5 Vocational education and training

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| **Attachment tables** |
| Attachment tables are identified in references throughout this Indigenous Compendium by an ‘A’ prefix (for example, in this chapter, table 5A.1). As the data are directly sourced from the 2014 Report, the Compendium also notes where the original table, figure or text in the 2014 Report can be found. For example, where the Compendium refers to ‘2014 Report, p. 5.1’, this is page 1 of chapter 5 of the 2014 Report, and  ‘2014 Report, table 5A.1’ is table 1 of attachment 5A of the 2014 Report. A full list of attachment tables referred to in the Compendium is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp. |
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The Vocational education and training (VET) chapter (chapter 5) in the *Report on Government Services 2014* (2014 Report) reports performance information about the equity, effectiveness and efficiency of government VET in Australia in 2012. Data are reported for Indigenous people for a subset of the performance indicators reported in that chapter — those data are compiled and presented here.

The VET system (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).

### Indigenous data in the Vocational education and training chapter

The Vocational education and training chapter in the 2014 Report contains the following data items on Indigenous people:

* VET participation rate
* proportion of students who reported as Indigenous
* VET participation, by Indigenous status
* VET participation in Certificate III and above, by target age group
* VET participation in Diploma and above, by target age group
* proportion of government funded VET graduates who were employed and/or continued on to further study after completing their course
* labour force status after the course of VET graduates who were unemployed prior to the course
* VET graduates who undertook their course for employment related reasons, by job related benefits
* proportion of VET graduates who improved their employment circumstances after training
* load pass rate
* 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
* whether course helped graduates achieve their main reason for undertaking training
* proportion of graduates who were satisfied with the quality of their completed course, by purpose of study
* number of VET qualifications completed
* VET qualifications completed by course level and by target age group
* qualification equivalents
* number of units of competency and modules completed.

### Framework of performance indicators

The VET performance indicator framework outlined in figure 5.1 identifies the principal VET activity areas considered in the 2014 Report. Data for Indigenous people are reported for a subset of the performance indicators and are presented here. It is important to interpret these data in the context of the broader performance indicator framework. The framework shows which data are comparable. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

Indicator boxes presented throughout the chapter provide information about the reported indicators. As these are sourced directly from the 2014 Report, they may include references to data not reported for Indigenous people and therefore not included in this Compendium.

The Council of Australian Governments (COAG) has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations).

The NASWD (COAG 2012) covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) (COAG 2011) establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with VET indicators in the NASWD. The NASWD was reviewed in 2012, resulting in changes that have been reflected in this Report, as relevant. In 2013, iterative revisions were made to the NASWD, that have been reflected in this Report, as relevant.

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 5.1 VET performance indicator framework

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| Figure 5.1 VET performance indicator framework   More details can be found within the text surrounding this image. |

*Source*: 2014 Report, figure 5.4, p. 5.15.

### Equity

#### 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 5.1).

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| 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:   * Indigenous Australians * people from remote and very remote areas * people with disability * people speaking a language other than English (LOTE) at home.   It is desirable that VET participation by target group 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 Indigenous Australians, 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.  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 2012 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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##### VET participation by target group — Indigenous Australians

Nationally, the participation rate for the Indigenous population aged 15–64 years in government funded VET was 21.7 per cent in 2012, compared with 19.6 per cent in 2008 and 18.2 per cent in 2003. The participation rate for the non-Indigenous population aged 15–64 years was 9.2 per cent in 2012, compared with 7.5 per cent in 2008 and 7.6 per cent in 2003. The participation rate for all people aged 15‑64 years was 10.0 per cent in 2012, compared with 8.4 per cent in 2008 and   
9.1 per cent in 2003 (figure 5.2).

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

Figure 5.2 National VET participation rate for people aged 15–64 years, by Indigenous status**a, b, c**

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| Figure 5.2 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 Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous 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 experimental estimates of Indigenous population from estimates of the total resident population. c Indigenous 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.10). 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 (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10; 2014 Report, figure 5.5, p. 5.18.

Nationally in 2012, 5.2 per cent of government funded VET students (of all ages) identified themselves as Indigenous (figure 5.3), higher than the proportion of Indigenous Australians in the total population (2.6 per cent) (table 5A.16). Nationally, 89.7 per cent of government funded VET students (of all ages) identified themselves as non-Indigenous.

Figure 5.3 VET students, all ages, by Indigenous status, 2012**a, b**

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| Figure 5.3 VET students, all ages, by Indigenous status, 2012  More details can be found within the text surrounding this image. |

a Data are for government funded VET students. b Indigenous 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; 2014 Report, figure 5.6, p. 5.19.

### Effectiveness

#### Student participation in VET

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

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| Box 5.2 **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 2012 data are available for all jurisdictions providing the service.  Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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Figures 5.4–5.6 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. The national participation rate for the general population aged 15–64 years was   
10.0 per cent in 2012, compared with 21.7 per cent for the Indigenous population and 9.2 per cent for the non-Indigenous population aged 15–64 years (figure 5.4).

Nationally in 2012, 21.4 per cent of all people aged 18–24 years participated in government funded VET, compared with 29.5 per cent of the Indigenous population and 20.3 per cent of the non-Indigenous population in the same age group. Nationally, 7.9 per cent of all people aged 20–64 years participated, compared with 17.6 per cent of the Indigenous population and 7.2 per cent of the non-Indigenous population aged 20–64 years (figure 5.4).

Figure 5.4 VET participation rate, by target age group and Indigenous status, 2012**a, b, c**

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| Figure 5.4 VET participation rate, by target age group and Indigenous status, 2012  (a) 15-64 years  More details can be found within the text surrounding this image. Figure 5.4 VET participation rate, by target age group and Indigenous status, 2012  (b) 18-24 years  More details can be found within the text surrounding this image.Figure 5.4 VET participation rate, by target age group and Indigenous status, 2012  (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 Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. c Indigenous 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.10). 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 (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10; 2014 Report, figure 5.10,   
p. 5.24.

In 2012, approximately 1.1 million people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing 7.0 per cent of the population aged 15–64 years nationally (figure 5.5 and   
table 5A.17). This compares with 10.1 per cent of the Indigenous population and   
6.7 per cent of the non-Indigenous population aged 15–64 years (figure 5.5).

Nationally in 2012, 17.0 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with   
15.6 per cent of the Indigenous population and 16.5 per cent of the non-Indigenous population aged 18–24 years. Nationally, 6.0 per cent of all people aged 20‑64 years participated, compared with 9.3 per cent of the Indigenous population and   
5.6 per cent of the non-Indigenous population aged 20–64 years (figure 5.5).

Figure 5.5 VET participation rate in certificate III and above, by target age group and Indigenous status, 2012a, b, c, d

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| Figure 5.5 VET participation rate in certificate III and above, by target age group and Indigenous status, 2012  (a) 15-64 years  More details can be found within the text surrounding this image.  Figure 5.5 VET participation rate in certificate III and above, by target age group and Indigenous status, 2012  (b) 18-24 years  More details can be found within the text surrounding this image.  Figure 5.5 VET participation rate in certificate III and above, by target age group and Indigenous status, 2012  (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 Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. d Indigenous 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.17). 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 (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.17; 2014 Report, figure 5.11,   
p. 5.26.

In 2012, approximately 207 100 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing   
1.4 per cent of the population aged 15–64 years nationally (figure 5.6 and   
table 5A.18). This compares with 1.2 per cent of the Indigenous population and   
1.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.6).

Nationally in 2012, 2.9 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.4 per cent of the Indigenous population and 2.8 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.3 per cent of all people aged 20–64 years participated, the same as the proportion for the Indigenous and non-Indigenous populations (figure 5.6).

Figure 5.6 VET participation rate in diploma and above, by target age group and Indigenous status, 2012a, b, c, d, e

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| Figure 5.6 VET participation rate in diploma and above, by target age group and Indigenous status, 2012  (a) 15-64 years  More details can be found within the text surrounding this image.  Figure 5.6 VET participation rate in diploma and above, by target age group and Indigenous status, 2012  (b) 18-24 years  More details can be found within the text surrounding this image.  Figure 5.6 VET participation rate in diploma and above, by target age group and Indigenous status, 2012  (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 Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. e Indigenous 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* (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.18; 2014 Report, figure 5.12,   
p. 5.28.

### Outcomes

#### Student employment and further study outcomes

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

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| Box 5.3 **Student employment and further study outcomes** |
| ‘Student employment and further study outcomes’ is defined by four measures:   * the proportion of graduates who were employed and/or continued on to further study after completing their course, reported by VET target groups * the proportion of graduates employed after completing their course who were unemployed before the course * the proportion of graduates 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 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 Indigenous 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 2012 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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##### 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, 78.9 per cent of government funded Indigenous VET graduates in 2012 indicated that they were employed and/or in further study after completing a course — compared with 75.8 per cent in 2008. Of government funded Indigenous VET graduates in 2012, 65.5 per cent indicated that they were employed after completing a course (compared with 76.9 per cent of all government funded VET graduates) and 37.6 per cent continued on to further study (compared with 36.8 per cent of all government funded VET graduates) (figure 5.7 and table 5A.26).

Figure 5.7 Proportion of Indigenous government funded VET graduates in employment and/or who continued on to further study in 2012 after completing a course**a, b, c, d**

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| Figure 5.7 Proportion of Indigenous government funded VET graduates in employment and/or who continued on to further study in 2012 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 2011. 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; 2014 Report, figure 5.18, p. 5.42.

Nationally, 51.9 per cent of government funded VET graduates with disability,   
65.5 per cent of graduates who spoke a language other than English at home,   
86.4 per cent of graduates from remote and very remote areas and 65.5 per cent of Indigenous graduates were employed in 2012 after completing a course in 2011. In comparison, 76.9 per cent of all government funded VET graduates were employed after completing a course (figure 5.8).

Figure 5.8 Proportion of government funded VET graduates in employment after completing a course, by target group, 2012**a, b, c, d**

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| Figure 5.8 Proportion of government funded VET graduates in employment after completing a course, by target group, 2012  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 2011. d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are not published due to 5 or fewer responses.

*Source*: NCVER (unpublished) *Student Outcomes Survey*; table 5A.26 and 2014 Report, tables 5A.25 and 5A.31–5A.33; 2014 Report, figure 5.19, p. 5.43.

Nationally, 38.5 per cent of government funded VET graduates with disability,   
37.4 per cent of graduates who spoke a language other than English at home,   
39.7 per cent of graduates from remote and very remote areas and 37.6 per cent of Indigenous graduates continued on to further study in 2012 after completing a course in 2011. In comparison, 36.8 per cent of all government funded VET graduates continued on to further study (figure 5.9).

Figure 5.9 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2012**a, b, c, d**

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| Figure 5.9 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2012  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 2011. 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*; table 5A.26 and 2014 Report, tables 5A.25 and 5A.31–5A.33; 2014 Report, figure 5.20, p. 5.44.

Of those government funded Indigenous VET graduates who went on to further study, 52.0 per cent continued on to further study within the TAFE system (compared with 48.6 per cent for all government funded VET graduates), while   
16.5 per cent went to university (compared with 21.7 per cent for all government funded VET graduates) and 31.4 per cent went on to further study at private providers or other registered providers (compared with 29.7 per cent for all government funded VET graduates) (figure 5.10 and table 5A.25).

Figure 5.10 Proportion of Indigenous government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2012**a, b**

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| Figure 5.10 Proportion of Indigenous government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2012  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 national totals for Australia. b Error bars represent the 95 per cent confidence interval associated with each point estimate.

*Source*: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.26; 2014 Report, figure 5.22, p. 5.46.

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

Between 2008 and 2012, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 6.2 percentage points to 51.1 per cent (2014 Report,   
figure 5.24). This compares with a increase of 3.0 percentage points over the same period for government funded Indigenous VET graduates to 40.3 per cent   
(table 5A.35).

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

Nationally, 52.8 per cent of all government funded Indigenous VET graduates in 2012 indicated they had improved their employment circumstances after completing their course ⎯ a decrease of 6.2 percentage points from 2008 (table 5A.43) ⎯ compared with 62.7 per cent of government funded non-Indigenous VET graduates and 62.3 per cent of all government funded VET graduates in 2012 (figure 5.11).

Figure 5.11 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status**a**

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| Figure 5.11 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.43-44 and 2014 Report, table 5A.41; 2014 Report, figure 5.26, p. 5.50.

Government funded Indigenous VET graduates nationally in 2012 indicated that:

* the employment status of 16.5 per cent changed from not employed before training to employed after completing their training
* 8.1 per cent were employed at a higher skill level after completing their training
* 50.4 per cent received a job-related benefit after completing their training   
  (table 5A.45).

Table 5A.46 provides information on the percentage of graduates aged 20-64 years who improved their employment circumstances after completing their training, by Indigenous status.

##### 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 2012, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons,   
78.5 per cent indicated they had gained at least one job-related benefit from completing the course (2014 Report, figure 5.28). This compares with 77.4 per cent for government funded Indigenous VET graduates (table 5A.40).

#### Student achievement in VET

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

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| Box 5.4 **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. * ‘Number of students who commenced and completed’ 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.   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 Indigenous students). Achievement by VET target groups can also indicate the equity of outcomes for these groups.  High or increasing load pass rates and number 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.  Reporting on the number of students who commenced and completed, expressed as a proportion of all course commencing enrolments in that year is dependent on the capacity to track individual students over more than one calendar year. Data were not available for the 2014 Report.  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 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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##### Student achievement in VET — load pass rate

In 2012, the load pass rate for all government funded students was 82.7 per cent, lower than the load pass rates for students from remote and very remote areas   
(84.2 per cent). The load pass rates for Indigenous students (73.9 per cent), students with disability (74.3 per cent) and students speaking a language other than English at home (78.3 per cent) were lower than for all students (figure 5.12).

Figure 5.12 Load pass rates, by target group, 2012**a, b, c, d**

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| Figure 5.12 Load pass rates, by target group, 2012  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, and impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. c Care needs to be taken in comparing load pass rates for students reporting disability, students speaking a language other than English at home and for Indigenous 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; table 5A.49 and 2014 Report, tables   
5A.50–5A.52, figure 5.29, p. 5.54.

Nationally, between 2008 and 2012, load pass rates increased for all students by   
3.3 percentage points to 82.7 per cent and for Indigenous students by   
5.0 percentage points to 73.9 per cent (table 5A.49).

In 2012, nationally, the load pass rate for Indigenous students (73.9 per cent) was lower than the load pass rate for non-Indigenous students (83.0 per cent) and for all students (82.7 per cent) (figure 5.13).

Figure 5.13 Load pass rate, by Indigenous status 2012**a, b**

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| Figure 5.13 Load pass rate, by Indigenous status 2012  More details can be found within the text surrounding this image. |

a Data are for government funded hours. b Indigenous 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. Care needs to be taken in comparing rates for Indigenous and non-Indigenous students. See table 5A.49 for further information.

*Source*: NCVER (unpublished) National VET provider collection; table 5A.49; 2014 Report, figure 5.30,   
p. 5.55.

Load pass rates for Indigenous students increased by 10.4 percentage points nationally between 2003 and 2012, to 73.9 per cent. This compares with an increase of 5.4 percentage points over the same period for non‑Indigenous students (to   
83.0 per cent in 2012) and an increase of 5.8 percentage points over the same period for all students (to 82.7 per cent) (table 5A.49).

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

Qualification completions in 2011 by Indigenous students with improved education/training status after training, as a percentage of course enrolments by Indigenous students in 2011, was 12.8 per cent (figure 5.14) ⎯ an increase of   
2.6 percentage points from 10.2 per cent in 2008 (table 5A.53). This increase is similar to the increase by 2.7 percentage points for non-Indigenous students between 2008 (14.3 per cent) and 2011 (17.0 per cent) (table 5A.53).

Figure 5.14 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2011**a, b**

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| Figure 5.14 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2011  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.53; 2014 Report, figure 5.32,   
p. 5.57.

#### Student satisfaction with VET

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

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| Box 5.5 **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. These proportions are 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 Indigenous 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 2012 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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##### Student satisfaction with VET — students who achieve their main reason for doing a course

Nationally in 2012, 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 (81.3 per cent), while graduates reporting disability were the least likely to do so (59.4 per cent). Approximately 70.1 per cent of Indigenous graduates indicated that the course helped them achieve their main reason for doing the course (figure 5.15).

Figure 5.15 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2012**a, b, c**

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| Figure 5.15 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2012  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 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*; table 5A.60 and 2014 Report, tables 5A.59 and 5A.65–5A.67; 2014 Report, figure 5.34, p. 5.60.

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

In 2012, 89.2 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 2.5 percentage points from 2005 (figure 5.16 and 2014 Report,   
table 5A.68).

The satisfaction level across Indigenous graduates in 2012 was 93.5 per cent   
(figure 5.16).

Figure 5.16 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2012**a, b, c, d**

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| Figure 5.16 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2012  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*; table 5A.69 and 2014 Report, tables 5A.68 and 5A.74–5A.76; 2014 Report, figure 5.35, p. 5.61.

Nationally in 2012, 93.5 per cent of Indigenous graduates indicated that they were satisfied — an increase of 10.7 percentage points from 2005 (table 5A.69) — compared with 89.1 per cent of non-Indigenous graduates and 89.2 per cent of all graduates in 2012 (figure 5.17).

Figure 5.17 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2012**a, b**

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| Figure 5.17 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2012  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.69 and 2014 Report, tables 5A.68 and 5A.70; 2014 Report, figure 5.36, p. 5.62.

Nationally in 2012, 92.7 per cent of Indigenous graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with   
100 per cent of Indigenous graduates seeking further study outcomes and   
95.0 per cent of Indigenous graduates seeking personal development outcomes (table 5A.69).

#### 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 5.6).

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| Box 5.6 **Skill profile** |
| ‘Skill profile’ is currently unable to be measured, and in the interim ‘skill outputs from VET’ is reported as a proxy for skill profile. ‘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 2011 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 2012 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.  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 Indigenous status). Further details are provided for individual measures in 2014 Report, section 5.6. |
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| Box 5.6 **(continued)** |
| 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 data are available for all jurisdictions providing the service.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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##### Skill outputs from VET — qualifications completed

Amongst the VET Indigenous students, between 2007 and 2011 the number of qualifications completed nationally increased by 102.3 per cent (table 5A.77).

Nationally, Indigenous students completed 18 950 VET qualifications in 2011, an increase of 21.4 per cent from 15 613 in 2010 and an increase of 102.3 per cent from 9368 in 2007. This represents an average annual increase of 19.3 per cent, compared to 12.9 per cent for all students. Indigenous students accounted for   
3.6 per cent of all the qualifications completed in 2011, compared to 2.9 per cent in 2007 (table 5A.77). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.18).

Figure 5.18 Qualifications completed, Indigenous students**a, b**

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| Figure 5.18 Qualifications completed, Indigenous 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.77; 2014 Report, figure 5.40,   
p. 5.68; 2014 Report, figure 5.40, p. 5.68.

Nationally in 2011,

* 76.6 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 52.5 per cent of qualifications completed by Indigenous students aged 15–64 years and 78.0 per cent for   
  non-Indigenous students aged 15–64 years
* 78.2 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 53.1 per cent of qualifications completed by Indigenous students aged 18–24 years and 79.5 per cent for   
  non-Indigenous students aged 18–24 years
* 83.2 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 61.2 per cent of qualifications completed by Indigenous students aged 20–64 years and 84.3 per cent for   
  non-Indigenous students aged 20–64 years (figure 5.19).

Figure 5.19 Qualifications completed in certificate III and above, by target age group and Indigenous status, 2011**a, b, c**

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| Figure 5.19 Qualifications completed in certificate III and above, by target age group and Indigenous status, 2011  15-64 years  More details can be found within the text surrounding this image.  Figure 5.19 Qualifications completed in certificate III and above, by target age group and Indigenous status, 2011  18-24 years  More details can be found within the text surrounding this image.  Figure 5.19 Qualifications completed in certificate III and above, by target age group and Indigenous status, 2011  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 Indigenous 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.77). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

*Source*: NCVER (unpublished) National VET provider collection; table 5A.82; 2014 Report, figure 5.41,   
p. 5.69.

Nationally in 2011:

* 16.5 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 6.6 per cent of qualifications completed by Indigenous students aged 15–64 years and 16.5 per cent for  
  non‑Indigenous students aged 15–64 years
* 15.6 per cent of qualifications completed by all students aged 18‑24 years were at diploma level or above, compared with 3.7 per cent of qualifications completed by Indigenous students aged 18–24 years and 15.3 per cent for  
  non-Indigenous students aged 18–24 years
* 19.5 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 8.7 per cent of qualifications completed by Indigenous students aged 20–64 years and 19.5 per cent for  
  non-Indigenous students aged 20–64 years (figure 5.20).

Figure 5.20 Qualifications completed in diploma and above, by target age group and Indigenous status, 2011**a, b, c, d**

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| Figure 5.20 Qualifications completed in diploma and above, by target age group and Indigenous status, 2011  15-64 years  More details can be found within the text surrounding this image.  Figure 5.20 Qualifications completed in diploma and above, by target age group and Indigenous status, 2011  18-24 years  More details can be found within the text surrounding this image.  Figure 5.20 Qualifications completed in diploma and above, by target age group and Indigenous status, 2011  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 Indigenous 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.77). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

*Source*: NCVER (unpublished) National VET provider collection; table 5A.82; 2014 Report, figure 5.42,   
p. 5.71.

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

Nationally, Indigenous students completed approximately 432 100 modules and units of competency in 2012, a 33.0 per cent increase from 324 800 units in 2008 (table 5A.88). Trends in the number of units of competency and number of modules completed by Indigenous students varied across jurisdictions (figure 5.21).

Figure 5.21 Units of competency and modules completed, Indigenous students**a**

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| Figure 5.21 Units of competency and modules completed, Indigenous 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.88; 2014 Report, figure 5.44,   
p. 5.73.

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

Nationally, government funded VET Indigenous students undertook training equivalent to 26 812 VET qualifications in 2012, an increase from 25 744 in 2011 and from 18 079 in 2008. The change from 2008 to 2012 represents a 48.3 per cent increase (compared with a 55.9 per cent increase for all government funded students over the same period) (table 5A.83). The number of Qualification Equivalents varied across jurisdictions (figure 5.22).

Figure 5.22 Qualification Equivalents, Indigenous students, 2012**a**

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| Figure 5.22 Qualification Equivalents, Indigenous students, 2012  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; 2014 Report, figure 5.47,   
p. 5.75.

### Future directions in performance reporting

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 Indigenous students.

### Definitions of key terms

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| **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. |
| **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. |
| **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. |
| **Government funded VET students** | Government funded VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook ‘recreation, leisure or personal enrichment’ education programs. Fee for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded. |
| **Graduate** | A person who has completed a VET program. |
| **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. |
| **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. |

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| **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 Indigenous Australians** | The number of government funded participants of all ages in the VET system reported as Indigenous as a proportion of the number of Indigenous Australians aged 15–64 years in the Australian population.  Indigenous 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 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 program** | A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills. |

### List of attachment tables

Attachment tables for data within this chapter are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by a ‘5A’ prefix (for example, table 5A.1 is table 1 in the Vocational education and training attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp).

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| **Table 5A.10** | VET participation by target age group and Indigenous status |
| **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.26** | Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) |
| **Table 5A.35** | Labour force status after the course of Indigenous VET graduates who were unemployed prior to the course (per cent) |
| **Table 5A.40** | Indigenous VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) |
| **Table 5A.43** | Proportion of 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 aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) |
| **Table 5A.49** | Load pass rates by Indigenous status (per cent) |
| **Table 5A.53** | 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.54** | 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.60** | Whether course helped graduates achieve their main reason for undertaking training, Indigenous graduates |
| **Table 5A.69** | Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study |
| **Table 5A.77** | Number of VET qualifications completed, by Indigenous status |
| **Table 5A.82** | VET qualifications completed by course level, Indigenous status and target age group |
| **Table 5A.83** | Qualification Equivalents, all ages, by Indigenous status |
| **Table 5A.88** | Number of units of competency and modules completed, by Indigenous status ('000) |

### References

COAG (Council of Australian Governments) 2012, *National Agreement for Skills and Workforce Development*, www.federalfinancialrelations.gov.au/  
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