# 5 Vocational education and training

CONTENTS

5.1 Profile of vocational education and training 5.2

5.2 Framework of performance indicators 5.12

5.3 Key performance indicator results 5.15

5.4 Future directions in performance reporting 5.84

5.5 Jurisdictions’ comments 5.85

5.6 Definitions of key terms 5.95

5.7 List of attachment tables 5.99

5.8 References 5.103

|  |
| --- |
| Attachment tables |
| Attachment tables are identified in references throughout this chapter by a ‘5A’ prefix (for example, table 5A.1). 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. |
|  |
|  |

This chapter reports performance information about the equity, effectiveness and efficiency of government funded vocational education and training (VET) in Australia. The VET system (including apprenticeships and traineeships) 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, chapter 4) or university education (some information on university education is included in the Child care, education and training sector overview B).

Major improvements to reporting on VET in this edition include:

* inclusion of a new measure ‘estimated qualification completion rate and subject pass rate’ within the outcome indicator ‘Student achievement in VET’, using NCVER data for the years 2008–2012 inclusive. In future, when sufficient data are available from the Unique Student Identifier, this source will be used to report the measure
* a new disaggregation by geolocation for graduates aged 20‑64 years with improved employment status after training, within the outcome indicator ‘student employment and further study outcomes’
* an updated funding flow diagram and associated text, in the profile section of the chapter
* extended time series reporting in selected attachment tables relating to all sections of the chapter.

## 5.1 Profile of vocational education and training

### Service overview

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.

The VET system involves the interaction of students, employers, the Australian, State, Territory and local governments (as both purchasers and providers), and an increasing number of private and community RTOs. Students have access to a diverse range of programs and qualification levels, with course durations varying across modules or units of competency (a stand-alone course component or subject) (box 5.1).

|  |
| --- |
| Box 5.1 Diversity of the VET system |
| Vocational education and training (VET) programs range from a single module or unit of competency (which can involve fewer than 10 contact hours) to associate degrees (which can involve up to four years of study). All training in the VET system needs to be assessed, because many students complete modules or units of competency without intending to complete a course or qualification.  The types of training range from formal classroom learning to workplace-based learning, and can include flexible, self-paced learning and/or online training, often in combination. Also included are apprenticeships/traineeships (referred to as Australian Apprenticeships), which combine employment and competency-based training, including both formalised training and on-the-job training. 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 technical and further education (TAFE) institutes, agricultural colleges and private training businesses; adult community education (ACE) 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 may be RTOs and some RTOs may also be Australian Apprenticeship Centres (formerly New Apprenticeship Centres). Schools and universities provide dual award courses that may 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. |
|  |
|  |

### Expenditure

Recurrent expenditure on VET by Australian, State and Territory governments totalled $5.8 billion in 2013 — a decrease of 3.3 per cent (in real terms) from 2012, but a 14.2 per cent increase (in real terms) from 2009 to 2013, equivalent to an average annual increase of 3.4 per cent (table 5A.1). Government recurrent expenditure was equal to $376.43 per person aged 15–64 years across Australia in 2013 (table 5A.2). Further information on the breakdown of real funding by jurisdictions is available in attachment tables 5A.1 (2004 to 2013) and 5A.2 (2009 to 2013).

Government funded activity is the primary focus of this Report. However, not all data can be limited to government funded activity. A representation of data used for statistical reporting is provided in figure 5.1. A detailed explanation of data inclusions in this chapter is provided in box 5.2.

|  |  |  |
| --- | --- | --- |
| Figure 5.1 Scope of reporting | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | Registered Training Organisations | | | | Training Fund Type |  | TAFE and other government providers | Community providers | Private providers | |  |  |  |  | | Government Funded |  |  |  |  | | Fee-for-Service (domestic and international) |  |  |  |  | | | | |
|  |  | Data available for reporting and used to report government funded activity |
|  |  | Data available for reporting and used to report VET funded activity |
|  |  | Data not available for reporting |
|  | | |
|  | | |

|  |
| --- |
| Box 5.2 Scope of VET reporting |
| Where this chapter refers to ‘government funded’ activity, it is defined as VET activity that is funded under Commonwealth and State/Territory recurrent, Commonwealth specific and State/Territory specific funding. This includes activity funded under the NASWD. Any government funded training activity that a student undertakes, regardless of whether or not it forms the majority of their course of training, is in scope of this Report. This definition of ‘government funded’ activity has been broadened, commencing with the 2011 Report. Until the 2010 Report, the VET activity reported was that funded by Commonwealth and State recurrent funding under the *Commonwealth–State Agreement for Skilling Australia’s Workforce* (CSASAW) (replaced by the NASWD on 1 January 2009). Historical data in this chapter reflect the revised definition of ‘government funded’ activity. Some other VET activity is beyond the scope of this chapter and is not reported.  Data on student participation, efficiency measures, student achievement, Qualification Equivalents, and competencies/modules completed in this chapter are limited to services that are government funded. These include VET services provided by:   * TAFE and other government providers, including multi-sector higher education institutions * registered community providers and registered private providers.   Where the chapter refers to VET activity, it is defined as all VET data available for reporting, unless otherwise specified.  The discussion in this chapter of student outcomes and student satisfaction focuses on students undertaking government funded training.  Data on qualifications completed include both government and non-government funded VET students attending TAFE, and only government funded students from private providers.  Data on estimated qualification completion rates include all VET qualifications (both government and non-government funded)  Data on employer engagement and satisfaction are on all nationally recognised training, from all provider types, irrespective of funding source. |
|  |

### Size and scope

In 2013, 31.8 per cent of Australians aged 15–64 years held a certificate or diploma as their highest level qualification (table BA.28). These qualifications could have been completed in schools, VET institutions or higher education institutions.

The VET sector is large and varied. Qualifications vary significantly in length, level and field. Approximately 1.9 million people were reported as participating in VET programs at 25 027 locations across Australia in 2013 (NCVER 2014, table 5A.3). The number of VET students decreased by 3.4 per cent between 2012 and 2013, but increased by 10.0 per cent between 2009 and 2013 (NCVER 2014).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2013, 1.5 million students (79.2 per cent) were government funded   
(NCVER 2014). The remaining 390 900 students participated on a fee‑for‑service basis as domestic students (19.2 per cent of all VET students) or were international students (1.6 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 22.4 per cent of all VET students in 2009 to 19.2 per cent in 2013 (NCVER 2014).

#### Students

Student participation data presented in this chapter refer to VET students who were government funded and where the program was delivered by TAFE or other government providers (including multi‑sector higher education institutions), registered community providers or registered private providers. The data do not include students who participated in VET programs where the delivery was undertaken by schools, or students who undertook ‘recreation, leisure or personal enrichment’ education programs. Students who undertook VET in schools programs at TAFE are in-scope for this chapter.

Nationally, 1.5 million students participated in VET programs funded by government through State and Territory agencies in 2013 (table 5A.4). Of the total number of government funded students, 22.6 per cent were enrolled in apprenticeships and traineeships (NCVER 2014). The participation rate of females aged 15–64 years was 8.2 per cent and participation rate of males aged 15–64 years was 8.6 per cent. The participation rate for the total population aged 15–64 years was 8.4 per cent (table 5A.11).

Between 2012 and 2013, the number of government funded students decreased by 3.9 per cent (approximately 60 700 students) (table 5A.5). Between 2009 and 2013, the number of government funded VET students increased by 16.3 per cent (table 5A.5).

#### Hours

Government funded VET students participated in 460.1 million government funded annual hours in 2013. On average, each government funded VET student in 2013 received 309.5 hours of VET (table 5A.4).

#### Courses

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and above.In 2013, 11.7 per cent of government funded VET students were undertaking a diploma or above, 57.4 per cent were enrolled in a certificate level III or IV, 22.3 per cent were enrolled in a certificate level I or II or lower, and 8.6 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of education also varied. Nationally in 2013, 19.1 per cent of government funded VET students were undertaking a course in the field of management and commerce, 17.5 per cent in engineering and related technologies, and 14.7 per cent in society and culture (NCVER 2014). Other fields studied by government funded VET students included food, hospitality, and personal services; architecture and building; health; education; agriculture, environment and related studies; creative arts; information technology; and natural and physical sciences (NCVER 2014).

Of the 1.5 million government funded VET students who participated in government funded VET programs in 2013, 101 374 (6.8 per cent) gained some recognition of prior learning (RPL) (table 5A.4).

#### Institutions

In 2013, government funded programs were delivered by 2094 RTOs at 25 027 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery) (table 5A.3).

The infrastructure (physical non-current assets) of government owned TAFE institutions and TAFE divisions of universities was valued at $11.8 billion in 2013, of which 92.6 per cent comprised the value of land and buildings (table 5A.21). The value of net assets of government VET providers was $807.45 per person aged 15–64 years across Australia in 2013. Asset values per person varied across jurisdictions (table 5A.6).

### Roles and responsibilities

VET is an area of shared responsibility between governments and industry. Governments provide funding, develop national and jurisdictional policies for the training system and share responsibility for the regulation, governance and quality assurance of the VET sector.

State and Territory governments manage the delivery of VET within their jurisdictions and have traditionally provided approximately two thirds of the funding in the VET system. They facilitate the development and training of the public VET workforce and ensure the effective operation of the training market.

The Australian Government provides significant financial support to states and territories to support the national training systems, through funding mechanisms under the Intergovernmental Agreement on Federal Financial Relations. The Australian Government also provides specific incentives, interventions and assistance for national priority areas.

The NASWD, which came into effect on 1 January 2009, set out the commitment between the Australian Government and State and Territory governments, to work towards increasing the skill levels of all Australians, including Aboriginal and Torres Strait Islander Australians. A revised NASWD and a new National Partnership Agreement on Skills Reform were negotiated throughout 2011 and agreed by all states and territories at the Council of Australian Governments (COAG) meeting on 13 April 2012.

*Governance of the national training system*

For most of 2013, the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) was a key decision-making body for the national training system. SCOTESE had high level policy responsibility for higher education, vocational education and training, including skills and workforce development, international education, adult community education and employment. SCOTESE set strategic policy, priorities for training and makes decisions in relation to national training system funding, planning and performance. Membership of SCOTESE comprised Australian Government, State and Territory government and New Zealand Government ministers with responsibility for tertiary education, skills and employment. SCOTESE was chaired by the member who represented the Australian Government.

On 13 December 2013, the Council of Australian Governments’ (COAG) announced a new COAG Industry and Skills Council (CISC), to replace SCOTESE. The CISC is chaired by the Hon Ian Macfarlane MP, Australian Government Minister for Industry, who has portfolio responsibility for skills. State and Territory skills and training ministers and industry ministers are members of the CISC, as is the New Zealand Minister for skills.

In 2013, SCOTESE was supported by a National Senior Officials Committee (NSOC) and two Principal Committees. NSOC implemented SCOTESE decisions, drove national collaboration on training matters and monitored the effectiveness of the national training system. The two Committees were:

* Workforce Development, Supply and Demand — provided advice on matters relating to short and long term workforce development, supply and demand issues to address emerging skills needs and impediments to workforce reforms with a view to improving productivity, participation and skills utilisation.
* Data and Performance Measurement — provided advice on matters relating to performance against tertiary education national targets, data collection and measurement, approaches to the public provision of high quality information and opportunities to resolve data issues such as common definitions and comparability.

The Joint Committee on Higher Education reported directly to NSOC.

In 2013 a number of other bodies reported or provided advice to SCOTESE, either directly or indirectly. These included:

* The National Skills Standards Council (NSSC), an expert body charged with responsibility for providing advice to SCOTESE on, and informing the sector of, the national standards for regulation of vocational education and training. The NSSC also has specific decision making powers in relation to the endorsement of Training Packages.
* The National VET Equity Advisory Council (NVEAC) provided high-level strategic advice to SCOTESE on improving outcomes for equity groups in VET. The advice provided by the Council was informed by the policy directions outlined in the *Equity Blueprint 2011–16 Creating Futures: Achieving Potential through VET*.
* The Australian Qualifications Framework Council (AQFC). The AQF is the national framework for regulated qualifications in Australian education and training. The AQFC is a council of the national ministers responsible for tertiary education, training and employment. The AQFC is also obliged to report to the national ministers responsible for school education. The AQFC has authority delegated to it by ministers to monitor and maintain the AQF, support its users and promote AQF qualifications to the community. It is also responsible for providing strategic and authoritative advice to national ministers on the AQF to ensure it is nationally and internationally robust and supports qualification linkages and pathways.
* The National Centre for Vocational Education Research (NCVER) is Australia’s clearing house for VET data and research. The organisation is a not-for-profit company owned by State, Territory and federal ministers responsible for training. NCVER is responsible for the collection of VET statistics and for providing statistical and other information to a wide range of stakeholders. It also facilitates and disseminates research and undertakes employer, student and graduate surveys relating to VET outcomes and performance.
* The Flexible Learning Advisory Group (FLAG) was an advisory committee to NSOC on national directions and priorities for information and communication technologies in VET, and in Adult and Community Education.
* The National Advisory for Tertiary Education, Skills and Employment (NATESE) provided policy and secretariat support for a number of committees and advisory groups (SCOTESE, NSOC, NSSC, NVEAC and FLAG). Policy and secretariat services for the AQFC were provided on a shared platform of support with NATESE.
* The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards, set by the NSSC, are met. ASQA has jurisdiction over all RTOs, except those operating solely in Victoria and/or Western Australia that do not offer services to overseas students. These providers are regulated by the Victorian Registration and Qualifications Authority if operating in Victoria and the Training Accreditation Council if operating in Western Australia. The function of registering RTOs within this jurisdiction transferred to ASQA in stages from July 2011 to June 2012.

National reporting relationships in the VET sector are summarised in figure 5.2.

|  |
| --- |
| Figure 5.2 National reporting relationships within the VET system in 2013a |
| Figure 5.2 National reporting relationships within the VET system in 2013  More details can be found within the text surrounding this image.  a This is a summarised reflection of the governance and reporting environment at September 2013, and does not reflect all stakeholders and their interactions in the VET sector. |
|  |
|  |

#### VET funding flows

State and Territory governments provide funding to VET providers, students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. State and Territory governments provided $4.0 billion in 2013 — 68.7 per cent of government funding. The Australian Government provided the remainder of government funding ($1.8 billion) (table 5A.8). Information on the comparability of funding data is provided in box 5.6.

The Australian, State and Territory governments provide funding for apprenticeships in the form of employer incentives and subsidies. The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships. RTOs 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.

The major funding flows within the VET system are identified in figure 5.3.

|  |
| --- |
| Figure 5.3 Major funding flows within the VET system, 2013 |
| |  | | --- | | Figure 5.3 Major funding flows within the VET system, 2013  More details can be found within the text surrounding this image. | |
|  |
|  |

While not all training across the VET system (including apprenticeships and traineeships) is government funded, significant government administrative resources support the regulation and management of the system overall.

#### Allocation of VET funding

The majority of government VET funds are allocated to government VET providers based on the planned level of training delivery agreed with State and Territory training authorities. The disbursement of a component of VET funding on a competitive basis was introduced in the early 1990s to allocate additional Australian Government funds. Processes used to allocate funds on a competitive basis include:

* *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
* *competitive tendering*, whereby government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
* *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
* *other arrangements*, in particular ‘entitlement funding’ systems, have been introduced in some states and territories and guarantee government-subsidised training places for qualifications at the providers of students' choice.

In 2013, $2.5 billion (42.9 per cent) of government VET funding was allocated on a competitive basis (including user choice arrangements) — a 3.0 per cent decrease in real terms from 2012 (table 5A.8). Table 5A.8 contains information on changes to allocations by states and territories from 2009 to 2013. $1.4 billion was allocated to non‑government providers — a 2.7 per cent decrease in real terms from 2012 (table 5A.7). The degree of competition in the tendering process varies across and within jurisdictions, depending on the program. Some tenders can be contested by any RTO (open competitive tendering), while some other tenders are restricted to RTOs able to deliver a specific type of training, for example, in a selected industry or to a particular client group (limited competitive tendering). Similarly, the scope for competition, in terms of the size of the market of potential providers, varies across jurisdictions.

## 5.2 Framework of performance indicators

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 covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this chapter are aligned with VET performance indicators in the most recent version of the NASWD, where relevant.

The objectives and outcomes outlined in the NASWD for the VET sector (box 5.3) inform the performance indicator framework for this chapter.

|  |
| --- |
| Box 5.3 Objectives for VET |
| The objective for the VET system, as outlined in the NASWD, is:   * a system that delivers a productive and highly skilled workforce and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia's economic future, and supports the achievement of increased rates of workforce participation.   Success in meeting the objective for the VET system is underpinned in the NASWD by the following target outcomes:   * the skill levels of the working age population are increased to meet the changing needs of the economy * all working age Australians have the opportunity to develop skills * training delivers the skills and capabilities needed for improved economic participation for working age Australians.   The NASWD also acknowledges the need for the VET system to address the particular needs of individuals experiencing disadvantage or disengagement with gaining skills that lead to employment or other meaningful engagement in society.  These objectives are to be met through the provision of services in an efficient manner. |
| *Source*: COAG (2012). |
|  |
|  |

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services (figure 5.4). The performance indicator framework shows which data are comparable in the 2015 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report-wide perspective (see section 1.6).

The Report’s statistical context chapter 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) (chapter 2).

|  |
| --- |
| Figure 5.4 VET performance indicator framework |
| |  | | --- | | Figure 5.4 VET performance indicator framework  More details can be found within the text surrounding this image. | |
|  |
|  |

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators, in addition to material in the chapter or sector overview and attachment tables. DQI in this Report cover the seven dimensions in the ABS’ data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at www.pc.gov.au/rogs/2015.

## 5.3 Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client.

### Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

#### Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups. For this report, the designated equity groups are Aboriginal and Torres Strait Islander people, residents of remote and very remote areas, people with disability and people speaking a language other than English at home. This section includes indicators of access to VET by these target groups.

##### 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 (box 5.4).

|  |
| --- |
| Box 5.4 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:   * Aboriginal and Torres Strait Islander people * 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 is at a similar level 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 LOTE at home, and Aboriginal and Torres Strait Islander 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 for students who have participated in Australia's government funded VET system.  The participation rates by Indigenous status are calculated from two sources and comparability issues may occur when rates utilise data from different sources. This measure uses a numerator from the National VET provider collection and a denominator of Estimated Resident Population.  Data reported for this measure:   * may not be comparable (subject to caveats) within jurisdictions over time and may not be comparable across jurisdictions * are complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

###### VET participation by target group — Aboriginal and Torres Strait Islander people

Nationally, the participation rate in government funded VET for Aboriginal and Torres Strait Islander people aged 15–64 years was 17.4 per cent in 2013, compared with 16.9 per cent in 2009 and 15.1 per cent in 2004. The participation rate for the non‑Indigenous population aged 15–64 years was 8.9 per cent in 2013, compared with 7.5 per cent in 2009 and 7.0 per cent in 2004. The participation rate for all people aged 15‑64 years was 9.4 per cent in 2013, compared with 8.4 per cent in 2008 and 8.3 per cent in 2004 (figure 5.5).

These student participation data are not age standardised, so the younger age profile of the Aboriginal and Torres Strait Islander population relative to all Australians is likely to affect the results.

|  |
| --- |
| Figure 5.5 National VET participation rate for people aged 15–64 years, by Indigenous status**a, b, c** |
| |  | | --- | | Figure 5.5 National VET participation rate for people aged 15-64 years, by Indigenous status  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. b The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimate of the Aboriginal and Torres Strait Islander population for 30 June. The all students participation rate is the number of students as a percentage of the estimated total population as at 30 June. The non‑Indigenous students participation rate is the number of students as a percentage of the estimated non‑Indigenous population as at 30 June, calculated by subtracting the estimates of Aboriginal and Torres Strait Islander population from estimates of the total resident population. c Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.10). |
| *Source*: NCVER (unpublished) National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 2001 to 2026, Cat. no. 3238.0; table 5A.10. |
|  |
|  |

Nationally in 2013, 5.1 per cent of government funded VET students (of all ages) identified as being of Aboriginal and Torres Strait Islander background (figure 5.6), higher than the proportion of Aboriginal and Torres Strait Islander people in the total population (3.0 per cent) (table 5A.16). Nationally, 91.2 per cent of government funded VET students (of all ages) identified themselves as non-Indigenous (Indigenous status was unknown for 3.7 per cent of government funded VET students).

|  |
| --- |
| Figure 5.6 VET students, all ages, by Indigenous status, 2013**a, b** |
| |  | | --- | | Figure 5.6 VET students, all ages, by Indigenous status, 2013  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. b Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.16). |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.16. |
|  |
|  |

###### VET participation by target group — people from remote and very remote areas

VET student data by region are based on students’ home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system. Nationally, the government funded VET participation rate in 2013 generally increased with remoteness. Participation was higher for people from remote and very remote areas (9.1 per cent) than for people from other geographic regions (7.8 per cent for outer regional areas, 7.9 per cent for inner regional areas and 5.7 per cent for major cities) and 6.4 per cent for all students (figure 5.7). Factors such as employment opportunities and the availability of alternative education services in regional and remote areas can affect the level of VET participation in these areas.

|  |
| --- |
| Figure 5.7 VET participation rate for people of all ages, by region,  2013**a, b, c** |
| |  | | --- | | Figure 5.7 VET participation rate for people of all ages, by region, 2013  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. b The participation rate for students from the various regions is the number of students participating in VET (based on students’ home postcode) as a proportion of the total population that resides in that region. c There are no very remote areas in Victoria, no major cities in Tasmania, no outer regional areas, remote areas or very remote areas in the ACT, and no major cities or inner regional areas in the NT. |
| *Source*: NCVER (unpublished) National VET provider collection; ABS (2013), *Regional Population Growth, Australia, 2012-13*, Cat. no. 3218.0; table 5A.12. |
|  |
|  |

###### VET participation by target group — people with disability

Nationally, 7.6 per cent of government funded VET students in 2013 reported having disability, an impairment or a long-term condition (figure 5.8). Based on the 2012 ABS *Survey of* *Disability, Ageing and Carers* (SDAC) data, an estimated 14.4 per cent of all   
15–64 year olds in the population living in households and 18.5 per cent of the total population reported having disability (derived from ABS 2013). The proportion of VET students reporting disability is not directly comparable with the proportion of the population reporting disability, as the classifications of disabilities differ across the two collections. Within the VET system, the focus is on identifying students who require additional teaching and learning support.

|  |
| --- |
| Figure 5.8 VET students of all ages, by disability status, 2013**a, b, c** |
| Figure 5.8 VET students of all ages, by disability status, 2013  More details can be found within the text surrounding this image. |
| a Data are for government funded VET students. b People with disability are defined as those who self‑identify on enrolment forms that they have disability, an impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. c Disability status not stated is nil or rounded to zero for SA. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.13. |
|  |
|  |

###### VET participation by target group — people speaking a language other than English at home

In 2013, 17.4 per cent of government funded VET students reported speaking a LOTE at home (figure 5.9). By comparison, 18.2 per cent of the total population of Australia in 2011 spoke a LOTE at home (table 5A.14) (derived from ABS 2011 *Census of Population and Housing*, table 2A.11).

|  |
| --- |
| Figure 5.9 VET students of all ages, by language spoken at home, 2013**a, b** |
| |  | | --- | | Figure 5.9 VET students of all ages, by language spoken at home, 2013  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. b Students reported as 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. Not all students responded to the relevant question on the enrolment form. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.14. |
|  |
|  |

Participation in government funded VET for people speaking a LOTE at home was estimated to be 5.6 per cent nationally in 2011, compared with 7.1 per cent for people who spoke only English at home, and 6.6 per cent for the general population. The estimated national participation rate in 2006 for people speaking a LOTE at home was similar at 5.5 per cent (table 5A.15) (derived from ABS 2006 and 2011 *Census of Population and Housing*, tables 2A.10 and 2A.11).

#### Effectiveness

A key national goal of the VET system is to enable development of a highly skilled workforce.

##### 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 5.5).

|  |
| --- |
| Box 5.5 Student participation in VET |
| ‘Student participation in VET’ is defined by three measures:   * the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years * the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years * the number of people aged 15–64 years participating in VET at diploma level 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 participation in VET certificate level III and above, and in VET diploma level and above, indicate greater or increasing participation in higher skill level courses, which is desirable.  Data for VET diploma level and above are a sub-set of data for the larger group of VET certificate III level and above. Data are for government funded VET students.  Data reported for this indicator are  • comparable (subject to caveats) across jurisdictions and over time  • complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.  Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

In 2013, 1.5 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 9.4 per cent of people aged 15–64 years nationally. The 1.5 million government funded VET students include:

* 398 000 people aged 15–19 years (27.1 per cent of that age group)
* 269 400 people aged 20–24 years (16.4 per cent of that age group)
* 786 000 people aged 25–64 years (6.4 per cent of that age group) (table 5A.9).

Data on VET participation by age group from 2004 to 2013 are included in table 5A.9.

Figures 5.10–12 show VET participation rates for the 15–64 year old population by Indigenous status, and for the target age groups of 18–24 years and 20–64 years.

###### Student participation rate for the population aged 15–64 years

The national participation rate for the general population aged 15–64 years was 9.4 per cent in 2013, compared with 17.4 per cent for the Aboriginal and Torres Strait Islander population and 8.9 per cent for the non-Indigenous population aged 15–64 years (figure 5.10).

###### Student participation rate for the population aged 18–24 years

Nationally in 2013, 20.4 per cent of all people aged 18–24 years participated in government funded VET, compared with 25.4 per cent of the Aboriginal and Torres Strait Islander population and 19.6 per cent of the non-Indigenous population in the same age group.

###### Student participation rate for the population aged 20–64 years

Nationally, 7.6 per cent of all people aged 20–64 years participated, compared with 14.2 per cent of the Aboriginal and Torres Strait Islander population and 7.1 per cent of the non‑Indigenous population aged 20–64 years (figure 5.10).

|  |
| --- |
| Figure 5.10 VET participation rate, by target age group and Indigenous status, 2013**a, b, c** |
| |  | | --- | | Figure 5.10 VET participation rate, by target age group and Indigenous status, 2013  (a) 15-64 years  More details can be found within the text surrounding this image.  Figure 5.10 VET participation rate, by target age group and Indigenous status, 2013  (b) 18-24 years  More details can be found within the text surrounding this image.  Figure 5.10 VET participation rate, by target age group and Indigenous status, 2013  (c) 20-64 years  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. b The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. c Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.10). |
| *Source*: NCVER (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 2001 to 2026, Cat. no. 3238.0; table 5A.10. |
|  |
|  |

##### Participation in Certificate III or above

In 2013, approximately 1.0 million people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing 6.6 per cent of the population aged 15–64 years nationally (figure 5.11 and table 5A.17). This compares with 8.5 per cent of the Aboriginal and Torres Strait Islander population and 6.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.11).

Nationally in 2013, 16.0 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with 14.3 per cent of the Aboriginal and Torres Strait Islander population and 15.7 per cent of the non‑Indigenous population aged 18–24 years. Nationally, 5.7 per cent of all people aged 20‑64 years participated, compared with 7.7 per cent of the Aboriginal and Torres Strait Islander population and 5.4 per cent of the non-Indigenous population aged 20–64 years (figure 5.11).

|  |
| --- |
| Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2013a, b, c, d |
| |  | | --- | | Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2013  (a) 15-64 years  More details can be found within the text surrounding this image.  Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2013  (b) 18-24 years  More details can be found within the text surrounding this image.  Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2013  (c) 20-64 years  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. b Data are for the highest level qualification attempted by a student in a reporting year. c The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. d Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.17). |
| *Source*: NCVER (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 2001 to 2026, Cat. no. 3238.0; table 5A.17. |
|  |
|  |

##### Participation in diploma and above

In 2013, approximately 173 400 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing 1.1 per cent of the population aged 15–64 years nationally (figure 5.12 and table 5A.18). This compares with 1.0 per cent of the Aboriginal and Torres Strait Islander population and 1.1 per cent of the non-Indigenous population aged 15–64 years (figure 5.12).

Nationally in 2013, 2.5 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.2 per cent of the Aboriginal and Torres Strait Islander population and 2.5 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.1 per cent of all people aged 20–64 years participated, with similar proportions participating for Aboriginal and Torres Strait Islander and non‑Indigenous populations (1.1 per cent and 1.0 per cent, respectively) (figure 5.12).

|  |
| --- |
| Figure 5.12 **VET participation rate in diploma and above, by target age group and Indigenous status, 2013a, b, c, d, e** |
| |  | | --- | | Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2013  (a) 15-64 years  More details can be found within the text surrounding this image. Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2013  (b) 18-24 years  More details can be found within the text surrounding this image. Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2013  (c) 20-64 years  More details can be found within the text surrounding this image. | |
| a Data are for government 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 Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. e Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.18). Care needs to be taken in comparing participation data due to the high non‑response rates in some jurisdictions. |
| *Source: NCVER (unpublished) National VET provider collection; ABS* (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 2001 to 2026, Cat. no. 3238.; table 5A.18. |
|  |
|  |

#### Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicators of unit cost reported are ‘recurrent expenditure per annual hour’ and ‘recurrent expenditure per load pass’. The Steering Committee has addressed four areas to help improve the comparability of efficiency indicators across jurisdictions: superannuation; depreciation; user cost of capital; and payroll tax (see chapter 1). In VET, the user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately in the measures ‘user cost of capital per annual hour’ (box 5.9) and, ‘user cost of capital per load pass’ (box 5.10). To promote accuracy and comparability of reported efficiency measures some adjustments are made to the data (box 5.6).

Data for efficiency indicators are reported for 10 years (2004–2013) in the relevant attachment tables.

|  |
| --- |
| Box 5.6 Comparability of cost estimates |
| Government recurrent expenditure is calculated using data prepared by states and territories under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET financial data. These data are prepared annually on an accrual basis and are audited.  The method for calculating government recurrent expenditure for VET was changed commencing with the 2011 Report, and includes Commonwealth and State/Territory recurrent funding, Commonwealth specific purpose funding and State/Territory specific purpose funding. This includes activity funded under the NASWD. The definition of government recurrent expenditure has been broadened since the 2010 Report, which included only Commonwealth and State recurrent funding under the CSASAW (replaced by the NASWD on 1 January 2009). Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State/Territory recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. VET in schools revenue for 2010 and later years can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, commencing with the 2011 Report, the government recurrent expenditure figures include payments received by states and territories for VET in schools programs. Historical government expenditure has been recalculated to reflect this revised approach.  The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) is reported separately. The method for calculating user cost of capital is unchanged from the earlier editions of the Report (referred to as ‘cost of capital’ in this chapter prior to the 2011 Report). |
| (Continued on next page) |
|  |
|  |

|  |
| --- |
| Box 5.6 (Continued) |
| To promote comparability of the financial data across states and territories, as well as comparability between the financial and activity data, expenditure is adjusted by course mix weights where used for calculating unit costs (that is, efficiency indicators per government funded annual hour) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The same method of calculating course mix weights has been implemented across all years for relevant data, providing comparability across all years for the indicators: ‘government recurrent expenditure per annual hour’ and ‘user cost of capital per annual hour’.  Expenditure data for years prior to 2013 are adjusted to real dollars (2013 dollars) using the gross domestic product (GDP) chain price index (table 5A.93) This index is also used for calculating VET expenditure data in other reports.  Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVER auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. |
|  |
|  |

##### Government recurrent expenditure per annual hour

‘Government recurrent expenditure per annual hour’ is an indicator of governments’ objective to provide VET services in an efficient manner. Recurrent cost per annual hour of training measures the average cost of producing a training output of the VET system (a unit cost) (box 5.7).

|  |
| --- |
| Box 5.7 Government recurrent expenditure per annual hour |
| ‘Government recurrent expenditure per annual hour’ is defined as government recurrent expenditure (as defined in box 5.6) divided by government funded annual hours.  Low or decreasing unit costs can indicate efficient delivery of VET services.  Government recurrent expenditure per annual hour should be interpreted carefully because low or decreasing unit costs do not necessarily reflect a lessening of quality. 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 across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery * VET policies and practices, including the level of fees and charges paid by students.   Expenditure per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6). The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.  Data reported for this measure are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

Government real recurrent expenditure per annual hour of government funded VET programs in 2013 was $12.60 nationally, an increase from $12.53 in 2012 but a decrease from $17.03 in 2004 (figure 5.13 and table 5A.19).

|  |
| --- |
| Figure 5.13 Government real recurrent expenditure per annual hour (2013 dollars)**a, b, c, d** |
| |  | | --- | | Figure 5.13 Government real recurrent expenditure per annual hour (2013 dollars)  More details can be found within the text surrounding this image. | |
| a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. b Data for Australia exclude the ACT payroll tax estimate, but include actual payroll tax for all other jurisdictions. c The variation in WA’s expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. d  Historical data have been adjusted to 2013 dollars using the GDP chain price index deflator (table 5A.93). Recent volatility in the deflator series affects annual movements of real expenditure. |
| *Source*: NCVER (unpublished) National financial and VET provider collections; table 5A.19. |
|  |
|  |

##### Government recurrent expenditure per load pass

‘Government recurrent expenditure per load pass’ is an indicator of governments’ objective to provide VET services in an efficient manner. It is the cost to government of each successfully completed VET module or unit of competency (that is, the cost per successfully achieved output) (box 5.8).

|  |
| --- |
| Box 5.8 Government recurrent expenditure per load pass |
| ‘Government recurrent expenditure per load pass’ is defined as government recurrent expenditure (as defined in box 5.6) divided by hours of government funded load pass. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.  Low or decreasing unit costs can 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 across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery * VET policies and practices, including the level of fees and charges paid by students.   The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.  Data reported for this measure are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

Government real recurrent expenditure per load pass hour of government funded VET programs in 2013 was $15.23 nationally, a decrease from $15.28 in 2012 and from $23.18 in 2004 (figure 5.14 and table 5A.20).

|  |
| --- |
| Figure 5.14 Government real recurrent expenditure per hour of load pass (2013 dollars)**a, b, c, d** |
| |  | | --- | | Figure 5.14 Government real recurrent expenditure per hour of load pass (2013 dollars)  More details can be found within the text surrounding this image. | |
| a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. b Data for Australia exclude the ACT payroll tax estimate, but include actual payroll tax for all other jurisdictions. c The variation in WA’s expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. d Historical data have been adjusted to 2013 dollars using the GDP chain price index deflator (table 5A.93). Recent volatility in the deflator series affects annual movements of real expenditure. |
| *Source:* NCVER (unpublished) National financial and VET provider collections; table 5A.20. |
|  |
|  |

##### User cost of capital per annual hour

‘User cost of capital per annual hour’ is an indicator of governments’ objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.9).

|  |
| --- |
| Box 5.9 User cost of capital per annual hour |
| ‘User cost of capital per annual hour’ is defined as the user cost of capital (adjusted for course mix weight) divided by government funded annual hours. User cost of capital is 8 per cent of the value of total physical non-current assets. Annual hours are 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.  Low or decreasing total costs per annual hour can reflect higher efficiency in the delivery of VET services.  User cost of capital per annual hour should be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user 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. 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 1.  User cost of capital per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6).  Data reported for this measure are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

Nationally, the user cost of capital per annual hour in 2013 was $2.05. The largest components of user cost of capital per annual hour were building costs ($1.49) followed by land costs ($0.41) (figure 5.15).

|  |
| --- |
| Figure 5.15 User cost of capital per annual hour, 2013**a** |
| |  | | --- | | Figure 5.15 User corst of capital per annual hour, 2013  More details can be found within the text surrounding this image. | |
| a ‘All other user cost of capital’ includes plant, equipment, motor vehicles and other capital. See table 5A.21 for further information. |
| *Source*: NCVER (unpublished) National financial and VET provider collections; table 5A.21. |
|  |
|  |

Tables 5A.22 and 5A.23 provide additional information on the total cost to government of funding VET per annual hour over a 10‑year time series (including both the user cost of capital and recurrent costs).

##### User cost of capital per load pass

‘User cost of capital per load pass’ is an indicator of governments’ objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.10).

|  |
| --- |
| Box 5.10 User cost of capital per load pass |
| ‘User cost of capital per load pass’ is defined as the user cost of capital divided by hours of government funded load pass. User cost of capital is 8 per cent of the value of total physical non-current assets. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non‑assessable enrolments.  Low or decreasing total costs per load pass hour can reflect higher efficiency in the delivery of VET services.  User cost of capital per load pass should 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 user 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. 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 1.  Data reported for this measure are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

In 2013, the user cost of capital per load pass hour was $2.48 nationally. The largest components were building ($1.80) and land ($0.49) costs (figure 5.16).

|  |
| --- |
| Figure 5.16 User cost of capital per hour of load pass, 2013**a, b** |
| |  | | --- | | Figure 5.16 User cost of capital per hour of load pass, 2013  More details can be found within the text surrounding this image. | |
| a Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL. It does not include non-assessable enrolments. b ‘All other user cost of capital’ includes plant, equipment, motor vehicles and other capital. |
| *Source*: NCVER (unpublished) National financial and VET provider collections; table 5A.21. |
|  |
|  |

Tables 5A.22 and 5A.24 provide additional information on the total cost to government of funding VET per load pass hour over a 10‑year time series (including both the user cost of capital and recurrent costs).

### Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5). The objectives for VET services include a range of outcomes for students and employers (box 5.3).

#### Student outcomes

The annual *Student Outcomes Survey* conducted by the NCVER 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 undertaking activity within the VET system in Australia in the previous year (box 5.11).

|  |
| --- |
| Box 5.11 Student Outcomes Survey |
| The Student Outcomes Survey collects data about graduates and module completers, including 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 for graduates and module completers by TAFE institute, field of study, sex 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 should be made with care. To assist with making comparisons across jurisdictions, error bars representing the 95 per cent confidence intervals associated with each point estimate are presented in the survey figures. These confidence intervals can be used to indicate whether there are likely to be statistically significant differences across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions do not overlap, then the estimates are statistically significantly different (at the 95 per cent confidence level). Confidence intervals are also included in the associated attachment tables.  The Student Outcomes Survey yields data on all VET providers, capturing government funded students (TAFE, private and community education providers) as well as those training on a fee‑for‑service basis (TAFE and some private and community education providers). The discussion of student outcomes in the chapter focuses on government funded VET graduates, that is, students who undertook government funded VET activity.  Care should 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 VET system may affect employment outcomes for graduates (see chapter 2). |
|  |
|  |

##### 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 5.12).

|  |
| --- |
| Box 5.12 Student employment and further study outcomes |
| ‘Student employment and further study outcomes’ is defined by four measures:   * the proportion of government funded VET graduates who were employed and/or continued on to further study after completing their course, reported by VET target groups * the proportion of government funded VET graduates employed after completing their course who were unemployed before the course * the proportion of government funded VET graduates who improved their employment circumstances after completing their course, reported by VET target groups and by level of qualification. 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 government funded VET 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.   Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Aboriginal and Torres Strait Islander students).  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 chapter 2).  Data reported for these measures are:   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

###### 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, 87.5 per cent of government funded VET graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2013 — compared with 89.2 per cent in 2009. Of all government funded VET graduates in 2013, 77.0 per cent said they were in employment while 35.3 per cent had continued on to further study (figure 5.17 and table 5A.25).

|  |
| --- |
| Figure 5.17 Proportion of government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course**a, b, c** |
| |  | | --- | | Figure 5.17 Proportion of government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course  More details can be found within the text surrounding this image. | |
| a Graduates employed after training and graduates in further study after training are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. b Error bars represent the 95 per cent confidence interval associated with each point estimate. c Data relate to courses completed in 2012. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.25. |
|  |
|  |

Nationally, 81.5 per cent of government funded Aboriginal and Torres Strait Islander VET graduates in 2013 indicated that they were employed and/or in further study after completing a course — compared with 84.2 per cent in 2009. Of government funded Aboriginal and Torres Strait Islander VET graduates in 2013, 67.2 per cent indicated that they were employed after completing a course (compared with 77.0 per cent of all government funded VET graduates) and 38.9 per cent continued on to further study (compared with 35.3 per cent of all government funded VET graduates) (figure 5.18 and tables 5A.25–26).

|  |
| --- |
| Figure 5.18 Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course **a, b, c, d** |
| |  | | --- | | Figure 5.18 Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course.  More details can be found within the text surrounding this image. | |
| 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 Error bars represent the 95 per cent confidence interval associated with each point estimate c Data relate to courses completed in 2012. d ACT data for in further study and training are not published due to 5 or fewer responses. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.26. |
|  |
|  |

The proportions of graduates by target groups who were in employment after completing their course or continued onto further study can also indicate the equity of outcomes for these groups.

Nationally, 54.8 per cent of government funded VET graduates with disability, 65.3 per cent of graduates who spoke a language other than English at home, 85.9 per cent of graduates from remote and very remote areas and 67.2 per cent of Aboriginal and Torres Strait Islander graduates were employed in 2013 after completing a course in 2012. In comparison, 77.0 per cent of all government funded VET graduates were employed after completing a course (figure 5.19).

Further information for non-Indigenous graduates and graduates from other geographical locations are reported in tables 5A.27–30.

|  |
| --- |
| Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2013**a, b, c, d** |
| |  | | --- | | Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2013  More details can be found within the text surrounding this image. | |
| 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 Error bars represent the 95 per cent confidence interval associated with each point estimate. c Data relate to courses completed in 2012. d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.25–26 and 5A.31–33. |
|  |
|  |

Nationally, 37.4 per cent of government funded VET graduates with disability, 36.9 per cent of graduates who spoke a language other than English at home, 34.2 per cent of graduates from remote and very remote areas and 38.9 per cent of Aboriginal and Torres Strait Islander graduates continued on to further study in 2013 after completing a course in 2012. In comparison, 35.3 per cent of all government funded VET graduates continued on to further study (figure 5.20).

|  |
| --- |
| Figure 5.20 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2013**a, b, c, d** |
| |  | | --- | | Figure 5.20 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2013  More details can be found within the text surrounding this image. | |
| 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 Error bars represent the 95 per cent confidence interval associated with each point estimate. The data for graduates from remote and very remote areas in Victoria have relative standard errors greater than 25 per cent and need to be used with caution. c Data relate to courses completed in 2012. d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote and very remote data for Victoria are for students from remote and very remote areas throughout Australia studying in Victoria (there are no remote and very remote data for the ACT). |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.25–26 and 5A.31–33. |
|  |
|  |

Of those government funded VET graduates who continued on to further study in 2013, 47.6 per cent pursued their further study within the TAFE system, while 23.0 per cent went on to further study at universities and 29.5 per cent went on to further study at private providers or other registered providers (figure 5.21).

|  |
| --- |
| Figure 5.21 Proportion, by type of continuing institution, of government funded VET graduates who continued on to further study after completing a course, 2013**a, b** |
| |  | | --- | | Figure 5.21 Proportion, by type of continuing institution, of government funded VET graduates who continued on to further study after completing a course, 2013  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b Data relate to courses completed in 2012. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.25. |
|  |
|  |

Of those government funded Aboriginal and Torres Strait Islander VET graduates who went on to further study in 2013, 55.8 per cent continued on to further study within the TAFE system (compared with 47.6 per cent for all government funded VET graduates), while 12.1 per cent went to university (compared with 23.0 per cent for all government funded VET graduates) and 32.1 per cent went on to further study at private providers or other registered providers (compared with 29.5 per cent for all government funded VET graduates) (figure 5.22 and table 5A.25).

|  |
| --- |
| Figure 5.22 Proportion, by type of continuing institution, of Aboriginal and Torres Strait Islander government funded VET graduates who continued on to further study after completing a course, 2013**a, b** |
| |  | | --- | | Figure 5.22 Proportion, by type of continuing institution, of Aboriginal and Torres Strait Islander government funded VET grduates who continued on to further study after completing a course, 2013  More details can be found within the text surrounding this image. | |
| a The data for graduates who continued at TAFE for Victoria, Queensland and the NT, at University for NSW, Queensland, SA and the NT, and for graduates at private provider or other registered provider for NSW, Victoria, Queensland and WA have relative standard errors greater than 25 per cent and should be used with caution. Some data for Victoria, WA, SA, Tasmania and the ACT are not published due to 5 or fewer responses, but are included in the Australian total. b Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.26. |
|  |
|  |

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

Nationally, of the government funded VET graduates surveyed in 2013 who were unemployed before the course, 46.6 per cent indicated they were employed after the course, 45.9 per cent were unemployed and 7.4 per cent were not in the labour force (figure 5.23).

|  |
| --- |
| Figure 5.23 Labour force status after the course of government funded VET graduates who were unemployed before the course, 2013**a** |
| |  | | --- | | Figure 5.23 Labour force status after the course of government funded VET graduates who were unemployed before the course, 2013  More details can be found within the text surrounding this image. | |
| NFI = No further information  a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.34. Not in the labour force estimates for Queensland, WA, Tasmania and the NT have relative standard errors greater than 25 per cent and should be used with caution. Not in the labour force estimates for the ACT are not published due to 5 or fewer responses, but are included in the Australian total. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.34. |
|  |
|  |

Between 2009 and 2013, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 4.9 percentage points to 46.6 per cent (figure 5.24). This compares with a decrease of 13.6 percentage points over the same period for government funded Aboriginal and Torres Strait Islander VET graduates to 39.1 per cent (table 5A.35).

|  |
| --- |
| Figure 5.24 Proportion of government funded VET graduates who were unemployed prior to commencing a course and were employed after completing a course**a** |
| |  | | --- | | Figure 5.24 Proportion of government funded VET graduates who were unemployed prior to commencing a course and were employed after completing a course  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.34. |
|  |
|  |

Additional information is provided in tables 5A.36–37 on the labour force status of non‑Indigenous graduates and of graduates who were employed prior to the course.

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

Nationally, 60.3 per cent of all government funded VET graduates in 2013 indicated they had improved their employment circumstances after completing their course, a decrease of 3.7 percentage points from 2009 (figure 5.25). Data from 2005 are included in table 5A.41.

|  |
| --- |
| Figure 5.25 Proportion of government funded VET graduates who improved their employment circumstances after training**a** |
| |  | | --- | | Figure 5.25 Proportion of government funded VET graduates who improved their employment circumstances after training  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.41. |
|  |
|  |

Nationally, for government funded VET graduates in 2013:

* 12.4 per cent changed from ‘not employed’ before training to ‘employed’ after completing their training
* 10.9 per cent were employed at a higher skill level after completing their training
* 56.8 per cent received a job related benefit after completing their training (table 5A.45).

Nationally, 55.9 per cent of all government funded Aboriginal and Torres Strait Islander VET graduates in 2013 indicated they had improved their employment circumstances after completing their course ⎯ a decrease of 7.5 percentage points from 2008 (table 5A.43) ⎯ compared with 60.5 per cent of government funded non-Indigenous VET graduates and 60.3 per cent of all government funded VET graduates in 2013 (figure 5.26).

Table 5A.42 includes national data for graduates who speak a language other than English at home, graduates with disability, and graduates from remote and very remote areas. Of these groups, government funded VET graduates who reported disability were the least likely to indicate that they had improved employment circumstances in 2013 (42.3 per cent).

|  |
| --- |
| Figure 5.26 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status**a** |
| |  | | --- | | Figure 5.26 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.41 and 5A.43–44. |
|  |
|  |

Nationally for government funded Aboriginal and Torres Strait Islander VET graduates in 2013:

* 14.8 per cent changed from ‘not employed’ before training to ‘employed’ after completing their training
* 8.0 per cent were employed at a higher skill level after completing their training
* 53.0 per cent received a job-related benefit after completing their training (table 5A.45).

Nationally in 2013, 62.2 per cent of government funded VET graduates with a diploma or above indicated they had improved their employment circumstances after completing their course (figure 5.27).

Data on the percentage of all graduates aged 20–64 years who improved their employment circumstances after completing their training, by geolocation are included in table 5A.46. Data on the percentage of graduates aged 20–64 years who improved their employment circumstances after completing their training, by Indigenous status are included in Table 5A.47. Table 5A.49 provides information on the percentage of graduates aged 20–64 years who improved their employment circumstances after completing their training, by certificate level.

|  |
| --- |
| Figure 5.27 Proportion of government funded VET graduates who improved their employment circumstances after training, by certificate level,2013**a** |
| |  | | --- | | Figure 5.27 Proportion of government funded VET graduates who improved their employment circumstances after training, by certificate level, 2013  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.47–48. |
|  |
|  |

###### Student employment and further study outcomes — 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

Nationally in 2013, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 76.3 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.28). This compares with 81.6 per cent for government funded Aboriginal and Torres Strait Islander VET graduates (table 5A.40).

|  |
| --- |
| Figure 5.28 Proportion of government funded VET graduates who undertook their course for employment‑related reasons and who received at least one job-related benefit from completing the course, 2013**a** |
| |  | | --- | | Figure 5.28 Proportion of government funded VET graduates who undertook their course for employment related reasons and who received at least one job-related benefit from completing the course, 2013  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.39. |
|  |
|  |

Individual graduates could receive more than one benefit. The benefits reported by graduates included that they had:

* obtained a job (30.3 per cent)
* achieved an increase in earnings (24.5 per cent)
* achieved a promotion or an increased status at work (33.2 per cent)
* a change of job or a new job (17.7 per cent)
* gained the ability to start their own business (7.6 per cent) (table 5A.39).

Attachment table 5A.38 provides information on the reported relevance to the main job, for those graduates who were employed after completing their course and undertook their course for employment related reasons. Further information on VET employment outcomes is available from the Down the Track survey of long term VET outcomes for 15‑24 year olds, which is referred to in the 2006 Report (SCRGSP 2006, box 4.13) and is available in *Down the track: TAFE outcomes for young people two years on* (NCVER 2006).

##### Student achievement in VET

‘Student achievement in VET’ is an indicator of governments’ objective for students to achieve success in VET (box 5.13).

|  |
| --- |
| Box 5.13 Student achievement in VET |
| ‘Student achievement in VET’ is defined by three 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. * ‘Proportion of graduates with improved education/training status after training’ is the number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), divided by the number of VET course enrolments. * ‘Estimated qualification completion rate’ is 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. Qualifications at AQF Certificate 1 and above are included. The subject load pass rates for students commencing in that year are also included — while not all courses are completed, subject completions are also valuable. More detail on the estimation method is included in box 5.14.   For ‘load pass rate’ and ‘proportion of graduates with improved education/training status after training’, data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Aboriginal and Torres Strait Islander students). Achievement by VET target groups can also indicate the equity of outcomes for these groups.  High or increasing load pass rates and proportions of students who commenced and completed indicate that student achievement is high or improving, 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.  Changes in the proportion of graduates with improved education/training status after training may be affected by relatively large changes in enrolments, due to the time lag between course enrolment (the denominator) and qualification completion (the numerator used for deriving the proportion). Care therefore needs to be taken when interpreting changes over time in the proportion of graduates with improved education/training status after training.  Data reported for these measures are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

###### Student achievement in VET — load pass rate

In 2013, the load pass rate for all government funded students was 82.9 per cent, lower than the load pass rates for students from remote and very remote areas (85.0 per cent). The load pass rates for Aboriginal and Torres Strait Islander students (74.1 per cent), students with disability (74.0 per cent) and students speaking a language other than English at home (79.0 per cent) were lower than for all students (figure 5.29).

|  |
| --- |
| Figure 5.29 Load pass rates, by target group, 2013**a, b, c, d** |
| |  | | --- | | Figure 5.29 Load pass rates, by target group, 2013  More details can be found within the text surrounding this image. | |
| a Data are for government funded hours. b People with disability are defined as those who self-identify on enrolment forms that they have disability, impairment or a long-term condition. c Care should be taken in comparing load pass rates for students reporting disability, students speaking a language other than English at home and for Aboriginal and Torres Strait Islander students because the non-identification rates for these groups are high. d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions. |
| *Source*: NCVER (unpublished) National VET provider collection; tables 5A.50–53. |
|  |
|  |

Nationally, between 2009 and 2013, load pass rates increased for all students by 3.1 percentage points to 82.9 per cent (table 5A.50) and for:

* students with disability by 3.4 percentage points to 74.0 per cent (table 5A.52)
* students speaking a language other than English at home by 6.0 percentage points to 79.0 per cent (table 5A.53)
* students from remote and very remote areas by 2.1 percentage points to 85.0 per cent (table 5A.51)
* Aboriginal and Torres Strait Islander students by 3.8 percentage points to 74.1 per cent (table 5A.50).

In 2013, nationally, the load pass rate for Aboriginal and Torres Strait Islander students (74.1 per cent) was lower than the load pass rate for non-Indigenous students (83.2 per cent) and for all students (82.9 per cent) (figure 5.30).

|  |
| --- |
| Figure 5.30 Load pass rate, by Indigenous status 2013**a, b** |
| |  | | --- | | Figure 5.30 Load pass rate, by Indigenous status 2013  More details can be found within the text surrounding this image. | |
| a Data are for government funded hours. b Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing rates for Aboriginal and Torres Strait Islander and non‑Indigenous students as non-identification rates can be high. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.50. |
|  |
|  |

Load pass rates for Aboriginal and Torres Strait Islander students increased by 10.2 percentage points nationally between 2004 and 2013, to 74.1 per cent. This compares with an increase of 5.3 percentage points over the same period for non‑Indigenous students (to 83.2 per cent in 2013) and an increase of 5.6 percentage points over the same period for all students (to 82.9 per cent) (table 5A.50).

###### Student achievement in VET — proportion of graduates with improved education/training status after training

Students who completed a qualification in 2012 and had improved education/training status after training (higher than their previous qualification), as a percentage of course enrolments by students in 2012, was 18.0 per cent. This increased from 13.6 per cent in 2008, representing an increase of 4.4 percentage points over the period (figure 5.31).

|  |
| --- |
| Figure 5.31 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments**a, b** |
| |  | | --- | | Figure 5.31 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments  More details can be found within the text surrounding this image. | |
| a Qualifications completed includes courses accredited or approved by a local State/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. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.54. |
|  |
|  |

Qualification completions in 2012 by Aboriginal and Torres Strait Islander students with improved education/training status after training, as a percentage of course enrolments by Aboriginal and Torres Strait Islander students in 2012, was 13.4 per cent (figure 5.32) ⎯ an increase of 3.2 percentage points from 10.2 per cent in 2008 (table 5A.54). This compares to an increase of 4.1 percentage points for non-Indigenous students between 2008 (14.3 per cent) and 2012 (18.4 per cent) (table 5A.54).

|  |
| --- |
| Figure 5.32 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2012**a, b** |
| |  | | --- | | Figure 5.32 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2012  More details can be found within the text surrounding this image. | |
| a Qualifications completed includes courses accredited or approved by a local State/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. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.54. |
|  |
|  |

Qualification completions in 2012 by students from remote and very remote areas with improved education/training status after training, as a percentage of course enrolments by those students in 2012, was 12.4 per cent. This represents an increase of 1.8 percentage points from 10.6 per cent in 2008 ⎯ lower than the 4.4 percentage points increase for all students (table 5A.56).

Tables 5A.55 and 5A.57 provide additional information on completions for students aged 20–64 years.

Nationally in 2012, the proportion of VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only) was 20.9 per cent (table 5A.58). Table 5A.59 provides additional information for this measure for students aged 20–64 years.

###### Student achievement in VET — Estimated qualification completion rate and subject pass rate

The estimated qualification completion rate is an estimate of the percentage of all VET qualifications (both government and non-government funded) at Certificate I and above commenced in a particular year of interest that will eventually be completed. The methodology is described in box 5.14.

|  |
| --- |
| Box 5.14 Estimated qualification completion rate |
| The methodology used to derive the estimated qualification completion rate involves creating a longitudinal dataset of VET qualification enrolments over a three-year period (from one year before the commencing year under consideration to one year after). Students and the qualifications they enrolled in are matched to completions via a unique identifier and the qualification record identifier. For each unique VET qualification enrolment in the longitudinal dataset, variables are set up to indicate the year in which the qualification was commenced, the years in which it had a continuing enrolment, and the year in which it was completed (if it was completed). These indicator variables are then used to determine the probabilities of a qualification enrolment moving from a commencing or continuing status in one year to a completed or dropped-out status in the next. Using these probabilities, the techniques of absorbing Markov chain theory are applied to calculate the completion rate of commencing qualification enrolments in each year.  Estimated qualification completion rates should be interpreted with caution due to data collection and methodological issues in tracking students and the qualifications they enrol in across different years of the National VET Provider Collection. In addition, not all students intend to complete an entire qualification but may only wish to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wishing to only complete a specific component of a qualification are required to enrol in that qualification for data collection purposes, whereas in other jurisdictions they are not. |
|  |
|  |

For students who commenced in 2012, the estimated qualification completion rate was 35.8 per cent nationally, compared to 28.9 per cent for students who commenced their qualification in 2008. These rates varied across states and territories (figure 5.33).

|  |
| --- |
| Figure 5.33 Estimated completion rates for qualifications at certificate I and above, commencing 2008–12**a, b** |
| |  | | --- | | Figure 5.33 Estimated completion rates for qualifications at certificate I and above, commencing 2008–12  More details can be found within the text surrounding this image. | |
| a The estimated qualification completion rates for all years are computed using data from the National VET Provider Collection. The estimated rates may change slightly from the rates published in the previous year due to the reporting of additional qualification/course completions for previous years in the current collection. b The relatively large decrease in completion rates for the ACT in 2012 is due to changes in the name encryption of some students across collection years, leading to a mismatch between completions and enrolments. |
| *Source*: NCVER (2014), *Australian Vocational Education and Training Statistics: The Likelihood of Completing a VET Qualification,* Adelaide; table 5A.60. |
|  |
|  |

For students who commenced in 2012, the subject load pass rate was 83.1 per cent nationally compared to 80.4 per cent for students who commenced their qualification in 2008 (figure 5.34).

|  |
| --- |
| Figure 5.34 Load pass rates for qualifications at certificate I and above, commencing 2008–12 |
| |  | | --- | | Figure 5.34 Load pass rates for qualifications at certificate I and above, commencing 2008–12  More details can be found within the text surrounding this image. | |
| *Source*: NCVER (2014), *Australian Vocational Education and Training Statistics: The Likelihood of Completing a VET Qualification,* Adelaide; table 5A.60. |
|  |
|  |

##### Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.15).

|  |
| --- |
| Box 5.15 Student satisfaction with VET |
| ‘Student satisfaction with VET’ has two measures:   * ‘proportion of students who achieve their main reason for doing a VET course’, defined as the proportion of graduates who indicate through the Student Outcomes Survey 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’, defined as the proportion of graduates who indicate through the Student Outcomes Survey that they were satisfied or very satisfied with their VET training program. This measure is also reported according to the students’ identified purpose of study (employment related, further study and/or developmental).   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 Aboriginal and Torres Strait Islander students) can also indicate the equity of outcomes for these groups.  A high or increasing percentage of perceived satisfaction is desirable.  Data reported for these measures are:   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

###### Student satisfaction with VET — students who achieve their main reason for doing a course

In 2013, 83.0 per cent of government funded VET graduates nationally indicated that their course helped (68.6 per cent) or partly helped (14.4 per cent) them achieve their main reason for doing the course — compared with 85.7 per cent in 2009. Of government funded graduates in 2013, 7.9 per cent indicated their course did not help them achieve the main reason they did the course, compared with 5.4 per cent in 2009 (table 5A.61 and figure 5.35).

|  |
| --- |
| Figure 5.35 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2013**a** |
| |  | | --- | | Figure 5.35 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2013  More details can be found within the text surrounding this image. | |
| a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.61. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.61. |
|  |
|  |

Nationally in 2013, of the target groups, graduates from remote and very remote areas were the most likely to indicate that the course helped them achieve their main reason for doing the course (81.1 per cent), while graduates reporting disability were the least likely to do so (54.9 per cent). Amongst Aboriginal and Torres Strait Islander graduates, 74.2 per cent indicated that the course helped them achieve their main reason for doing the course (figure 5.36).

|  |
| --- |
| Figure 5.36 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2013**a, b, c** |
| |  | | --- | | Figure 5.36 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2013  More details can be found within the text surrounding this image. | |
| a Students reported as having disability are defined as those who self-identify that they have disability, 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 include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT).c Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.61–62 and 5A.67–69. |
|  |
|  |

Tables 5A.63–65 provide additional information on whether the course helped non‑Indigenous graduates, graduates from major cities, from inner regional areas and from outer regional areas, achieve their main reason for undertaking training.

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

In 2013, 87.5 per cent of all government funded VET graduates nationally indicated that they were satisfied with the quality of their completed training, representing an increase of 0.8 percentage points from 2005 (table 5A.70).

The satisfaction levels across target groups in 2013 were as follows:

* graduates with disability (84.9 per cent)
* graduates speaking a language other than English at home (87.9 per cent)
* graduates from remote and very remote areas (90.3 per cent)
* Aboriginal and Torres Strait Islander graduates (91.3 per cent) (figure 5.37).

|  |
| --- |
| Figure 5.37 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2013**a, b, c, d** |
| |  | | --- | | Figure 5.37 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2013  More details can be found within the text surrounding this image. | |
| 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 include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). c Error bars 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*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.70–71 and 5A.76–78. |
|  |
|  |

Nationally in 2013, 91.3 per cent of Aboriginal and Torres Strait Islander graduates indicated that they were satisfied — an increase of 2.7 percentage points from 2009 and 8.5 percentage points from 2005 (table 5A.71) — compared with 87.4 per cent of non‑Indigenous graduates and 87.5 per cent of all graduates in 2013 (figure 5.38).

|  |
| --- |
| Figure 5.38 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2013**a, b** |
| |  | | --- | | Figure 5.38 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Aboriginal and Torres Strait Islander status, 2013  More details can be found within the text surrounding this image. | |
| a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). b Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.70–72. |
|  |
|  |

Nationally in 2013, 87.4 per cent of graduates who had been seeking employment related outcomes indicated that they were satisfied with the quality of their completed training, compared with 87.7 per cent of graduates seeking further study outcomes and 87.3 per cent of those seeking personal development outcomes (figure 5.39).

|  |
| --- |
| Figure 5.39 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2013**a, b** |
| |  | | --- | | Figure 5.39 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2013  More details can be found within the text surrounding this image. | |
| a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). b Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.70. |
|  |
|  |

Nationally in 2013, 90.8 per cent of Aboriginal and Torres Strait Islander graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with 92.7 per cent of Aboriginal and Torres Strait Islander graduates seeking further study outcomes and 93.4 per cent of Aboriginal and Torres Strait Islander graduates seeking personal development outcomes (table 5A.71).

A further disaggregation by non-Indigenous graduates, by target groups and by geographical classifications, can be found in attachment tables 5A.72–78.

##### 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 5.16).

|  |
| --- |
| Box 5.16 Skill profile |
| ‘Skill profile’ is currently unable to be measured, and in the interim ‘skill outputs from VET’ is reported as a proxy. ‘Skill outputs from VET’ is defined by three measures of students’ skill outputs from the VET system in a given year.  ‘Qualifications completed’ is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students (currently collected by NCVER, 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). The annual change in qualifications completed is defined as the percentage change of qualifications from year to year.  Data reported for this measure are:   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.   ‘Units of competency and modules completed’ is defined as the sum of the number of units of competency achieved/passed each year by government funded VET students and the number of modules (outside training packages) achieved/passed each year by government funded VET students. A unit of competency is a component of a competency standard and/or a statement of a key function or role in a particular job or occupation. 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. The annual change in ‘Units of competency and modules completed’ is defined as the percentage change of units of competency and modules completed from year to year.  Data reported for this measure are:   * comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   ‘Qualification Equivalents’ is defined as the number of annual hours of training activity associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of annual hours of training activity representing a qualification. The annual change in Qualification Equivalents’ is defined as the percentage change of Qualification Equivalents from year to year.  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.  Data reported for this measure are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service. |
| (continued next page) |
|  |
|  |

|  |
| --- |
| Box 5.16 (Continued) |
| 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 Aboriginal and Torres Strait Islander people). Further details are provided for individual measures in section 5.6.  Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

The VET sector is focused on delivering nationally recognised training through training packages (qualifications and units of competency) and accredited courses (and their associated modules). Most accredited courses and modules have been phased out over several years as more industry training packages are endorsed. However, there are some niche markets where accredited courses will be maintained and new courses developed, for example, English proficiency courses, courses in viticulture and performing arts, dance and professional writing. Typically, these are in training areas not covered by the Industry Skills Councils.

###### Skill outputs from VET — qualifications completed

Nationally, 587 755 VET qualifications were completed in 2012, compared to 351 559 in 2008 (table 5A.79). The number of qualifications completed includes both government and non-government funded VET students (figure 5.40).

|  |
| --- |
| Figure 5.40 Qualifications completed, all students**a, b** |
| |  | | --- | | Figure 5.40 Qualifications completed, all students  More details can be found within the text surrounding this image. | |
| a Qualifications completed includes courses accredited or approved by a local State/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. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.79. |
|  |
|  |

Nationally, the number of qualifications completed increased by 12.7 per cent between 2011 and 2012, and increased by 17.6 per cent between 2010 and 2011 (figure 5.41). Overall, VET qualifications increased by 67.2 per cent between 2008 and 2012, equivalent to an average annual increase of 13.7 per cent (table 5A.79).

|  |
| --- |
| Figure 5.41 Qualifications completed, by change from previous year, all students**a, b** |
| |  | | --- | | Figure 5.41 Qualifications completed, by change from previous year, all students  More details can be found within the text surrounding this image. | |
| a Qualifications completed includes courses accredited or approved by a local State/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. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.79. |
|  |
|  |

Amongst the VET target groups, between 2008 and 2012 the number of qualifications completed nationally increased by:

* 105.1 per cent for students with disability (table 5A.81)
* 72.5 per cent for students speaking a language other than English at home (table 5A.82)
* 17.2 per cent for students from remote and very remote areas (table 5A.80)
* 90.0 per cent for Aboriginal and Torres Strait Islander students (table 5A.79).

Nationally, Aboriginal and Torres Strait Islander students completed 20 522 VET qualifications in 2012, an increase of 8.3 per cent from 18 950 in 2011 and an increase of 90.0 per cent from 10 803 in 2008. This represents an average annual increase of 17.4 per cent, compared to 13.7 per cent for all students. Aboriginal and Torres Strait Islander students accounted for 3.5 per cent of all the qualifications completed in 2012, compared to 1.8 per cent in 2008 (table 5A.79). The number of qualifications completed by Aboriginal and Torres Strait Islander students varied across jurisdictions (figure 5.42).

|  |
| --- |
| Figure 5.42 Qualifications completed, Aboriginal and Torres Strait Islander students**a, b** |
| |  | | --- | | Figure 5.42 Qualifications completed, Aboriginal and Torres Strait Islander students  More details can be found within the text surrounding this image. | |
| 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. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.79. |
|  |
|  |

Nationally in 2012:

* 15.4 per cent of qualifications completed by all students were at the diploma level or above, 62.0 per cent at certificate level III or IV, and 22.6 per cent at certificate level I or II or lower (table 5A.83)
* 77.6 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 54.5 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years and 78.8 per cent for non-Indigenous students aged 15–64 years
* 78.6 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 54.8 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 18–24 years and 79.7 per cent for non-Indigenous students aged 18–24 years
* 84.0 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 63.3 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 20–64 years and 84.8 per cent for non-Indigenous students aged 20–64 years (figure 5.43).

|  |
| --- |
| Figure 5.43 Qualifications completed in certificate III and above, by target age group and Indigenous status, 2012**a, b, c** |
| |  | | --- | | **Figure 5.43 Qualifications completed in certificate III and above, by target age group and Aboriginal and Torres Strait Islander status, 2012  15-64 years  More details can be found within the text surrounding this image.** Figure 5.43 Qualifications completed in certificate III and above, by target age group and Aboriginal and Torres Strait Islander status, 2012  18-24 years  More details can be found within the text surrounding this image.  Figure 5.43 Qualifications completed in certificate III and above, by target age group and Aboriginal and Torres Strait Islander status, 2012  20-64 years  More details can be found within the text surrounding this image. | |
| 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 Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions (see table 5A.79). |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.84. |
|  |
|  |

Nationally in 2012:

* 15.5 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 6.7 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years and 15.7 per cent for non‑Indigenous students aged 15–64 years
* 14.7 per cent of qualifications completed by all students aged 18‑24 years were at diploma level or above, compared with 4.1 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 18–24 years and 14.9 per cent for non‑Indigenous students aged 18–24 years
* 18.4 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 9.0 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 20–64 years and 18.6 per cent for non‑Indigenous students aged 20–64 years (figure 5.44).

|  |
| --- |
| Figure 5.44 Qualifications completed in diploma and above, by target age group and Indigenous status, 2012**a, b, c, d, e** |
| |  | | --- | | Figure 5.43 Qualifications completed in diploma and above, by target age group and Aboriginal and Torres Strait Islander status, 2012  15-64 years  More details can be found within the text surrounding this image.  Figure 5.43 Qualifications completed in diploma and above, by target age group and Aboriginal and Torres Strait Islander status, 2012  18-24 years  More details can be found within the text surrounding this image.  Figure 5.43 Qualifications completed in diploma and above, by target age group and Aboriginal and Torres Strait Islander status, 2012  20-64 years  More details can be found within the text surrounding this image. | |
| 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 Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. d Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions (table 4A.79). e No qualifications were recorded as having been completed in diploma and above by Aboriginal and Torres Strait Islander graduates aged 18‑24 years in the NT in 2011. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.84. |
|  |
|  |

###### Skill outputs from VET — units of competency and modules completed

Nationally, government funded VET students completed 10.5 million units of competency and modules in 2013, a 27.3 per cent increase from 8.2 million in 2009 (table 5A.86). Trends in the number of units of competency and number of modules completed varied across jurisdictions (figure 5.45).

|  |
| --- |
| Figure 5.45 Units of competency and modules completed, all students**a** |
| |  | | --- | | Figure 5.45 Units of competency and modules completed, all students  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.86. |
|  |
|  |

Nationally, government-funded Aboriginal and Torres Strait Islander VET students completed approximately 400 718 modules and units of competency in 2013, a 17.8 per cent increase from 340 059 units in 2009 (table 5A.90). Trends in the number of units of competency and number of modules completed by Aboriginal and Torres Strait Islander students varied across jurisdictions (figure 5.46).

|  |
| --- |
| Figure 5.46 Units of competency and modules completed, Aboriginal and Torres Strait Islander students**a** |
| |  | | --- | | Figure 5.46 Units of competency and modules completed, Aboriginal and Torres Strait Islander students  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.90. |
|  |
|  |

Figure 5.47 shows the annual changes in the combined number of units of competency and modules completed for all students since 2009. Nationally, units of competency and modules completed by all students decreased by 4.4 per cent from 2012 to 2013.

|  |
| --- |
| Figure 5.47 Units of competency and modules completed by all students, by change from previous year**a** |
| |  | | --- | | Figure 5.47 Units of competency and modules completed by all students, by change from previous year  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.86. |
|  |
|  |

Amongst the VET target groups, between 2009 and 2013 the combined number of units of competency and modules completed by government funded students changed by:

* an increase of 43.5 per cent for students reporting disability (table 5A.88)
* an increase of 57.8 per cent for students speaking a language other than English at home (table 5A.89)
* a decrease of 14.9 per cent for students from remote and very remote areas (table 5A.87).

###### Skill outputs from VET — Qualification Equivalents

Nationally, government funded VET students undertook training equivalent to approximately 630 200 VET qualifications in 2013, a decrease from 645 300 in 2012 and from 445 700 in 2009. The change from 2009 to 2013 represents a 41.4 per cent increase (table 5A.85). Trends in the number of Qualification Equivalents completed varied across jurisdictions (figure 5.48).

Data on the number of Qualification Equivalents for all students from 2004 to 2013 are included in table 5A.83.

|  |
| --- |
| Figure 5.48 Qualification Equivalents, all students, 2013**a** |
| |  | | --- | | Figure 5.48 Qualification Equivalents, all students, 2013  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.83. |
|  |
|  |

Nationally, government funded Aboriginal and Torres Strait Islander VET students undertook training equivalent to 24 891 VET qualifications in 2013, a decrease from 26 812 in 2012, but an increase from 19 675 in 2009. The change from 2009 to 2013 represents a 26.5 per cent increase (compared with a 41.4 per cent increase for all government funded students over the same period) (table 5A.85). The number of Qualification Equivalents varied across jurisdictions (figure 5.49).

|  |
| --- |
| Figure 5.49 Qualification Equivalents, Aboriginal and Torres Strait Islander students, 2013**a** |
| |  | | --- | | Figure 5.49 Qualification Equivalents, Aboriginal and Torres Strait Islander students, 2013  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.85. |
|  |
|  |

Figure 5.50 shows the number of Qualification Equivalents since 2009 for all students at certificate levels III or IV and at diploma level and above. Nationally from 2009 to 2013, the number of Qualification Equivalents increased by 52.0 per cent at certificate levels III or IV, and by 17.5 per cent at diploma level and above (table 5A.85).

|  |
| --- |
| Figure 5.50 Qualification Equivalents in selected qualification levels, all students**a** |
| |  | | --- | | Figure 5.50 Qualification Equivalents in selected qualification levels, all students  Qualification Equivalents in certificate III or IV  More details can be found within the text surrounding this image.  Figure 5.50 Qualification Equivalents in selected qualification levels, all students  Qualification Equivalents in diploma and above   More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.85. |
|  |
|  |

Figure 5.51 shows the annual changes in Qualification Equivalents at certificate levels III or IV and at diploma level and above since 2009, indicating that Qualification Equivalents:

* decreased 1.2 per cent nationally at certificate levels III or IV from 2012 to 2013
* decreased 19.4 per cent nationally at diploma level and above from 2012 to 2013.

|  |
| --- |
| Figure 5.51 Qualification Equivalents in selected qualification levels for all students, by change from previous year**a** |
| |  | | --- | | Figure 5.51 Qualification Equivalents in selected qualification levels for all students, by change from previous year  Qualification Equivalents in certificate III or IV  More details can be found within the text surrounding this image.  Figure 5.51 Qualification Equivalents in selected qualification levels for all students, by change from previous year  Qualification Equivalents in diploma and above  More details can be found within the text surrounding this image. | |
| a Data are for government funded VET students. |
| *Source*: NCVER (unpublished) National VET provider collection; table 5A.85. |
|  |
|  |

#### Employer outcomes

The biennial *Survey of Employers’ Use and Views of the VET System* (NCVER 2013) captures the extent to which employers make use of, and are satisfied with, aspects of the VET system. The survey reveals the reasons why employers make the choices they do to meet their skill needs, and their levels of satisfaction with the products and services of the VET system. The findings represent the responses of all employers with at least one employee and their training experiences in the 12 months prior to the survey.

##### Employer engagement with VET

‘Employer engagement with VET’ is an indicator of governments’ objective that the needs of employers and individuals will be the focus of VET (box 5.17).

|  |
| --- |
| Box 5.17 Employer engagement with VET |
| ‘Employer engagement with VET’ is defined as the proportion of Australian employers who in the last twelve months:   * had employees undertaking apprenticeships/traineeships, or * arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or * had employees with formal vocational qualifications as a requirement of their job.   A high or increasing proportion of employers who had employees undertaking apprenticeships/traineeships, who arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees or who had employees with a formal vocational qualification as a requirement of their job is desirable, indicating greater employer engagement with VET.  Data reported for this measure are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

Nationally in 2013:

* 26.9 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months, a decrease of 3.5 percentage points from 2011 (figure 5.50 and table 5A.91). This varied by industry, from 9.2 per cent in electricity, gas, water and waste services, to 55.4 per cent in construction (NCVER 2013)
* 20.0 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months, a decrease of 3.7 percentage points from 2011 (figure 5.52 and table 5A.91). Engagement with nationally recognised training varied by industry from 13.6 per cent in retail trade, to 59.9 per cent in public administration and safety (NCVER 2013)
* 33.3 per cent of employers reported that they were engaged with employing people with a formal vocational qualification as a job requirement in the last twelve months, a decrease of 3.1 percentage points from 2011 (figure 5.52 and table 5A.91). Employers with vocational qualifications as a job requirement varied from 11.9 per cent in agriculture, forestry and fishing, to 61.2 per cent in education and training (NCVER 2013).

|  |
| --- |
| Figure 5.52 Proportion of employers who are engaged with aspects of the VET system, 2013**a, b, c, d** |
| |  | | --- | | Figure 5.52 Proportion of employers who are engaged with aspects of the VET system, 2013  More details can be found within the text surrounding this image. | |
| a Engagement with apprenticeships/traineeships means an employer had employees undertaking an apprenticeship or traineeship in the last 12 months. b Engagement with nationally recognised training means an employer arranged or provided nationally recognised training to employees over the last 12 months. c Engagement with formal vocational qualifications means an employer had employees in the last 12 months with a formal vocational qualification that was a requirement of their job. d Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Survey of Employers’ Use and Views of the VET System*; table 5A.91. |
|  |
|  |

Table 5A.91 provides additional historical information on employer engagement with VET from 2005 to 2013. Data for years prior to 2013 have been revised.

##### Employer satisfaction with VET

‘Employer satisfaction with VET’ is an indicator of governments’ objective that industry will have a highly skilled workforce to support strong performance in the global economy (box 5.18).

The *Survey of Employers’ Use and Views* includes employers’ satisfaction with ‘formal vocational qualifications as a job requirement’ where their employees in that category may have completed their required ‘formal vocational qualifications’ prior to the last 12 months (that is, earlier than the survey period), and irrespective of the timing, the training may have been provided by a non-VET provider. This presents a different scope to the rest of this Report, which aims to report data relating to government funded VET programs for specific reporting periods.

|  |
| --- |
| Box 5.18 Employer satisfaction with VET |
| ‘Employer satisfaction with VET’ is defined as the proportion of Australian employers who engaged in an aspect of VET, and who are satisfied with VET in meeting the skill needs of their workforce.  A high or increasing proportion of employers who are satisfied with VET in meeting the skill needs of their workforce is desirable.  Data reported for this indicator are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

Nationally in 2013:

* 78.8 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.53), compared with 82.9 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in the 2013 survey in information, media and telecommunications (41.2 per cent) (NCVER 2013)
* 83.1 per cent of employers who arranged or provided nationally recognised training to employees over the past 12 months were satisfied with nationally recognised training as a way of providing employees with skills required for the job (figure 5.53), compared with 89.2 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job in the 2013 survey was lowest in information, media and telecommunications (64.0 per cent) (NCVER 2013)
* 78.3 per cent of employers who had employees in the last 12 months with a formal vocational qualification that was a requirement of their job were satisfied with formal vocational requirements as a way of meeting their skill needs for the job (figure 5.53), compared with 84.6 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skill needs in the 2013 survey was lowest in information, media and telecommunications (56.5 per cent) (NCVER 2013).

|  |
| --- |
| Figure 5.53 Proportion of employers who engaged with an aspect of the VET system and are satisfied with VET as a way of meeting their skill needs, 2013**a, b, c** |
| |  | | --- | | Figure 5.53 Proportion of employers who engaged with an aspect of the VET system and are satisfied with VET as a way of meeting their skill needs, 2013  More details can be found within the text surrounding this image. | |
| a Satisfaction is measured on a 5 point scale, ‘satisfied’ includes employers who were satisfied or very satisfied and ‘dissatisfied’ includes employers who were dissatisfied or very dissatisfied. b Further information concerning employer satisfaction are provided in the footnotes of table 5A.92. c Error bars represent the 95 per cent confidence interval associated with each point estimate. |
| *Source*: NCVER (unpublished) *Survey of Employers’ Use and Views of the VET System*; table 5A.92. |
|  |
|  |

Table 5A.92 provides additional historical information on employer satisfaction with VET from 2005 to 2013. Data for years prior to 2013 have been revised.

## 5.4 Future directions in performance reporting

### Improving reporting of indicators

Aspects of some VET indicators are not yet fully developed or comparable, and developments for future reports include:

* improving the quality of outcomes data for Aboriginal and Torres Strait Islander students
* reviewing the set of proxy measures for the ‘skill profile’ indicator
* improving the timeliness of qualifications completed data
* using data from the Unique Student Identifier to improve reporting on the measure ‘estimated qualification completion rate and subject pass rate’ within the outcome indicator ‘Student achievement in VET’.

## 5.5 Jurisdictions’ comments

This section provides comments from each jurisdiction on the services covered in this chapter.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **“** | |  | | --- | | Australian Government comments | | Following the November 2012 agreement by the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) to mandate collection and reporting of total VET activity data from January 2014, the legislative and policy work to implement this decision was completed during 2013.  Extensive work was undertaken in preparation for introducing the VET Unique Student Identifier, including:   * specifying and building the secure information technology platform needed * further consultation with stakeholders * developing a draft Bill for the enabling legislation, the proposed regulations under the Bill, and the accompanying Explanatory Memoranda.   The 2013–14 Budget included projected outlays of $1409 million on the National Skills and Workforce Development Specific Purpose Payment, indexed over the forward estimates.  Some foreshadowed changes to Australian Apprenticeship incentive and personal benefit payments occurred during the year.  Following the change of government at the 7 September 2013 general election, a series of administrative changes were announced, including:   * the VET portfolio agency became the Department of Industry * Ian Macfarlane MP became the responsible Minister * a VET Reform Taskforce was established in the Department * at its December 2013 meeting, COAG replaced SCOTESE with the COAG Industry and Skills Council. | | **”** |

|  |  |  |
| --- | --- | --- |
| **“** | New South Wales Government comments | **”** |
| NSW has an ongoing commitment to deliver high quality vocational education and training (VET) to meet the skill needs of industry and the people of NSW.  In 2013, 144.4 million hours of training were delivered throughout the state.  It is critical that NSW has an educated and skilled workforce to drive a productive and growing economy. The delivery of high quality, accessible and relevant training in NSW continues to support workforce participation and the growth of industry and business. NSW continues to assist young people to gain their first qualifications and support those trying to re-enter the workforce. Training investment needs to be for the right skills for people at the right time to increase productivity and employability. Training should be targeted to respond to the demand for skills in areas of economic importance.  The NSW Government is continuing a number of key initiatives to achieve these priorities. The Smart and Skilled reform of the NSW Vocational Education and Training system will enhance the skills of our workforce to meet future demand for jobs. Smart and Skilled will be implemented with an entitlement to government subsidised training commencing from 1 January 2015. This funding is awarded to providers on a contestable basis, ensuring the NSW Government’s investment in VET is used as efficiently as possible and to achieve the best outcomes.  TAFE NSW is also undergoing reforms, including the separation of TAFE NSW from the Department of Education and Communities from 1 July 2014.  Spending in 2014-15 comprises $2.3 billion on vocational education and training, which includes purchasing training through TAFE NSW Institutes and other registered training providers to improve skills and increase higher qualification levels in NSW, and regulating apprenticeships and traineeships.  NSW is ensuring that it has an appropriately skilled and educated workforce to support economic growth, strengthen regional and rural economies and to provide ways out of social disadvantage. NSW continues to improve participation and outcomes in higher-level qualifications by disadvantaged groups including Aboriginal people, people from language backgrounds other than English, people with disability and the unemployed. NSW has implemented legislative, policy and administrative arrangements supporting competency‑based completion of apprenticeships and traineeships, allowing more apprentices and trainees to complete their training contracts early.  TAFE NSW plays an important role in the NSW Government’s efforts to strengthen the State’s skills base as the public provider of vocational education and training. In 2013, TAFE NSW continued to increase the level of student participation and the number of students graduating with qualifications at Australian Qualifications Framework certificate III to advanced diploma level. TAFE NSW Higher Education also expanded its offerings of qualifications at bachelor degree level. |
| **“** | Victorian Government comments | **”** |
| The Victorian training system has undergone sustained reform over the last 20 years. The VET system is vital to equip our workforce with the skills it needs and to build a strong economy. The Victorian government is reviewing VET funding arrangements to ensure a stable and sustainable sector.  The Victorian training system has 12.6 per cent of 15–64 year olds participating in publicly funded vocational education and training which is higher than the Australian average of 9.4 per cent. This high participation rate has been driven by significant increases in students engaging in training. In 2013 there were 498 100 students enrolled in government funded training, higher than any other jurisdiction. In addition, Victoria has 22.4 per cent of 15–64 year old Aboriginal and Torres Strait Islander students participating in vocational education and training which is the highest in the country. More than half of these students are enrolled in Certificate III or above qualifications.  The Victorian training system works in partnership with employers and industry and encourages feedback on occupations that are facing critical skill shortages or have high economic value but have long lead times for developing the required skills. Consequently the Victorian training system prioritises and supports government subsidised enrolments in occupations and skill areas that are forecast to grow (in both employment share and output).  A key measure of improvement of economic opportunities for Victorians is the proportion of the population that have a Certificate III or higher qualification, or who are employed in a skilled occupation. Sixty per cent of vocational education and training students were participating in Certificate III or IV qualifications.  The number of Victorians who are undertaking training to help them overcome barriers to workforce participation continues to grow. In the first six months of 2014, local Victorian data highlights that there were 165 500 students (53 per cent) in government subsidised training who were Aboriginal or Torres Strait Islander people, disabled, unemployed or culturally and linguistically diverse (or a combination of these characteristics). This is 10 per cent more than the same time in 2013, which indicates that this is an ongoing trend. About 89 000 of these students were unemployed and the training that they undertook will assist them in overcoming their barriers to employment. |

|  |  |  |
| --- | --- | --- |
| **“** | Queensland Government comments | **”** |
| The Queensland Government is continuing to deliver on its promise to grow a four pillar economy (based on tourism, agriculture, resources and construction) and reduce unemployment in the State.  Commencing in July 2013, the Queensland Government's five year action plan for further education and training, *Great skills. Real opportunities.,* introduced significant reforms to support Queenslanders to access fully contestably delivered training that is a priority for industry and linked to employment. In turn, the changes are driving labour market productivity and individuals are reaping the benefits that come from employment and social inclusion.  The most significant reform is the shift to a demand driven system where government subsidies focus on 455 qualifications linked to skills shortages based on advice from industry.  The Ministerial Industry Commission was established to engage industry and employers in a partnership with government to ensure a more direct match between training and employment. The Commission provides advice to the Minister for Education, Training and Employment about skills priorities that informs Government’s investment in training and helps set funding priorities.  The *2014-15 Annual VET Investment Plan* outlines funding arrangements and training priorities. It implements a new vocational education and training (VET) investment framework for Queensland that focuses on training for employment outcomes; delivers full contestability; and recognises industry’s role in supporting government to establish VET investment priorities.  The first stage of opening up the training market to full contestability in Queensland commenced in July 2013 with a pool of $300 million, including a new $42 million allocation to support the introduction of the Certificate 3 Guarantee.  Early indications are that training delivered under the new allocation more than doubled participation compared with the previous year, with more than 36 000 training places provided in 2013-14 compared with 14 700 places in 2012-13. In addition, qualification completions more than doubled, with 12 200 completions in 2013-14 compared with 4700 the year before.  The *Further Education and Training Act 2014*, which came into effect from 1 July 2014, revitalised the apprenticeship and traineeship system in Queensland, removing barriers to engaging apprentices and trainees. The legislative reforms also harmonised Queensland regulation with other jurisdictions and updated the regulatory framework to reflect current practice. |

|  |  |  |
| --- | --- | --- |
| **“** | Western Australian Government comments | **”** |
| Western Australia continues to deliver positive outcomes in Vocational education and training (VET), with high levels of student satisfaction (85.9 per cent) and graduates employed after study (81.4 per cent) in 2013. As in previous years, satisfaction of Aboriginal students in Western Australia is particularly high (93 per cent in 2013). Furthermore 78.2 per cent of employers of VET graduates reported being satisfied with the skills of their employees. In 2013, 141 409 government funded students were provided with education and training through a network of 331 registered training organisations.  Western Australia is committed to delivering its vision that all Western Australians can be part of a skilled workforce to meet the economic and community needs of Western Australia. To this end the Department of Training and Workforce Development embarked upon a comprehensive review of *Skilling WA — A workforce development plan for Western Australia* in 2013. Five discussion papers and an economic overview were published to inform the consultation process.  State and national reforms have led to significant changes in the WA training sector. In the context of these reforms, the Minister for Training and Workforce Development commissioned an independent review in October 2013 to provide advice on:   * a model for the most appropriate level of autonomy for State Training Providers * strategies to support the growth of regional State Training Providers in a more open market * a framework for streamlined information flows from industry and the VET sector to the Minister.   Consistent with the National Partnership Agreement on Skills Reform, Western Australia introduced Future Skills WA on 1 January 2014. Future Skills WA is a new way in which the State Government is prioritising and funding training. Under Future Skills WA, eligible students are guaranteed a subsidised training place in more than 600 State priority qualifications, including over 500 apprenticeships and traineeships and more than 80 qualifications on Western Australia’s *Priority industry qualifications list*. |

|  |  |  |
| --- | --- | --- |
| **“** | South Australian Government comments | **”** |
| 2013 marked the first full year of the *Skills for All* reforms in South Australia following implementation in July 2012. *Skills for All* has supported greater contestability in the VET market and promoted a demand driven training system that meets the needs of students, industry and businesses, and supports the productivity and participation objectives of the state.  *Skills for All* strives to ensure the VET system is closely aligned to strategic industry demand and that public investment is targeted to skill development of greatest benefit to all South Australians.  In 2013 *Skills for All* resulted in significant increases in government-funded VET activity when compared to 2012:   * student enrolments: increased by 21.9 per cent, from 123 300 to 150 300 * course enrolments: increased by 30.0 per cent, from 145 200 to 188 700 * subject enrolments: increased by 25.3 per cent, from 1 017 400 to 1 336 500 * hours of delivery: increased by 30.9 per cent, from 32 202 100 to 42 157 300.   During 2013 the South Australian government supported people facing training and employment challenges through a number of programs and initiatives, including:   * skills for Jobs in Regions, which provided $9.5 million to assist nearly 10 000 people, contributing to regional employment growth by working with regional employers and industry to fill jobs with local, work-ready job seekers * overseeing a national drive to boost literacy, numeracy and language skills of working-age people through the $1.5 million Foundation Skills Workforce Development Project, designed to increase the skills of trainers, supporting the National Foundation Skills Strategy for Adults * building Family Opportunities (BFO) program, that brings together long-term jobless families, local community organisations, government, and employers to find solutions to complex issues that prevent families from participating in employment. BFO assists young people and adults to complete secondary education and/or participate in pre-vocational, learning and skills development programs that lead to employment * a suite of initiatives ensuring that Aboriginal VET students and job seekers have the breadth of employability skills needed to be competitive across a range of industries while at the same time provide employers with work-ready Aboriginal people. Over 3 000 Aboriginal people participated in these initiatives, with 870 gaining a job.   South Australia saw the completion of the $120 million Sustainable Industries Education Centre, and the $38 million Mining and Engineering Centre. These two ﬂagship projects form part of the $240 million rejuvenation of TAFE SA facilities, the biggest investment ever in training infrastructure in South Australia. |
| **“** | Tasmanian Government comments | **”** |
| On 23 May 2013 the Tasmanian Parliament passed legislation, the *Training and Workforce Development Act 2013*, to establish a system of training and workforce development that supports a skilled and productive workforce and contributes to economic and social progress in Tasmania. Significant changes to the system as a result of the Act include:   * the establishment of TasTAFE on 1 July 2013 as Tasmania’s sole public registered training organisation (RTO) * new formalised strategic industry advice arrangements * a greater focus on workforce development.   During 2013:   * 43 000 students participated in Tasmanian VET training, with 29 839 students directly subsidised by government funding * 9545 Tasmanian apprentices and trainees were in training * 13 per cent of working aged Tasmanians participated in VET.   In 2013, Tasmania improved contract management protocols linking subsidised training outcomes to State Government policy objectives and priorities. This is delivered through the Endorsed RTO model.  Tasmanian Government is putting in place formal memorandums of understanding (MOUs) with Strategic Industry Partners, who are industry associations who are able to provide high-level strategic advice on training and workforce development in Tasmania on behalf of their constituents. In 2013, the first year of the program, five MOUs were signed with:   * the Tasmanian Chamber of Commerce and Industry * the Tasmanian Building and Construction Industry Training Board * Aged and Community Care, Tasmania * the Tasmanian Seafood Council * the Tasmanian Farmers and Graziers Association.   Tasmania also began two demand-led programs in 2013 to meet the specific needs of Tasmanian businesses:   * the Skills Fund, a demand-led competitive program that has been set up to provide Government subsidised training via a range of options for job seekers, existing workers and people who are experiencing barriers to entering the workforce; and * the Rapid Response Skills Initiative, which provides immediate support to retrenched workers and their partners. The Initiative can be used to provide fast training and licencing solutions for immediate job outcomes. |
| **“** | Australian Capital Territory Government comments | **”** |
| In 2013 the ACT Government continued its commitment to ongoing reforms of the ACT VET system. Central to this reform agenda were strategies to improve access to training in areas of skill demand and industry and community engagement with the VET sector.  The Forecasting of Industry Needs and Entitlement (FINE) modelling tool to identify areas of skills shortage within the ACT was developed in 2013. FINE is a dynamic, evidence-based approach to establishing priorities and levels of relative need for all ACT occupations and the VET qualifications typically required for employment in these occupations. FINE informs the *ACT Skills Needs List*, developed to ensure that government-subsidised training will be directed towards areas of genuine skills shortages. This list has the added advantage of providing job seekers with information about which qualifications are most likely to lead to employment. FINE and the *ACT Skills Needs List* inform the evidence base for the third avenue of the ACT’s entitlement to training—*Skilled Capital*—designed to contribute towards:   * removing barriers to participation in VET study * increasing participants’ chances of success in achieving a VET qualification * improving graduates’ employment status after training.   The engagement of industry and the community is vital for improving access to VET opportunities. New engagement initiatives implemented by the ACT in 2013 included:   * the Better Linkages between Employment and Training Initiative * expansion of the Education and Training Directorate‘s industry liaison function to include field officers * Independent Industry Validation of Assessment Practices pilot projects * industry, employer and community consultations on the FINE model.   An indicator of the effectiveness of the ACT VET sector to deliver the skills and capabilities needed for improved economic participation is the employment and further study outcomes for VET graduates. According to NCVER *Student Outcomes 2013*, ACT graduates and module completers report a range of above average employment and further study outcomes. For example, an ACT VET graduate is significantly more likely to be employed after training compared with Australian VET graduates as a whole. The ACT also has consistently higher proportions of module completers enrolling in further study after training. Further, a significantly higher proportion of VET students report being employed or in further study six months after completing qualifications at the Canberra Institute of Technology, compared with TAFE graduates across Australia. The continuing challenge for the ACT is to sustain and improve on the good employment outcomes for its VET graduates. |

|  |  |  |
| --- | --- | --- |
| **“** | Northern Territory Government comments | **”** |
| During 2013 the Northern Territory experienced significant economic growth with major projects such as the Ichthys Liquefied Natural Gas Project well underway. With such rapid growth a unique opportunity arose for the Territory to realise its full potential and to strategically plan the way forward for a prosperous future.  In August 2013 the Northern Territory Government unveiled the strategic blueprint for the Territory’s future “Framing the Future”. This strategy laid the foundations to build a prosperous economy, strong society, confident culture and balanced environment. An important objective relating to training is “An economy that is built on strong local businesses and a skilled and flexible workforce”. The outcomes sought include the growth of world class education and training institutions and to improve the productivity of our workforce.  The Employment Strategy 2012—2015 remained as the Territory Government’s endorsed strategy to build a skilled and dynamic workforce by growing our own workforce capability, support for sector specific workforce strategies, increased responsiveness in the training system, increased Indigenous workforce participation and support for businesses and industry to improve productivity.  The Indigenous Workforce Participation Initiatives function was introduced in 2012-13 to support the Employment Strategy 2012–2015. This program continued to offer business, including those in the not-for-profit sector, support for projects that strengthen Indigenous employment and workplace practices. In 2013-14, the program funded 13 projects across the NT, 11 of which are still in progress.  The Ichthys Industry Participation Plan delivered real and significant benefits to the Northern Territory economy across a broad range of small to medium enterprises and through local employment and training.  Other programs introduced include the Student Entitlement to support the development of skills for working age individuals through a government subsidised training place for their first Certificate III qualification with a set target of additional 2585 NT VET students to complete their qualifications by 2016-17, including those from disadvantaged groups.  The Northern Territory had the highest level of Graduates that were in employment or undertaking further training after completing VET at 91.8 per cent, 4.3 per cent above the national level of 87.5 per cent.  Apprentice/Trainee commencements for 19 years and under for 2013 was 861 (37.7 per cent) and of those 230 were school based, the highest level achieved ever and 33.7 per cent higher than 2012. Apprentice/Trainee cancellations dropped by 16.6 per cent from 1973 in 2012 to 1646 in 2013, demonstrating that retention strategies are effective.  VET participation rates for all students in the Northern Territory was at 8.5 per cent far above the reported national rate of 6.4 per cent. |

## 5.6 Definitions of key terms

|  |  |
| --- | --- |
| **Adult and community education providers** | Organisations that deliver community-based adult education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs. |
| **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. |
| **Comparability** | Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data. |
| **Completeness** | Data are considered complete if all required data are available for all jurisdictions that provide the service. |
| **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).  Data on qualifications completed includes both government and  non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other data under the outcome indicator ‘skill profile', such as data for units of competency and modules completed, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data, that does not enable correct disaggregation of completions by funding source. |
| **Course** | A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification. |
| **Course mix weight** | Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile. |
| **Employer engagement with VET** | The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), or arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or had employees with formal vocational qualification as a requirement of their job. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Employer satisfaction with VET** | | The proportion of Australian employers who engaged in an aspect of VET, and who were satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, ‘satisfied’ includes employers who were satisfied or very satisfied and ‘dissatisfied’ includes employers who were dissatisfied or very dissatisfied. | |
| **Enrolment** | | 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.  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. | |
| **Fee-for-service activity** | | Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student. | |
| **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. | |
| **Government recurrent expenditure per annual hour** | | Government recurrent expenditure divided by the number of government funded annual hours (adjusted for invalid enrolment rates). Expenditure is adjusted for course mix weight. | |
| **Government recurrent expenditure per load pass** | | Government recurrent expenditure divided by the number of hours successfully completed from assessable government funded enrolments of modules and units of competency achieved/passed and RPL. | |
| **Graduate** | | A person who has completed a VET program. | |
| **Graduates’ main reason for undertaking a VET course** | | Either seeking an employment–related outcome (to get a job, to try for a different career, to meet job requirements, to get extra job skills), seeking a further study outcome (to get into another course) or seeking a personal development outcome (for personal interest, for other reasons). | |
| **Language other than English (LOTE) spoken at home** | | Students 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 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)** | | Qualification Equivalents (QE) is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.  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.  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. | |
| **Real** | | Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices. | |
| **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. | |
| **Recurrent funding** | | Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent. | |
| **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. | |
| **Remoteness** | | Remoteness is described using ARIA+, which is published as a 1 kilometre grid or matrix that covers the whole of Australia. The ABS calculated the arithmetic mean ARIA+ values for each Census Collection Districts (CCD) that formed the base level of the Remoteness Structure.  **CCD Average ARIA+ value ranges**  Major Cities: 0 to 0.2 Inner Regional: greater than 0.2 and less than or equal to 2.4 Outer Regional: greater than 2.4 and less than or equal to 5.92 Remote: greater than 5.92 and less than or equal to 10.53 Very remote: greater than 10.53 | |
| **TAFE** | | Technical and further education colleges and institutes, which are the primary providers of government funded VET. | |
| **Training packages** | | 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.  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.). | |
| **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. | |
| **User cost of capital per annual hour** | User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours and course mix weight. | |
| **User cost of capital per load pass** | User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by successfully completed government funded VET modules or units of competency. | |
| **VET participation** | | VET student participation data presented in this Report refer only to VET students who were funded by government 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.  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. | |
| **VET participation by Aboriginal and Torres Strait Islander people** | | The number of government funded participants of all ages in the VET system reported as Aboriginal and Torres Strait Islander as a proportion of the number of Aboriginal and Torres Strait Islander people aged 15–64 years in the Australian population.  Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. | |
| **VET participation by students speaking a language other than English** | | The number of government funded participants of all ages in the VET system speaking a language other than English at home as a proportion of the number of all people in the Australian population speaking a language other than English at home. | |
| **VET participation rate for people aged  15–64 years** | | The number of government funded participants aged 15–64 years in the VET system as a proportion of the number of people in Australia (or each jurisdiction) aged 15–64 years. | |
| **VET participation rate for people of all ages by region** | | The number of government funded participants of all ages in the VET system based on students’ home postcodes using the Accessibility and Remoteness Index for Australia (that is, major cities; inner regional areas; outer regional areas; remote and very remote areas) as a proportion of the total population of people in those geographic areas. | |
| **VET program** | | A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills. | |
| **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’. | |

## 5.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by a ‘5A’ prefix (for example, table 5A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

|  |  |
| --- | --- |
| **Table 5A.1** | Government real recurrent expenditure, (2013 dollars) ($ million) |
| **Table 5A.2** | Government real recurrent expenditure, (2013 dollars) ($ per person aged 15–64 years) |
| **Table 5A.3** | VET activity, 2013 |
| **Table 5A.4** | Government funded VET activity, 2013 |
| **Table 5A.5** | VET students, all ages, by course level |
| **Table 5A.6** | Real net assets of public VET providers per person aged 15–64 years (2013 dollars), ($ per person) |
| **Table 5A.7** | Government payments to non-TAFE providers for VET delivery |
| **Table 5A.8** | Allocation of government real funds for VET (2013 dollars) |
| **Table 5A.9** | VET participation by age group |
| **Table 5A.10** | VET participation by target age group and Indigenous status |
| **Table 5A.11** | VET participation of people aged 15–64 years, by sex |
| **Table 5A.12** | VET participation, all ages, by region |
| **Table 5A.13** | VET students, all ages, by disability status (per cent) |
| **Table 5A.14** | VET students, all ages, by language spoken at home (per cent) |
| **Table 5A.15** | VET participation, all ages, by language spoken at home |
| **Table 5A.16** | VET participation by Indigenous status (per cent) |
| **Table 5A.17** | VET participation in Certificate III and above, by target age group and Indigenous status |
| **Table 5A.18** | VET participation in Diploma and above, by target age group and Indigenous status |
| **Table 5A.19** | Government real recurrent expenditure per annual hour (2013 dollars) ($ per hour) |
| **Table 5A.20** | Government real recurrent expenditure per hour of government funded load pass, (2013 dollars) ($ per hour) |
| **Table 5A.21** | Value of physical non-current assets and user cost of capital, 2013 |
| **Table 5A.22** | Total government costs per annual hour, 2013 ($ per hour) |
| **Table 5A.23** | Total government VET costs per hour of government funded load pass, 2013 ($ per hour) |
| **Table 5A.24** | User cost of capital per hour of government funded load pass, ($ per hour) (2013 dollars) |
| **Table 5A.25** | Proportion of VET graduates in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.26** | Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.27** | Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.28** | Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.29** | Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.30** | Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.31** | Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.32** | Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.33** | Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.34** | Labour force status after the course of VET graduates who were unemployed prior to the course (per cent) |
| **Table 5A.35** | Labour force status after the course of Aboriginal and Torres Strait Islander VET graduates who were unemployed prior to the course (per cent) |
| **Table 5A.36** | Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent) |
| **Table 5A.37** | Labour force status after the course of VET graduates who were employed prior to the course (per cent) |
| **Table 5A.38** | VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent) |
| **Table 5A.39** | VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) |
| **Table 5A.40** | Aboriginal and Torres Strait Islander VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) |
| **Table 5A.41** | Proportion of VET graduates who improved their employment circumstances after training, (per cent) |
| **Table 5A.42** | VET graduates who improved their employment circumstances after training, (per cent) |
| **Table 5A.43** | Proportion of Aboriginal and Torres Strait Islander VET graduates who improved their employment circumstances after training, (per cent) |
| **Table 5A.44** | Proportion of non-Indigenous VET graduates who improved their employment circumstances after training, (per cent) |
| **Table 5A.45** | Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) |
| **Table 5A.46** | Proportion of VET graduates who improved their employment circumstances after training, (per cent) by remoteness (ARIA) |
| **Table 5A.47** | Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) |
| **Table 5A.48** | Proportion of graduates with improved employment status after training (completed study only), by level |
| **Table 5A.49** | Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level |
| **Table 5A.50** | Load pass rates by Indigenous status (per cent) |
| **Table 5A.51** | Load pass rates by region (per cent) |
| **Table 5A.52** | Load pass rates by disability status (per cent) |
| **Table 5A.53** | Load pass rates by language spoken at home (per cent) |
| **Table 5A.54** | VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status |
| **Table 5A.55** | VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status |
| **Table 5A.56** | VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) |
| **Table 5A.57** | VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) |
| **Table 5A.58** | VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only) |
| **Table 5A.59** | VET qualification completions by students aged 20–64 years with improved education/training status after training, as a percent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 |
| **Table 5A.60** | Estimated completion rates and load pass rates for qualifications at certificate I and above, commencing 2008–12 |
| **Table 5A.61** | Whether course helped graduates achieve their main reason for undertaking training, all graduates |
| **Table 5A.62** | Whether course helped graduates achieve their main reason for undertaking training, Aboriginal and Torres Strait Islander graduates |
| **Table 5A.63** | Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates |
| **Table 5A.64** | Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities |
| **Table 5A.65** | Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas |
| **Table 5A.66** | Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas |
| **Table 5A.67** | Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas |
| **Table 5A.68** | Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability |
| **Table 5A.69** | Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home |
| **Table 5A.70** | Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.71** | Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.72** | Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.73** | Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.74** | Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.75** | Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.76** | Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.77** | Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.78** | Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.79** | Number of VET qualifications completed, by Indigenous status |
| **Table 5A.80** | Number of VET qualifications completed by students, by region (000) |
| **Table 5A.81** | Number of VET qualifications completed by students, by disability status (000) |
| **Table 5A.82** | Number of VET qualifications completed by students, by language spoken at home ('000) |
| **Table 5A.83** | VET qualifications completed by students, by course level |
| **Table 5A.84** | VET qualifications completed by course level, Indigenous status and target age group |
| **Table 5A.85** | Qualification Equivalents, all ages, by Indigenous status |
| **Table 5A.86** | Number of units of competency and modules completed |
| **Table 5A.87** | Number of units of competency and modules completed, by regions ('000) |
| **Table 5A.88** | Number of units of competency and modules completed, by disability status ('000) |
| **Table 5A.89** | Number of units of competency and modules completed, by language spoken at home ('000) |
| **Table 5A.90** | Number of units of competency and modules completed, by Indigenous status ('000) |
| **Table 5A.91** | Employer engagement with VET (per cent) |
| **Table 5A.92** | Employer satisfaction with VET (per cent) |
| **Table 5A.93** | Gross Domestic Product chain price deflator (index) |

## 5.8 References

ABS (Australian Bureau of Statistics) 2013, *Disability, Ageing and Carers Australia: Summary of Findings 2012*, Cat. no. 4430.0, Canberra.

—— 2012, *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex,* Cat. no. 2005.0, Canberra.

—— *2006 Census of Population and Housing*, Cat. no. 2068.0, Canberra.

COAG (Council of Australian Governments) 2012, *National Agreement for Skills and Workforce Development*, www.federalfinancialrelations.gov.au/  
content/national\_agreements.aspx (accessed 20 December 2012).

NCVER (National Centre for Vocational Education Research) 2014, *Australian vocational education and training statistics: Students and courses 2013*, Adelaide.

—— 2013, *Australian Vocational Education and Training Statistics: Employers’ use and views of the VET system 2013*, Adelaide.

—— 2006, *Australian Vocational Education and Training Statistics: Down the track: TAFE outcomes for young people two years on*, Adelaide.

SCRGSP (Steering Committee for the Review of Government Service Provision) 2006, *Report on Government Services 2006*, Productivity Commission, Canberra.