

2006

A PROFILE OF VET PROVIDERS

Australian vocational
education & training statistics



Australian Government
Department of Education, Employment
and Workplace Relations

Australian vocational education and training statistics

A profile of VET providers

2006

This publication provides a profile of 2006 data on students and outcomes for 59 technical and further education (TAFE) institutes and 1044 private providers of publicly funded vocational education and training (VET) in Australia.

Highlights

Commonwealth and state recurrent funded students:

- Student numbers per TAFE institute ranged from 600 to 64 800, whereas the maximum for a private provider was 3300.
- TAFE institutes have a higher proportion of students with a disability (8.1%) or whose main language spoken at home is not English (14.8%) than private providers (4.4% and 9.7%, respectively).
- The proportion of students located in major cities is similar for TAFE and private providers (55.6% and 56.6%, respectively).

Outcomes by Commonwealth and state recurrent funded students:

- Subject completion rates vary by TAFE institute, from 44.7% to 94.7%.
- Graduates from private providers were more likely to be employed after training (88.5%) than graduates from TAFE institutes (78.7%).



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Contents

Introduction	4
Scope	4
Technical notes	4
Commonwealth and state recurrent funded students	5
Outcomes by Commonwealth and state recurrent funded students	5
Tables and figures	6
Terms	13
Notes on tables and figures	14

Tables

1	Number of students by highest funding source and provider type, TAFE institutes and private providers, 2006	6
2	Proportion of students by selected characteristics, TAFE institutes (all funding sources), 2006 (%)	8
3	Proportion of Commonwealth and state recurrent funded students by selected characteristics, TAFE institutes, 2006 (%)	8
4	Proportion of Commonwealth and state recurrent funded students by selected characteristics, private providers, 2006 (%)	9
5	Key outcomes for graduates, TAFE institutes and private providers, 2007 (%)	10
6	Key outcomes for module completers, TAFE institutes and private providers, 2007 (%)	11

Figures

1	Total number of students per institute, TAFE institutes (all funding sources), 2006	6
2	Number of Commonwealth and state recurrent funded students per institute, TAFE institutes, 2006	7
3	Number of Commonwealth and state recurrent funded students per provider, private providers, 2006	7
4	Subject completion rate per institute, TAFE institutes (all funding sources), 2006	9
5	Subject completion rate per institute for Commonwealth and state recurrent funded subjects, TAFE institutes, 2006	10
6	Subject completion rate per institute for Commonwealth and state recurrent funded subjects, private providers, 2006	10
7	Percentage of graduates satisfied with the overall quality of training, TAFE institutes (all funding sources), 2007	11
8	Percentage of module completers satisfied with the overall quality of training, TAFE institutes (all funding sources), 2007	11
9	Percentage of graduates employed after training (as at 25 May 2007), TAFE institutes (all funding sources), 2007	12
10	Percentage of module completers employed after training (as at 25 May 2007), TAFE institutes (all funding sources), 2007	12

Introduction

This publication aims to demonstrate the variation between registered training organisations in the provision of vocational education and training (VET) and to provide national indicators of learning and skills outcomes for TAFE institutes and private providers.

Scope

The information presented in this summary report provides data on 59 TAFE institutes and 1044 private providers. The statistics were derived from the National VET Provider Collection and the Student Outcomes Survey, maintained by the National Centre for Vocational Education and Research (NCVER)

VET Provider Collection

The 2006 National VET Provider Collection was compiled by NCVER under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

The National VET Provider Collection contains information on all activity (which includes publicly funded and fee-for-service) delivered by TAFE, other government providers and community providers, as well as information on private provider activity funded through either Commonwealth and state recurrent programs or Commonwealth and state-specific programs.

Student Outcomes Survey

The NCVER Student Outcomes Survey provides data on training outcomes for students who completed training in 2006 and who completed the NCVER Student Outcomes Survey in 2007. The data from the survey relate to students who were awarded a qualification (graduates) and those who successfully completed part of a course and then left the VET system (module completers).

The Student Outcomes Survey contains complete information on all graduates and module completers from TAFE institutes. Information is also provided on graduates and module completers from private providers who completed training funded through either Commonwealth and state recurrent or Commonwealth and state-specific sources. The survey is designed to give estimates on outcomes for individual TAFE institutes but only overall private provider estimates. Therefore, only outcomes data are shown at the level of the provider for TAFE institutes.

Technical notes

'Not known' information

Data reported in the National VET Provider Collection are reported as 'not known' for the following reasons:

- Information was not collected.
- A student has not responded to a question on the enrolment form.
- Invalid information was supplied.

Caution should be taken when using data with a large number of 'not known' responses.

More information

Data in this publication may be revised for a variety of reasons. For the latest data, please visit the NCVER website <<http://www.ncver.edu.au>>.

For additional data tables, please refer to <<http://www.ncver.edu.au/publications/2163.html>>.

Commonwealth and state recurrent funded students

In 2006, there were over 868 600 students in TAFE institutes compared with 179 400 students with private providers. The data show that: *Table 1*

- Student numbers at individual TAFE institutes ranged from 600 to 64 800 students. At private providers the maximum number of students was 3300. *Table 1*
- At TAFE institutes the median number of students was 12 700, while for private providers it was 100. *Table 1*

There was wide variation between TAFE institutes in the profile of student and course characteristics. The data show that: *Table 3*

- Students with a disability ranged from 3.0% to 14.1% across all TAFE institutes. *Table 3*
- Students whose main language spoken at home was not English ranged from 1.4% to 58.7% for TAFE institutes. *Table 3*
- Students undertaking certificate III or IV qualifications ranged from 33.7% to 74.4% across TAFE institutes. *Table 3*

There was considerable variation in the profile of students across private providers. The variation partly reflects that some private providers only have a small number of publicly funded VET students. *Table 4*

Outcomes by Commonwealth and state recurrent funded students

The data on outcomes show that:

- Across all TAFE institutes, the subject completion rate ranged from 44.7% to 94.7%, whereas it ranged from 0% to 100% for private providers because some private providers only have a small number of publicly funded VET students. *Figures 5 and 6*
- 88.9% of graduates and 78.6% of module completers from TAFE institutes were satisfied with the overall quality of training. *Tables 5 and 6*
- 86.1% of graduates and 79.1% of module completers from private providers were satisfied with the overall quality of training. *Tables 5 and 6*
- 78.7% of graduates from TAFE institutes were employed after training compared with 66.8% of module completers. *Tables 5 and 6*
- 88.5% of graduates and 69.9% of module completers from private providers were employed after training. *Tables 5 and 6*
- 13.7% of graduates and 10.8% of module completers from TAFE institutes were not employed before the training but were employed after the training. *Tables 5 and 6*
- 13.3% of graduates and 15.9% of module completers from private providers were not employed before the training but were employed after the training. *Tables 5 and 6*

Tables and figures

Students

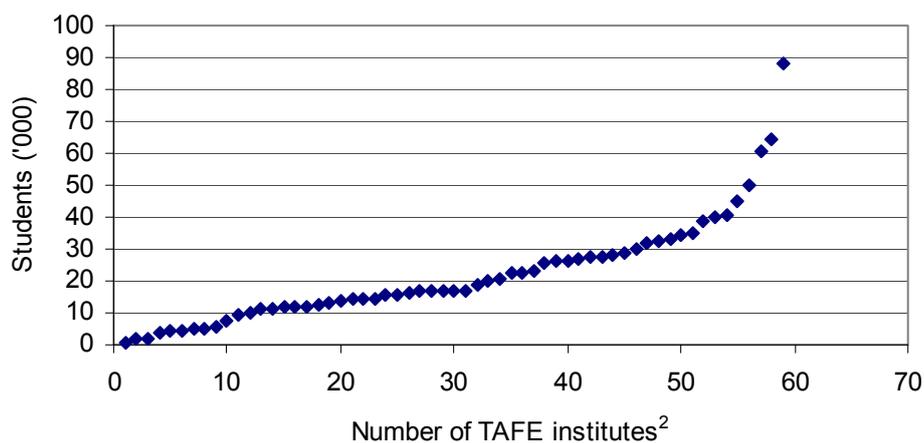
Table 1 Number of students by highest funding source¹ and provider type, TAFE institutes and private providers, 2006

	Number of students ('000) per institute/provider					Total ('000)
	Minimum	25 th percentile	Median	75 th percentile	Maximum	
TAFE institutes						
Commonwealth and state recurrent funded students	0.6	5.6	12.7	18.5	64.8	868.6
Commonwealth and state specific funded	0.0	0.0	0.1	0.5	11.3	42.0
Overseas full-fee-paying	0.0	0.0	0.2	0.5	4.3	24.8
Fee-for-service funded	0.0	3.3	6.0	8.1	21.4	364.4
Private providers						
Commonwealth and state recurrent funded	0.0	0.0	0.1	0.2	3.3	179.4

Notes: All figures have been rounded. For further notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

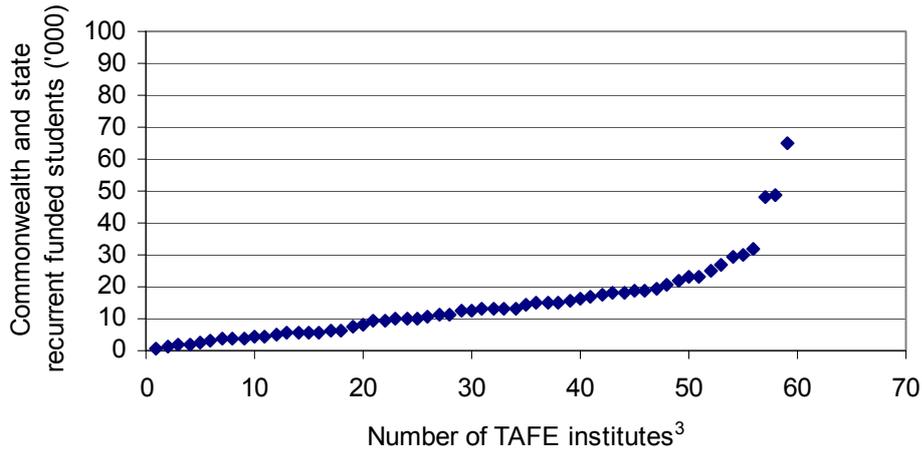
Figure 1 Total number of students per institute, TAFE institutes (all funding sources), 2006



For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

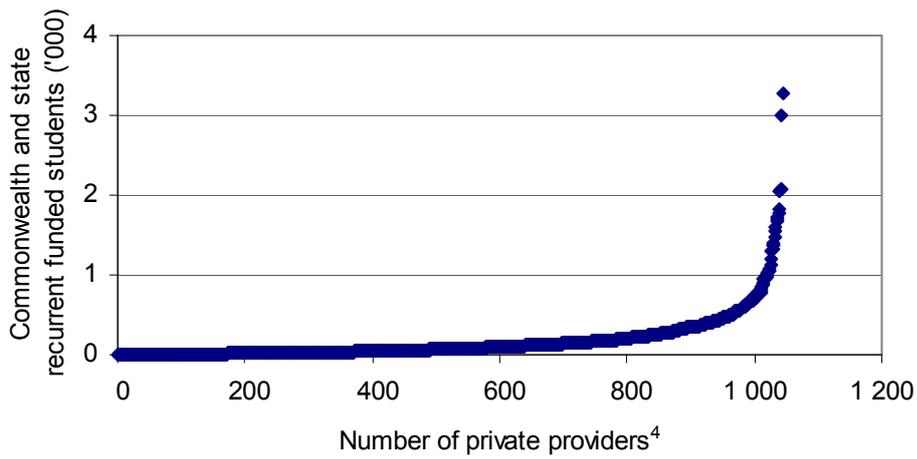
Figure 2 Number of Commonwealth and state recurrent funded students per institute, TAFE institutes, 2006



For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

Figure 3 Number of Commonwealth and state recurrent funded students per provider, private providers, 2006



For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

Table 2 Proportion of students by selected characteristics, TAFE institutes (all funding sources), 2006 (%)

	Proportion of students (%) per TAFE institute (all funding sources)					Total
	Minimum	25th percentile	Median	75th percentile	Maximum	
Student characteristics						
Indigenous	0.1	1.1	2.5	5.0	96.8	3.9
With a disability	2.3	4.1	5.9	7.7	11.5	6.4
Main language other than English spoken at home	2.4	3.4	7.5	15.6	58.5	14.0
Student remoteness (ARIA+) region⁵						
Within state:						
Major cities	0.0	4.6	48.1	75.6	88.9	52.5
Inner regional	0.0	7.9	13.7	36.7	83.7	21.2
Outer regional	0.0	1.3	6.1	34.0	81.9	14.4
Remote and very remote	0.0	0.1	1.2	8.1	93.9	4.8
Remoteness not known	0.0	0.2	0.3	0.8	7.4	0.7
Interstate	0.2	0.9	2.1	5.6	34.8	3.6
Not known and outside Australia ⁶	0.0	0.3	1.4	3.4	9.1	2.9
Major qualification						
Diploma or above	0.0	6.4	9.8	15.4	45.6	12.9
Certificate III or IV	20.8	34.1	39.9	47.2	59.3	39.2
Certificate I or II	4.8	15.8	20.2	31.3	65.5	20.4
Non-AQF ⁷	0.0	10.6	23.0	33.2	56.5	27.5

For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

Table 3 Proportion of Commonwealth and state recurrent funded students by selected characteristics, TAFE institutes, 2006 (%)

	Proportion of Commonwealth and state recurrent funded students (%) per TAFE institute					Total
	Minimum	25th percentile	Median	75th percentile	Maximum	
Student characteristics						
Indigenous	0.2	1.4	3.0	5.9	96.8	4.9
With a disability	3.0	5.1	6.9	9.7	14.1	8.1
Main language other than English spoken at home	1.4	3.2	5.8	14.2	58.7	14.8
Student remoteness (ARIA+) region⁵						
Within state:						
Major cities	0.0	4.0	52.0	81.1	93.5	55.6
Inner regional	0.0	7.9	15.4	35.8	85.2	21.5
Outer regional	0.0	1.1	6.4	34.9	83.6	14.9
Remote and very remote	0.0	0.1	1.0	7.4	96.8	5.2
Remoteness not known	0.0	0.1	0.3	0.7	7.9	0.6
Interstate	0.1	0.5	1.0	1.9	30.1	1.8
Not known and outside Australia ⁶	0.0	0.1	0.2	0.5	1.8	0.4
Major qualification						
Diploma or above	0.0	7.9	11.4	21.0	47.9	16.1
Certificate III or IV	33.7	42.9	51.3	56.6	74.4	47.9
Certificate I or II	2.9	16.6	22.1	30.1	55.7	22.1
Non-AQF ⁷	0.0	2.7	4.3	12.2	40.8	14.0

For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

Table 4 Proportion of Commonwealth and state recurrent funded students by selected characteristics, private providers, 2006 (%)

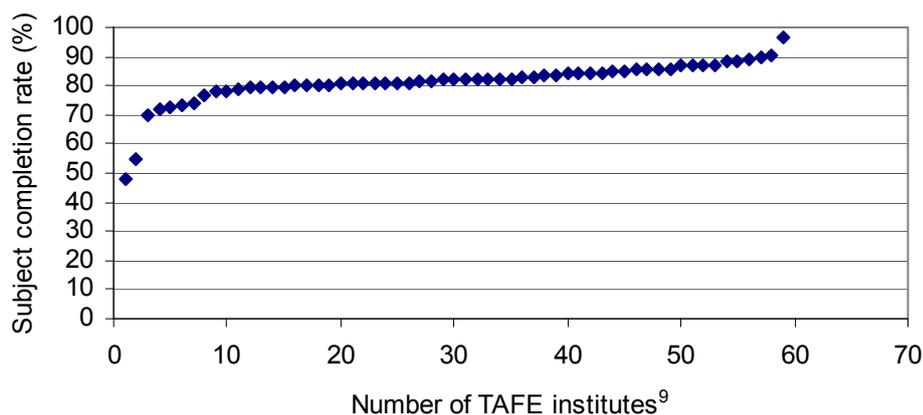
	Proportion of Commonwealth and state recurrent funded students (%) per private provider					Total
	Minimum	25th percentile	Median	75th percentile	Maximum	
Student characteristics						
Indigenous	0.0	0.0	1.2	4.8	100.0	5.8
With a disability	0.0	0.0	1.8	5.3	100.0	4.4
Main language other than English spoken at home	0.0	0.0	3.3	10.7	100.0	9.7
Student remoteness (ARIA+ region)⁵						
Within state:						
Major cities	0.0	8.7	62.5	84.5	100.0	56.6
Inner regional	0.0	5.2	15.4	32.3	100.0	22.2
Outer regional	0.0	0.0	1.6	19.0	100.0	13.9
Remote and very remote	0.0	0.0	0.0	2.4	100.0	4.7
Remoteness not known	0.0	0.0	0.0	0.2	26.9	0.6
Interstate	0.0	0.0	0.0	0.6	100.0	1.1
Not known and outside Australia ⁶	0.0	0.0	0.0	0.0	100.0	1.1
Major qualification						
Diploma or above	0.0	0.0	0.0	0.0	100.0	1.9
Certificate III or IV	0.0	26.3	70.2	100.0	100.0	61.2
Certificate I or II	0.0	0.0	9.7	46.1	100.0	26.6
Non-AQF ⁷	0.0	0.0	0.0	0.0	100.0	10.3

For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

Outcomes

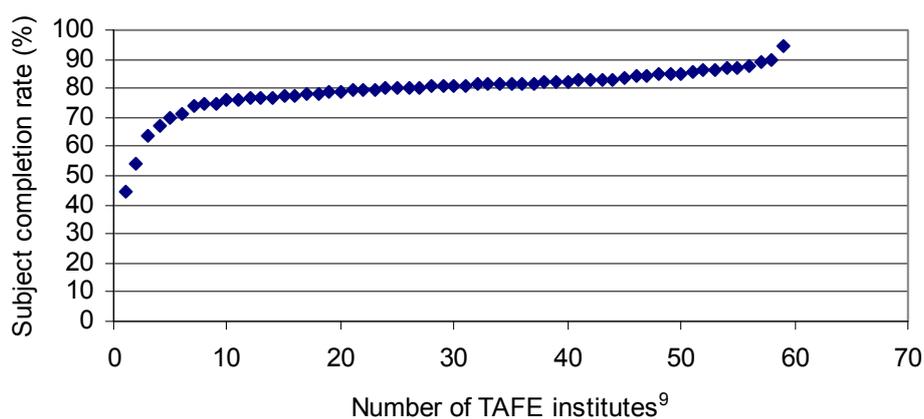
Figure 4 Subject completion rate⁸ per institute, TAFE institutes (all funding sources), 2006



For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

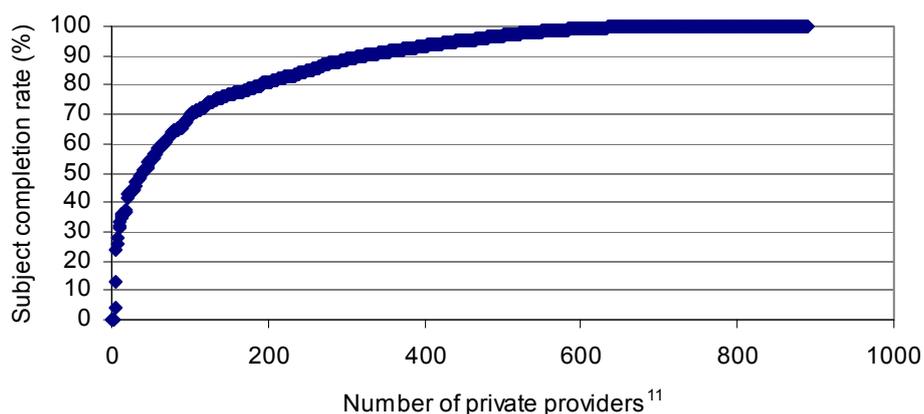
Figure 5 Subject completion rate⁸ per institute for Commonwealth and state recurrent funded subjects, TAFE institutes, 2006



For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

Figure 6 Subject completion rate⁸ per institute for Commonwealth and state recurrent funded subjects, private providers, 2006¹⁰



For notes on tables and figures, see page 14.

Source: NCVET National VET Provider Collection 2006.

Table 5 Key outcomes for graduates, TAFE institutes and private providers, 2007 (%)

	TAFE (Commonwealth and state recurrent funding)	Private providers (Commonwealth and state recurrent funding)	TAFE (all funding sources)
Employed after training	78.7	88.5	80.1
Not employed before commencing the training and employed after training	13.7	13.3	12.4
Satisfied with the overall quality of training	88.9	86.1	89.0
Fully or partly achieved their main reason for undertaking training	85.2	89.7	86.3

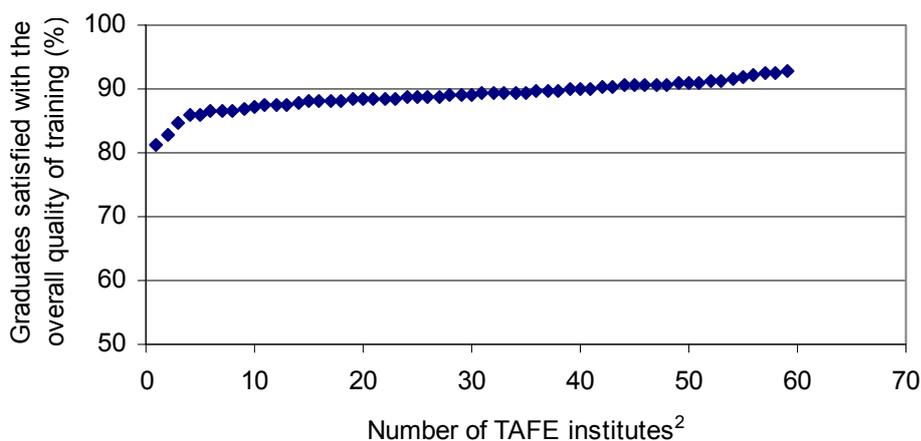
Source: NCVET Student Outcomes Survey 2007.

Table 6 Key outcomes for module completers, TAFE institutes and private providers, 2007 (%)

	TAFE (Commonwealth and state recurrent funding)	Private providers (Commonwealth and state recurrent funding)	TAFE (all funding sources)
Employed after training	66.8	69.9	76.8
Not employed before commencing the training and employed after training	10.8	15.9	7.6
Satisfied with the overall quality of training	78.6	79.1	83.7
Fully or partly achieved their main reason for undertaking training	69.6	73.7	79.6

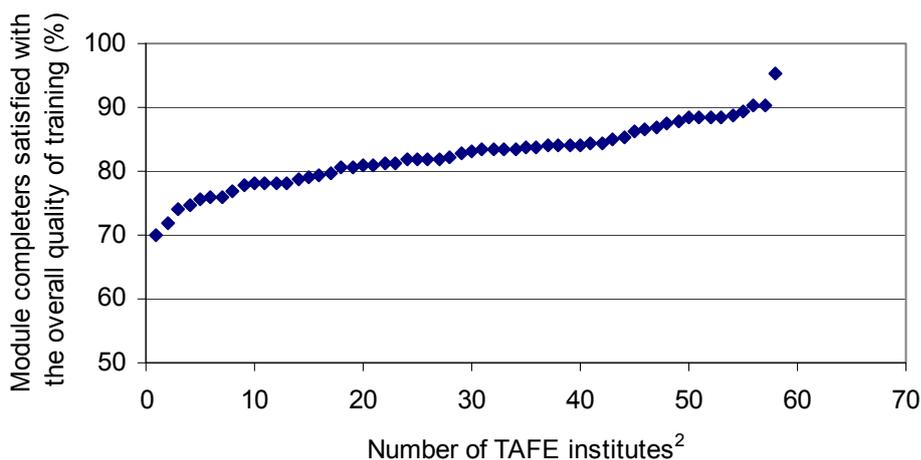
Source: NCVET Student Outcomes Survey 2007.

Figure 7 Percentage of graduates satisfied with the overall quality of training, TAFE institutes (all funding sources), 2007



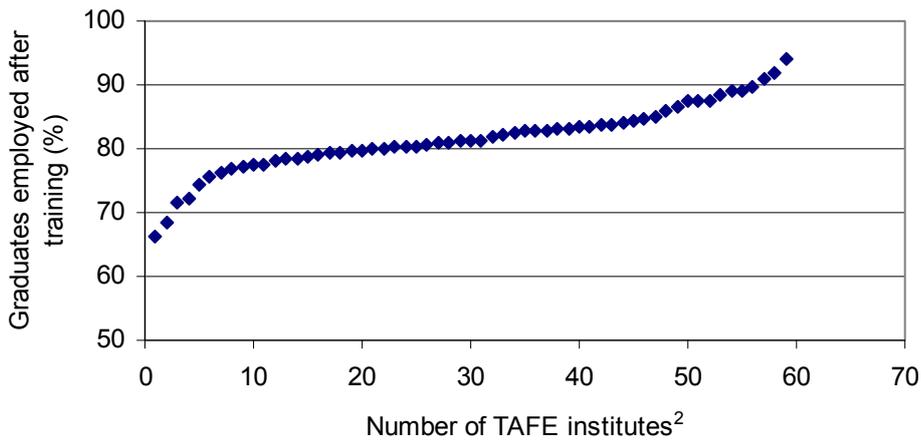
For notes on tables and figures, see page 14.
Source: NCVET Student Outcomes Survey 2007.

Figure 8 Percentage of module completers satisfied with the overall quality of training, TAFE institutes (all funding sources), 2007/12



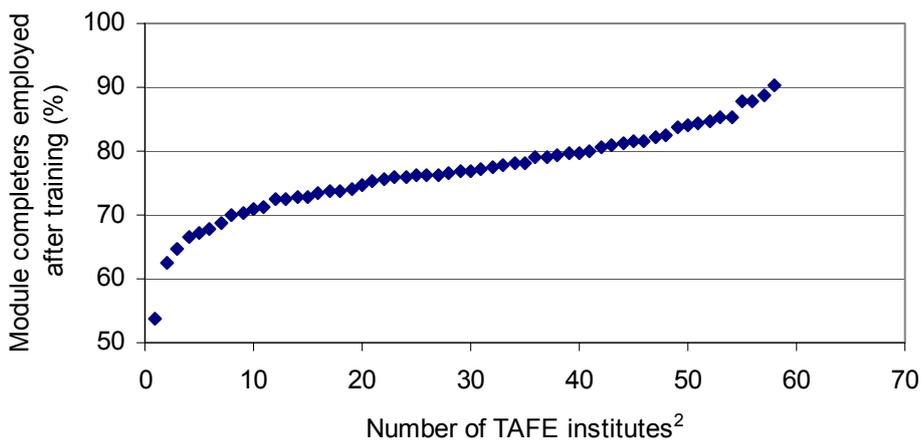
For notes on tables and figures, see page 14.
Source: NCVET Student Outcomes Survey 2007.

Figure 9 Percentage of graduates employed after training (as at 25 May 2007), TAFE institutes (all funding sources), 2007



For notes on tables and figures, see page 14.
 Source: NCVET Student Outcomes Survey 2007.

Figure 10 Percentage of module completers employed after training (as at 25 May 2007), TAFE institutes (all funding sources), 2007¹²



For notes on tables and figures, see page 14.
 Source: NCVET Student Outcomes Survey 2007.

Terms

Information included in this publication is derived from the National VET Provider Collection and the Student Outcomes Survey. The VET Provider Collection is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). For other terms and definitions, refer to the VET glossary at <<http://www.ncver.edu.au/resources/glossary.html>>.

AQF qualification level is the level of an Australian Qualification Framework (AQF) qualification in which a student is enrolled. The AQF is a unified system of national qualifications in schools, vocational education and training (TAFE institutes and private providers) and the higher education sector (mainly universities).

Commonwealth and state recurrent funded refers to general purpose funding provided by the Commonwealth under its agreement with the state or territory; funding provided by the state or territory for general purpose recurrent funding.

Commonwealth and state specific funded refers to funding provided by the Commonwealth for the specific purpose of providing vocational and training programs; funding provided by state or territory governments for vocational education and training programs.

Disability (including impairment or long-term condition) is whether the student self-identifies as having a disability, impairment or long-term condition.

Employed refers to persons who after the training worked for one hour or more for pay, profit, commission or payment in kind in a job or business or on a farm (including employees, employers and self-employed persons); or worked for one hour or more without pay in a family business or on a farm (i.e. unpaid family helpers); or who had a job, business or farm, but were not at work.

English (main language spoken at home) is whether the student mainly speaks English at home.

Fee-for-service funded refers to funding provided by individuals or organisations on a fee-for-service basis for the delivery of VET or for commercial activities, excluding delivery covered by full-fee-paying overseas students.

Funding source is the predominant source of the funding for a subject enrolment. For students with subject enrolments in more than one funding category, a major funding source is assigned in hierarchical order (Commonwealth and state recurrent funding, Commonwealth and state specific funding, fee-for-service, and overseas full-fee-paying)

Graduate refers to students who are reported as completing all requirements for a qualification or students who self-identify as having completed all requirements.

Indigenous status is whether a student self-identifies as being of Aboriginal or Torres Strait Islander descent.

Module completer refers to those students who successfully completed part of a qualification and then left the VET system.

Overseas full-fee-paying refers to fees paid by individuals or organisations for an overseas student to undertake studies in Australia on a full-fee-paying basis.

Satisfaction with training means that the respondent 'agreed' or 'strongly agreed' on a 5-point scale with the statement: 'Overall, I was satisfied with the quality of the training'.

Notes on tables and figures

- 1 Highest funding source is assigned in the following hierarchical order: Commonwealth and state recurrent funding, Commonwealth and state specific funding, overseas full-fee-paying and fee-for-service funding.
- 2 Number of TAFE institutes is the ranking of individual institutes from lowest to highest, based on student numbers.
- 3 Number of TAFE institutes is the ranking of individual providers from lowest to highest, based on Commonwealth and state recurrent funded student numbers.
- 4 Number of private providers is the ranking of individual VET providers from lowest to highest, based on Commonwealth and state recurrent funded student numbers.
- 5 Access/Remoteness Index of Australia (ARIA+) was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA) based on ARIA. ARIA+ is now the standard Australian Bureau of Statistics (ABS) endorsed measure of remoteness. It is an index of remoteness derived from measures of road distances between populated localities and service centres. These road distances are then used to generate a remoteness score for any location in Australia. ARIA+ forms the basis for the ABS 'Remoteness Structure' component of the Australian Standard Geographical Classification. For more details refer to <http://www.gisca.adelaide.edu.au>.
- 6 'Outside Australia' refers to overseas postal addresses of students studying in Australia.
- 7 Non-AQF includes secondary education, other recognised courses, non-award courses and students enrolled in subjects only.
- 8 The subject completion rate is based on the subject result that is recorded against a student's subject enrolment. It is derived from the formula: $\text{subject completion rate} = (\text{recognition of prior learning} + \text{assessed passed} + \text{not assessed completed}) / (\text{total} - \text{continuing studies}) * 100$.
- 9 Number of TAFE institutes is the ranking of individual institutes from lowest to highest, based on the subject completion rate.
- 10 VET providers where the total subject enrolments minus continuing enrolments are 50 or less were excluded from the figure.
- 11 Number of private providers is the ranking of individual VET providers from lowest to highest, based on the subject completion rate.
- 12 It is NCVER's policy to not report estimates based on fewer than five respondents due to the lower reliability of estimates. One TAFE institute was not included because the percentage was based on less than five respondents.



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