) and 35.1 per cent continued on to further study (compared with 34.0 per cent of all government funded VET graduates) (figure 5.7 and 2011 Report, table 5A.25).

Figure 5.7 Proportion of Indigenous government funded VET graduates in employment and/or who continued on to further study in 2009 after completing a course in 2008^{a, b}

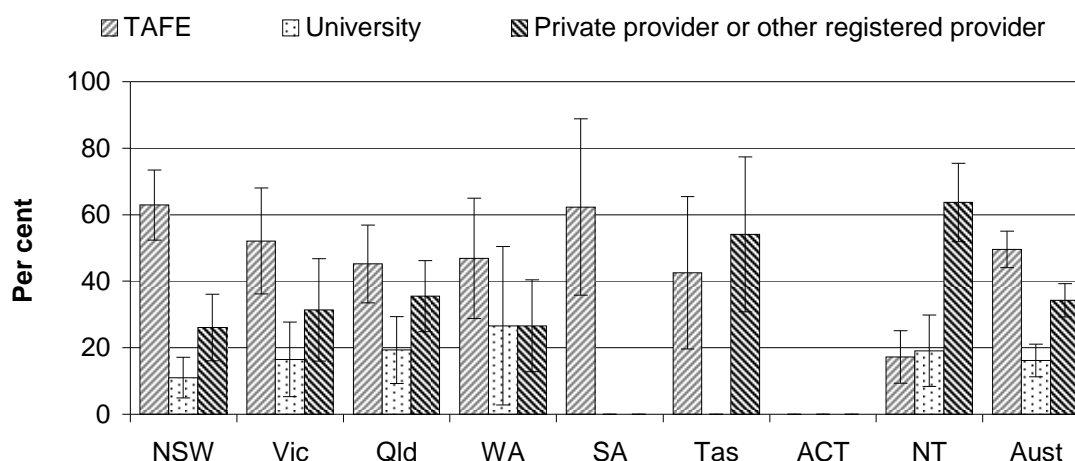


^a Graduates 'employed' and graduates 'in further study' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study. ^b The data for ACT 'In further study' has a relative standard errors greater than 25 per cent and needs to be used with caution. The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.5; 2011 Report, figure 5.19, p. 5.38.

Of those Indigenous government funded VET graduates who went on to further study, 49.6 per cent continued on to further study within the TAFE system (compared with 56.6 per cent for all government funded VET graduates), while 16.2 per cent went to university (compared with 21.3 per cent for all government funded VET graduates) and 34.3 per cent went on to further study at private providers or other registered providers (compared with 22.1 per cent for all government funded VET graduates) (figure 5.8 and 2011 Report, table 5A.25).

Figure 5.8 Proportion of Indigenous government funded VET graduates who continued on to further study after completing a course, by type of institution continued at, 2009^{a, b}



^a The data for graduates who continued at TAFE for Tasmania, at University data for NSW, Victoria, Qld, WA and the NT, and data for graduates at 'private provider or other registered provider' for Victoria and WA, have relative standard errors greater than 25 per cent and should be used with caution. Some data for SA, Tasmania and the ACT are not published due to 5 or fewer responses. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.5; 2011 Report, figure 5.23, p. 5.42.

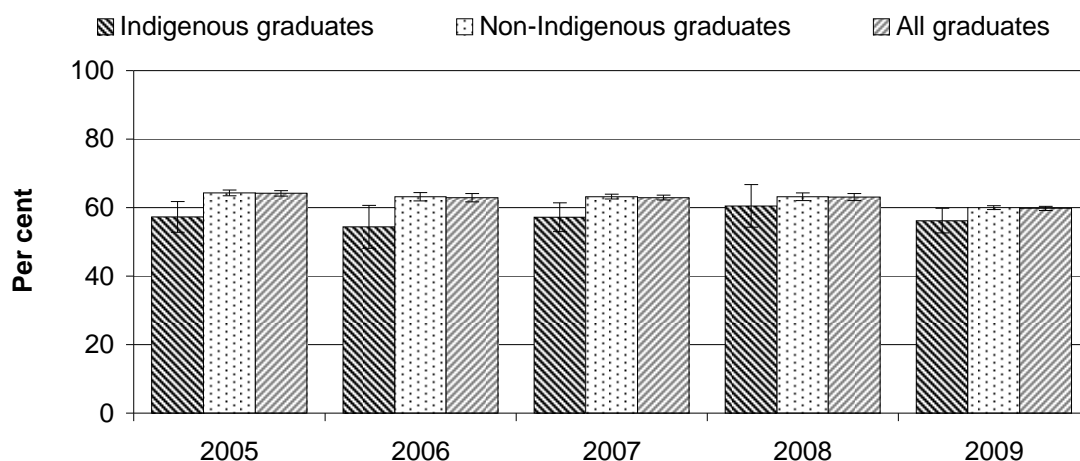
Student employment and further study outcomes — The proportion of graduates employed after completing their course who were employed before the course

Data for this measure covering Indigenous graduates are reported in tables 5A.6 and 5A.7.

Student employment and further study outcomes — The proportion of graduates who improved their employment circumstances after completing their course

Nationally, 56.2 per cent of all Indigenous government funded VET graduates in 2009 indicated they had improved their employment circumstances after completing their course, compared with 60.0 per cent of non-Indigenous government funded VET graduates and 59.8 per cent of all government funded VET graduates (figure 5.9).

Figure 5.9 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status^a



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

Source: NCVET (unpublished) *Student Outcomes Survey*, table 5A.8, 2011 Report tables 5A.45 and 5A.48; 2011 Report, figure 5.28, p. 5.47.

Indigenous government funded VET graduates nationally in 2009 indicated that:

- the employment status of 13.2 per cent changed from not employed before training to employed after training
- 11.3 per cent were employed at a higher skill level after training
- 52.9 per cent received a job-related benefit after completing their training (table 5A.10).

Table 5A.9 provides additional background information on the percentage of graduates who improved their employment circumstances after completing their training (government funded and total reported VET graduates by Indigenous status).

Student achievement in VET

‘Student achievement in VET’ is an indicator of governments’ objective for students to achieve success in VET (box 5.4).

Box 5.4 Student achievement in VET

'Student achievement in VET' is defined by two measures:

- 'Load pass rate' is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through RPL.
- '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.

Achievement by VET target groups can also indicate the equity of outcomes for these groups.

Load pass rate is a measure of students' success, which has an impact on a student's attainment of skills. High 'load pass rates' and 'number of students who commenced and completed' indicate that student achievement is high, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students.

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. Data were not available for the 2011 Report.

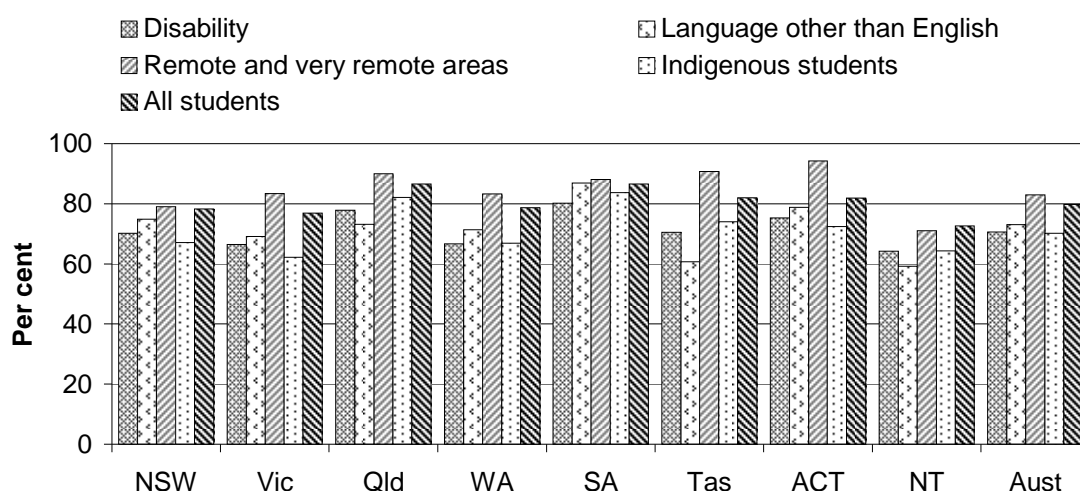
Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Student achievement in VET — Load pass rate

In 2009, the load pass rate for all government funded students was 79.8 per cent, similar to load pass rates for students from remote and very remote areas (82.9 per cent). The load pass rates for Indigenous students (70.2 per cent), students with disability (70.6 per cent) and students speaking a language other than English at home (73.0 per cent) were lower than for all students (figure 5.10).

Figure 5.10 Load pass rates, by target groups, 2009^{a, b, c, d}

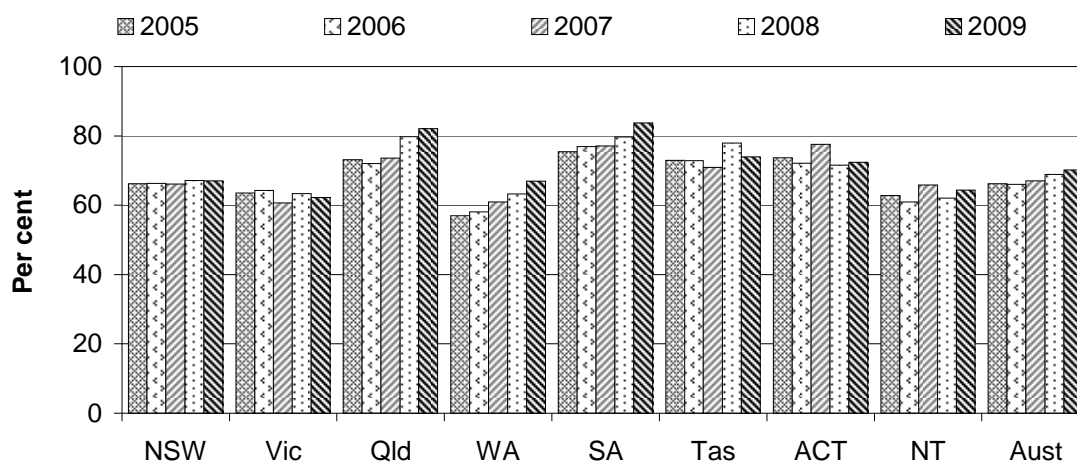


^a Data are for government recurrent funded hours. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, and impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. ^c Care needs to be taken in comparing load pass rates for students reporting disability and students speaking a language other than English at home because the non-identification rates for these groups are high. ^d There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these areas throughout Australia studying in Victoria, Tasmania, the ACT or the NT.

Source: NCVET (unpublished) National VET provider collection; table 5A.11; 2011 Report tables 5A.57–59; 2011 Report, figure 5.30, p. 5.50.

Nationally, between 2005 and 2009, load pass rates increased for Indigenous students by 4.0 percentage points (from 66.2 to 70.2 per cent) (figure 5.11).

Figure 5.11 Indigenous students' load pass rate^a

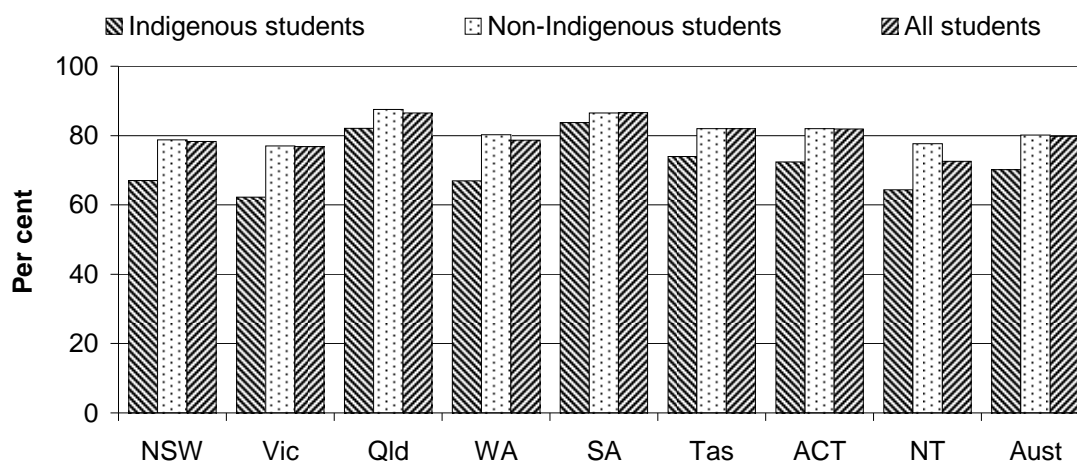


^a Data are for government recurrent funded hours. See table 5A.11 for further information.

Source: NCVET (unpublished) National VET provider collection; table 5A.11; 2011 Report, figure 5.31, p. 5.51.

In 2009, the national load pass rate for Indigenous students (70.2 per cent) was lower than the national load pass rate for non-Indigenous students (80.2 per cent) and for all students (79.8 per cent) (figure 5.12).

Figure 5.12 Load pass rate, by Indigenous status 2009^a



^a Data are for government recurrent funded hours. See table 5A.11 for further information.

Source: NCVET (unpublished) National VET provider collection; table 5A.11; 2011 Report, figure 5.32, p. 5.51.

Student satisfaction with VET

Student satisfaction with VET' is an indicator of governments' objective of enabling students' satisfaction with their training program (box 5.5).

Box 5.5 Student satisfaction with VET

'Student satisfaction with VET' is defined by two measures:

- 'proportion of students who achieve their main reason for doing a VET course' is defined as the proportion of graduates in the Student Outcomes Survey who indicate that they achieved or partly achieved their main reason for doing the course
- 'proportion of students who were satisfied with the quality of their completed VET course' is defined as the proportion of graduates in the Student Outcomes Survey who indicate that they were satisfied or very satisfied with their VET training program.

Satisfaction with VET by target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students) can also indicate the equity of outcomes for these groups.

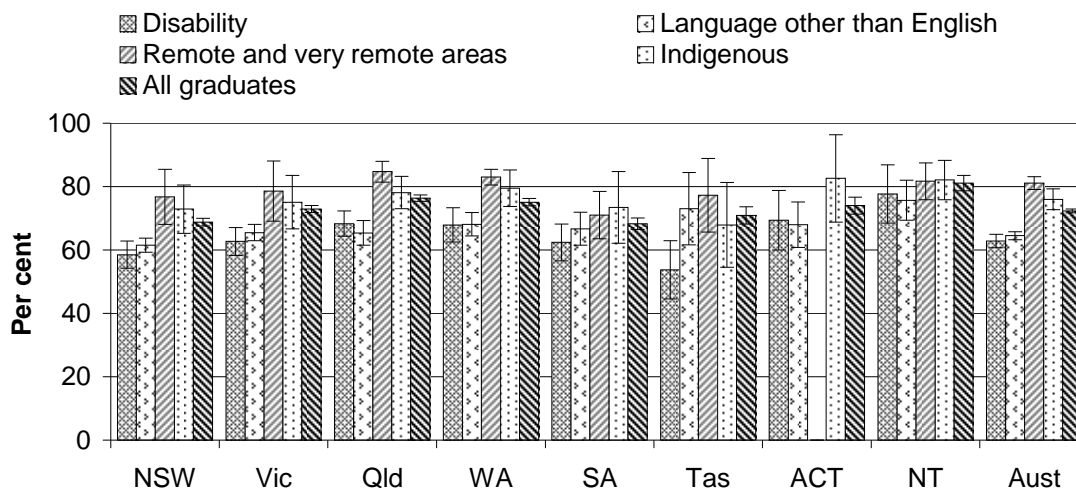
A high or increasing percentage of perceived satisfaction is desirable. The proportion of graduates who achieve their training objectives varies according to their objectives — employment related, further study and/or developmental — so it is useful to distinguish amongst types of student objectives.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2011

Of the Indigenous government funded VET graduates surveyed, 76.0 per cent indicated that the course helped them achieve their main reason for doing the course (figure 5.13).

Figure 5.13 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target groups, 2009^{a, b, c}



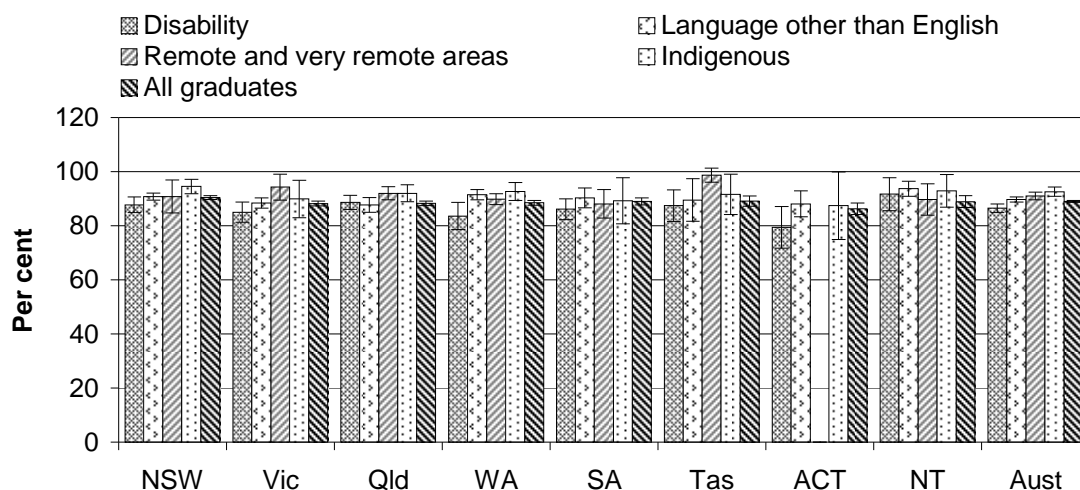
^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.12; 2011 Report, tables 5A.60 and 5A.67-69; 2011 Report, figure 5.34, p. 5.54.

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

- In 2009, 92.6 per cent of Indigenous government funded VET graduates surveyed indicated that they were satisfied with the quality of their completed training (figure 5.14).

Figure 5.14 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target groups, 2009^{a, b, c, d}

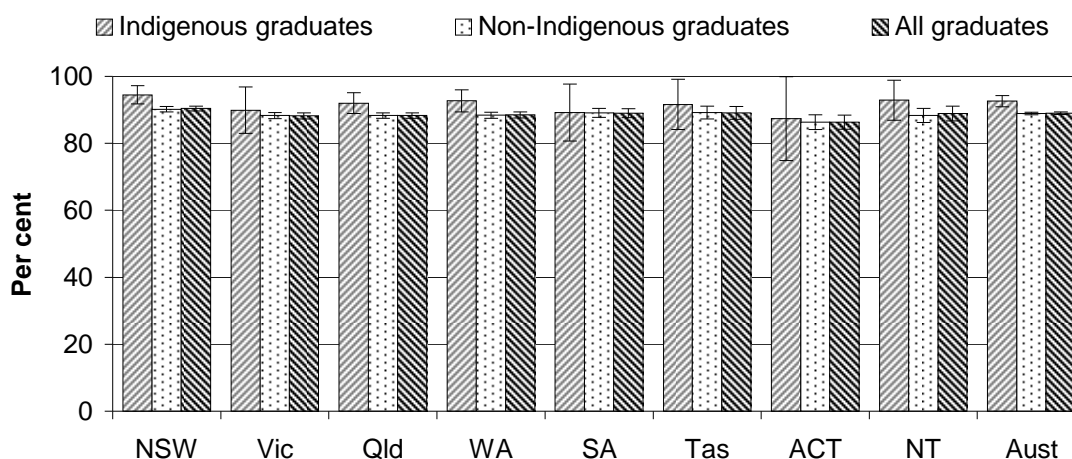


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.
^d Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a 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) *Student Outcomes Survey*, tables 5A.13; 2011 Report, tables 5A.70 and 5A.77–79; 2011 Report, figure 5.35, p. 5.55.

Nationally in 2009, the proportion of Indigenous graduates who indicated that they were satisfied (92.6 per cent) was higher than the proportion of non-Indigenous graduates (88.9 per cent) and of all graduates (89.0 per cent) (figure 5.15).

Figure 5.15 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2009^{a, b}

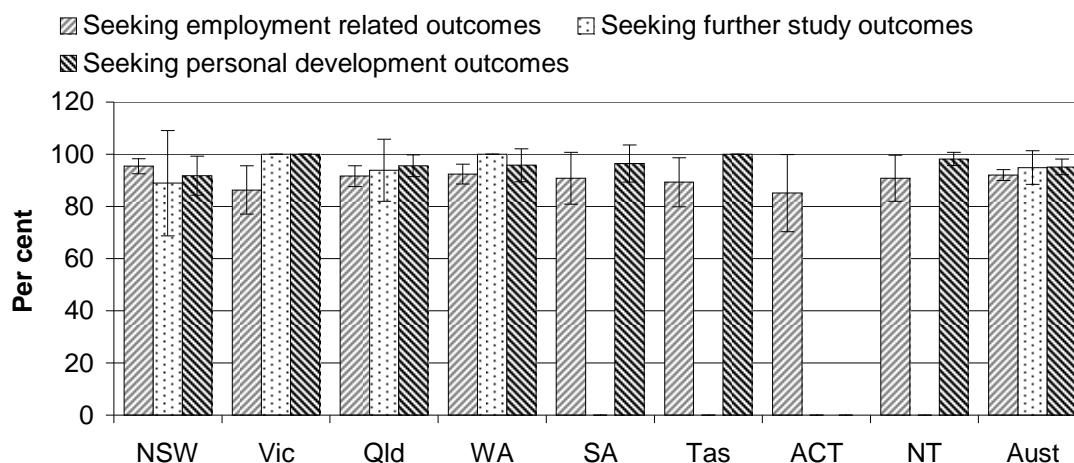


a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.13; 2011 Report, tables 5A.70 and 5A.72; 2011 Report, figure 5.36, p. 5.56.

Nationally, the satisfaction levels across Indigenous graduates undertaking training with different objectives were also similar in 2009 — Indigenous graduates who had been seeking employment related outcomes (92.0 per cent), those seeking further study outcomes (94.9 per cent) and those seeking personal development outcomes (95.1 per cent) (figure 5.16).

Figure 5.16 Proportion of Indigenous government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2009^{a, b, c}



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b Seeking further study outcomes data for SA, Tasmania, the ACT and the NT, and seeking personal development outcomes data for the ACT, are not published due to 5 or fewer responses. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.13; 2011 Report, figure 5.38, p. 5.58.

Skill profile

‘Skill profile’ is an indicator of governments’ objective 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 (box 5.5).

Box 5.5 Skill profile

'Skill profile' is yet to be defined.

There are currently no indicators for 'skill profile', and in the interim 'skill outputs from VET' is reported as a proxy.

'Skill outputs from VET' is defined by five measures of students' skill outputs from the VET system in a given year:

- 'Qualifications completed' is defined as the number of qualifications completed each year by both government and non-government funded students in VET, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.
 - Data reported for this measure are comparable.
- 'Units of competency' is defined as the number of units of competency achieved/passed each year by government recurrent funded VET students, 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.
 - Data reported for this measure are not directly comparable.
- 'Modules completed' is defined as the number of modules (outside training packages) achieved/passed each year by government recurrent funded VET students, 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.
 - Data reported for this measure are not directly comparable.
- 'Annual change in qualifications completed, units of competency and modules achieved/passed' is defined as the percentage change of qualifications, units of competency or modules achieved/passed from year to year.
 - Data reported for this measure are not directly comparable.
- 'Qualification Equivalents' is defined as the number of training activity (annual hours) associated with successful completions of modules and units of competency by government recurrent funded VET students, divided by an agreed value of training activity representing a qualification.
 - Data reported for this measure are comparable.

Data are provided for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status).

Holding other factors constant, high or increasing numbers of qualifications completed and units of competency or modules achieved/passed results in an increase in the stock of VET skills.

Qualifications completed in 2008 were counted in 2010.

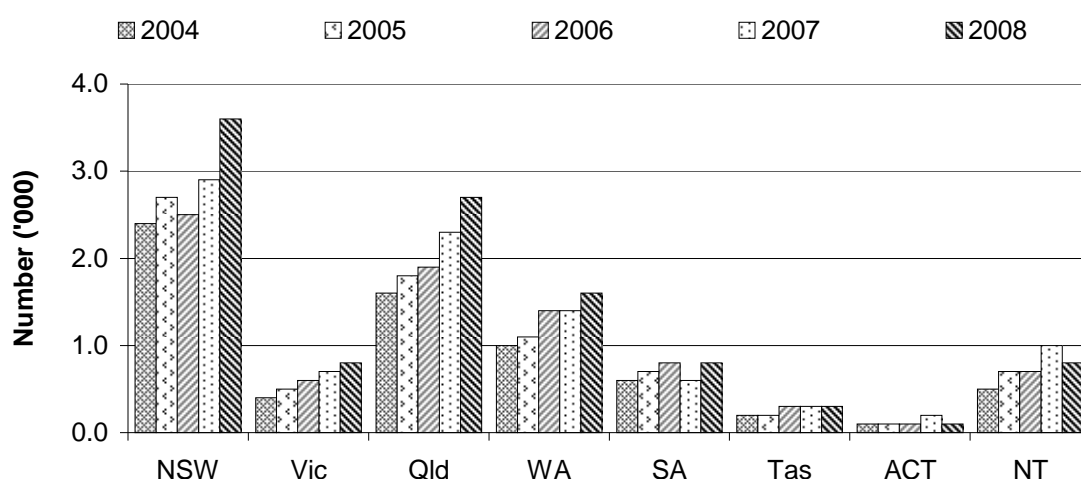
Data quality information for this indicator is under development.

Skill outputs from VET — Qualifications completed

Between 2004 and 2008, the number of qualifications completed nationally increased by 58.8 per cent for Indigenous students (table 5A.14).

Nationally, Indigenous students completed 10 800 VET qualifications in 2008, an increase of 14.9 per cent from 9400 in 2007. Indigenous students accounted for 3.1 per cent of all the qualifications completed in 2008 (table 5A.14). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.17).

Figure 5.17 Qualifications completed by Indigenous students^{a, b, c}



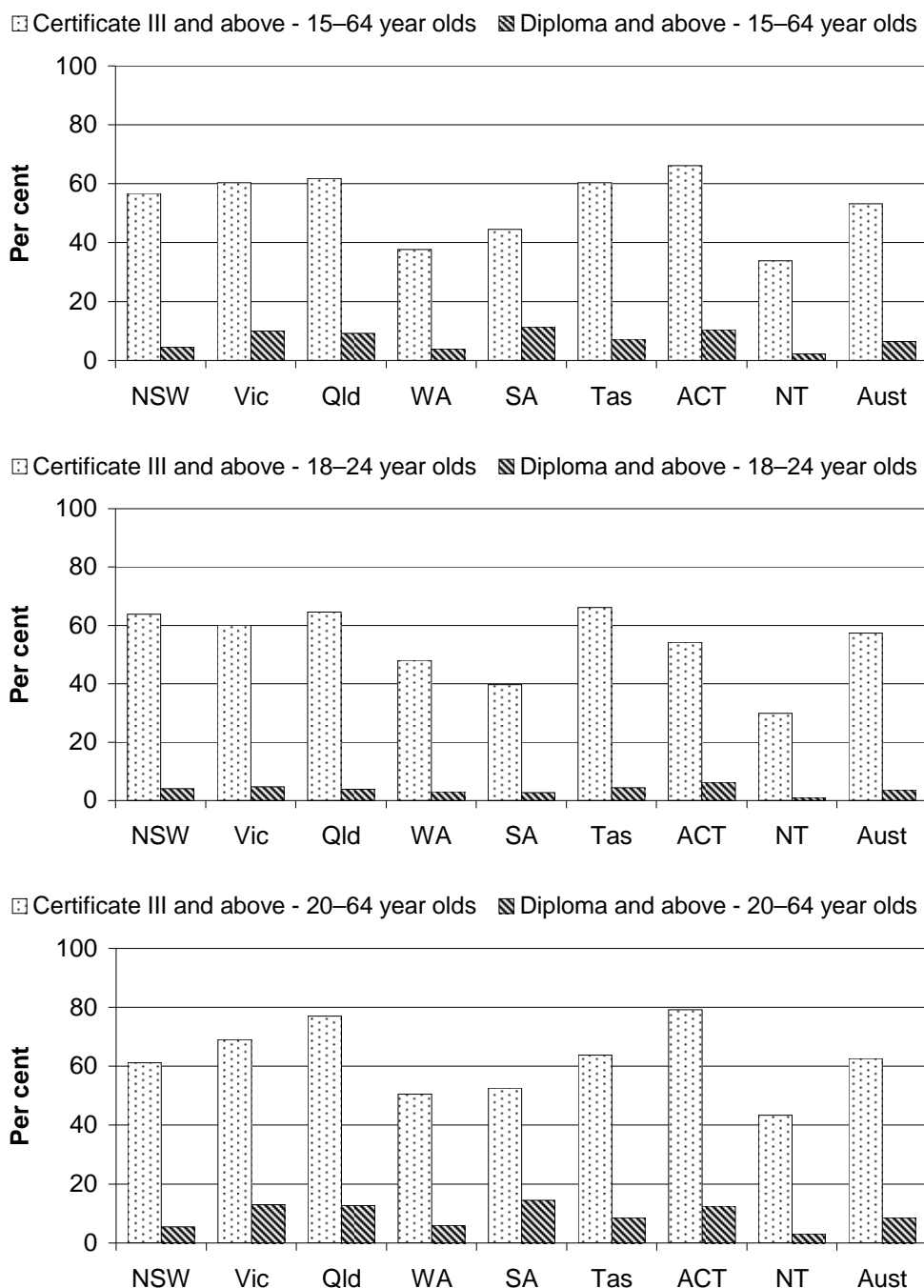
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c SA data now include VET in schools which has been assessed by TAFE.

Source: NCVET (unpublished) National VET provider collection; table 5A.14; 2011 Report, figure 5.41, p. 5.61.

In 2008, 57.4 per cent of Indigenous VET students aged 18–24 years completed qualifications at the certificate III level or higher, compared with 62.6 per cent of Indigenous students aged 20–64 years and 53.1 per cent of Indigenous students aged 15–64 years (figure 5.18).

In the same year, 3.6 per cent of Indigenous VET students aged 18–24 years completed qualifications at diploma level or higher, compared with 16.2 per cent of non-Indigenous students aged 18–24 years (table 5A.15).

Figure 5.18 Qualifications completed by Indigenous students, by course level and target age group, 2008^{a, b}



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. ^b Course levels classified as diploma and above are included in the group of courses classified as certificate III and above.

Source: NCVET (unpublished) National VET provider collection; table 5A.15; 2011 Report, figure 5.43, p. 5.64.

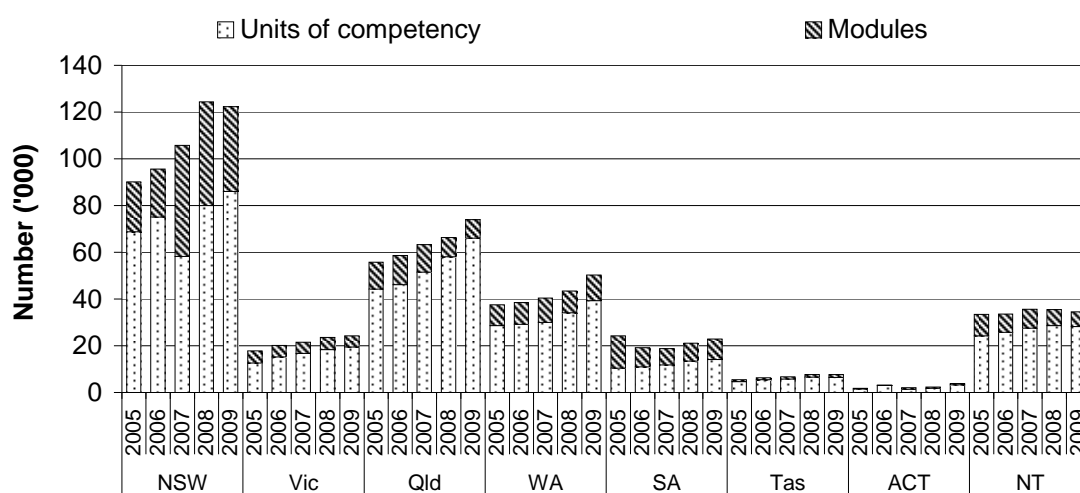
Skill outputs from VET — Units of competency and modules completed

Due to changes in the AVETMISS and the method of implementation of these changes by some training providers and jurisdictions, a large number of units of competency that NSW and the ACT reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007 by NSW and the ACT. As a result, reported units of competency significantly decreased and the number of modules significantly increased in 2007 in NSW and the ACT, and these changes were reflected in national data.

Nationally, Indigenous government funded students achieved 263 100 units of competency in 2009, an increase from 195 200 units in 2005. This was a 34.8 per cent increase in units of competency achieved/passed over this period (figure 5.19).

Nationally, Indigenous government funded students achieved 76 800 modules in 2009, an increase from 71 000 modules in 2005. This was an 8.2 per cent increase in modules achieved/passed over this period (table 5A.17). The number of units of competency and number of modules achieved/passed by Indigenous students varied across jurisdictions (figure 5.19).

Figure 5.19 Units of competency and modules achieved/passed, by Indigenous students^{a, b}



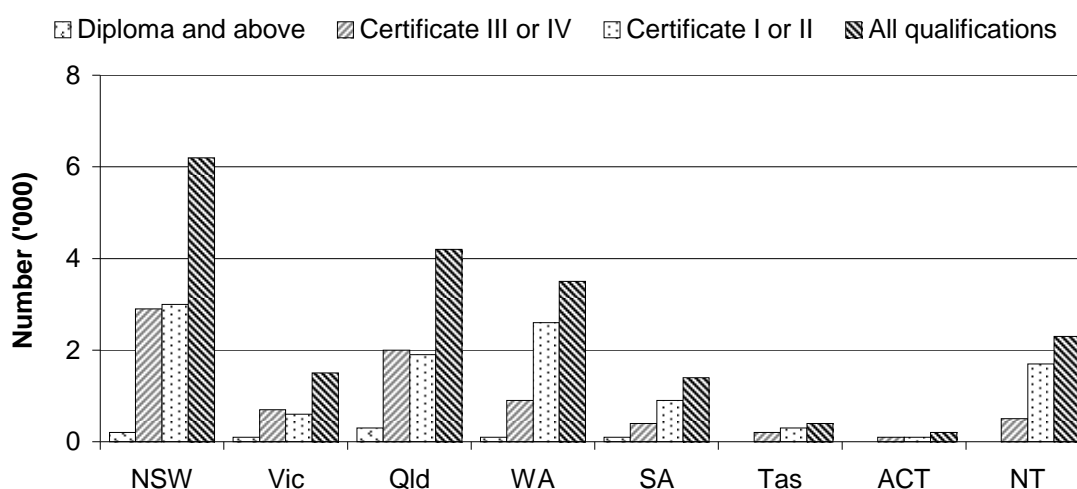
^a Data are for government recurrent funded VET students. ^b SA data now include VET in Schools which has been assessed by TAFE. To enable comparability of data, SA data for 2005 have been adjusted to include SA VET in Schools Assessment data.

Source: NCVET (unpublished) National VET provider collection; table 5A.17; 2011 Report, figure 5.45, p. 5.66.

Skill outputs from VET — Qualification Equivalents

Nationally, Indigenous government funded students undertook training equivalent to 19 700 VET qualifications in 2009, an increase from 18 100 in 2008 and from 15 500 in 2005. The change from 2005 to 2009 represents a 27.1 per cent increase (compared with a 26.2 per cent increase for all government funded students over the same period). The number of Qualification Equivalents varied across jurisdictions (figure 5.20).

Figure 5.20 Qualification Equivalents, by Indigenous graduates, 2009



Source: NCVET (unpublished) National VET provider collection; table 5A.16; 2011 Report, figure 5.49, p. 5.69.

Future directions in performance reporting

Aspects of some VET indicators are not yet fully developed or comparable, and developments for future reports includes improving the quality of Indigenous outcomes data.

Definitions of key terms and indicators

Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. A nationally consistent standard for the collection, analysis and reporting of vocational education and training information throughout Australia. This standard was observed in the collection and preparation of data for this Report.
Completions	Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Enrolment	<p>The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This may be of importance if comparing VET data in this chapter with other VET data.</p>
Government funded VET students	Government funded VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook 'recreation, leisure or personal enrichment' education programs. Fee for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.
Graduate	A person who has completed a VET program.
Load pass rate	The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to the hours of all students who were assessed and either passed, failed or withdrew. Load pass rate is calculated as the total competency achieved/passed and RPL divided by the total competency achieved/passed, RPL, competency not achieved/failed and withdrawn.
Module	A unit of training in which a student can enrol and be assessed.
Private provider	A commercial organisation that provides training to individuals and industry.

Program of study	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
Qualification Equivalents (QE)	<p>Qualification Equivalents (QE) expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education (ASCED) field of education and qualification level. For example, the median hours associated with a course in the field of education Food, Hospitality and Personal Services at diploma level for 2005 was 1660 hours. The number of hours successfully completed in modules and units of competency from these courses was 353 052. These 353 052 nominal hours represent 213 equivalent diploma qualifications.</p>
Recognition of prior learning (RPL)	RPL is an assessment process through which students may gain formal recognition for the skills they already have. An enrolment where the student has been assessed competent for the whole unit of competency or module by a trainer. The result of the assessment is on the basis of the student's prior skills and knowledge acquired through previous training, work or life experience.
Registered training organisation (RTO)	RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.
TAFE	Technical and further education colleges and institutes, which are the primary providers of government funded VET.
Training packages	<p>An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.</p> <p>A Training Package is the grouping together of the training components designed to assist in achieving the competencies for a specific industry. Units of competency are packaged together which, when combined at various levels, can form qualifications (Certificate, Diploma etc.).</p>

Unit of competency	A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.
VET participation	<p>VET student participation data presented in this Report refer only to VET students who were funded by government recurrent expenditure and delivered by TAFE and other government providers (including multi-sector higher education institutions), registered community providers and registered private providers. They do not include students who participated in VET programs delivered in schools (where the delivery was undertaken by schools) or undertook 'recreation, leisure or personal enrichment' education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This distinction between 'student' numbers and the number of 'enrolments' (or 'student enrolments') may be of importance if comparing VET data in this chapter with other VET data.</p>
VET participation by Indigenous people	The number of government funded participants of all ages in the VET system reported as Indigenous as a proportion of the number of Indigenous people aged 15–64 years in the Australian population.
VET program	A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.

List of attachment tables

Attachment tables for data within this chapter are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by an 'A' suffix (for example, table 5A.3 is table 3). Attachment tables are provided on the Review website (www.pc.gov.au/gsp).

Table 5A.1	VET participation by target age group and Indigenous status
Table 5A.2	VET participation by Indigenous status, 2009 (per cent)
Table 5A.3	VET participation in Certificate III and above, by target age group and Indigenous status
Table 5A.4	VET participation in Diploma and above, by target age group and Indigenous status
Table 5A.5	Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent)
Table 5A.6	Proportion of total reported VET graduates employed, unemployed, and not in the labour force after completing training, by previous employment status, by Indigenous status, (per cent)
Table 5A.7	Proportion of government funded VET graduates employed, unemployed, and not in the labour force after completing training, by previous employment status, by Indigenous status, (per cent)
Table 5A.8	Proportion of Indigenous graduates who improved their employment circumstances after training
Table 5A.9	Proportion of total reported VET graduates who improved their employment circumstances after training, by Indigenous status
Table 5A.10	Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status
Table 5A.11	Load pass rates by Indigenous status (per cent)
Table 5A.12	Whether course helped graduates achieve their main reason for undertaking training, Indigenous graduates
Table 5A.13	Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study
Table 5A.14	Number of VET qualifications completed, by Indigenous status ('000)
Table 5A.15	VET qualifications completed by course level, Indigenous status and target age group
Table 5A.16	Qualification Equivalents (government funded VET students), all ages, by Indigenous status
Table 5A.17	Number of units of competency and modules completed, by Indigenous status ('000)

References

- COAG (Council of Australian Governments) 2009a, *National Agreement for Skills and Workforce Development*, www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/IGA_FFR_ScheduleF_National_Skills_and_Workforce_Development_National_Agreement.pdf (accessed 16 December 2010).
- 2009b, *National Indigenous Reform Agreement*, www.coag.gov.au/intergov_agreements/federal_financial_relations/docs/IGA_FFR_ScheduleF_National_Indigenous_Reform_Agreement.pdf (accessed 16 December 2010).