

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

Vocational education and training workforce data 2008: A compendium



*Edited:
Hugh Guthrie*



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FOR VOCATIONAL
EDUCATION RESEARCH



Australian Government
Department of Education, Employment
and Workplace Relations



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About the research



Vocational education and training workforce data 2008: A compendium

Hugh Guthrie (Editor), NCVER

There has been a continued interest in the numbers and characteristics of those who make up the vocational education and training (VET) sector's own workforce. To address this, the Department of Education, Employment, and Workplace Relations (DEEWR) commissioned the National Centre for Vocational Education Research (NCVER) to undertake three projects, updating previous work (NCVER 2004). Each project generated a report which is included in this compendium:

- ✧ The first report, 'Getting the measure of the VET professional: An update', draws on analyses of Australian Bureau of Statistics (ABS) data from the Survey of Education and Training (SET) and the Census of Population and Housing to provide an updated demographic profile of VET professionals and VET practitioners.
- ✧ The second report, 'National TAFE workforce study 2008', provides national data on the TAFE workforce in 2008 and, where possible, compares this with 2002 data.
- ✧ The final report, 'VET workforce collection: Feasibility report', considers what needs to be known about the national VET workforce and what options are available for collecting that information.

The reports confirm the difficulty of getting accurate information and numbers for the VET workforce at present. We know little about the movement into and out of the sector and the career paths of VET staff. Nor do we understand much about the qualifications—teaching and vocational—VET staff hold. This type of information is important if there is to be a national approach to building a more 'professional' VET workforce.

Tom Karmel
Managing Director, NCVER

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The projects

There has been continued interest in the numbers and characteristics of those that make up the VET sector's workforce. To address this NCVER was commissioned by the Department of Employment, Education and Workplace Relations to undertake three projects to update previous work (NCVER 2004) and to examine the feasibility of a national and more sustained collection of VET workforce data. Each project generated a report, which is incorporated in this compendium:

- ✧ The first chapter, 'Getting the measure of the VET professional: An update', draws on analyses of ABS data from the Survey of Education and Training (SET) and the Census of Population and Housing to provide an updated demographic profile of VET professionals and VET practitioners.
- ✧ The second chapter, 'National TAFE workforce study 2008', provides national data on the technical and further education (TAFE) workforce in 2008 and, where possible, compares this with 2002 data collected for the report, *Profiling the national vocational education and training workforce* (NCVER 2004).
- ✧ The final chapter, 'VET workforce collection: Feasibility report', considers what needs to be known about the national VET workforce and what options are available for collecting that information.

The findings

VET workforce numbers

VET and TAFE workforce numbers were estimated in the first two reports.

The first study examines the characteristics of those who self-identify as being involved in the provision of vocational education and training, whether in a direct role as a practitioner or in broader roles such as management, administrative support, planning or marketing. The Survey of Education and Training data, using weighted counts, estimate the TAFE workforce in 2005 at about 70 800, and a total VET workforce across all provider types at over 440 000.

The second report focuses specifically on TAFE providers and suggests the national TAFE workforce increased from 53 800 in 2002 to 57 800 in 2008, an increase of 7.4%. Over the period the number of practitioners increased by 8.2%, while the number of non-teachers increased by 6.0%. Staff increases were predominantly female.

There are a couple of clear messages. First, large numbers of people are involved in delivering vocational education and training, but these numbers are not being captured and reported consistently or comprehensively. Second, while numbers reported in the first and second studies for the TAFE workforce are in the same ball park, there are clearly discrepancies. Some may be the result of definitional issues. Others are caused by the nature of the sampling process: an individual interview in the case of the SET data and point-in-time staffing data in the case of the TAFE study. Both have limitations. In 2005, the SET depends on respondents identifying their main work as concerned with providing vocational education and training; that is, it is the primary component of their job. It does not take account of the large numbers of casual staff who may be involved in

providing education and training, but not as their main job. The TAFE study undercounts staff numbers, particularly casual ones, as it only counts those staff who are on the books at the chosen point in time, not those who taught at other times throughout the year. We will consider alternative data collection approaches later in this overview.

VET workforce characteristics

The first two studies tell us something of the characteristics of the VET workforce, but most about those in TAFE. Collectively, it is clear that:

- ✧ VET professionals are increasingly involved in direct activities; that is, activities that are directly concerned with the development, delivery and assessment of courses/modules.
- ✧ VET professionals are increasingly older, and older VET professionals are increasingly found in TAFE. Nationally, the TAFE workforce is older than the Australian labour force in general.
- ✧ There are roughly equal numbers of male and female VET practitioners in TAFE (although the number of female practitioners slightly outnumbers the males), with more of both employed on a part-time, casual or contract basis.
- ✧ Female staff in the TAFE workforce are more likely to be employed on a non-permanent basis and less likely to be employed full-time than males.
- ✧ Lengths of service in the national TAFE workforce are high, with permanent staff having longer lengths of service than non-permanent—whether male or female.

Using census data, the first report suggests that proportions of full- and part-time staff have been stable over a ten-year period (1996 to 2006). The second report, with its TAFE focus, is equivocal and it is not clear from the available data whether, or to what extent, the rates of non-permanent employment have changed.

Finally, the first study suggests that there may have been a shift in the qualification profile of professionals in TAFE providers with, in particular, an increase in the proportion holding bachelor and, particularly, postgraduate qualifications. A decreasing proportion held VET-level qualifications. A range of reasons can be suggested to account for why such changes might have come about, particularly in TAFE. Unfortunately, the second report contained generally poor or incomplete information on the qualifications held by TAFE staff. It is not that the data are not available; they are required for AQTF 2007 compliance. However, they are not uniformly available on staff databases. Further work is needed to understand if and why such a change in qualification profile might have occurred.

Data issues

The first report has limitations that have already been discussed above. The SET data are useful indicators of trends at national level, but are more unreliable at individual jurisdiction level. The census data are of little value.

The second report uses point-in-time data. While this has limitations as we have already discussed, and is restricted to TAFE providers alone (a disadvantage from which the SET data do not suffer), the quality of data collected for the second report has improved from that gathered for 2002. In particular, the data were reported on a more consistent basis by states and territories, in part because of real improvements in data quality and handling, but also because a data dictionary was provided by our project with definitions of the key data elements. However, significant data issues remain and ways to overcome them are proposed in the feasibility study which constitutes the third report.

Alternative approaches to collecting VET workforce data

Currently there is no targeted and consistent collection of data on the VET workforce and information has to be inferred from other surveys and collections (such as the census). This limits the extent to which data can be used for workforce planning and policy development, particularly at the national level.

There are two possible ways of collecting the information. One is an administrative collection using information already stored in the HR systems of training organisations. The other is a direct survey of employees.

An administrative collection could provide a profile of the VET workforce in terms of employment characteristics, qualifications, teaching areas, demographics and workforce flows. An administrative collection is an effective way of collecting data if there is an ongoing need for such data. Although initial set-up costs can be high, these costs reduce once system changes are implemented. With the exception of characteristics of training organisations such as workforce flows, a survey could address all of the areas above, as well as provide information on employees' job satisfaction, professional development activities, previous careers, motivation for entering the VET workforce and intention to remain there.

The choice of methodology will be based on the relative importance of the possible data elements and will also be affected by issues such as the time taken to implement, the running costs, and the scope of the collection.

Both methodologies have strengths and weaknesses. The best solution may be a combination of the two. Undertaking a regular (for example, annual) administrative collection of the public workforce is suggested if there is an ongoing need for the information. This would be supplemented with a survey of employees in both public and private providers every few years. Together this would provide a comprehensive picture of the VET workforce in Australia.

References

NCVER (National Centre for Vocational Education Research) 2004, 'Profiling the national vocational education and training workforce', commissioned paper for the Australian National Training Authority (ANTA), NCVER, Adelaide.

Getting the measure of the VET professional: An update

Peter Mlotkowski and Hugh Guthrie

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Summary

This report draws on analyses of Australian Bureau of Statistics (ABS) data from the Survey of Education and Training (SET) and the Census of Population and Housing to provide an updated demographic profile of VET professionals and VET practitioners.

A number of caveats are attached to this analysis, all relating to changes made to the primary source of data, the Survey of Education and Training. Some operational definitions used in the NCVER 2004 publication, namely the breakdown of training providers, have not been retained here, but this is unavoidable. Also unavoidable is the need to derive the VET workforce in 2005, given the broadening of questions in SET.

Caveats aside, a number of clear findings emerge, or rather are reinforced:

- ✧ VET professionals are increasingly involved in direct activities; that is, activities that are directly concerned with the development, delivery and assessment of courses/modules.
- ✧ VET professionals are increasingly older, and older VET professionals are increasingly found in TAFE.
- ✧ There are roughly equal numbers of male and female VET practitioners in TAFE, with more of both employed part-time than full-time.
- ✧ The proportions of full- and part-time staff have been stable for ten years.
- ✧ An increasing proportion of VET professionals are self-employed.

In addition, there may have been a shift in the qualification profile of professionals in TAFE providers with, in particular, an increase in the proportion holding postgraduate qualifications. A range of reasons are suggested to explain why such a change might have come about, but we also suggest that further work is needed to understand if and why such a change in qualification profile has occurred.

Getting the measure of the VET professional

Introduction

This report updates some data presented in the NCVER 2004 publication *Profiling the national VET workforce* using two primary ABS data sources—the Survey of Education and Training and the Census of Population and Housing.

Both of these data sets provide nationally consistent information on the VET workforce, based on those who self-identify as being involved in the provision of vocational education and training. An updated demographic profile of the VET workforce is provided here by analysing data from the 2005 SET and the 2006 Census of Population and Housing. Where possible, operational definitions used in the 2004 publication have been retained and data replicated.

Background

Defining VET professionals and practitioners

The SET data, on which the NCVER's 2004 publication is based, make a distinction between a VET professional and a VET practitioner on the basis of a variety of work activities. These activities include:

- ✧ development of courses/modules
- ✧ delivery of courses/modules
- ✧ assessment of courses/modules
- ✧ management of education or training
- ✧ development of plans
- ✧ administrative support
- ✧ marketing programs.

A VET practitioner is defined as someone involved in any of the top three activities, which are directly associated with teaching, learning and assessment functions. The definition of a VET professional is broader, incorporating a wider range of work roles. This is consistent with Dickie et al. (2004), who describe VET practitioners as those staff of registered training organisations (RTOs) who are directly involved in delivery of teaching, training and/or assessment programs that are nationally recognised. VET professionals include VET practitioners and those staff who provide leadership, management and support for teaching, training and assessment within registered training organisations. In addition, a range of other staff work in generic, transferable roles such as accountants and marketing and maintenance staff. These staff, together with the VET practitioners and other VET professionals, make up the VET workforce.

Defining VET providers

To provide further insight, the NCVER publication in 2004 groups VET professionals and practitioners by the kind of training provider which employs them. The training providers are grouped into the following categories:

- ✧ TAFE
- ✧ non-TAFE training organisations (ACE, Skill Centres, business colleges, other private training organisations)
- ✧ other organisations which provide training (professional or industry associations, product manufacturers or suppliers)
- ✧ enterprises who provide in-house training for their employees.

These operational definitions allow the 2004 publication to provide a nationally consistent demographic profile of the VET workforce, and how this varies across different types of providers.

Summarising the earlier work

NCVER (2004) found that:

- ✧ The work of VET professionals was changing, with individuals considerably more likely to be involved in direct activities in 2001 than they were in 1997.
- ✧ The age profile of VET professionals moved upwards between 1997 and 2001, with older VET professionals concentrated in the TAFE sector.
- ✧ A high proportion of VET professionals were self-employed.
- ✧ The majority of VET professionals had a post-school qualification in 2001, although most VET practitioners did not have a qualification in education and training.

Issues with updating the data

Updating the data presented in the NCVER 2004 publication is complicated by changes made to the primary source of data, the SET. The 2001 SET refers to the provision of vocational education and training specifically; the questions in the 2005 SET have been broadened and refer to all education and training. In addition, the classification of organisations at which persons are employed to provide education or training has changed (Box 1). However, this does not mean that we cannot derive VET professionals and practitioners from these data.

According to the new classification of training providers, we define the VET workforce in 2005 as those people employed to provide education or training in TAFE or technical colleges, other education/training organisations, and other organisations primarily for education/training employees of current employer or business. By contrast, the VET workforce in 1997 and 2001 is defined as those people employed to provide vocational education or training in: TAFE or technical colleges, non-TAFE training organisations, other organisations which provide training, and enterprises. The result is a moderate decrease in the sample size between 2001 and 2005 (table 1).

The distinction between a VET professional and a VET practitioner is made, again, on the basis of activities performed in the provision of education or training, the classification of which has not changed between 2001 and 2005. That is, a VET professional in this report is a person involved in any of the top five activities listed in Box 1, whereas VET practitioners develop, deliver or assess courses or modules.

The training provider groupings used in the last publication cannot be replicated due to changes made to the relevant question in the SET (see Box 1). Hence we have decided to group training providers into just two categories: TAFE and all other organisations.

Table 1 provides the weighted counts used in the calculation of percentages in this report.

Table 1 Weighted counts by training provider, 1997–2005

	1997	2001	2005
	'000	'000	'000
VET professionals			
TAFE	59.1	86.9	67.4
All other organisations	950.7	901.8	816.0
Total VET professionals	1 009.9	988.8	883.4
VET practitioners			
TAFE	45.8	71.3	61.8
All other organisations	609.0	673.2	615.8
Total VET practitioners	654.8	744.6	677.7
VET workforce			
TAFE	69.2	90.4	70.8
All other organisations	1 150.9	987.4	880.0
Total VET workforce	1 220.1	1 077.8	950.8

Source: ABS Survey of Education and Training (1997, 2001a, 2005).

Box 1 Changes to questions in the SET, 2001 and 2005

2001	2005
Questions referring to provision of VET	Equivalent questions
<i>Whether provides vocational education or training in current job</i>	<i>Whether provides education or training in main job</i>
<i>Types of vocational education or training activities performed</i>	<i>Types of education or training activities performed</i>
Development of courses or modules	Development of courses or modules
Delivery of courses or modules	Delivery of courses or modules
Review or assessment of courses or modules	Review or assessment of courses or modules
Management of education or training	Management of education or training
Development of plans	Development of plans
Administrative support	Administrative support
Marketing programs	Marketing programs
<i>Organisation at which employed to provide vocational education or training</i>	<i>Organisation at which employed to provide education or training</i>
TAFE or technical college	TAFE or technical college
University or other higher education	University or other higher education
Primary or secondary school	Primary or secondary school
Professional or industry association	Other education/training organisation
Equipment or product manufacturer or supplier	
Industry skills centre, Skillshare centre or other government training centre	
Business college, adult or community education centre	
Other private training organisation	
Other institution or organisation	
Primarily for employees of current employer or business	Other organisation primarily for education/training employees of current employer or business
Other	Other organisation primarily for education/training other than employees of current employer or business
<i>Whether had obtained a non-school qualification in education or training</i>	<i>Whether had obtained a non-school qualification in education or training</i>

Source: ABS Survey of Education and Training (2001a, 2005).

Activities of VET professionals

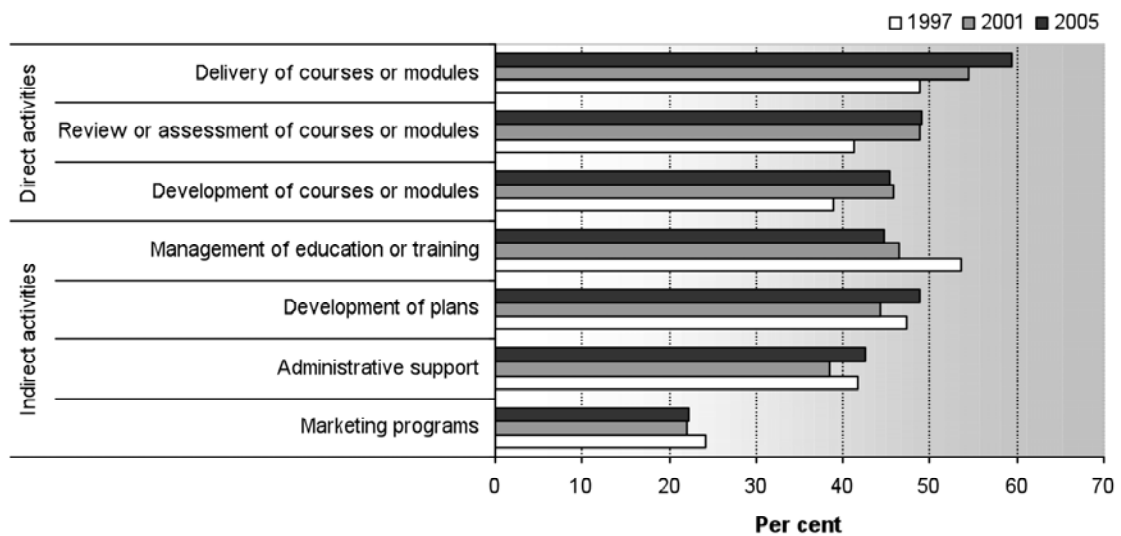
VET professionals are increasingly involved in direct activities

From the Surveys of Education and Training, we obtain information on the kind of education and training activities in which VET professionals are involved. These can be subdivided into direct and indirect activities, with direct activities constituting the development, delivery and assessment of courses/modules.

Figure 1 details the activities undertaken by VET professionals, comparing 1997, 2001 and 2005. The most common activity, and becoming increasingly common, is the delivery of courses or modules. The least common is marketing programs.

Between 1997 and 2005, the focus of activities undertaken by VET professionals has changed, with individuals in 2005 considerably more likely to be involved in direct activities than they were in 1997. Conversely, they are less likely to be involved in indirect activities. The best illustration of this is the fall in the proportion involved in the management of education or training, which ranked as the most common activity in 1997 and has fallen to fifth in 2005.

Figure 1 Activities undertaken by VET professionals, 1997–2005



Source: ABS Survey of Education and Training (1997, 2001a, 2005).

VET professionals are mostly VET practitioners

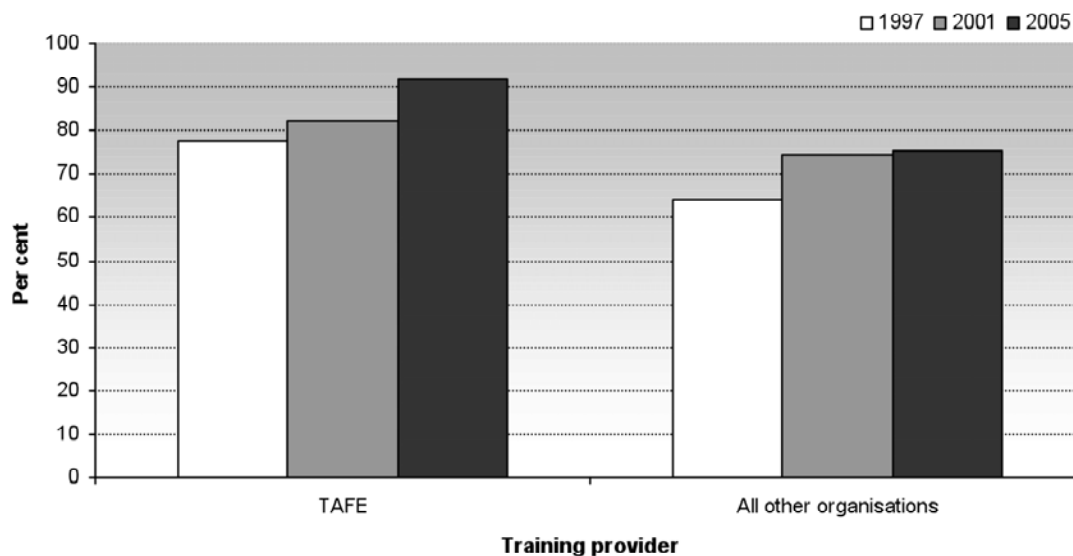
Figure 1 showed how VET professionals were more involved in direct activities in 2005 than they were in 1997. Involvement in direct VET activities—delivery, development and assessment of courses or modules—is the core activity of VET practitioners.

Using this definition, most VET professionals are involved in one form or another of these direct activities—in other words, VET professionals are also largely VET practitioners.

Figure 2 breaks down the percentage of VET professionals involved in direct activities by the kind of training provider who employs them. The figure shows that VET professionals employed in TAFE, which provides education as its main activity, are more likely to be involved in direct VET activities than individuals employed in all other organisations providing education or training, whose main activity is less likely to be the provision of education.

The difference in the percentage of VET professionals involved in direct activities between TAFE and all other organisations is increasing (16.4% in 2005 compared with 7.4% in 2001).

Figure 2 VET professionals involved in direct activities, by type of training provider, 1997–2005



Source: ABS Survey of Education and Training (1997, 2001a, 2005).

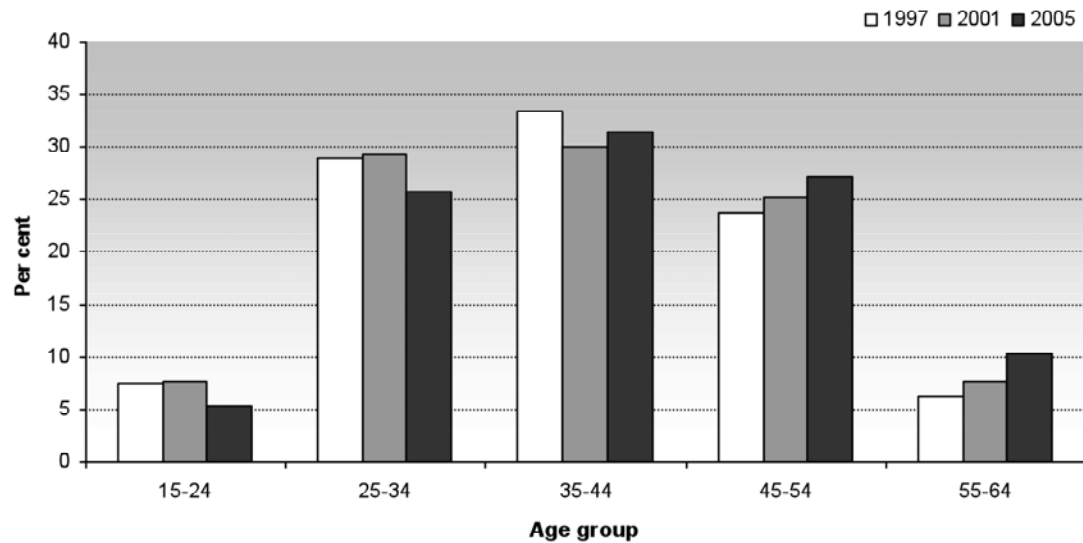
Ageing of the VET workforce

VET professionals are becoming increasingly older

It is well known that the Australian population is ageing. The median age of the population increased from 33.7 years in 1995 to 37.0 years in 2006, and is projected to rise to 45.2 years by 2051 (ABS 2006b). In line with this trend, figure 3 shows that the age profile of VET professionals shifted upwards between 1997 and 2001, and again between 2001 and 2005.

In 2005, 37.6% of VET professionals were aged 45 to 64 years, compared with 30.0% in 1997. Conversely, the percentage of VET professionals aged 15 to 34 years decreased from 36.5% in 1997 to 31.0% in 2005. Reinforcing this trend, the scope of the SET was expanded in 2005, for the first time collecting information from persons aged 65 to 69 years. (In 2005, there were 2400 VET professionals aged 65 to 69 years in TAFE, and 5700 in all other organisations.) However, for the sake of consistency we have excluded these people from the analysis in figure 3, as well as everywhere else.

Figure 3 Age profile of VET professionals, 1997–2005



Source: ABS Survey of Education and Training (1997, 2001a, 2005).

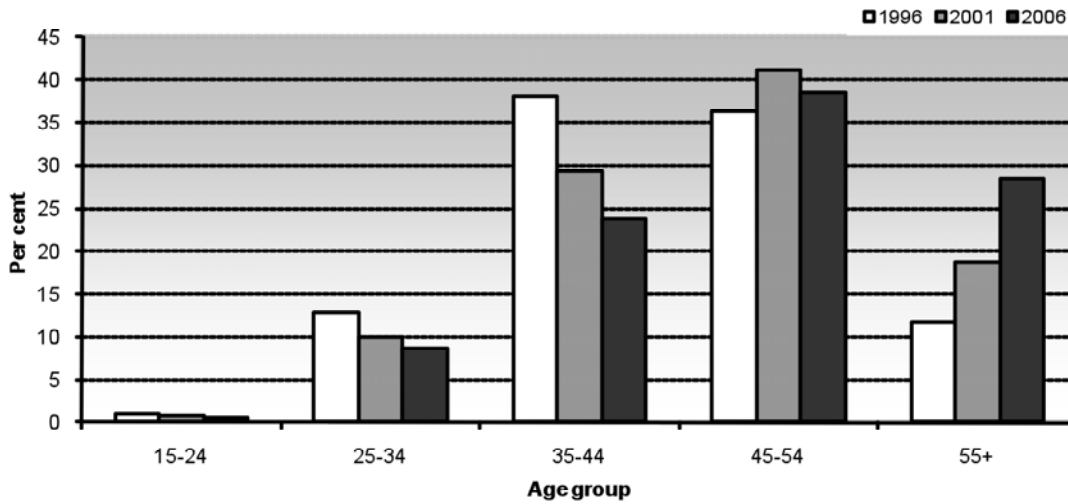
VET practitioners in TAFE are, on average, older than VET professionals

We can use census data to compare the age profile of VET practitioners working in TAFE and VET professionals as a whole, bearing in mind that a high percentage of VET professionals are VET practitioners (figure 2).

Using census data forces a change in definition. A VET practitioner in the census is a person with the occupation of vocational education teacher (ASCO 2422) in their main job. For our purposes, a VET practitioner working in TAFE is a vocational education teacher employed by Australian, state or territory governments.

The data indicate that VET practitioners in TAFE have an older age profile than is the case for VET professionals as a whole. In 1996, 48.0% of VET practitioners in TAFE were aged 45 years or over. By 2001, this had increased to 59.9%, with 18.7% aged 55 years or more. And by 2006, 66.9% of VET practitioners in TAFE were aged 45 years or more, with 28.4% aged 55 years or more.

Figure 4 Age profile of VET practitioners in TAFE, 1996–2006



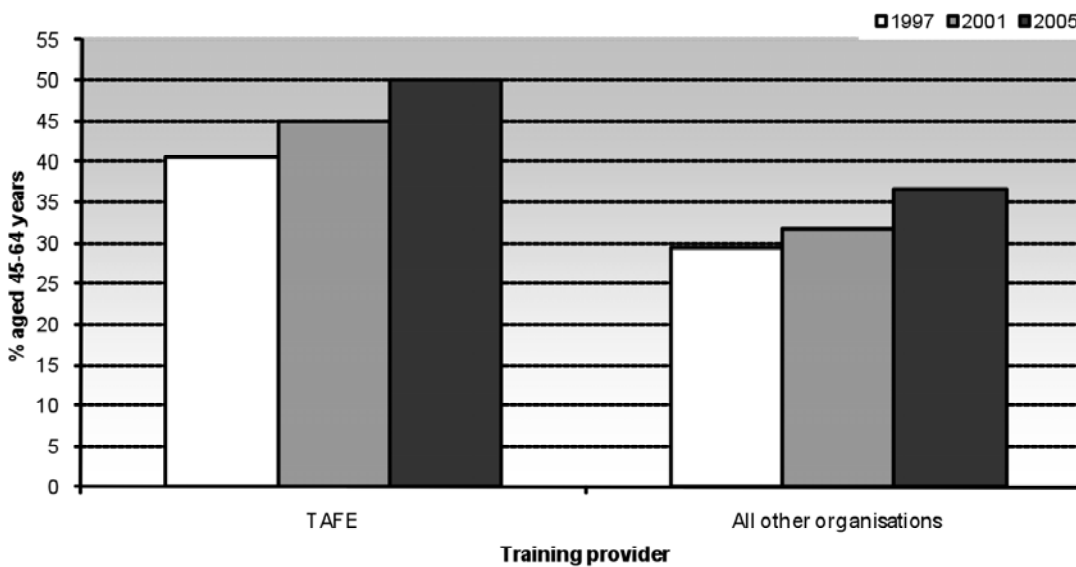
Notes: In census data, a VET practitioner working in TAFE is defined as a person with the occupation of vocational education teacher (ASCO 2422) in his or her main job working in the public sector.

Source: ABS Census of Population and Housing (1996, 2001b, 2006a).

Older VET professionals are concentrated in the TAFE sector

The finding that VET practitioners in TAFE are older than VET professionals as a whole is also borne out in figure 5, which compares the percentage of VET professionals aged 45 to 64 years by the kind of provider who employs them. The figure clearly shows that the percentage of older VET professionals in TAFE is considerably higher than in all other organisations, although the percentage is increasing proportionately in both.

Figure 5 Older VET professionals by type of training provider, 1997–2005



Source: ABS Survey of Education and Training (1997, 2001a, 2005).

Employment status of VET professionals and practitioners

More TAFE teachers are employed part-time than full-time

The Census of Population and Housing indicates that there are roughly equal numbers of male and female VET practitioners working in TAFE. The census data also indicate that there is a greater proportion of males than females in full-time positions. Consequently, there is a greater proportion of females than males in part-time positions. Overall, 46.6% of VET practitioners in TAFE in 2006 were employed full-time, while 48.5% were part-time. These numbers have been stable over the three collection periods, although there appears to have been a very slight decline in the proportion employed part-time (that is, they worked one to 34 hours on the week before census night). Nevertheless, if those who did not work in the week prior to census night are also taken into account (and are those most likely to be casual or contract VET practitioners working part-time), then the numbers are virtually constant.

It must be noted here that the census only identifies TAFE teachers where that is their *main* job. The census figures are, therefore, certain to *understate* the true population of part-time VET practitioners in TAFE, because some people whose main job is in another field and who teach with TAFE on a part-time, casual or contract basis, will not have been captured. Nonetheless, the finding from the census that more TAFE teachers work on a part-time basis than full-time is a significant one.

Table 2 VET practitioners in TAFE by gender and employment status, 1996–2006

	1996			2001			2006		
	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
Full-time ^(a)	31.0	15.7	46.6	29.7	16.8	46.5	29.5	17.1	46.6
Part-time ^(b)	18.9	31.2	50.1	18.5	30.4	48.9	18.1	30.4	48.5
Did not work ^(c)	1.3	1.3	2.6	1.6	1.7	3.3	1.8	1.7	3.5
Not stated ^(d)	0.4	0.3	0.7	0.7	0.6	1.3	0.9	0.5	1.4
Total	51.5	48.5	100.0	50.5	49.5	100.0	50.3	49.7	100.0

Notes: (a) Worked 35 hours or more in week prior to census night.

(b) Worked 1–34 hours in week prior to census night.

(c) Worked zero hours in week prior to census night.

(d) Hours worked in week prior to census night not stated.

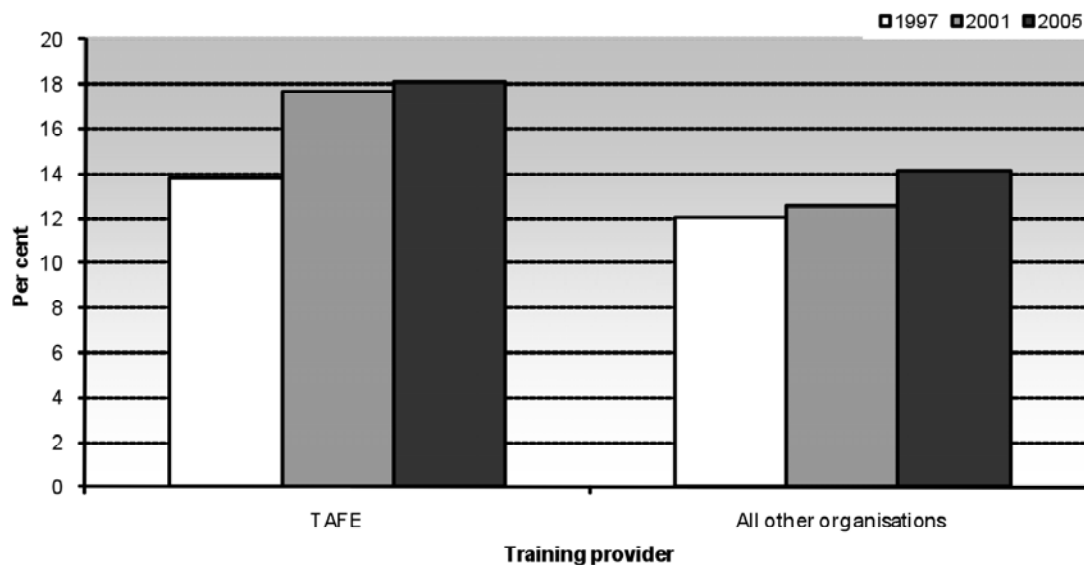
In census data, a VET practitioner working in TAFE is defined as a person with the occupation of vocational education teacher (ASCO 2422) in his or her main job working in the public sector.

Source: ABS Census of Population and Housing (1996, 2001b, 2006a).

A high proportion of VET professionals are self-employed

Figure 6 indicates that the percentage of self-employed VET professionals is on the increase. The percentage of self-employed VET professionals working in TAFE increased from 13.9% in 1997 to 18.1% in 2005, while self-employed VET professionals in all other organisations increased from 12.1% in 1997 to 14.2% in 2005. Self-employment status refers to a person's main job, which may or may not be as a VET professional, so this should be regarded more as an individual attribute rather than a job attribute. Indeed, what it suggests is that many VET professionals are employed on a part-time, casual, sessional or contract basis to teach in the area of expertise which constitutes their main job. What it also shows is that there only appears to have been a very slight increase in the proportion of those in TAFE identifying as self-employed between 2001 and 2005.

Figure 6 VET professionals who are self-employed by type of training provider, 1997–2005



Source: ABS Survey of Education and Training (1997, 2001a, 2005).

Qualifications of VET professionals

In this section we examine the qualifications held by professionals, drawing both on SET and census data. In addition, we examine the proportion of those holding an education qualification.

Qualification levels

Figure 7 uses the SET data and shows the percentage of VET professionals in 2001 and 2005 holding particular qualifications by the type of training provider employing them. These are subdivided into postgraduate, bachelor degree, and other post-school (or VET) qualifications.

In 2001, VET professionals working in TAFE were much more likely to hold a post-school qualification than all other VET professionals: roughly eight out of ten, compared with two out of three. They also had the higher proportion with VET qualifications, more than half. VET professionals working outside TAFE were slightly more likely to hold a higher education degree.

Between 2001 and 2005, the percentage of VET professionals in TAFE holding a postgraduate degree more than doubled, while the percentage holding a bachelor degree increased from 13.1% to 21.1%. The percentage of VET professionals in TAFE with a VET qualification decreased from 53.1% to 38.8%, while the percentage without a post-school qualification decreased from 17.9% to 6.4%. At the same time, there has been a relative decrease in the proportion of those VET professionals holding no post-school qualification in the other organisations that provide VET training and small increases in those holding both postgraduate and bachelor degree qualifications, as well as VET qualifications.

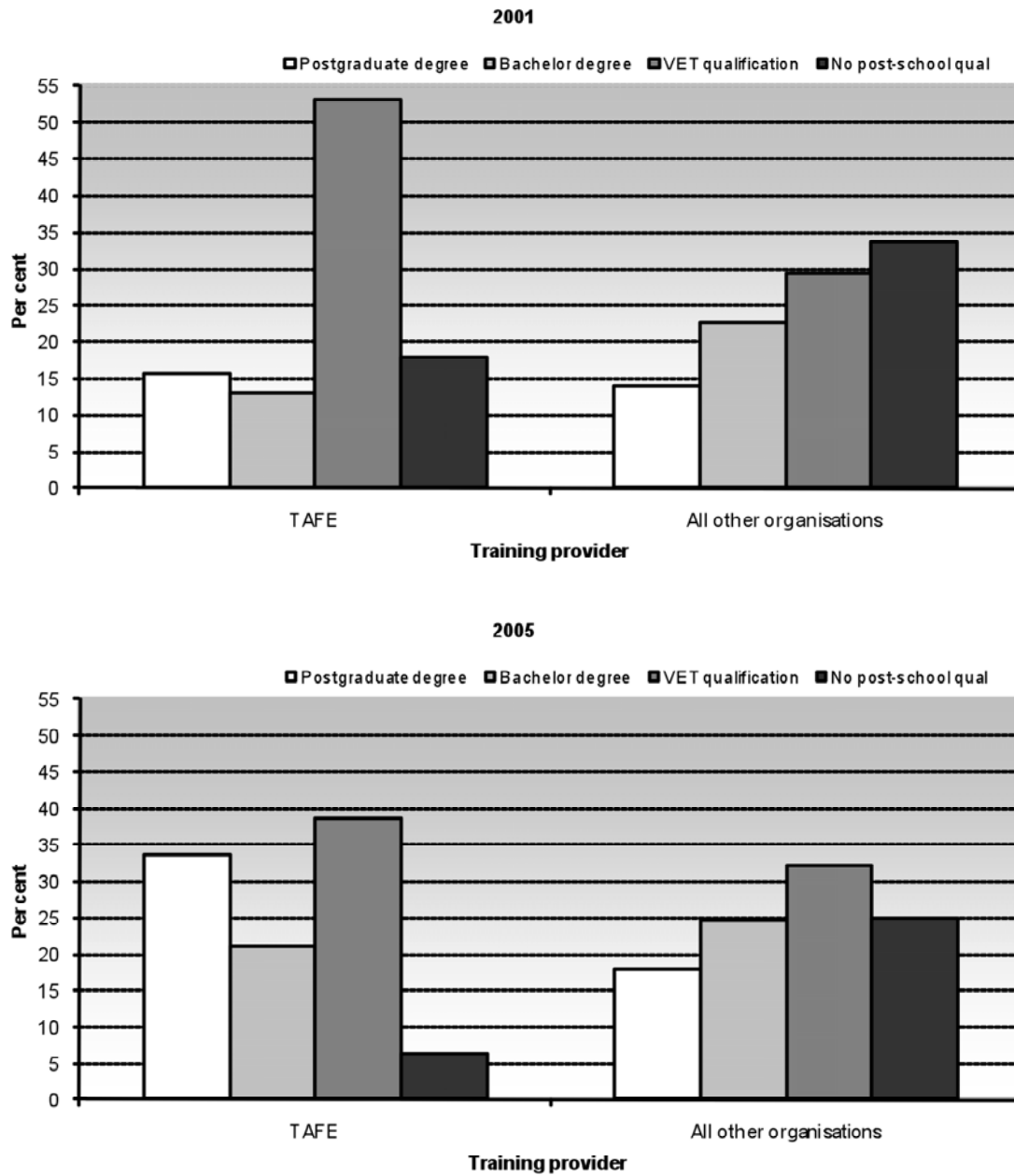
The TAFE findings are the most interesting finding to arise from this study, but are difficult to interpret. In part, this is because of the magnitude of the apparent shift in such a short time frame. Nevertheless, the increase in the percentage with a higher education or bachelor degree and the decrease in the percentage with a VET qualification may be due to a combination of the following factors:

- ✧ the active recruitment of staff with higher levels of qualification, particularly at degree or post-graduate level
- ✧ the encouragement to pursue higher-level qualifications—particularly degrees—by VET providers, or because staff are undertaking such awards for personal interest or to enhance their career prospects
- ✧ regulatory requirements which mean that staff need to have professional qualifications at or above the level they are teaching (nevertheless, it appears that the proportion of students undertaking diploma and advanced diplomas has declined over the period; that is, there has been no growth in the proportion of students studying at higher levels)
- ✧ a number of providers, including the dual-sector providers in two jurisdictions, offering programs at degree level.

Changes made to the SET for 2005 do not allow us to filter the VET workforce data any more than we have.

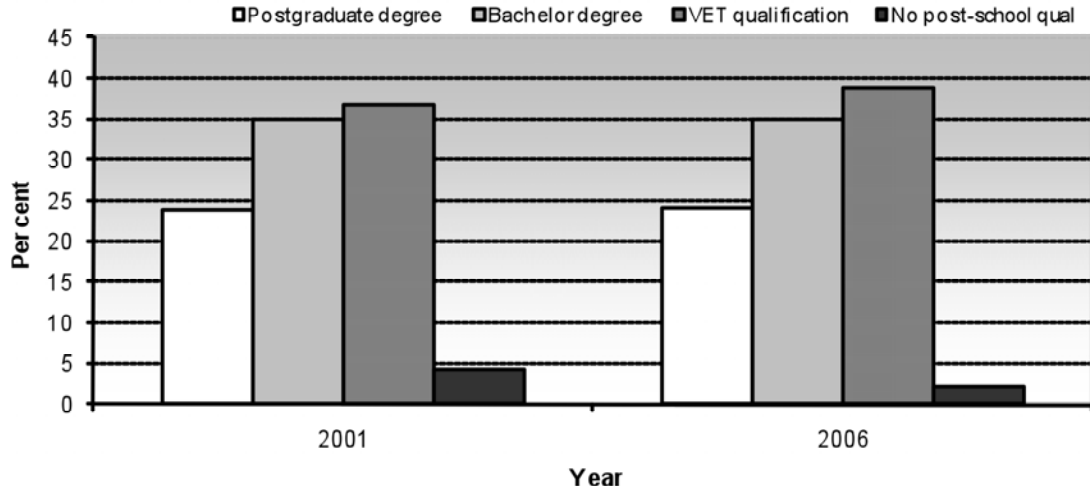
To try to confirm this trend we used the Census of Population and Housing data for 2001 and 2006. Figure 8 compares the qualification profile of VET practitioners working in TAFE between 2001 and 2006 and represents a dramatic contrast to the SET data. There is no marked shift in the proportion of VET practitioners in TAFE with a higher education qualification. By contrast to figures 7 and 8, the proportion with a VET qualification increases slightly between 2001 and 2006. There is also a slight decrease in the proportion with no post-school qualification.

Figure 7 Qualifications of VET professionals by type of training provider, 2001 and 2005



Source: ABS Survey of Education and Training (2001a, 2005).

Figure 8 Qualifications of VET practitioners in TAFE, 2001 and 2006



Notes: In census data, a VET practitioner working in TAFE is defined as a person with the occupation of vocational education teacher (ASCO 2422) in his or her main job working in the public sector.
Data refers to highest post-school qualification.

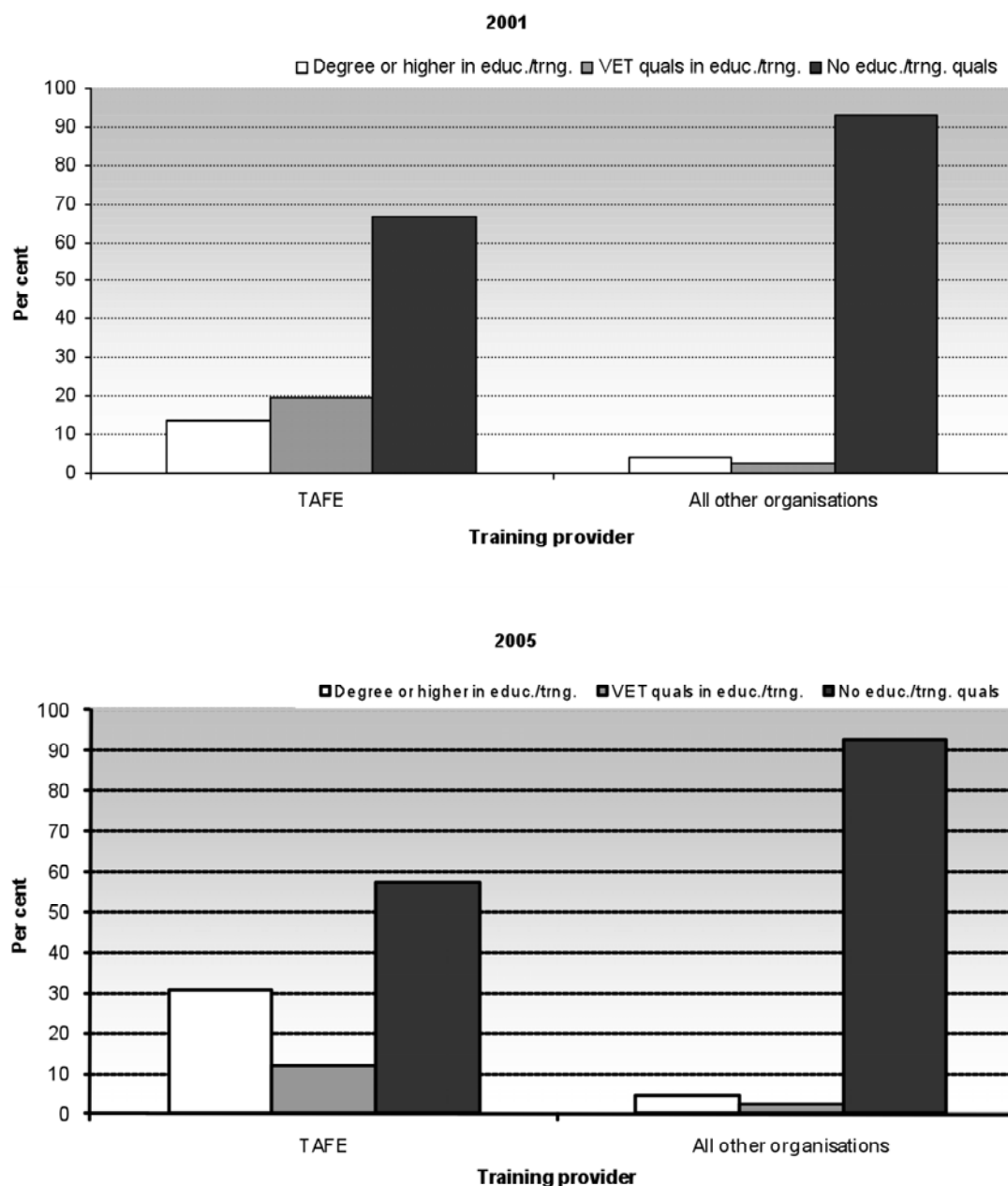
Source: ABS Census of Population and Housing (2001b, 2006a).

Qualification levels in education and training

The SET also asks VET practitioners whether they held a qualification in education or training. Figure 9 shows that the very clear finding is most do not. Outside VET practitioners working in TAFE, where it was around one in three in 2001, only around one in ten have a qualification specifically in the field of education or training.

Between 2001 and 2005, there is a significant increase in the percentage with a higher education qualification and a decrease in the percentage with a VET qualification, in line with the trend shown in figure 7. However, it is difficult to draw concrete conclusions about these findings, for reasons already discussed.

Figure 9 Education and training qualifications of VET practitioners by type of training provider, 2001 and 2005



Source: ABS Survey of Education and Training (2001a, 2005).

Data issues

This study uses two sets of data to develop a profile of VET professionals and VET practitioners. Across the two sources there is enough commonality in the findings to give a broad analysis of the characteristics of VET professionals and practitioners. However, several weaknesses are identified.

First, there are differences in the way in which the SET and Census of Population and Housing are collected. The SET is gathered using a face-to-face interview with the sampled individual. Potentially, this makes it more reliable than the census, where the form is completed by anyone in

the household. Comparing the SET data (figure 7) and census data (figure 8) for 2001 shows considerable differences in the proportions of TAFE professional staff holding qualifications at all levels. By contrast, the equivalent 2005 SET and 2006 census data are generally better aligned.

Second, there has been a change in scope to relevant questions in the SET. This has complicated the task of making data comparable between the years. And it should be noted here that this problem will, in one sense, continue to exist with the 2009 SET and, in another sense, disappear. This is because the 2009 SET will revert to asking questions about the provision of vocational education and training specifically, although it is still unclear whether the classification of training providers will likewise revert. The uncertainty that comes with analysing the 2005 data will remain, but it is hoped that the 2009 SET will be comparable with the 2001 edition.

Finally, there is a very large disparity in the numbers employed as VET practitioners between the census data and the SET (table 3). VET practitioners working in TAFE number 61 800 in the 2005 SET. This compares with 19 300 persons employed as vocational education teachers in the public sector in the 2006 census data. It should be noted that the NCVER 2004 publication found a similar disparity between sample sizes in the 2001 census and 2001 SET.

Table 3 Different estimates of the size of the VET workforce

	Census	SET ^(a)
	2006	2005
VET professionals	n/a	418 200
in TAFE	n/a	67 400
in all other organisations	n/a	350 900
VET practitioners	26 900	343 900
in TAFE	19 300	61 800
in all other organisations	7 600	282 100
VET workforce	n/a	443 200
in TAFE	n/a	70 800
in all other organisations	n/a	372 400

Notes: (a) Excludes other organisations primarily for education/training of employees of current employer or business.
Source: ABS Survey of Education and Training & Census of Population and Housing (2005, 2006a).

These data issues and the equivocal findings in relation to qualification levels strengthen the case for a properly conceived and nationally consistent collection of VET workforce data. Such a collection would be better able to advise policy at national, jurisdictional and provider levels.

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National TAFE workforce study 2008

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Summary

The purpose of this report is to provide national data on the TAFE workforce in 2008 and, where possible¹, compare this with 2002 data collected for the report 'Profiling the national vocational education and training workforce' (NCVER 2004).

Currently, there is no regular consistent national collection of TAFE workforce data. This is because public delivery of training has predominantly been by the states and territories through their TAFE institutes and colleges, and workforce issues are seen to be an operational matter.

This report is an attempt to fill in the information gap. First, the report outlines the processes used to gather data on the national TAFE workforce in 2008. Next the 2008 data are presented. They are then compared with the data gathered for 2002. The final section presents the key findings and discusses their implications, and also raises issues about the data collection itself.

Key findings

The data suggest a range of conclusions and trends over the period 2002 to 2008. These relate to workforce size, age profile, levels of casualisation and length of service, and are outlined below. Issues of both data quality and consistency became apparent as the project proceeded. We have therefore been cautious in the conclusions we have drawn and urge readers to do the same. A later section of the executive summary outlines these data quality issues in greater detail.

The national TAFE workforce increased from 2002 to 2008, with females contributing most to this increase

The national TAFE workforce increased from 53 800 in 2002 to 57 800 in 2008, an increase of 7.4%. The number of practitioners increased from 33 690 in 2002 to 36 470 in 2008 (up 8.2%), while the number of non-teachers increased by 6.0% to 21 330 in 2008.

Females contributed most to these increases. The number of female staff increased from 30 250 in 2002 to 33 100 in 2008 (up 9.4%), while the number of male staff increased from 23 580 in 2002 to 24 700 in 2008 (up 4.7%). Overall, females accounted for more than half of the national TAFE workforce (57.3% in 2008 compared with 56.2% in 2002).

The age profile of practitioners got older between 2002 and 2008

The age profile of practitioners got older between 2002 and 2008, with the proportion aged 60 years or over increasing in every state and territory where a comparison was possible. Overall, the proportion aged 60 years or over increased from 8.0% in 2002 to 13.1% in 2008, while the proportion aged 50 years or over increased from 43.8% to 47.5%.

¹ See sections on data limitations throughout this report

The national TAFE workforce in 2008 was older than the Australian labour force overall

In 2008, 74.7% of the national TAFE workforce was aged 40 years or over, with 44.5% aged 50 years or over. By contrast, 48.4% of the labour force in Australia in June 2008 was aged 40 years or over, with 25.4% aged 50 years or over (ABS 2009).

A high proportion of the national TAFE workforce in 2008 was employed on a casual or contract basis

Overall, 46.8% of the national TAFE workforce in 2008 was employed on a casual/sessional or contract/temporary basis. For practitioners, the proportion was higher at 56.6%. And for female practitioners it was even higher at 62.2%.

For practitioners, the trend was very much toward employment other than full-time

The proportion of practitioners employed full-time decreased between 2002 and 2008 for every state and territory where a comparison was possible. In South Australia, the proportion decreased from 46.0% in 2002 to 20.4% in 2008. In Victoria, it decreased from 44.3% to 35.2%.

It is unclear whether rates of non-permanent employment increased

In 2008, 52.4% of the national TAFE workforce was employed on a non-permanent basis. It is unclear whether this represents an increase from 2002. Based on a rough calculation from the NCVET 2004 report, 36% of practitioners were employed on a permanent basis in 2002. This compared with 38.2% in 2008. As for non-teachers, the majority were employed on a permanent basis in 2002, and this did not change in 2008.

Females in the national TAFE workforce in 2008 were more likely than males to be employed on a non-permanent basis

Overall in 2008, 54.7% of females were employed on a non-permanent basis, while 45.3% were permanently employed. By contrast, 49.3% of males were employed on a non-permanent basis, while 50.7% were permanently employed.

Overall, lengths of service in the national TAFE workforce in 2008 were high

Overall in 2008, 10.1% of the national TAFE workforce had been employed for 20 years or more; 17.1% of permanent staff and 24.0% of professionals had been employed for 20 years or more.

Data issues

The quality of data collected in 2008 for this report has improved over that gathered in 2002, but significant issues remain.

The quality of data collected for this report improved from that gathered for 2002. In particular, the data were reported on a more consistent basis by states and territories, in part because real improvements in data quality and handling have been made, but also because a data dictionary with definitions of the key data elements was provided. Nevertheless, the findings still require some interpretation as they are based on definitions in use in state/territory databases, which are not necessarily consistent with ours (for example, employment status). The data are also 'point in time' rather than 'whole of year', although care was taken to ensure that they were not gathered during a holiday period.

It is likely that levels of casual staff have been underestimated because the data are not whole-of-year. Available data on employee qualifications were poor as many states did not have this information consolidated with their other employee data. Data on area of teaching and length of service were also not available from all jurisdictions. In addition quality issues with some of the data used in the 2004 report came to light, particularly that from New South Wales and the Northern Territory. We urge considerable caution in interpreting these data, particularly when making comparisons with staffing levels over time. Details of the data requested and supplied can be found in tables 1 and 2 in the body of the report.

Background

In 2004, NCVER published a set of national data on the TAFE workforce (NCVER 2004). The report noted that:

- ✧ There were more female than male TAFE staff overall, and slightly more female than male teachers. There were far more female than male non-teachers.
- ✧ TAFE practitioners were much older than the Australian workforce overall, and they had a similar age profile to that of practitioners in the higher education and schools sectors. Non-teachers were younger.
- ✧ Most TAFE practitioners were employed on a non-permanent basis. The majority of non-teachers were employed on a full-time and permanent basis.

The purpose of this report is to provide national data on the TAFE workforce in 2008, and where possible, compare this with the data collected for 2002.

The outline of the report is as follows. First, the processes used to gather the data are outlined. Next the 2008 data are presented and then compared with the data gathered for 2002.² The final section presents the key findings and discusses their implications and also raises issues about the data collection itself.

This chapter is complemented by two other pieces of work: one using ABS data to look at the VET workforce (see Mlotkowski & Guthrie, 'Getting the measure of the VET professional: An update', commencing on page 13); and the other examining the feasibility of developing an ongoing national collection of data on the VET workforce (see McGregor, 'VET workforce collection: Feasibility report', commencing on page 99).

² Note that in order to improve the reliability of the comparison, 2004 data have been used in the case of New South Wales.

Gathering national TAFE data

Data elements collected in 2008

Data collected for this report were point-in-time, covering two working weeks from 16 June 2008 to 27 June 2008. Templates were developed for states and territories to fill in with aggregate data.

Table 1 contains the data elements and definitions collected for this project as well as a comparison with the data collected for 2002. The full data specifications are presented at appendix A.

Table 1 2008 data element definitions and corresponding 2002 data elements

Data element name – 2008	Definition	Collected in 2002	Data element name in 2002
Age group	Age group refers to the group a person fits into at the time of the collection based on the year they were born.	Yes – some partial data supplied	Age
Area of teaching	Area of teaching refers to the main area or subject in which teaching and any associated activities occur.	No	–
Disability status	Disability status indicates whether a staff member considers themselves to have a disability, impairment or long-term condition.	No	–
Employee qualification	Employee qualification identifies the highest level of qualification awarded to an individual on successful completion of a qualification or course.	No – only one state provided	–
Employment status	Employment status indicates the type of employment arrangement a staff member works under e.g. full-time, part-time, casual, sessional, contract and temporary.	Yes	Employment status
Hours worked	Hours worked indicates the number of paid hours worked during the collection period for each employee.	Yes – limited information provided	Hours worked
Indigenous status	Indigenous status indicates a staff member who self-identifies as being of Aboriginal or Torres Strait Islander descent.	No	–
Job role	Job role indicates the main type of work the staff member undertakes; this can be teaching, non-teaching, or the professional roles.	Partial information collected: teaching and non-teaching	–
Length of service	Length of service indicates the time in months and/or years that an employee has been working for the training organisation at the time of the collection.	Yes	Length of service
Sex	Sex identifies whether an employee is male or female.	Yes	Gender
Staff position	Staff position indicates whether an employee is employed on a permanent or non-permanent basis.	Yes	Staff position

In order to maintain consistency, the definitions used for professionals and practitioners follow the definitions used in the 2004 report. These definitions were derived using the definitions of VET workforce, VET professional and VET practitioner developed by Dickie et al. (2004) as a basis. Here:

- ✧ TAFE professionals includes those staff who provide leadership, management and support for teaching, training and assessment within training organisations but who are not directly involved in delivery of training.
- ✧ TAFE practitioners refers to staff who are directly involved in delivery of teaching, training and/or assessment programs that are nationally recognised.
- ✧ Non-teachers refers to staff whose work does not include teaching and any associated activities. This could include a wide range of support roles and other organisational functions such as office staff, administration support, accounting and maintenance staff.

Issues with collecting the data

Table 2 details the data provided by states and territories for 2008.

Some states and territories were not able to provide data broken down by job role for all data elements. In particular, Victoria did not report any TAFE professionals. Discussions with jurisdictions support the findings from the 2004 NCVER report that there is substantial cross-over between the roles and requirements of professionals and practitioners. Indeed, according to Dickie et al.'s 2004 definition, 'practitioners' are a subset of the broader category of 'professionals'. In this study the number of 'professionals' represents those with a professional role, but who do not teach.

States and territories found it difficult to report data on employee qualifications (see table 2). These data were not generally stored on the same databases as other employee information, leading to complications in data extraction and compilation. Some data had to be compiled manually. However, this was a significant improvement from 2002, where employee qualifications were only reported by one jurisdiction.

Complete data on age, sex, employment status, hours worked, and staff position were collected from all states and territories. Incomplete data on area of teaching and length of service were supplied by some states and territories. Length of service data were incomplete because some states and territories did not maintain complete work history records for casual staff due to the nature of their employment contracts. The new data elements of disability and Indigenous status were provided by all but two states and territories. We have used all the data provided to report as best we can. However, the gaps in the data can only be rectified by using nationally agreed and consistent data elements across all jurisdictions reported on a whole of year basis (see McGregor's report commencing on page 99).

Issues with comparing the data

In the 2002 data collection (NCVER 2004) only two data elements were collected on a consistent basis across states and territories: age and sex. Data on other elements were found to be inconsistent in data sources. For example, there were no consistent definitions across states and territories of key workplace concepts such as 'teacher' and 'employee'.

Data collected for 2002 from two jurisdictions (New South Wales and the Northern Territory) appear to have particular problems. It became clear in the course of the present work that the data provided for 2002 by New South Wales were likely to be whole-of-year rather than point-in-time. This affects their comparability with 2002 data from other states and territories, and between the 2002 and 2008 collections at a national level. In the case of the Northern Territory, it appears likely that data were not collected from all institutes for 2002. While this has a dramatic effect on the comparability between the two collections for the Northern Territory itself, it has a minimal effect on the comparability of the national data, because of the small worker numbers involved.

Table 2 2008 data elements supplied by jurisdictions

State or territory	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT
Age group	✓	✓	✓	✓	✓	✓	✓	✓
Area of teaching	Totals only supplied, incomplete data supplied	✓	✓	Data on TAFE professionals not supplied	✓	✓	✓	✓
Disability status	✓	Unable to supply data	✓	✓	✓	Unable to supply data	✓	✓
Employee qualification	✓	Data contain very large number of unknown values	Not all qualifications recorded	Very small numbers supplied	Unable to supply data	Data only relates to TAFE practitioners	Staff with unknown qualifications included in completed secondary school category	630 staff have unknown qualifications
Employment status	✓	✓	✓	✓	✓	✓	✓	Very small number of missing values
Hours worked	✓	✓	✓	✓	✓	✓	✓	✓
Indigenous status	✓	Unable to supply data	✓	✓	✓	Unable to supply data	✓	✓
Job role	✓	✓	✓	✓	✓	✓	✓	✓
Length of service	Incomplete data supplied	✓	Incomplete data supplied	✓	✓	Incomplete data supplied	✓	✓
Sex	✓	✓	✓	✓	✓	✓	✓	✓
Staff position	✓	✓	✓	✓	✓	✓	✓	✓
Other		Victoria could not provide data on TAFE professionals					Some of NT provided the number of jobs rather than the number of employed leading to an overcount of 18 more jobs than employees. As some sectors are dual sector it was difficult to split the support staff so will be inflated	

The national TAFE workforce in 2008

In this chapter we report on workforce size; age profile; staff position (practitioner, professional or non-teaching) and employment status; length of service; qualification profile and area of teaching. We also explore, where possible, how many Indigenous staff or staff with a disability were employed. Nevertheless, issues of data availability, quality and consistency emerged, requiring some circumspection in interpretation, especially when comparing the findings of the earlier study (NCVER 2004) with data we gathered in 2008. We discuss issues of data quality on page 35.

There were more females than males in the national TAFE workforce in 2008

The national TAFE workforce was made up of 57 800 staff in 2008 (table 3). There were more females (33 100 or 57.3%) than males (24 700 or 42.7%), and more females than males in every state and territory in 2008.

New South Wales had the largest TAFE workforce in 2008

New South Wales had the largest TAFE workforce in Australia in 2008, accounting for 33.8% of the national total (table 3). Victoria made up 28.9% of the national total, while Queensland made up 14.8%. These numbers align fairly well with TAFE student numbers, where New South Wales accounted for 33.2% of the national total in 2007, while Victoria and Queensland accounted for 26.5% and 18.7%, respectively (NCVER unpublished data).

Table 3 National TAFE workforce by state and territory and sex, 2008

	Male		Female		Total	
	No.	% (of national total)	No.	% (of national total)	No.	% (of national total)
New South Wales	8 390	14.5	11 130	19.3	19 520	33.8
Victoria	7 500	13.0	9 180	15.9	16 680	28.9
Queensland	3 440	6.0	5 100	8.8	8 540	14.8
Western Australia	2 380	4.1	3 260	5.6	5 640	9.8
South Australia	1 570	2.7	2 510	4.3	4 080	7.1
Tasmania	610	1.1	700	1.2	1 310	2.3
Northern Territory	410	0.7	640	1.1	1 050	1.8
Australia Capital Territory	390	0.7	600	1.0	990	1.7
Total	24 700	42.7	33 100	57.3	57 800	100.0

Note: Totals may not sum due to rounding.

The national TAFE workforce in 2008 was predominately made up of practitioners

Practitioners made up 63.1% of the national TAFE workforce in 2008 (table 4). There were slightly more female practitioners (18 740) than male practitioners (17 720).

In 2008, non-teachers made up around a third of the national TAFE workforce. There were more than double the number of female non-teachers (13 580) than male non-teachers (6350).

The number of professionals reported was very small, only 1410 or 2.4% of the national TAFE workforce. This number is likely to be an underestimation, one caused by problems in defining and describing the exact nature of people's work in TAFE. The numbers of professionals vary greatly by state, with New South Wales reporting significant numbers and Victoria none (see state tables presented at appendix B).

Table 4 National TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of national total)	No.	% (of national total)	No.	% (of national total)
Practitioners	17 720	30.7	18 740	32.4	36 470	63.1
Non-teachers	6 350	11.0	13 580	23.5	19 930	34.5
Professionals	630	1.1	780	1.3	1 410	2.4
Total	24 700	42.7	33 100	57.3	57 800	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Age profile

The national TAFE workforce in 2008 was older than the Australian labour force overall

The age distribution of the national TAFE workforce was very much skewed toward older staff in 2008; 74.7% of the national TAFE workforce was aged 40 years or over, with 44.5% aged 50 years or over (table 5). By contrast, 48.4% of the labour force in Australia in June 2008 was aged 40 years or over, with 25.4% aged 50 year or over (ABS 2009).

Females in the national TAFE workforce in 2008 had a younger age profile than males, with 50.4% of males aged 50 years or over compared with 40.2% for females.

The report by Mlotkowski and Guthrie (commencing on page 13 of this compendium) used ABS data to analyse the VET workforce and found that 66.9% of TAFE practitioners were aged 45 years or over in 2006, with 28.4% aged 55 years or above. Here we found that 79.1% of practitioners were aged 40 years or over in 2008, with 47.6% aged 50 years or over (see table 15).

The breakdown by sex and job role is presented in figures 1 and 2. Overall, professionals had the oldest age profile in 2008, with the majority of male and slightly less than the majority of female professionals aged 50 to 59 years old. Non-teachers had the youngest age profile, with 30.9% of males and 36.5% of females aged under 40 years.

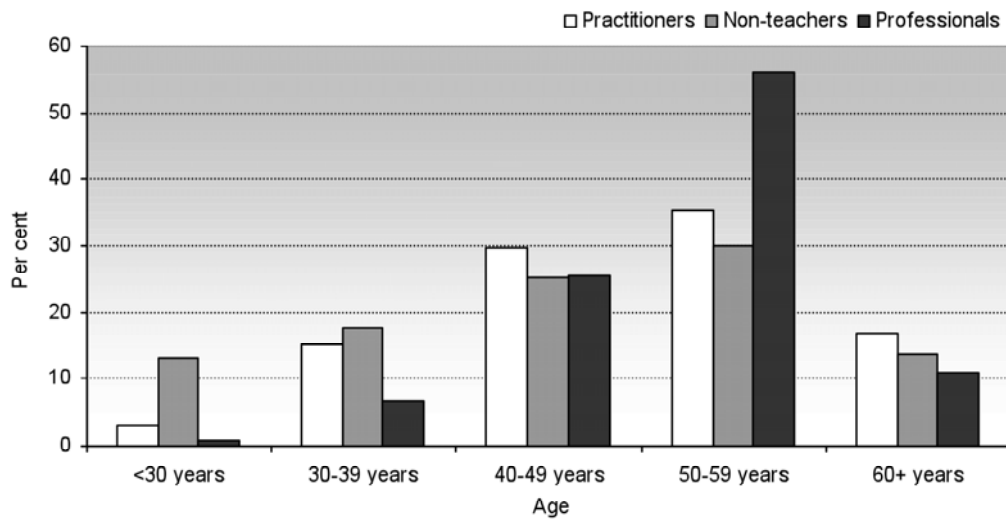
Table 5 National TAFE workforce by age and sex, 2008

	Male		Total		Female	
	No.	%	No.	%	No.	%
Less than 30 years	1 410	5.7	2 850	8.6	4 260	7.4
30–39 years	3 830	15.5	6 560	19.8	10 390	18.0
40–49 years	7 020	28.4	10 390	31.4	17 410	30.1
50–59 years	8 530	34.5	10 450	31.6	18 980	32.8
60 years and above	3 910	15.8	2 850	8.6	6 760	11.7
Total	24 700	100.0	33 100	100.0	57 800	100.0

Notes: Complete data supplied.

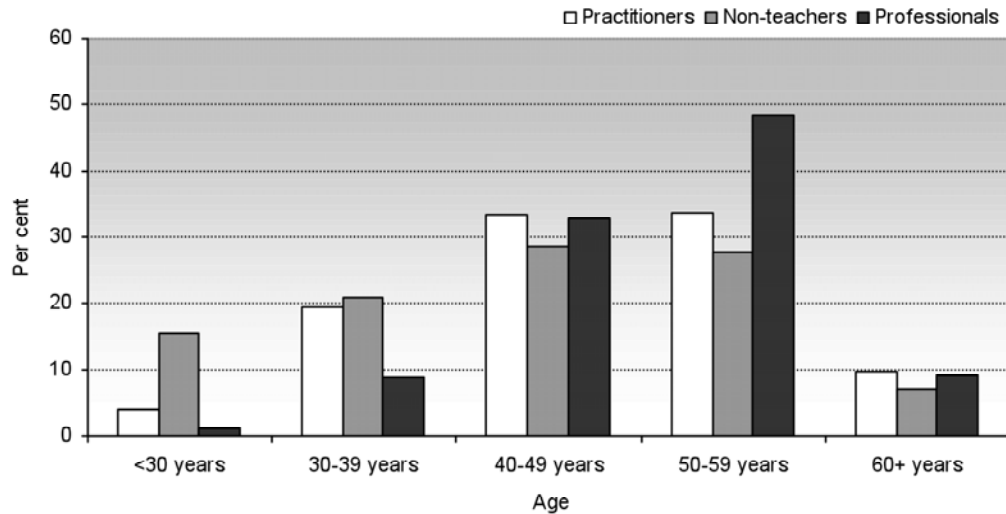
Totals may not sum due to rounding.

Figure 1 Male national TAFE workforce by job role and age, 2008



Notes: Each series sums to 100 per cent.
Complete data supplied.

Figure 2 Female national TAFE workforce by job role and age, 2008



Notes: Each series sums to 100 per cent.
Complete data supplied.

Staff position

Females were more likely than males to be employed on a non-permanent basis in 2008

Females in the national TAFE workforce were more likely than males to be employed on a non-permanent basis. Overall, 54.7% of females were employed on a non-permanent basis, while 45.3% were permanently employed. By contrast, 49.3% of males were employed on a non-permanent basis while 50.7% were permanently employed (table 6).

Rates of non-permanent employment were even higher among practitioners

The majority of both male and female practitioners were employed on a non-permanent basis in 2008, but again females had a higher rate of non-permanency than males; 67.3% of female practitioners were employed on a non-permanent basis compared with 55.9% for males.

By contrast, the majority of both male and female non-teachers were permanently employed in 2008 (65.5% and 60.6%, respectively). The great majority of professionals also tended to be permanently employed (87.4% male and 80.7% female in 2008).

Table 6 National TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	7 810	44.1	6 120	32.7	13 930	38.2
Non-permanent	9 910	55.9	12 620	67.3	22 530	61.8
Total	17 720	100.0	18 740	100.0	36 470	100.0
Non-teachers						
Permanent	4 160	65.5	8 240	60.6	12 390	62.2
Non-permanent	2 190	34.5	5 340	39.4	7 540	37.8
Total	6 350	100.0	13 580	100.0	19 930	100.0
Professionals						
Permanent	550	87.4	630	80.7	1 180	83.7
Non-permanent	80	12.6	150	19.3	230	16.3
Total	630	100.0	780	100.0	1 410	100.0
National TAFE workforce						
Permanent	12 520	50.7	14 980	45.3	27 500	47.6
Non-permanent	12 180	49.3	18 120	54.7	30 300	52.4
Total	24 700	100.0	33 100	100.0	57 800	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Employment status

Females were less likely than males to be employed on a full-time basis in 2008

Females were less likely than males to be employed on a full-time basis in the national TAFE workforce in 2008. Overall, 35.2% of females were employed on a full-time basis compared with 49.6% for males (table 7).

Looking at practitioners, only 24.6% of female practitioners were employed full-time. The proportion of full-time male practitioners was nearly double, at 43.3%.

A high proportion of the national TAFE workforce in 2008 was employed on a casual or contract basis

Overall, 46.8% of the national TAFE workforce in 2008 was employed on a casual/sessional or contract/temporary basis. For practitioners, the proportion was higher at 56.6%. And for female practitioners it was even higher at 62.2%. These are very likely to represent increases from 2002. Although the 2002 data are not as detailed, table 19 (see later discussion of state and territory trends) clearly shows that the proportion of practitioners employed full-time decreased between 2002 and 2008 for every state and territory where a comparison was possible.

Table 7 National TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	7 670	43.3	4 610	24.6	12 290	33.7
Part-time	1 070	6.0	2 480	13.2	3 550	9.7
Other ^(a)	8 970	50.6	11 660	62.2	20 630	56.6
Total	17 720	100.0	18 740	100.0	36 460	100.0
Non-teachers						
Full-time	4 060	64.0	6 500	47.9	10 570	53.0
Part-time	550	8.7	2 610	19.2	3 160	15.9
Other ^(a)	1 730	27.3	4 460	32.9	6 200	31.1
Total	6 350	100.0	13 580	100.0	19 920	100.0
Professionals						
Full-time	520	83.1	550	70.4	1 070	76.1
Part-time	30	4.1	80	10.3	110	7.5
Other ^(a)	80	12.7	150	19.3	230	16.3
Total	630	100.0	780	100.0	1 410	100.0
National TAFE workforce						
Full-time	12 260	49.6	11 660	35.2	23 920	41.4
Part-time	1 650	6.7	5 170	15.6	6 810	11.8
Other ^(a)	10 790	43.7	16 270	49.2	27 050	46.8
Total	24 700	100.0	33 100	100.0	57 790	100.0

Notes: (a) Contains casual/sessional and contract/temporary.

ACT data contained a very small number of missing/unknown values.

Missing/unknown values excluded from analysis.

Totals may not sum due to rounding.

Length of service

Permanent staff held longer lengths of service in 2008 than non-permanent staff, with little difference between males and females

Permanent staff in the national TAFE workforce had longer lengths of service in 2008 than non-permanent staff. Overall, 52.2% of permanent staff had been employed for ten years or more in 2008, compared with 14.9% for non-permanent staff (table 8). Around a quarter of non-permanent staff had lengths of service of one year or less, indicating a relatively high turnover of the non-permanent workforce in TAFE.

By sex the proportions varied little; 53.9% of male and 50.7% of female permanent staff had been employed for ten years or more in 2008, while 14.3% of male and 15.3% of female non-permanent staff had been employed for ten years or more.

One discernable difference between males and females was in the proportion of permanent staff employed for 20 years or more (23.3% for males and 11.8% for females).

Table 8 National TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	1.9	9.8	5.7	1.8	10.5	6.5	1.9	10.2	6.2
6 months–1 year	3.0	15.9	9.3	2.8	15.0	9.3	2.9	15.3	9.3
1–2 years	7.1	17.7	12.3	5.9	18.1	12.5	6.4	18.0	12.4
2–4 years	13.3	22.8	17.9	13.8	22.8	18.6	13.5	22.8	18.3
5–9 years	20.7	19.5	20.1	25.0	18.3	21.4	23.1	18.8	20.9
10–14 years	17.4	6.4	12.1	23.4	7.7	15.0	20.7	7.2	13.7
15–19 years	13.1	3.6	8.5	15.5	4.5	9.6	14.4	4.1	9.1
20+ years	23.3	4.3	14.1	11.8	3.0	7.1	17.1	3.5	10.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: New South Wales, Queensland and Tasmania data contained small numbers of missing/unknown values.
Missing/unknown values excluded from analysis.

Professionals held longer lengths of service in 2008 than practitioners or non-teachers

Looking at length of service by job role, a greater proportion of professionals (62.0%) than practitioners (31.8%) or non-teachers (33.0%) had been employed for ten years or more in 2008 (table 9).

This varied slightly by sex; 64.7% of male professionals had been employed for ten years or more in 2008 compared with 59.9% for female professionals. Male practitioners and non-teachers also had slightly longer lengths of service than female practitioners and non-teachers.

Overall, lengths of service in the national TAFE workforce in 2008 were high

Overall in 2008, 10.1% of the national TAFE workforce had been employed for 20 years or more; 17.1% of permanent staff and 24.0% of professionals had been employed for 20 years or more.

Table 9 National TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	5.6	6.1	4.2	5.7	7.7	3.6	5.7	7.2	3.9
6 months–1 year	9.1	10.5	1.3	9.2	9.9	1.5	9.2	10.1	1.4
1–2 years	12.6	12.2	4.6	12.3	13.1	5.0	12.4	12.8	4.9
2–4 years	18.8	16.3	10.4	20.2	16.9	11.9	19.5	16.7	11.2
5–9 years	20.5	19.5	14.9	22.3	20.4	18.1	21.4	20.1	16.6
10–14 years	11.0	14.3	21.6	13.7	16.2	24.0	12.4	15.6	22.9
15–19 years	8.3	8.5	13.3	9.3	9.5	16.6	8.8	9.2	15.1
20+ years	14.2	12.5	29.9	7.3	6.2	19.2	10.6	8.2	24.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: New South Wales, Queensland and Tasmania data contained small numbers of missing/unknown values.
Missing/unknown values excluded from analysis.

Qualification profile

Employee qualification data are difficult to interpret

States and territories found it difficult to supply data on employee qualifications. Overall, data on employee qualifications were supplied for 19 170 employees, out of a national TAFE workforce of 57 800. For this reason we only present a very simple analysis, showing the breakdown of highest employee qualifications by job role (table 10).

A very small proportion (only 2.5%) of the national TAFE workforce in 2008 had no post-school qualification. However, a significant proportion (18.7%) of non-teachers had only completed secondary school.

Professionals had the highest proportions of employees with higher-level qualifications; 41.5% of professionals had diplomas or undergraduate degrees, while 45.6% had postgraduate qualifications. The corresponding proportions for practitioners were 42.4% and 25.9%.

Table 10 National TAFE workforce by highest employee qualification and job role, 2008

	Practitioners	Non-teachers	Professionals	Total
	%	%	%	%
Completed secondary school	0.6	18.7	0.7	2.5
Completed certificate IV or below	31.2	37.9	12.2	31.5
Completed diploma or undergraduate degree	42.4	31.7	41.5	41.2
Completed postgraduate qualification	25.9	11.7	45.6	24.8
Total	100.0	100.0	100.0	100.0

Notes: The majority of states supplied incomplete data. Western Australia and South Australia supplied no data. This table should be used with caution.

Missing/unknown values excluded from analysis.

Area of teaching

TAFE teaching workforce data align fairly well with TAFE subject enrolments

Management and commerce was the largest area of teaching in 2008; 17.7% of the national TAFE teaching workforce (practitioners only) taught in this field in 2008 (table 11), 17.2% of practitioners taught engineering and related technologies, and 13.4% taught mixed-field programs.

Although data on area of teaching contain some unknown values (around 10%), they still align fairly well with subject enrolments undertaken by TAFE students. As table 11 shows, management and commerce, engineering and related technologies, and mixed-field programs were the largest fields of education for TAFE subject enrolments in 2007.

Table 11 National TAFE teaching workforce and TAFE subject enrolments by field of education, 2008 and 2007

	Practitioners	Subject enrolments
	2008 %	2007 %
01 - Natural and physical sciences	0.5	2.2
02 - Information technology	3.7	3.0
03 - Engineering and related technologies	17.2	17.4
04 - Architecture and building	8.1	6.1
05 - Agriculture, environmental and related studies	4.7	2.3
06 - Health	8.7	9.1
07 - Education	2.8	3.0
08 - Management and commerce	17.7	21.6
09 - Society and culture	10.6	9.3
10 - Creative arts	4.4	3.8
11 - Food, hospitality and personal services	8.0	6.7
12 - Mixed-field programs	13.4	15.6
Total	100.0	100.0

Notes: Workforce data

- New South Wales and Western Australia supplied incomplete data.
- Missing/unknown values excluded from analysis.
- Professionals not included in the teaching workforce due to concerns about the quality of the data supplied by states and territories.
- New South Wales, the largest state, did not provide a breakdown of the data by permanent/non-permanent status. Hence it was decided not to provide this breakdown at the national level.

TAFE subject data

- Data are for TAFE and other government providers.

Source: NCVET, National VET Provider Collection, 2007.

Equity groups

Overall, 1.6% of the national TAFE workforce in 2008 reported being Indigenous (table 12). The proportion of Indigenous staff was slightly higher for females (1.8%) than males (1.4%), and for non-teachers (2.1%) than practitioners (1.3%).

Higher proportions of males than females reported being disabled in 2008 (3.7% against 2.5% at the national level). The highest proportion of disabled TAFE staff was found in Queensland. Overall, higher proportions of non-teachers (3.7%) than practitioners (2.6%) reported being disabled in 2008 (table 13).

Table 12 Proportion of TAFE workforce self-reporting being Indigenous by sex, job role and state and territory, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Total	Practitioners	Non-teach.	Total	Practitioners	Non-teach.	Total
	%	%	%	%	%	%	%	%	%
NSW	1.0	1.4	1.1	1.2	1.1	1.2	1.1	1.2	1.1
Vic.	-	-	-	-	-	-	-	-	-
Qld	1.4	1.9	1.6	0.9	2.2	1.6	1.1	2.1	1.6
WA	1.2	1.9	1.4	1.6	4.2	2.9	1.4	3.5	2.3
SA	0.5	1.5	0.8	1.0	1.9	1.4	0.8	1.8	1.2
Tas.	-	-	-	-	-	-	-	-	-
NT	9.6	6.5	8.1	11.6	8.3	9.2	10.6	7.7	8.8
ACT	1.5	0.8	1.3	1.8	1.5	1.7	1.6	1.3	1.5
Total	1.2	1.8	1.4	1.3	2.3	1.8	1.3	2.1	1.6

Notes: Victoria and Tasmania did not supply data.
Professionals included in the non-teaching category.

Table 13 Proportion of TAFE workforce self-reporting being disabled by sex, job role and state and territory, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Total	Practitioners	Non-teach.	Total	Practitioners	Non-teach.	Total
	%	%	%	%	%	%	%	%	%
NSW	2.4	3.9	2.9	1.6	2.0	1.7	2.0	2.7	2.2
Vic.	-	-	-	-	-	-	-	-	-
Qld	6.7	9.2	7.6	4.7	5.9	5.4	5.7	6.9	6.3
WA	2.6	3.2	2.8	0.9	2.8	1.9	1.8	2.9	2.3
SA	1.6	3.3	2.0	0.7	1.6	1.2	1.1	2.1	1.5
Tas.	-	-	-	-	-	-	-	-	-
NT	3.4	4.0	3.7	2.1	0.7	1.1	2.8	1.7	2.1
ACT	2.6	0.8	2.1	2.1	0.8	1.5	2.3	0.8	1.7
Total	3.2	4.9	3.7	2.0	3.1	2.5	2.6	3.7	3.0

Notes: Victoria and Tasmania did not supply data.
Professionals included in the non-teaching category.

Comparison with 2002 data

National trends

National trends are difficult to present due to data quality concerns

It is difficult to give a true indication of trends in the national data that exist from 2002. First, the 2004 NCVER report—which presents 2002 data—presents few data at the national level, preferring to give the state and territory breakdowns only. This may well have been an appropriate decision at the time, considering that states and territories could not supply data on a consistent basis, but it makes comparison at the national level over time difficult.

Another possible way of examining the trends in staffing numbers is to use the staffing levels reported in the annual reports of each TAFE system or, if this is not available, of each component TAFE institute and college. However, this was beyond the scope of the present project and these data are problematic to gather, bringing with them a range of other data issues and inconsistencies in reporting.

It has now become apparent that the NSW TAFE workforce data reported in 2004 (NCVER 2004) were probably not point-in-time but, rather, covered the entire year.³ In addition, it is also likely that incomplete provider data were collected in the Northern Territory in 2002, but its small workforce size means this under-reporting has relatively little impact on trends in national TAFE workforce data. Finally, dual-sector providers have difficulty in accurately reporting some staff numbers as these staff may have worked in both higher education and VET.

So all of this makes it difficult to present national trends. However, let us consider the key findings from the 2004 NCVER report presented earlier one by one. Did they still hold true in 2008?

In 2002, there were more female than male TAFE staff overall, and slightly more female than male teachers. There were far more female than male non-teachers.

This finding from the 2004 NCVER report still held true in 2008. In fact, it is possible to present data to show this, but only after some manipulation. The national 2002 data presented in table 14 now include 2004 and not 2002 New South Wales data.

Table 14 shows that the national TAFE workforce increased from 53 800 in 2002 to 57 800 in 2008, an increase of 7.4%. The number of female staff increased from 30 250 in 2002 to 33 100 in 2008 (up 9.4%), while the number of male staff increased from 23 580 in 2002 to 24 700 in 2008 (up 4.7%). As a result, females accounted for a larger proportion of the national TAFE workforce in 2008 (57.3% compared with 56.2% in 2002).

The number of teachers in the national TAFE workforce increased from 33 690 in 2002 to 36 470 in 2008, an increase of 8.2%. And again females contributed more to this trend than males, with the number of female teachers increasing by 10.0% and male teachers increasing by 6.5%.

Females accounted for a larger proportion of non-teachers in 2008 (67.3% compared with 65.6% in 2002).

³ To enable comparisons to be made NSW supplied equivalent 2004 data as data from 2002 were not readily available.

Table 14 National TAFE workforce by job role and sex, 2002 and 2008

	2002		2008	
	No.	%	No.	%
Teachers/practitioners				
Male	16 640	49.4	17 720	48.6
Female	17 040	50.6	18 740	51.4
Total	33 690	100.0	36 470	100.0
Non-teachers				
Male	6 930	34.4	6 980	32.7
Female	13 210	65.6	14 360	67.3
Total	20 130	100.0	21 330	100.0
National TAFE workforce				
Male	23 580	43.8	24 700	42.7
Female	30 250	56.2	33 100	57.3
Total	53 800	100.0	57 800	100.0

Notes: 2002 national data include 2004 and not 2002 New South Wales data.

Professionals included in the non-teaching category in 2008.

Totals may not sum due to rounding.

In 2002, TAFE practitioners were much older than the Australian workforce overall, and they had a similar age profile to that of practitioners in the higher education and schools sectors. Non-teachers were younger.

National data by age were not presented in the 2004 NCVER report. The national 2002 data presented in table 15 have been derived from state and territory percentages and baseline numbers and as such should be viewed as rough estimates only. The report by Mlotkowski and Guthrie (see page 13) found that TAFE practitioners were ageing, with the proportion aged 45 years or over increasing from 59.9% in 2001 to 66.9% in 2006. Here we found that the proportion of practitioners aged 50 years or over increased from 43.8% in 2002 to 47.5% in 2008. The proportion aged 60 years or over increased from 8.0% in 2002 to 13.1% in 2008.

Practitioners continued to be older than the Australian workforce overall in 2008. In June 2008, 48.4% of the labour force in Australia was aged 40 years or over (ABS 2009), compared with 79.1% for TAFE practitioners.

Non-teachers continued to have a younger age profile than practitioners in 2008 (see earlier discussion on age profile).

Table 15 National TAFE teaching workforce by age, 2002 and 2008

	2002	2008
	%	%
Teachers/practitioners		
Less than 30 years	3.5	3.5
30–39 years	17.0	17.3
40–49 years	35.7	31.6
50–59 years	35.8	34.5
60 years and above	8.0	13.1
Total	100.0	100.0

Notes: 2002 national data derived from state and territory percentages in 2004 NCVER report.

2002 national data include 2004 and not 2002 New South Wales data.

2002 national data exclude Victoria, which did not supply data by age.

2002 national data exclude unknown values.

In 2002, most TAFE practitioners were employed on a non-permanent basis. The majority of non-teachers were employed on a full-time and permanent basis.

Again it is difficult to say too much about this because national data were not presented on employment status and staff position in the 2004 NCVET report. However, a rough calculation has it that around 36% of practitioners were employed on a permanent basis in 2002, compared with 38.2% in 2008 (see table 6).

In any case, the finding that most practitioners were employed on a non-permanent basis in 2002 still held true in 2008.

The majority of non-teachers were still employed on a full-time and permanent basis in 2008 (see tables 6 and 7).

Individual state and territory trends

The following text outlines some broad observations about the nature of the TAFE workforce in each jurisdiction (see tables 16 to 20). There are significant caveats on these data due to identified quality issues (see discussion of these on pages 46 and 54) and caution needs to be exercised in making comparisons across states and over time. The collection is a 'point in time' rather than 'whole of year' collection. There are issues with comparability across jurisdictions at any one time which are dependent on the relative level of business activity and teaching load.

New South Wales⁴

The New South Wales TAFE workforce decreased very slightly from 19 580 in 2004 to 19 520 in 2008 (down 0.3%).

Between 2004 and 2008, the proportion of TAFE staff employed as practitioners in New South Wales decreased for both males and females. The proportion of males employed as practitioners decreased from 73.2% to 71.6%, while the proportion for females decreased from 66.0% to 63.9%.

The proportion of practitioners employed on a full-time basis in New South Wales decreased for both males and females between 2004 and 2008. The proportion of full-time practitioners decreased from 43.1% to 37.7% for males, and from 27.3% to 24.8% for females. Overall, the proportion decreased from 34.7% to 30.7%.

The proportion of practitioners aged 40 years or over increased from 80.8% in 2004 to 81.1% in 2008. The proportion aged 50 years or over increased from 45.5% to 49.6%.

Victoria

The Victorian TAFE workforce increased from 14 280 in 2002 to 16 680 in 2008 (up 16.8%).

Between 2002 and 2008, the proportion of TAFE staff employed as practitioners in Victoria increased for both males and females. The proportion of males employed as practitioners increased from 73.1% to 76.9%, while the proportion for females increased from 53.8% to 61.3%.

The proportion of practitioners employed on a full-time basis in Victoria decreased for both males and females between 2002 and 2008. The proportion of full-time practitioners decreased from 56.2% to 45.4% for males, and from 30.7% to 24.8% for females. Overall, the proportion decreased from 44.3% to 35.2%.

The proportion of practitioners aged 40 years or over was 71.1% in 2008, while the proportion aged 50 years or over was 44.1%.

⁴ Note the comments made earlier about the data used in this study in relation to NSW.

Queensland

The Queensland TAFE workforce increased from 8220 in 2002 to 8540 in 2008 (up 3.9%). Between 2002 and 2008, the proportion of TAFE staff employed as practitioners in Queensland increased for males (62.4% to 66.0%), and decreased slightly for females (45.5% to 43.7%).

The proportion of practitioners employed on a full-time basis in Queensland decreased for both males and females between 2002 and 2008. The proportion of full-time practitioners decreased from 63.2% to 52.8% for males, and from 40.1% to 28.9% for females. Overall, the proportion decreased from 51.4% to 41.0%.

The proportion of practitioners aged 40 years or over increased from 74.5% in 2002 to 79.4% in 2008. The proportion aged 50 years or over increased from 36.6% to 48.7%.

Western Australia

The Western Australian TAFE workforce increased from 4940 in 2002 to 5640 in 2008 (up 14.3%). Between 2002 and 2008, the proportion of TAFE staff employed as practitioners in Western Australia increased for males (64.4% to 69.6%), and decreased slightly for females (50.8% to 49.8%).

The proportion of practitioners employed on a full-time basis in Western Australia decreased for both males and females between 2002 and 2008. The proportion of full-time practitioners decreased from 56.3% to 49.9% for males, and from 28.6% to 23.8% for females. Overall, the proportion decreased from 42.4% to 37.0%.

The proportion of practitioners aged 40 years or over decreased from 82.0% in 2002 to 78.7% in 2008. The proportion aged 50 years or over increased from 47.8% to 48.6%.

South Australia

The South Australian TAFE workforce decreased from 4480 in 2002 to 4080 in 2008 (down 8.9%). Between 2002 and 2008, the proportion of TAFE staff employed as practitioners in South Australia decreased slightly for males (76.5% to 74.8%), and increased slightly for females (53.2% to 53.7%).

The proportion of practitioners employed on a full-time basis in South Australia decreased significantly for both males and females between 2002 and 2008. The proportion of full-time practitioners decreased from 58.1% to 27.9% for males, and from 34.2% to 13.9% for females. Overall, the proportion more than halved, going from 46.0% to 20.4%.

The proportion of practitioners aged 40 years or over increased from 77.5% in 2002 to 80.5% in 2008. The proportion aged 50 years or over increased from 41.4% to 51.1%.

Tasmania

The Tasmanian TAFE workforce increased from 1030 in 2002 to 1310 in 2008 (up 26.8%). Between 2002 and 2008, the proportion of TAFE workers employed as practitioners in Tasmania increased for both males and females. The proportion of males employed as TAFE practitioners increased from 56.5% to 59.2%, while the proportion for females increased from 37.0% to 41.8%.

The proportion of practitioners employed on a full-time basis in Tasmania in 2008 was the highest in the country; 68.7% of male and 39.2% of female practitioners in Tasmania were employed full-time in 2008. Overall, 55.5% of practitioners were employed full-time.

The proportion of practitioners aged 40 years or over decreased from 84.5% in 2002 to 81.3% in 2008. The proportion aged 50 years or over increased from 48.9% to 49.8%.

Northern Territory

The Northern Territory TAFE workforce increased from 120 in 2002 to 1050 in 2008. However, it appears that this dramatic increase was the result of data not being reported for all institutes for 2002. For this reason the trends presented for the Northern Territory in tables 16 to 20 should be treated with caution.

Looking at 2008, the proportion of males employed as practitioners was 50.9%, while the proportion of females was 29.8%. Overall, the proportion of male and female practitioners employed on a full-time basis in 2008 was 44.0% and 29.1%, respectively. The proportion of practitioners aged 40 years and over was 72.1% in 2008. The proportion aged 50 years and over was 41.7%.

Australian Capital Territory

The Australian Capital Territory TAFE workforce decreased from 1150 in 2002 to 990 in 2008 (down 14.2%). Between 2002 and 2008, the proportion of TAFE staff employed as practitioners in the ACT decreased for both males and females. The proportion of males employed as practitioners decreased from 71.3% to 69.7%, while the proportion for females decreased from 59.7% to 56.4%.

The proportion of practitioners employed on a full-time basis in the ACT in 2008 was the second lowest in the country. Only 34.4% of male and 19.9% of female practitioners in the ACT were employed full-time in 2008. Overall, only 26.4% of practitioners were employed full-time.

The proportion of practitioners aged 40 years or over decreased from 77.0% in 2002 to 73.4% in 2008. The proportion aged 50 years or over decreased from 44.5% to 40.9%.

Table 16 National TAFE workforce by sex, and state and territory, 2002 and 2008

National TAFE workforce	NSW		Vic.		Qld		WA		SA		Tas.		NT		ACT	
	2004	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008
Male	8 610	8 390	6 570	7 500	3 400	3 440	2 170	2 380	1 810	1 570	490	610	60	410	470	390
Female	10 970	11 130	7 710	9 180	4 830	5 100	2 770	3 260	2 670	2 510	550	700	60	640	690	600
Total	19 580	19 520	14 280	16 680	8 220	8 540	4 940	5 640	4 480	4 080	1 030	1 310	120	1 050	1 150	990

Notes: Totals may not sum due to rounding
NSW data presented for 2004 due to concerns about the quality of the 2002 data.
Totals may not sum due to rounding.

Table 17 National TAFE non-teaching workforce by staff position, age, and state and territory, 2002 and 2008

	NSW		Vic.		Qld		WA		SA		Tas.		NT		ACT	
	2004	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Permanent non-teaching staff																
Less than 30 years	6.8	5.0	-	11.4	11.8	10.1	7.2	9.3	23.3	9.2	6.6	6.3	10.3	15.9	10.8	6.5
30–39 years	18.5	16.2	-	21.6	21.9	19.3	19.0	16.7	21.1	23.0	16.2	16.6	7.7	23.6	29.0	19.2
40–49 years	31.4	29.9	-	26.5	33.9	28.5	33.5	29.2	28.5	26.4	35.3	32.0	33.3	29.7	29.3	30.8
50–59 years	35.8	39.3	-	31.9	27.9	32.6	33.7	33.9	25.0	31.7	34.1	35.8	41.0	23.3	26.0	35.8
60 years and above	7.5	9.6	-	8.7	4.5	9.5	6.0	10.9	2.2	9.6	7.8	9.3	5.1	7.4	4.9	7.7
Total number	4 730	4 110	-	2 840	2 620	2 600	1 090	1 550	890	1 230	490	600	40	380	240	260
Non-permanent non-teaching staff																
Less than 30 years	12.5	14.8	-	26.9	34.6	25.5	19.2	23.4	32.3	32.4	29.0	33.3	21.9	31.6	41.7	29.7
30–39 years	16.5	16.8	-	19.8	24.2	23.0	25.5	19.2	18.5	17.9	17.4	19.6	21.9	23.2	20.2	22.9
40–49 years	33.3	27.8	-	24.5	27.3	24.3	31.3	27.8	28.2	29.6	34.8	27.5	34.4	22.1	20.2	19.5
50–59 years	25.3	26.3	-	21.4	12.0	20.8	19.2	20.6	17.4	15.7	18.8	13.7	12.5	16.2	15.4	26.3
60 years and above	12.5	14.3	-	7.4	1.8	6.4	3.4	8.9	3.6	4.3	0.0	5.9	0.0	7.0	2.4	1.7
Total number	1 310	2 300	-	2 440	1 280	1 450	620	820	780	320	70	50	30	270	170	120

Notes: Professionals included in the non-teaching category.
NSW data presented for 2004 due to concerns about the quality of the 2002 data.
2002 data for some states and territories may not sum due to unknown values not being presented.
WA data for 2002 excludes 430 casual staff whose age was unknown.

Table 18 National TAFE workforce by job role, sex, and state and territory, 2002 and 2008

	NSW		Vic.		Qld		WA		SA		Tas.		NT		ACT	
	2004	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Male																
Practitioners	73.2	71.6	73.1	76.9	62.4	66.0	64.4	69.6	76.5	74.8	56.5	59.2	58.6	50.9	71.3	69.7
Non-teachers	26.8	28.4	26.9	23.1	37.6	34.0	35.6	30.4	23.5	25.2	43.5	40.8	41.4	49.1	28.7	30.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Female																
Practitioners	66.0	63.9	53.8	61.3	45.5	43.7	50.8	49.8	53.2	53.7	37.0	41.8	25.4	29.8	59.7	56.4
Non-teachers	34.0	36.1	46.2	38.7	54.5	56.3	49.2	50.2	46.8	46.3	63.0	58.2	74.6	70.2	40.3	43.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Professionals included in the non-teaching category.

NSW data presented for 2004 due to concerns about the quality of the 2002 data.

Table 19 National TAFE teaching workforce by sex, employment status, and state and territory, 2002 and 2008

	NSW		Vic.		Qld		WA		SA		Tas.		NT		ACT	
	2004	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008	2002	2008
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Male																
Full-time	43.1	37.7	56.2	45.4	63.2	52.8	56.3	49.9	58.1	27.9	-	68.7	94.1	44.0	-	34.4
Not full-time	56.9	62.3	43.8	54.6	36.8	47.2	43.7	50.1	41.9	72.1	-	31.3	5.9	56.0	-	65.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	-	100.0
Female																
Full-time	27.3	24.8	30.7	24.8	40.1	28.9	28.6	23.8	34.2	13.9	-	39.2	68.8	29.1	-	19.9
Not full-time	72.7	75.2	69.3	75.2	59.9	71.1	71.4	76.2	65.8	86.1	-	60.8	31.2	70.9	-	80.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	-	100.0
National TAFE practitioners																
Full-time	34.7	30.7	44.3	35.2	51.4	41.0	42.4	37.0	46.0	20.4	-	55.5	86.0	36.9	-	26.4
Not full-time	65.3	69.3	55.7	64.8	48.6	59.0	57.6	63.0	54.0	79.6	-	44.5	14.0	63.1	-	73.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0	100.0	100.0	-	100.0

Notes: NSW data presented for 2004 due to concerns about the quality of the 2002 data.

Teaching workforce includes practitioners alone.

Table 20 National TAFE teaching workforce by age, 2002 and 2008

	NSW		Vic.		Qld		WA		SA		Tas.		NT		ACT	
	2004 %	2008 %	2002 %	2008 %	2002 %	2008 %	2002 %	2008 %	2002 %	2008 %	2002 %	2008 %	2002 %	2008 %	2002 %	2008 %
Less than 30 years	3.0	2.8	-	4.2	5.4	3.1	2.4	4.1	4.8	4.2	1.0	1.8	2.0	3.5	5.1	6.7
30–39 years	16.2	16.1	-	18.8	20.1	17.5	15.6	17.1	17.7	15.2	14.5	16.9	18.0	24.4	17.9	19.9
40–49 years	35.4	31.5	-	32.9	37.8	30.7	34.3	30.2	36.0	29.4	35.6	31.4	34.0	30.4	32.5	32.5
50–59 years	36.5	36.1	-	32.5	30.7	36.1	38.7	32.6	35.4	36.5	42.8	36.8	42.0	30.4	37.2	27.6
60 years and above	9.0	13.5	-	11.6	5.9	12.6	9.1	16.0	6.0	14.6	6.1	13.0	4.0	11.3	7.3	13.3
Total	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: NSW data presented for 2004 due to concerns about the quality of the 2002 data.

Teaching workforce includes practitioners alone.

2002 data exclude unknown values.

Discussion

This section of the report presents the key findings from our analysis of the national TAFE workforce and discusses their implications for the VET sector. However, this discussion needs to be grounded in the understanding that our source of information was imperfect. So a brief section on data quality issues precedes.

Data issues

Data collected for this report have improved, but significant issues remain

Data for this report represent an improvement over that gathered in 2002. Data were more consistent, but definitional differences between jurisdictions remain. However, this time in addition to data on age and gender, it was possible to do a more in-depth analysis of both the employment status and staff position of the national TAFE workforce. This enabled some clear findings to be presented in relation to 2008 data, but in the course of the study we became concerned over the comparability with the data collected earlier and reported in NCVET (2004). There are other issues too:

- ✧ The collection remains a ‘point in time’ rather than ‘whole of year’. Potentially, there are issues with comparability across jurisdictions at any one time which are dependent on the relative level of business activity and teaching load.
- ✧ Data on employee qualifications were particularly poor, not because the data are not available (they are required for AQTF compliance), but rather because they are not readily available. Data on area of teaching and length of service also contained some unknown values.

The trends established in this report are weak. They are weak because the 2002 data are of poor quality, with inconsistent reporting of most data elements by states and territories. If nationally consistent data are considered useful there is a case for this point-in-time collection to continue on a periodic basis, in order to build a time series of data that allows for a more robust analysis of trends. This would provide an impetus to improve the quality and consistency of TAFE workforce data at the national level. Alternatively, it would be even better to gather ‘whole of year’ and ‘whole of sector’ data, and examine the employment dynamics of staff, especially those who work for a number of different institutions throughout the year. A separate paper (see McGregor report commencing on page 99) considers the feasibility of a more sustained national VET workforce data collection.

Key findings

To avoid repetition, the key findings from this report are presented in dot-point form. Their implications for TAFE and the VET sector in general follow.

This report found that:

- ✧ The national TAFE workforce increased from 2002 to 2008, with females contributing most to this increase.

- ✧ The age profile of practitioners got older between 2002 and 2008.
- ✧ The national TAFE workforce was much older than the Australian labour force overall in 2008.
- ✧ A high proportion of the national TAFE workforce in 2008 was employed on a casual or contract basis.
- ✧ For practitioners, the trend was very much toward employment other than full-time.
- ✧ Females in the national TAFE workforce in 2008 were more likely than males to be employed on a non-permanent basis.
- ✧ Overall, lengths of service in the national TAFE workforce in 2008 were high.

References

- Australian Bureau of Statistics (ABS) 2009, *Labour force, detailed monthly, January 2009*, cat.no.6291.0.55.001.
- Dickie, M, Eccles, C, FitzGerald, I & McDonald, R 2004, *Enhancing the capability of VET professionals: Final report*, ANTA, Brisbane.
- NCVER 2004, *Profiling the national vocational education and training workforce*, NCVER, Adelaide.

Attachment A: Data elements

TAFE VET workforce data collection

Data collection specifications

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Introduction

Background

The purpose of this project is to develop a point-in-time data collection identifying the characteristics of the national TAFE VET workforce. Some states and territories do currently collect data on the VET workforce in their jurisdiction but there is no regular nationally consistent collection. NCVET collected data previously on the TAFE VET workforce in 2002 and it is intended to compare, where possible, the previous data with this current collection.

This project has been approved by National Senior Officials Committee (NSOC) and the final activity will be developed into a statistical report for the Department of Education, Employment and Workplace Relations (DEEWR).

Scope

The TAFE VET workforce data collection is designed to enable collection of information about the characteristics of the national TAFE VET workforce. For the purposes of this project, definitions of the TAFE VET workforce are taken from *Enhancing the capabilities of VET professionals project: Final report* (2004, M. Dickie, C. Eccles, I. FitzGerald, R. McDonald). These definitions have been slightly revised, based on feedback from states and territories to make them mutually exclusive.

This project involves undertaking a point-in-time data collection from states and territories. The data collection period is from 16 June 2008 to 27 June 2008. The scope of the study extends to both teaching and non-teaching staff of the TAFE VET workforce in public providers which receive public funds.

Data collection arrangements

The TAFE VET workforce collection is a point-in-time data collection requiring submission from all states and territories of all data elements in this collection specification, unless otherwise specified by states and territories in the feedback previously provided. The data must be submitted in the excel templates to NCVET by close of business 26 September 2008. Information supplied must be extracted for the collection period 16 June 2008 to 27 June 2008.

For specific details relating to data required please refer to the data elements and specifications section of this document. The data elements and specifications outline the data element definitions, rules and classification schemes of each data element required for the collection.

Data elements and specifications

Age group

DEFINITION

Age group refers to the group a person fits into at the time of the collection based on the year they were born.

RULES FOR USE

Age group must be:

- <30: employee aged less than 30 years at time of collection
- 30–39: employee aged between 30 and 39 years at time of collection
- 40–49: employee aged between 40 and 49 years at time of collection
- 50–59: employee aged between 50 and 59 years at time of collection
- 60 +: employee aged 60 years or over at time of collection

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – AGE GROUP
<30	Employee aged less than 30 years at time of collection
30–39	Employee aged between 30 and 39 years at time of collection
40–49	Employee aged between 40 and 49 years at time of collection
50–59	Employee aged between 50 and 59 years at time of collection
60 +	Employee aged 60 years or over at time of collection

Area of teaching

DEFINITION

Area of teaching refers to the main area or subject in which teaching and any associated activities occur.

RULES FOR USE

This classification is only applicable to employees who indicate their job role is either VET practitioner or VET professional.

This classification is not applicable to employees who indicate their job role is non-teaching; do not include in this field.

If a VET practitioner works in more than one area please indicate the main area of teaching.

This classification is based on the Australian Bureau of Statistics, *Australian Standard Classification of Education* (ASCED) (cat. no. 1272.0, 2001). The Field of Education (FOE) is one part of the Australian Standard Classification of Education (ASCED). The FOE relates to the subject matter of the area of teaching.

Only the broad field levels are used in this classification. For further information on definitions please see the ABS website:

<<http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/6E04E37B83201BCFCA256AAF001FCA5D?opendocument>>

ASCED lists the full classification to assist in assigning codes (see page 65) or also see NCVER website:

<http://www.ncver.edu.au/statistics/avetmiss60/AVETMISS_ASCED_Classification.pdf>

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – AREA OF TEACHING
01	Natural and physical sciences
02	Information technology
03	Engineering and related technologies
04	Architecture and building
05	Agriculture, environmental and related studies
06	Health
07	Education
08	Management and commerce
09	Society and culture
10	Creative arts
11	Food, hospitality and personal services
12	Mixed-field programs

Disability status

DEFINITION

Disability status indicates whether a staff member considers themselves to have a disability, impairment or long-term condition.

RULES FOR USE

Disability status is based on self-identification.

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – DISABILITY STATUS
Y	Yes – the staff member has a disability, impairment or long-term condition

Employee qualification

DEFINITION

Employee qualification identifies the highest level of qualification awarded to an individual on successful completion of a qualification or course.

RULES FOR USE

If the employee holds multiple qualifications record the highest qualification.

CLASSIFICATION SCHEME

DESCRIPTION – EMPLOYEE QUALIFICATION

Completed secondary school

Completed certificate four or below

Completed diploma or undergraduate degree

Completed postgraduate qualification

Employment status

DEFINITION

Employment status indicates the type of employment arrangement a staff member works under.

RULES FOR USE

Values for employment status:

- Full-time: staff members who are employed to work 35 hours or more a week and are entitled to paid holiday leave, annual leave and sick leave
- Part-time: staff members who are employed to work less than 35 hours a week and are entitled to paid holiday leave, annual leave and sick leave
- Casual/sessional: staff members who are employed and paid on an hourly or sessional basis and are not entitled to either paid holiday leave or annual leave
- Contract/temporary: staff members who are employed for a specified preset term, usually short term.

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – EMPLOYMENT STATUS
Full-time	Staff members who are employed to work 35 hours or more a week and are entitled to paid holiday leave, annual leave and sick leave
Part-time	Staff members who are employed to work less than 35 hours a week and are entitled to paid holiday leave, annual leave and sick leave
Casual/sessional	Staff members who are employed and paid on an hourly or sessional basis and are <u>not</u> entitled to either paid holiday leave or annual leave
Contract/temporary	Staff members who are employed for a specified preset term, usually short term

Hours worked

DEFINITION

Hours worked indicates the number of paid hours worked during the collection period for each employee.

RULES FOR USE

Include only paid hours for the fortnight.

The total hours for the fortnight need to be added together.

The hours worked must be rounded to the nearest whole hour if it is not a whole number.

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – HOURS WORKED
20 or less	20 or less hours for the fortnight
20–39	20 to 39 hours for the fortnight
40–59	40 to 59 hours for the fortnight
60–69	60 to 69 hours for the fortnight
70–79	70 to 79 hours for the fortnight
80+	80 plus hours for the fortnight

Indigenous status

DEFINITION

Indigenous status indicates a staff member who self-identifies as being of Aboriginal or Torres Strait Islander descent.

RULES FOR USE

Indigenous status is based on self-identification.

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – INDIGENOUS STATUS
Y	Yes, Aboriginal and/or Torres Strait Islander

Job role

DEFINITION

Job role indicates the main type of work the staff member undertakes; this can be teaching or non-teaching or management.

RULES FOR USE

Definition for job role:

- VET practitioner: refers to staff who are directly involved in delivery of teaching, training and/or assessment programs.
- Non-teaching: refers to staff whose work does not include teaching and any associated activities. This could include support roles and other organisational functions such as office staff, administration support, accounting and maintenance staff.
- VET professional: includes those staff who provide leadership, management and support for teaching, training and assessment within training organisation but who are not directly involved in delivery of training.

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – JOB ROLE
VET practitioner	Staff who are directly involved in delivery of teaching, training and/or assessment programs.
Non-teaching staff	Staff whose work does not include teaching and any associated activities. This could include support roles and other organisational functions such as office staff, administration support, accounting and maintenance staff.
VET professional	Staff who provide leadership, management and support for teaching, training and assessment within training organisation but who are not directly involved in delivery of training.

Length of service

DEFINITION

Length of service indicates the time in months and/or years that an employee has been working for the training organisation at the time of the collection. This is reported in ranges specified below.

RULES FOR USE

Where an employee has had a several concurrent contracts, record length of service for the total of all contracts.

Where there has been a break between contracts for an employee, record only the contract relating to the collection period.

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – LENGTH OF SERVICE
<6 mths	6 months or less of continuous employment with the same employer
6 mths – 1 yr	6 months to 1 year of continuous employment with the same employer
1–2 yrs	1 to 2 years of continuous employment with the same employer
2–4 yrs	2 to 4 years of continuous employment with the same employer
5–9 yrs	5 to 9 years of continuous employment with the same employer
10–14 yrs	10 to 14 years of continuous employment with the same employer
15–19 yrs	15 to 19 years of continuous employment with the same employer
20 + yrs	20 plus years of continuous employment with the same employer

Sex

DEFINITION

Sex identifies the gender of an employee (male or female).

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – SEX
F	Female
M	Male

Staff position

DEFINITION

Staff position indicates the type of employment contract that applies to staff members setting out their conditions, entitlements and tenure.

RULES FOR USE

Definitions for staff position:

- Permanent: refers to a staff member who has permanent ongoing employment with the institution.
- Non-permanent: refers to a staff member who is employed for a specified period of time.

CLASSIFICATION SCHEME

VALUE	DESCRIPTION – STAFF POSITION
Permanent staff	Staff member who has permanent ongoing employment with the institution.
Non-permanent staff	Staff member who is employed for a specified period of time.

AUSTRALIAN STANDARD CLASSIFICATION OF EDUCATION (ASCED)

Australian Bureau of Statistics *Australian Standard Classification of Education (ASCED)*,
ABS Catalogue No. 1272.0, 2001.

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from materials provided by the Australian Bureau of Statistics (ABS).

ASCED

Field of Education (FOE) classification is part of the *Australian Standard Classification of Education (ASCED)*, Australian Bureau of Statistics, Catalogue No. 1272.0, 2001.

01 Natural And Physical Sciences

0101 MATHEMATICAL SCIENCES

- 010101 Mathematics
- 010103 Statistics
- 010199 Mathematical Sciences, n.e.c.

0103 PHYSICS AND ASTRONOMY

- 010301 Physics
- 010303 Astronomy

0105 CHEMICAL SCIENCES

- 010501 Organic Chemistry
- 010503 Inorganic Chemistry
- 010599 Chemical Sciences, n.e.c.

0107 EARTH SCIENCES

- 010701 Atmospheric Sciences
- 010703 Geology
- 010705 Geophysics
- 010707 Geochemistry
- 010709 Soil Science
- 010711 Hydrology
- 010713 Oceanography
- 010799 Earth Sciences, n.e.c.

0109 BIOLOGICAL SCIENCES

- 010901 Biochemistry and Cell Biology
- 010903 Botany
- 010905 Ecology and Evolution
- 010907 Marine Science
- 010909 Genetics
- 010911 Microbiology
- 010913 Human Biology
- 010915 Zoology
- 010999 Biological Sciences, n.e.c.

0199 OTHER NATURAL AND PHYSICAL SCIENCES

- 019901 Medical Science
 - 019903 Forensic Science
 - 019905 Food Science and Biotechnology
 - 019907 Pharmacology
 - 019909 Laboratory Technology
 - 019999 Natural and Physical Sciences, n.e.c.
-

02 Information Technology

0201 COMPUTER SCIENCE

- 020101 Formal Language Theory
- 020103 Programming
- 020105 Computational Theory
- 020107 Compiler Construction
- 020109 Algorithms
- 020111 Data Structures
- 020113 Networks and Communications
- 020115 Computer Graphics
- 020117 Operating Systems
- 020119 Artificial Intelligence
- 020199 Computer Science, n.e.c.

0203 INFORMATION SYSTEMS

020301 Conceptual Modelling
 020303 Database Management
 020305 Systems Analysis and Design
 020307 Decision Support Systems
 020399 Information Systems, n.e.c.

0299 OTHER INFORMATION TECHNOLOGY

029901 Security Science
 029999 Information Technology, n.e.c.

03 Engineering And Related Technologies**0301 MANUFACTURING ENGINEERING AND TECHNOLOGY**

030101 Manufacturing Engineering
 030103 Printing
 030105 Textile Making
 030107 Garment Making
 030109 Footwear Making
 030111 Wood Machining and Turning
 030113 Cabinet Making
 030115 Furniture Upholstery and Renovation
 030117 Furniture Polishing
 030199 Manufacturing Engineering and Technology, n.e.c.

0303 PROCESS AND RESOURCES ENGINEERING

030301 Chemical Engineering
 030303 Mining Engineering
 030305 Materials Engineering
 030307 Food Processing Technology
 030399 Process and Resources Engineering, n.e.c.

0305 AUTOMOTIVE ENGINEERING AND TECHNOLOGY

030501 Automotive Engineering
 030503 Vehicle Mechanics
 030505 Automotive Electrics and Electronics
 030507 Automotive Vehicle Refinishing
 030509 Automotive Body Construction
 030511 Panel Beating
 030513 Upholstery and Vehicle Trimming
 030515 Automotive Vehicle Operations
 030599 Automotive Engineering and Technology, n.e.c.

0307 MECHANICAL AND INDUSTRIAL ENGINEERING AND TECHNOLOGY

030701 Mechanical Engineering
 030703 Industrial Engineering
 030705 Toolmaking
 030707 Metal Fitting, Turning and Machining
 030709 Sheetmetal Working
 030711 Boilermaking and Welding
 030713 Metal Casting and Patternmaking
 030715 Precision Metalworking
 030717 Plant and Machine Operations
 030799 Mechanical and Industrial Engineering and Technology, n.e.c.

0309 CIVIL ENGINEERING

030901 Construction Engineering
 030903 Structural Engineering
 030905 Building Services Engineering
 030907 Water and Sanitary Engineering
 030909 Transport Engineering
 030911 Geotechnical Engineering
 030913 Ocean Engineering
 030999 Civil Engineering, n.e.c.

0311 GEOMATIC ENGINEERING

031101 Surveying
 031103 Mapping Science

031199 Geomatic Engineering, n.e.c.

0313 ELECTRICAL AND ELECTRONIC ENGINEERING AND TECHNOLOGY

031301 Electrical Engineering
 031303 Electronic Engineering
 031305 Computer Engineering
 031307 Communications Technologies
 031309 Communications Equipment Installation and Maintenance
 031311 Powerline Installation and Maintenance
 031313 Electrical Fitting, Electrical Mechanics
 031315 Refrigeration and Air Conditioning Mechanics
 031317 Electronic Equipment Servicing
 031399 Electrical and Electronic Engineering and Technology, n.e.c.

0315 AEROSPACE ENGINEERING AND TECHNOLOGY

031501 Aerospace Engineering
 031503 Aircraft Maintenance Engineering
 031505 Aircraft Operation
 031507 Air Traffic Control
 031599 Aerospace Engineering and Technology, n.e.c.

0317 MARITIME ENGINEERING AND TECHNOLOGY

031701 Maritime Engineering
 031703 Marine Construction
 031705 Marine Craft Operation
 031799 Maritime Engineering and Technology, n.e.c.

0399 OTHER ENGINEERING AND RELATED TECHNOLOGIES

039901 Environmental Engineering
 039903 Biomedical Engineering
 039905 Fire Technology
 039907 Rail Operations
 039909 Cleaning
 039999 Engineering and Related Technologies, n.e.c.

04 Architecture And Building

0401 ARCHITECTURE AND URBAN ENVIRONMENT

040101 Architecture
 040103 Urban Design and Regional Planning
 040105 Landscape Architecture
 040107 Interior and Environmental Design
 040199 Architecture and Urban Environment, n.e.c.

0403 BUILDING

040301 Building Science and Technology
 040303 Building Construction Management
 040305 Building Surveying
 040307 Building Construction Economics
 040309 Bricklaying and Stonemasonry
 040311 Carpentry and Joinery
 040313 Ceiling, Wall and Floor Fixing
 040315 Roof Fixing
 040317 Plastering
 040319 Furnishing Installation
 040321 Floor Coverings
 040323 Glazing
 040325 Painting, Decorating and Sign Writing
 040327 Plumbing
 040329 Scaffolding and Rigging
 040399 Building, n.e.c.

05 Agriculture, Environmental And Related Studies

0501 AGRICULTURE

050101 Agricultural Science

050103 Wool Science
 050105 Animal Husbandry
 050199 Agriculture, n.e.c.

0503 HORTICULTURE AND VITICULTURE

050301 Horticulture
 050303 Viticulture

0505 FORESTRY STUDIES

050501 Forestry Studies

0507 FISHERIES STUDIES

050701 Aquaculture
 050799 Fisheries Studies, n.e.c.

0509 ENVIRONMENTAL STUDIES

050901 Land, Parks and Wildlife Management
 050999 Environmental Studies, n.e.c.

0599 OTHER AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES

059901 Pest and Weed Control
 059999 Agriculture, Environmental and Related Studies, n.e.c.

06 Health**0601 MEDICAL STUDIES**

060101 General Medicine
 060103 Surgery
 060105 Psychiatry
 060107 Obstetrics and Gynaecology
 060109 Paediatrics
 060111 Anaesthesiology
 060113 Pathology
 060115 Radiology
 060117 Internal Medicine
 060119 General Practice
 060199 Medical Studies, n.e.c.

0603 NURSING

060301 General Nursing
 060303 Midwifery
 060305 Mental Health Nursing
 060307 Community Nursing
 060309 Critical Care Nursing
 060311 Aged Care Nursing
 060313 Palliative Care Nursing
 060315 Mothercraft Nursing and Family and Child Health Nursing
 060399 Nursing, n.e.c.

0605 PHARMACY

060501 Pharmacy

0607 DENTAL STUDIES

060701 Dentistry
 060703 Dental Assisting
 060705 Dental Technology
 060799 Dental Studies, n.e.c.

0609 OPTICAL SCIENCE

060901 Optometry
 060903 Optical Technology
 060999 Optical Science, n.e.c.

0611 VETERINARY STUDIES

061101 Veterinary Science
 061103 Veterinary Assisting
 061199 Veterinary Studies, n.e.c.

0613 PUBLIC HEALTH

061301	Occupational Health and Safety
061303	Environmental Health
061305	Indigenous Health
061307	Health Promotion
061309	Community Health
061311	Epidemiology
061399	Public Health, n.e.c.

0615 RADIOGRAPHY

061501	Radiography
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0617 REHABILITATION THERAPIES

061701	Physiotherapy
061703	Occupational Therapy
061705	Chiropractic and Osteopathy
061707	Speech Pathology
061709	Audiology
061711	Massage Therapy
061713	Podiatry
061799	Rehabilitation Therapies, n.e.c.

0619 COMPLEMENTARY THERAPIES

061901	Naturopathy
061903	Acupuncture
061905	Traditional Chinese Medicine
061999	Complementary Therapies, n.e.c.

0699 OTHER HEALTH

069901	Nutrition and Dietetics
069903	Human Movement
069905	Paramedical Studies
069907	First Aid
069999	Health, n.e.c.

07 Education**0701 TEACHER EDUCATION**

070101	Teacher Education: Early Childhood
070103	Teacher Education: Primary
070105	Teacher Education: Secondary
070107	Teacher-Librarianship
070109	Teacher Education: Vocational Education and Training
070111	Teacher Education: Higher Education
070113	Teacher Education: Special Education
070115	English as a Second Language Teaching
070117	Nursing Education Teacher Training
070199	Teacher Education, n.e.c.

0703 CURRICULUM AND EDUCATION STUDIES

070301	Curriculum Studies
070303	Education Studies

0799 OTHER EDUCATION

079999	Education, n.e.c.
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08 Management And Commerce**0801 ACCOUNTING**

080101	Accounting
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0803 BUSINESS AND MANAGEMENT

080301	Business Management
080303	Human Resource Management
080305	Personal Management Training
080307	Organisation Management
080309	Industrial Relations
080311	International Business
080313	Public and Health Care Administration

080315 Project Management
 080317 Quality Management
 080319 Hospitality Management
 080321 Farm Management and Agribusiness
 080323 Tourism Management
 080399 Business and Management, n.e.c.

0805 SALES AND MARKETING

080501 Sales
 080503 Real Estate
 080505 Marketing
 080507 Advertising
 080509 Public Relations
 080599 Sales and Marketing, n.e.c.

0807 TOURISM

080701 Tourism

0809 OFFICE STUDIES

080901 Secretarial and Clerical Studies
 080903 Keyboard Skills
 080905 Practical Computing Skills
 080999 Office Studies, n.e.c.

0811 BANKING, FINANCE AND RELATED FIELDS

081101 Banking and Finance
 081103 Insurance and Actuarial Studies
 081105 Investment and Securities
 081199 Banking, Finance and Related Fields, n.e.c.

0899 OTHER MANAGEMENT AND COMMERCE

089901 Purchasing, Warehousing and Distribution
 089903 Valuation
 089999 Management and Commerce, n.e.c.

09 Society And Culture**0901 POLITICAL SCIENCE AND POLICY STUDIES**

090101 Political Science
 090103 Policy Studies

0903 STUDIES IN HUMAN SOCIETY

090301 Sociology
 090303 Anthropology
 090305 History
 090307 Archaeology
 090309 Human Geography
 090311 Indigenous Studies
 090313 Gender Specific Studies
 090399 Studies in Human Society, n.e.c.

0905 HUMAN WELFARE STUDIES AND SERVICES

090501 Social Work
 090503 Children's Services
 090505 Youth Work
 090507 Care for the Aged
 090509 Care for the Disabled
 090511 Residential Client Care
 090513 Counselling
 090515 Welfare Studies
 090599 Human Welfare Studies and Services, n.e.c.

0907 BEHAVIOURAL SCIENCE

090701 Psychology
 090799 Behavioural Science, n.e.c.

0909 LAW

090901 Business and Commercial Law

090903	Constitutional Law
090905	Criminal Law
090907	Family Law
090909	International Law
090911	Taxation Law
090913	Legal Practice
090999	Law, n.e.c.

0911 JUSTICE AND LAW ENFORCEMENT

091101	Justice Administration
091103	Legal Studies
091105	Police Studies
091199	Justice and Law Enforcement, n.e.c.

0913 LIBRARIANSHIP, INFORMATION MANAGEMENT AND CURATORIAL STUDIES

091301	Librarianship and Information Management
091303	Curatorial Studies

0915 LANGUAGE AND LITERATURE

091501	English Language
091503	Northern European Languages
091505	Southern European Languages
091507	Eastern European Languages
091509	Southwest Asian and North African Languages
091511	Southern Asian Languages
091513	Southeast Asian Languages
091515	Eastern Asian Languages
091517	Australian Indigenous Languages
091519	Translating and Interpreting
091521	Linguistics
091523	Literature
091599	Language and Literature, n.e.c.

0917 PHILOSOPHY AND RELIGIOUS STUDIES

091701	Philosophy
091703	Religious Studies

0919 ECONOMICS AND ECONOMETRICS

091901	Economics
091903	Econometrics

0921 SPORT AND RECREATION

092101	Sport and Recreation Activities
092103	Sports Coaching, Officiating and Instruction
092199	Sport and Recreation, n.e.c.

0999 OTHER SOCIETY AND CULTURE

099901	Family and Consumer Studies
099903	Criminology
099905	Security Services
099999	Society and Culture, n.e.c.

10 Creative Arts**1001 PERFORMING ARTS**

100101	Music
100103	Drama and Theatre Studies
100105	Dance
100199	Performing Arts, n.e.c.

1003 VISUAL ARTS AND CRAFTS

100301	Fine Arts
100303	Photography
100305	Crafts
100307	Jewellery Making
100309	Floristry
100399	Visual Arts and Crafts, n.e.c.

1005 GRAPHIC AND DESIGN STUDIES

100501	Graphic Arts and Design Studies
100503	Textile Design
100505	Fashion Design
100599	Graphic and Design Studies, n.e.c.

1007 COMMUNICATION AND MEDIA STUDIES

100701	Audio Visual Studies
100703	Journalism
100705	Written Communication
100707	Verbal Communication
100799	Communication and Media Studies, n.e.c.

1099 OTHER CREATIVE ARTS

109999	Creative Arts, n.e.c.
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11 Food, Hospitality And Personal Services**1101 FOOD AND HOSPITALITY**

110101	Hospitality
110103	Food and Beverage Service
110105	Butchery
110107	Baking and Pastrymaking
110109	Cookery
110111	Food Hygiene
110199	Food and Hospitality, n.e.c.

1103 PERSONAL SERVICES

110301	Beauty Therapy
110303	Hairdressing
110399	Personal Services, n.e.c.

12 Mixed Field Programmes**1201 GENERAL EDUCATION PROGRAMMES**

120101	General Primary and Secondary Education Programmes
120103	Literacy and Numeracy Programmes
120105	Learning Skills Programmes
120199	General Education Programmes, n.e.c.

1203 SOCIAL SKILLS PROGRAMMES

120301	Social and Interpersonal Skills Programmes
120303	Survival Skills Programmes
120305	Parental Education Programmes
120399	Social Skills Programmes, n.e.c.

1205 EMPLOYMENT SKILLS PROGRAMMES

120501	Career Development Programmes
120503	Job Search Skills Programmes
120505	Work Practices Programmes
120599	Employment Skills Programmes, n.e.c.

1299 OTHER MIXED FIELD PROGRAMMES

129999	Mixed Field Programmes, n.e.c.
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Attachment B: State tables

New South Wales

Table B1 New South Wales TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	6 000	30.8	7 110	36.4	13 110	67.2
Non-teachers	2 000	10.3	3 500	17.9	5 500	28.2
Professionals	380	2.0	520	2.7	900	4.6
Total	8 390	43.0	11 130	57.0	19 520	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B2 New South Wales TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	370	4.4	550	4.9	920	4.7
30–39 years	1 190	14.1	1 970	17.7	3 160	16.2
40–49 years	2 370	28.3	3 630	32.6	6 000	30.7
50–59 years	3 040	36.3	3 910	35.1	6 950	35.6
60 years and above	1 420	16.9	1 070	9.7	2 490	12.8
Total	8 390	100.0	11 130	100.0	19 520	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B3 New South Wales TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	2 280	37.9	1 830	25.8	4 110	31.3
Non-permanent	3 730	62.1	5 280	74.2	9 000	68.7
Total	6 000	100.0	7 110	100.0	13 110	100.0
Non-teachers						
Permanent	1 380	68.9	2 010	57.5	3 390	61.6
Non-permanent	620	31.1	1 490	42.5	2 110	38.4
Total	2 000	100.0	3 500	100.0	5 500	100.0
Professionals						
Permanent	320	84.8	400	75.5	720	79.4
Non-permanent	60	15.2	130	24.5	190	20.6
Total	380	100.0	520	100.0	900	100.0
National TAFE workforce						
Permanent	3 980	47.4	4 240	38.1	8 220	42.1
Non-permanent	4 410	52.6	6 890	61.9	11 300	57.9
Total	8 390	100.0	11 130	100.0	19 520	100.0

Notes: Complete data supplied.

Totals may not sum due to rounding.

Table B4 New South Wales TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	2 270	37.7	1 770	24.8	4 030	30.7
Part-time	10	0.2	70	0.9	80	0.6
Other ^(a)	3 730	62.1	5 280	74.2	9 000	68.7
Total	6 000	100.0	7 110	100.0	13 110	100.0
Non-teachers						
Full-time	1 290	64.5	1 780	50.9	3 080	55.9
Part-time	140	7.1	340	9.7	480	8.8
Other ^(a)	570	28.3	1 380	39.3	1 940	35.3
Total	2 000	100.0	3 500	100.0	5 500	100.0
Professionals						
Full-time	320	83.7	360	69.6	680	75.6
Part-time	0	1.0	30	5.9	40	3.9
Other ^(a)	60	15.2	130	24.5	190	20.6
Total	380	100.0	520	100.0	900	100.0
National TAFE workforce						
Full-time	3 880	46.2	3 910	35.1	7 790	39.9
Part-time	160	1.9	440	3.9	600	3.1
Other ^(a)	4 350	51.9	6 780	60.9	11 130	57.0
Total	8 390	100.0	11 130	100.0	19 520	100.0

Notes: (a) Contains casual/sessional and contract/temporary.

Complete data supplied.

Totals may not sum due to rounding.

Table B5 New South Wales TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	1.8	12.9	7.6	1.5	10.5	7.1	1.6	11.4	7.3
6 months–1 year	1.3	5.5	3.5	1.1	4.7	3.3	1.2	5.0	3.4
1–2 years	3.9	13.0	8.7	2.8	12.0	8.5	3.3	12.4	8.6
2–4 years	13.3	24.6	19.2	14.6	24.8	20.9	14.0	24.7	20.2
5–9 years	15.2	25.8	20.8	18.8	24.1	22.1	17.0	24.8	21.5
10–14 years	16.6	10.8	13.6	23.7	14.1	17.7	20.3	12.8	15.9
15–19 years	18.8	6.6	12.4	19.9	9.2	13.2	19.3	8.2	12.9
20+ years	29.1	0.9	14.3	17.8	0.7	7.2	23.3	0.8	10.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Incomplete data supplied.
Missing/unknown values excluded from analysis.

Table B6 New South Wales TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	8.4	6.1	3.4	7.0	7.6	4.2	7.6	7.1	3.9
6 months–1 year	3.9	2.8	0.5	3.6	3.0	1.3	3.7	2.9	1.0
1–2 years	8.8	9.1	4.5	9.0	8.1	4.2	8.9	8.5	4.3
2–4 years	20.9	16.2	8.7	23.1	17.5	13.4	22.1	17.0	11.4
5–9 years	20.7	21.9	15.8	22.6	21.9	16.5	21.7	21.9	16.2
10–14 years	12.1	17.3	18.2	15.6	21.3	22.8	13.9	19.9	20.9
15–19 years	12.4	11.9	14.8	13.1	12.8	18.2	12.8	12.5	16.8
20+ years	12.9	14.5	34.0	6.0	7.8	19.3	9.2	10.2	25.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Incomplete data supplied.
Missing/unknown values excluded from analysis.

Victoria

Table B7 Victorian TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	5 770	34.6	5 620	33.7	11 390	68.3
Non-teachers	1 730	10.4	3 550	21.3	5 280	31.7
Professionals	0	0.0	0	0.0	0	0.0
Total	7 500	45.0	9 180	55.0	16 680	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B8 Victorian TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	500	6.7	950	10.4	1 450	8.7
30–39 years	1 240	16.5	2 000	21.8	3 240	19.4
40–49 years	2 250	30.0	2 850	31.1	5 100	30.6
50–59 years	2 440	32.6	2 690	29.3	5 130	30.8
60 years and above	1 070	14.2	690	7.5	1 750	10.5
Total	7 500	100.0	9 180	100.0	16 680	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B9 Victorian TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	2 280	39.4	1 820	32.3	4 090	35.9
Non-permanent	3 500	60.6	3 810	67.7	7 300	64.1
Total	5 770	100.0	5 620	100.0	11 390	100.0
Non-teachers						
Permanent	920	53.1	1 920	54.2	2 840	53.8
Non-permanent	810	46.9	1 630	45.8	2 440	46.2
Total	1 730	100.0	3 550	100.0	5 280	100.0
Professionals						
Permanent	0	0.0	0	0.0	0	0.0
Non-permanent	0	0.0	0	0.0	0	0.0
Total	0	0.0	0	0.0	0	0.0
National TAFE workforce						
Permanent	3 200	42.6	3 740	40.8	6 930	41.6
Non-permanent	4 310	57.4	5 440	59.2	9 740	58.4
Total	7 500	100.0	9 180	100.0	16 680	100.0

Notes: Complete data supplied.

Totals may not sum due to rounding.

Table B10 Victorian TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	2 620	45.4	1 400	24.8	4 020	35.2
Part-time	590	10.3	1 400	24.8	1 990	17.5
Other ^(a)	2 560	44.3	2 830	50.4	5 390	47.3
Total	5 770	100.0	5 620	100.0	11 390	100.0
Non-teachers						
Full-time	1 150	66.2	1 770	49.8	2 910	55.2
Part-time	170	10.0	920	25.9	1 090	20.7
Other ^(a)	410	23.8	860	24.3	1 280	24.1
Total	1 730	100.0	3 550	100.0	5 280	100.0
Professionals						
Full-time	0	0.0	0	0.0	0	0.0
Part-time	0	0.0	0	0.0	0	0.0
Other ^(a)	0	0.0	0	0.0	0	0.0
Total	0	0.0	0	0.0	0	0.0
National TAFE workforce						
Full-time	3 770	50.2	3 160	34.5	6 930	41.6
Part-time	770	10.2	2 320	25.2	3 080	18.5
Other ^(a)	2 970	39.6	3 700	40.3	6 660	40.0
Total	7 500	100.0	9 180	100.0	16 680	100.0

Notes: (a) Contains casual/sessional and contract/temporary.

Complete data supplied.

Totals may not sum due to rounding.

Table B11 Victorian TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6 months–1 year	6.2	30.8	20.3	6.9	32.9	22.3	6.6	32.0	21.4
1–2 years	5.8	18.1	12.9	5.9	18.7	13.5	5.8	18.5	13.2
2–4 years	15.0	22.1	19.1	14.6	21.3	18.6	14.8	21.7	18.8
5–9 years	28.4	14.1	20.2	28.9	14.1	20.2	28.7	14.1	20.2
10–14 years	16.8	3.9	9.4	22.9	3.8	11.6	20.1	3.8	10.6
15–19 years	10.5	1.7	5.5	12.9	1.4	6.1	11.8	1.5	5.8
20+ years	17.3	9.2	12.7	7.9	7.7	7.8	12.2	8.4	10.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Complete data supplied.

Table B12 Victorian TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6 months–1 year	18.8	25.4	0.0	21.5	23.6	0.0	20.2	24.2	0.0
1–2 years	12.4	14.3	0.0	12.8	14.5	0.0	12.6	14.5	0.0
2–4 years	19.2	18.6	0.0	18.7	18.3	0.0	19.0	18.4	0.0
5–9 years	20.8	18.2	0.0	20.9	19.0	0.0	20.8	18.8	0.0
10–14 years	9.3	9.8	0.0	11.1	12.3	0.0	10.2	11.5	0.0
15–19 years	5.5	5.2	0.0	5.6	6.8	0.0	5.6	6.3	0.0
20+ years	13.9	8.4	0.0	9.3	5.4	0.0	11.6	6.4	0.0
Total	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	0.0

Note: Complete data supplied.

Queensland

Table B13 Queensland TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	2 270	26.6	2 220	26.0	4 500	52.7
Non-teachers	1 150	13.5	2 850	33.3	4 000	46.8
Professionals	20	0.2	30	0.3	40	0.5
Total	3 440	40.3	5 100	59.7	8 540	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B14 Queensland TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	190	5.5	580	11.3	770	9.0
30–39 years	580	16.8	1 040	20.4	1 620	19.0
40–49 years	980	28.5	1 490	29.3	2 470	29.0
50–59 years	1 180	34.4	1 580	31.1	2 770	32.4
60 years and above	510	14.7	400	7.9	910	10.6
Total	3 440	100.0	5 100	100.0	8 540	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B15 Queensland TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	1 260	55.5	900	40.3	2 160	48.0
Non-permanent	1 010	44.5	1 330	59.7	2 340	52.0
Total	2 270	100.0	2 220	100.0	4 500	100.0
Non-teachers						
Permanent	770	66.8	1 790	62.9	2 560	64.0
Non-permanent	380	33.2	1 060	37.1	1 440	36.0
Total	1 150	100.0	2 850	100.0	4 000	100.0
Professionals						
Permanent	20	83.3	20	84.6	40	84.1
Non-permanent	0	16.7	0	15.4	10	15.9
Total	20	100.0	30	100.0	40	100.0
National TAFE workforce						
Permanent	2 050	59.5	2 710	53.2	4 760	55.7
Non-permanent	1 400	40.5	2 390	46.8	3 780	44.3
Total	3 440	100.0	5 100	100.0	8 540	100.0

Notes: Complete data supplied.

Totals may not sum due to rounding.

Table B16 Queensland TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	1 200	52.8	640	28.9	1 840	41.0
Part-time	60	2.7	250	11.4	320	7.0
Other ^(a)	1 010	44.5	1 330	59.7	2 340	52.0
Total	2 270	100.0	2 220	100.0	4 500	100.0
Non-teachers						
Full-time	730	63.5	1 460	51.5	2 200	54.9
Part-time	40	3.3	330	11.5	360	9.1
Other ^(a)	380	33.2	1 060	37.1	1 440	36.0
Total	1 150	100.0	2 850	100.0	4 000	100.0
Professionals						
Full-time	20	83.3	20	84.6	40	84.1
Part-time	0	0.0	0	0.0	0	0.0
Other ^(a)	0	16.7	0	15.4	10	15.9
Total	20	100.0	30	100.0	40	100.0
National TAFE workforce						
Full-time	1 950	56.5	2 130	41.8	4 080	47.7
Part-time	100	2.9	580	11.4	680	8.0
Other ^(a)	1 400	40.5	2 390	46.8	3 780	44.3
Total	3 440	100.0	5 100	100.0	8 540	100.0

Notes: (a) Contains casual/sessional and contract/temporary.

Complete data supplied.

Totals may not sum due to rounding.

Table B17 Queensland TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	2.5	16.6	7.1	1.6	22.2	9.6	2.0	20.1	8.6
6 months–1 year	2.6	10.6	5.3	1.6	11.6	5.4	2.0	11.2	5.4
1–2 years	6.6	12.8	8.6	3.5	18.6	9.4	4.8	16.5	9.1
2–4 years	16.3	31.0	21.2	16.0	30.6	21.7	16.2	30.7	21.5
5–9 years	18.1	25.7	20.6	26.3	14.5	21.7	22.8	18.6	21.3
10–14 years	13.6	0.9	9.4	23.3	1.4	14.8	19.1	1.2	12.6
15–19 years	14.4	0.7	9.9	19.4	0.9	12.2	17.3	0.8	11.3
20+ years	25.9	1.8	18.0	8.2	0.2	5.1	15.8	0.8	10.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Incomplete data supplied.

Missing/unknown values excluded from analysis.

Table B18 Queensland TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	6.3	8.6	*	7.1	11.4	*	6.7	10.6	4.5
6 months–1 year	4.3	7.0	*	3.9	6.5	*	4.1	6.7	4.5
1–2 years	8.8	8.4	*	8.3	10.1	*	8.6	9.6	4.5
2–4 years	22.3	19.3	*	24.4	20.0	*	23.3	19.8	15.9
5–9 years	21.8	18.4	*	25.3	19.3	*	23.5	19.1	25.0
10–14 years	8.5	11.1	*	12.1	16.6	*	10.2	15.0	11.4
15–19 years	9.3	11.0	*	12.1	12.2	*	10.6	11.8	18.2
20+ years	18.8	16.2	*	6.7	4.0	*	13.2	7.5	15.9
Total	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0

Notes: Incomplete data supplied.

Missing/unknown values excluded from analysis.

* Not presented due to small numbers in cells.

Western Australia

Table B19 Western Australian TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	1 660	29.4	1 620	28.8	3 280	58.2
Non-teachers	690	12.1	1 610	28.6	2 300	40.7
Professionals	40	0.7	20	0.4	60	1.1
Total	2 380	42.2	3 260	57.8	5 640	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B20 Western Australian TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	150	6.5	320	9.7	470	8.3
30–39 years	340	14.3	640	19.6	980	17.3
40–49 years	600	25.1	1 070	32.8	1 670	29.6
50–59 years	820	34.5	940	28.8	1 760	31.2
60 years and above	470	19.7	300	9.2	770	13.6
Total	2 380	100.0	3 260	100.0	5 640	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B21 Western Australian TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	930	56.2	660	40.7	1 590	48.6
Non-permanent	730	43.8	960	59.3	1 690	51.4
Total	1 660	100.0	1 620	100.0	3 280	100.0
Non-teachers						
Permanent	500	72.3	990	61.2	1 480	64.5
Non-permanent	190	27.7	630	38.8	820	35.5
Total	690	100.0	1 610	100.0	2 300	100.0
Professionals						
Permanent	40	100.0	20	100.0	60	100.0
Non-permanent	0	0.0	0	0.0	0	0.0
Total	40	100.0	20	100.0	60	100.0
National TAFE workforce						
Permanent	1 470	61.6	1 670	51.3	3 140	55.6
Non-permanent	920	38.4	1 590	48.7	2 510	44.4
Total	2 380	100.0	3 260	100.0	5 640	100.0

Notes: Complete data supplied.

Totals may not sum due to rounding.

Table B22 Western Australian TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	830	49.9	390	23.8	1 210	37.0
Part-time	100	6.3	270	16.8	380	11.5
Other ^(a)	730	43.8	970	59.4	1 690	51.5
Total	1 660	100.0	1 630	100.0	3 280	100.0
Non-teachers						
Full-time	460	67.0	670	41.4	1 130	49.0
Part-time	40	5.4	320	19.9	360	15.6
Other ^(a)	190	27.7	620	38.7	810	35.4
Total	690	100.0	1 610	100.0	2 300	100.0
Professionals						
Full-time	40	100.0	20	100.0	60	100.0
Part-time	0	0.0	0	0.0	0	0.0
Other ^(a)	0	0.0	0	0.0	0	0.0
Total	40	100.0	20	100.0	60	100.0
National TAFE workforce						
Full-time	1 330	55.6	1 080	33.1	2 400	42.6
Part-time	140	5.9	590	18.2	740	13.0
Other ^(a)	920	38.4	1 590	48.7	2 510	44.4
Total	2 380	100.0	3 260	100.0	5 640	100.0

Notes: (a) Contains casual/sessional and contract/temporary.

Complete data supplied.

Totals may not sum due to rounding.

Table B23 Western Australian TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	5.0	33.0	15.7	4.1	32.5	18.0	4.5	32.7	17.0
6 months–1 year	1.4	6.8	3.4	1.7	5.3	3.5	1.6	5.8	3.5
1–2 years	18.3	34.1	24.3	14.7	35.6	24.8	16.3	35.0	24.6
2–4 years	9.1	10.6	9.7	11.5	12.6	12.1	10.4	11.9	11.1
5–9 years	24.2	8.4	18.1	27.6	10.6	19.3	26.0	9.8	18.8
10–14 years	17.2	4.0	12.2	21.0	2.4	11.9	19.2	3.0	12.0
15–19 years	5.9	2.7	4.7	10.3	0.6	5.6	8.3	1.4	5.2
20+ years	18.9	0.4	11.8	9.1	0.3	4.8	13.7	0.4	7.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Complete data supplied.

Table B24 Western Australian TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	15.9	15.4	*	16.7	19.4	*	16.3	18.2	11.1
6 months–1 year	3.3	3.9	*	2.7	4.3	*	3.0	4.2	0.0
1–2 years	26.5	20.2	*	25.5	24.4	*	26.0	23.2	6.3
2–4 years	10.2	7.7	*	12.9	11.3	*	11.5	10.2	19.0
5–9 years	17.5	19.9	*	20.9	17.7	*	19.2	18.4	15.9
10–14 years	10.8	14.8	*	11.9	11.8	*	11.3	12.7	22.2
15–19 years	3.9	6.4	*	4.6	6.3	*	4.2	6.4	14.3
20+ years	11.9	11.5	*	4.9	4.7	*	8.4	6.7	11.1
Total	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0

Notes: Complete data supplied.

* Not presented due to small numbers in cells.

South Australia

Table B25 South Australian TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	1 180	28.8	1 350	33.0	2 530	61.8
Non-teachers	320	7.8	1 080	26.5	1 400	34.3
Professionals	80	1.9	80	1.9	160	3.8
Total	1 570	38.5	2 510	61.5	4 080	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B26 South Australian TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	90	5.8	240	9.4	330	8.0
30–39 years	220	14.0	510	20.2	730	17.8
40–49 years	420	26.4	750	29.8	1 160	28.5
50–59 years	570	36.4	790	31.6	1 360	33.4
60 years and above	270	17.4	230	9.1	500	12.3
Total	1 570	100.0	2 510	100.0	4 080	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B27 South Australian TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	560	47.3	510	37.7	1 070	42.2
Non-permanent	620	52.7	840	62.3	1 460	57.8
Total	1 180	100.0	1 350	100.0	2 530	100.0
Non-teachers						
Permanent	260	82.1	830	76.1	1 090	77.5
Non-permanent	60	17.9	260	23.9	320	22.5
Total	320	100.0	1 080	100.0	1 400	100.0
Professionals						
Permanent	80	96.2	70	93.5	150	94.9
Non-permanent	0	3.8	10	6.5	10	5.1
Total	80	100.0	80	100.0	160	100.0
National TAFE workforce						
Permanent	890	56.8	1 410	56.0	2 300	56.3
Non-permanent	680	43.2	1 100	44.0	1 780	43.7
Total	1 570	100.0	2 510	100.0	4 080	100.0

Notes: Complete data supplied.

Totals may not sum due to rounding.

Table B28 South Australian TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	330	27.9	190	13.9	520	20.4
Part-time	230	19.2	320	23.6	550	21.6
Other ^(a)	620	52.9	840	62.5	1 470	58.0
Total	1 180	100.0	1 350	100.0	2 530	100.0
Non-teachers						
Full-time	230	71.2	470	43.5	700	49.8
Part-time	40	11.3	360	32.8	390	27.9
Other ^(a)	60	17.6	260	23.7	310	22.3
Total	320	100.0	1 080	100.0	1 400	100.0
Professionals						
Full-time	60	79.5	60	75.6	120	77.6
Part-time	10	16.7	10	17.9	30	17.3
Other ^(a)	0	3.8	10	6.4	10	5.1
Total	80	100.0	80	100.0	160	100.0
National TAFE workforce						
Full-time	620	39.2	720	28.6	1 330	32.7
Part-time	280	17.5	690	27.4	960	23.6
Other ^(a)	680	43.3	1 110	44.0	1 790	43.7
Total	1 570	100.0	2 510	100.0	4 080	100.0

Notes: (a) Contains casual/sessional and contract/temporary.

Complete data supplied.

Totals may not sum due to rounding.

Table B29 South Australian TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6 months–1 year	1.0	12.5	6.0	0.6	12.8	5.9	0.7	12.7	6.0
1–2 years	2.1	29.6	14.0	2.9	27.0	13.5	2.6	28.0	13.7
2–4 years	3.4	19.4	10.3	4.8	20.1	11.6	4.3	19.8	11.1
5–9 years	21.5	23.2	22.3	28.5	24.6	26.8	25.8	24.1	25.1
10–14 years	17.6	7.8	13.4	25.2	8.0	17.6	22.3	7.9	16.0
15–19 years	15.3	1.2	9.2	16.7	3.9	11.1	16.2	2.9	10.4
20+ years	39.1	6.3	24.9	21.2	3.6	13.5	28.1	4.7	17.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Complete data supplied.

Table B30 South Australian TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6 months–1 year	6.2	6.6	0.0	5.3	7.1	0.0	5.7	7.0	0.0
1–2 years	15.0	13.8	0.0	14.5	13.1	1.3	14.7	13.3	0.6
2–4 years	10.8	9.7	5.1	13.2	10.3	0.0	12.1	10.2	2.6
5–9 years	23.0	22.6	10.1	26.0	28.9	11.7	24.6	27.5	10.9
10–14 years	12.6	17.6	7.6	18.6	16.1	22.1	15.8	16.5	14.7
15–19 years	8.7	8.2	21.5	11.0	10.5	19.5	9.9	10.0	20.5
20+ years	23.8	21.4	55.7	11.3	13.9	45.5	17.1	15.6	50.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Complete data supplied.

Tasmania

Table B31 Tasmanian TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	360	27.6	290	22.3	650	49.9
Non-teachers	160	12.4	330	25.2	490	37.6
Professionals	90	6.7	80	5.8	160	12.5
Total	610	46.7	700	53.3	1 310	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B32 Tasmanian TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	20	3.4	50	6.6	70	5.1
30–39 years	100	16.6	120	17.1	220	16.8
40–49 years	180	30.2	230	32.8	410	31.5
50–59 years	220	35.9	240	35.1	460	35.5
60 years and above	90	13.9	60	8.5	140	11.0
Total	610	100.0	700	100.0	1 310	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B33 Tasmanian TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	310	85.3	230	78.7	540	82.4
Non-permanent	50	14.7	60	21.3	120	17.6
Total	360	100.0	290	100.0	650	100.0
Non-teachers						
Permanent	150	93.2	300	90.3	450	91.2
Non-permanent	10	6.8	30	9.7	40	8.8
Total	160	100.0	330	100.0	490	100.0
Professionals						
Permanent	80	92.0	80	98.7	160	95.1
Non-permanent	10	8.0	0	1.3	10	4.9
Total	90	100.0	80	100.0	160	100.0
National TAFE workforce						
Permanent	540	88.4	600	86.4	1 140	87.3
Non-permanent	70	11.6	100	13.6	170	12.7
Total	610	100.0	700	100.0	1 310	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B34 Tasmanian TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	250	68.7	110	39.2	360	55.5
Part-time	60	16.6	120	39.5	180	26.8
Other ^(a)	50	14.7	60	21.3	120	17.6
Total	360	100.0	290	100.0	650	100.0
Non-teachers						
Full-time	130	81.5	180	54.4	310	63.3
Part-time	20	11.7	120	35.9	140	27.9
Other ^(a)	10	6.8	30	9.7	40	8.8
Total	160	100.0	330	100.0	490	100.0
Professionals						
Full-time	70	81.6	50	61.8	120	72.4
Part-time	10	10.3	30	36.8	40	22.7
Other ^(a)	10	8.0	0	1.3	10	4.9
Total	90	100.0	80	100.0	160	100.0
National TAFE workforce						
Full-time	450	73.9	340	48.9	790	60.6
Part-time	90	14.4	260	37.5	350	26.7
Other ^(a)	70	11.6	100	13.6	170	12.7
Total	610	100.0	700	100.0	1 310	100.0

Notes: (a) Contains casual/sessional and contract/temporary.
Complete data supplied.
Totals may not sum due to rounding.

Table B35 Tasmanian TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	6.5	72.7	10.3	10.5	76.8	16.1	8.6	75.3	13.4
6 months–1 year	5.8	15.2	6.3	4.0	8.9	4.4	4.8	11.2	5.3
1–2 years	17.3	12.1	17.0	16.3	10.7	15.8	16.8	11.2	16.4
2–4 years	12.8	0.0	12.1	11.5	1.8	10.7	12.1	1.1	11.3
5–9 years	13.5	0.0	12.8	21.3	1.8	19.6	17.6	1.1	16.4
10–14 years	44.2	0.0	41.6	36.1	0.0	33.0	39.9	0.0	37.0
15–19 years	0.0	0.0	0.0	0.2	0.0	0.2	0.1	0.0	0.1
20+ years	0.0	0.0	0.0	0.2	0.0	0.2	0.1	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Incomplete data supplied.
Missing/unknown values excluded from analysis.

Table B36 Tasmanian TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	10.5	12.3	5.8	21.4	14.6	5.3	15.3	13.8	5.6
6 months–1 year	7.1	5.6	4.7	4.4	4.6	3.9	5.9	4.9	4.3
1–2 years	20.7	13.0	10.5	15.1	16.7	14.5	18.2	15.5	12.3
2–4 years	12.3	11.1	12.8	12.7	10.3	5.3	12.5	10.6	9.3
5–9 years	13.6	11.7	11.6	18.7	18.2	28.9	15.8	16.1	19.8
10–14 years	35.8	46.3	54.7	27.8	35.0	42.1	32.3	38.7	48.8
15–19 years	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.2	0.0
20+ years	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.2	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: Incomplete data supplied.
Missing/unknown values excluded from analysis.

Northern Territory

Table B37 Northern Territory TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	210	19.9	190	18.1	400	38.0
Non-teachers	200	18.6	440	41.9	630	60.6
Professionals	10	0.6	10	0.9	20	1.4
Total	410	39.1	640	60.9	1 050	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B38 Northern Territory TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	50	11.0	120	18.0	160	15.3
30–39 years	100	24.2	150	23.5	250	23.8
40–49 years	110	27.1	180	28.5	290	28.0
50–59 years	100	25.4	150	23.4	250	24.2
60 years and above	50	12.2	40	6.6	90	8.8
Total	410	100.0	640	100.0	1 050	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B39 Northern Territory TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	90	44.7	60	32.1	150	38.7
Non-permanent	120	55.3	130	67.9	240	61.3
Total	210	100.0	190	100.0	400	100.0
Non-teachers						
Permanent	110	58.5	260	59.2	370	59.0
Non-permanent	80	41.5	180	40.8	260	41.0
Total	200	100.0	440	100.0	630	100.0
Professionals						
Permanent	0	16.7	0	22.2	0	20.0
Non-permanent	10	83.3	10	77.8	10	80.0
Total	10	100.0	10	100.0	20	100.0
National TAFE workforce						
Permanent	210	50.9	320	50.6	530	50.7
Non-permanent	200	49.1	320	49.4	520	49.3
Total	410	100.0	640	100.0	1 050	100.0

Notes: Complete data supplied.

Totals may not sum due to rounding.

Table B40 Northern Territory TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	90	44.0	60	29.1	150	36.9
Part-time	0	1.0	0	1.6	10	1.3
Other ^(a)	110	55.1	130	69.3	250	61.9
Total	210	100.0	190	100.0	400	100.0
Non-teachers						
Full-time	10	6.7	50	11.6	60	10.1
Part-time	100	51.8	210	47.6	310	48.9
Other ^(a)	80	41.5	180	40.8	260	41.0
Total	200	100.0	440	100.0	630	100.0
Professionals						
Full-time	0	14.3	0	30.0	0	23.5
Part-time	0	0.0	0	0.0	0	0.0
Other ^(a)	10	85.7	10	70.0	10	76.5
Total	10	100.0	10	100.0	20	100.0
National TAFE workforce						
Full-time	110	25.7	110	17.1	210	20.4
Part-time	100	25.2	210	33.2	320	30.1
Other ^(a)	200	49.1	320	49.7	520	49.5
Total	410	100.0	640	100.0	1 050	100.0

Notes: (a) Contains casual/sessional and contract/temporary.

Complete data supplied.

Totals may not sum due to rounding.

Table B41 Northern Territory TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	5.8	26.4	15.9	8.4	30.2	19.1	7.3	28.7	17.9
6 months–1 year	6.3	9.5	7.8	3.7	10.5	7.1	4.7	10.1	7.4
1–2 years	15.9	24.4	20.0	16.1	17.8	16.9	16.0	20.3	18.1
2–4 years	19.2	24.4	21.8	22.3	23.5	22.9	21.1	23.8	22.4
5–9 years	22.1	6.5	14.4	22.0	9.8	16.0	22.0	8.5	15.4
10–14 years	16.3	3.5	10.0	17.3	5.4	11.4	16.9	4.7	10.9
15–19 years	9.1	3.0	6.1	6.2	1.0	3.6	7.3	1.7	4.6
20+ years	5.3	2.5	3.9	4.0	1.9	3.0	4.5	2.1	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Complete data supplied.

Table B42 Northern Territory TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	16.3	15.4	*	20.5	18.9	*	18.3	17.8	*
6 months–1 year	6.7	9.2	*	2.6	8.9	*	4.8	9.0	*
1–2 years	24.0	15.9	*	21.1	15.5	*	22.6	15.6	*
2–4 years	19.7	23.6	*	24.2	22.1	*	21.9	22.6	*
5–9 years	13.0	15.9	*	14.2	16.6	*	13.6	16.4	*
10–14 years	10.1	10.3	*	12.6	10.7	*	11.3	10.6	*
15–19 years	6.3	6.2	*	2.1	4.3	*	4.3	4.9	*
20+ years	3.8	3.6	*	2.6	3.0	*	3.3	3.2	*
Total	100.0	100.0	*	100.0	100.0	*	100.0	100.0	*

Notes: Complete data supplied.

* Not presented due to small numbers in cells.

Australian Capital Territory

Table B43 Australian Capital Territory TAFE workforce by job role and sex, 2008

	Male		Female		Total	
	No.	% (of state total)	No.	% (of state total)	No.	% (of state total)
Practitioners	270	27.6	340	34.1	610	61.7
Non-teachers	100	10.0	220	22.2	320	32.2
Professionals	20	1.9	40	4.2	60	6.1
Total	390	39.5	600	60.5	990	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B44 Australian Capital Territory TAFE workforce by age and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Less than 30 years	30	8.7	60	9.9	90	9.4
30–39 years	70	18.2	130	21.3	200	20.1
40–49 years	100	26.4	200	33.2	300	30.5
50–59 years	140	35.6	150	25.6	290	29.6
60 years and above	40	11.0	60	10.1	100	10.4
Total	390	100.0	600	100.0	990	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B45 Australian Capital Territory TAFE workforce by job role, staff position and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Permanent	110	39.3	120	35.3	230	37.1
Non-permanent	170	60.7	220	64.7	380	62.9
Total	270	100.0	340	100.0	610	100.0
Non-teachers						
Permanent	70	65.7	140	65.3	210	65.4
Non-permanent	30	34.3	80	34.7	110	34.6
Total	100	100.0	220	100.0	320	100.0
Professionals						
Permanent	20	84.2	40	87.8	50	86.7
Non-permanent	0	15.8	10	12.2	10	13.3
Total	20	100.0	40	100.0	60	100.0
National TAFE workforce						
Permanent	190	48.2	300	49.9	490	49.2
Non-permanent	200	51.8	300	50.1	500	50.8
Total	390	100.0	600	100.0	990	100.0

Notes: Complete data supplied.
Totals may not sum due to rounding.

Table B46 Australian Capital Territory TAFE workforce by job role, employment status and sex, 2008

	Male		Female		Total	
	No.	%	No.	%	No.	%
Practitioners						
Full-time	90	34.4	70	19.9	160	26.4
Part-time	10	4.4	50	15.2	60	10.4
Other ^(a)	170	61.1	220	64.9	380	63.2
Total	270	100.0	340	100.0	610	100.0
Non-teachers						
Full-time	60	62.2	120	56.0	180	58.0
Part-time	0	3.1	20	8.8	20	7.0
Other ^(a)	30	34.7	80	35.2	110	35.0
Total	100	100.0	220	100.0	310	100.0
Professionals						
Full-time	20	84.2	30	70.7	50	75.0
Part-time	0	0.0	10	17.1	10	11.7
Other ^(a)	0	15.8	10	12.2	10	13.3
Total	20	100.0	40	100.0	60	100.0
National TAFE workforce						
Full-time	170	43.9	220	36.6	390	39.5
Part-time	20	3.9	80	13.0	90	9.4
Other ^(a)	200	52.2	300	50.4	500	51.1
Total	390	100.0	590	100.0	980	100.0

Notes: (a) Contains casual/sessional and contract/temporary.
Incomplete data supplied.
Totals may not sum due to rounding.

Table B47 Australian Capital Territory TAFE workforce by length of service, staff position and sex, 2008

	Male			Female			Total		
	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total	Perm.	Non-perm.	Total
	%	%	%	%	%	%	%	%	%
<6 months	0.0	16.8	8.7	1.0	25.1	13.1	0.6	21.8	11.3
6 months–1 year	1.6	10.9	6.4	0.7	9.4	5.0	1.0	10.0	5.6
1–2 years	2.1	17.8	10.3	3.4	22.7	13.1	2.9	20.8	12.0
2–4 years	24.5	29.2	26.9	20.8	26.4	23.6	22.2	27.5	24.9
5–9 years	24.5	18.8	21.5	31.9	11.4	21.6	29.0	14.4	21.6
10–14 years	9.6	2.0	5.6	12.8	3.0	7.9	11.5	2.6	7.0
15–19 years	13.3	3.5	8.2	15.8	2.0	8.9	14.8	2.6	8.6
20+ years	24.5	1.0	12.3	13.8	0.0	6.9	17.9	0.4	9.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Complete data supplied.

Table B48 Australian Capital Territory TAFE workforce by length of service, job role and sex, 2008

	Male			Female			Total		
	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.	Practitioners	Non-teach.	Profs.
	%	%	%	%	%	%	%	%	%
<6 months	8.5	11.1	*	16.3	10.5	*	12.8	10.7	0.0
6 months–1 year	4.8	11.1	*	4.5	6.8	*	4.6	8.2	1.7
1–2 years	12.1	7.1	*	14.5	12.8	*	13.5	11.0	1.7
2–4 years	29.0	23.2	*	26.1	20.5	*	27.4	21.4	18.3
5–9 years	24.6	11.1	*	22.3	21.0	*	23.3	17.9	23.3
10–14 years	4.0	9.1	*	5.9	8.7	*	5.1	8.8	16.7
15–19 years	8.1	6.1	*	5.9	11.4	*	6.9	9.7	20.0
20+ years	8.8	21.2	*	4.5	8.2	*	6.4	12.3	18.3
Total	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0

Notes: Complete data supplied.

* Not presented due to small numbers in cells.

VET workforce collection: Feasibility report

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Summary

The aim of this paper is to consider what we need to know about the national VET workforce and how we should go about collecting the information. Currently there is no targeted and consistent collection of data on the VET workforce and information has to be inferred from other surveys and collections (such as the census). This limits how the data can be used for workforce planning and policy development.

This paper outlines the questions that should be addressed in a targeted collection of VET workforce data. The key areas of interest are:

- ✧ the nature of their work roles
- ✧ the qualifications and areas of teaching
- ✧ previous careers, motivation for entering VET workforce, and intention to remain there
- ✧ demographic characteristics
- ✧ characteristics of training organisations.

There are two possible ways of collecting the information. One is an administrative collection to gather information already stored in the human resources systems of training organisations and the other is a direct survey of employees. An administrative collection could provide a profile of the VET workforce in terms of employment characteristics, qualifications, teaching areas, demographics and workforce flows. An administrative collection is an effective way of collecting data if there is an ongoing need for such data. Although initial set-up costs can be high, these costs reduce once system changes are implemented. With the exception of characteristics of training organisations such as workforce flows, a survey could address all of the areas above as well as provide information on employees' job satisfaction, professional development activities, previous careers, motivation for entering the VET workforce and intention to remain there.

The choice of methodology will be based on the relative importance of the questions outlined above. It will also be affected by issues such as the time taken to implement, the running costs, and the scope of the collection. An administrative collection requires extensive negotiation with jurisdictions and takes several years to implement fully, although high compliance would be expected once agreement is reached among the jurisdictions. The steps required to develop an administrative collection are to:

- ✧ identify data elements required
- ✧ develop a statistical standard
- ✧ determine the reference period of the collection (for example, whole year versus two weeks)
- ✧ determine the degree of aggregation required (for example, unit record, collated)
- ✧ undertake the collection.

On the other hand, a survey is somewhat faster to implement and could also include private providers, if they are willing to participate. The major issues for consideration for a survey are ensuring a suitably representative sample, the cost of administration and determining who would fund it.

A survey requires a two-stage approach. The first is to contact training organisations to seek their assistance to contact their staff and the second is to survey the employees. The steps required to undertake a survey are to:

- ✧ develop and pilot a brief questionnaire for training organisations
- ✧ develop and pilot a questionnaire for employees
- ✧ randomly sample training organisations and commence contact
- ✧ randomly sample employees and commence contact.

The decision about how to collect the data will be based on the relative importance of different data items, and the advantages/disadvantages of the different methodologies. Both an administrative collection and a survey would provide information on basic demographics, employment characteristics, subject areas taught, and qualifications. An administrative collection would also provide information on workforce flows such as staff turnover and attrition. The cost of undertaking an administrative collection reduces after the initial set-up has been completed. On the other hand, a survey is useful for collecting information such as the motivation for entering the workforce and the intention to stay. Surveys are also faster to implement with fewer imposts on training organisations. The cost of undertaking a survey does not reduce significantly over time as the majority of the cost is in contacting the individual respondents.

Both methodologies have strengths and weaknesses. The best solution may be a combination of the two. Undertaking a regular (for example, annual) administrative collection of the public workforce is suggested if there is an ongoing need for the information. This would be supplemented with a survey of employees in both public and private providers every few years. Together this would provide a comprehensive picture of the VET workforce in Australia.

Regardless of the methodology or methodologies chosen, a national VET workforce collection is necessary to ensure that workforce planning and policy development are underpinned by reliable data.

Introduction

This paper is the final element of a three-part project on the VET workforce undertaken by NCVET in 2008. The first part is an analysis of ABS data from the 2005 Survey of Education and Training (SET) and the 2006 Census of Population and Housing (see Mlotkowski & Guthrie, 'Getting the measure of the VET professional: An update', commencing on page 13). It provides a demographic profile of VET professionals and practitioners and is an update of data presented originally in the NCVET (2004a) publication *Profiling the national VET workforce*. The second project is a point-in-time collection of the TAFE teaching workforce (see Nechvoglod, Mlotkowski & Guthrie, 'National TAFE workforce study 2008', commencing on page 29). It is an update of a study conducted in 2002 (NCVET 2004a) and is based on the collection of aggregate data for VET professionals, practitioners and non-teaching support staff from all jurisdictions. This paper is the third part. It looks to the future and considers what information about the VET workforce would be useful and how it might be collected. This is because there are currently no long-term strategies in place to collect accurate and descriptive data on the VET workforce that are nationally comparable.

Policy and strategic background

All state and territory governments and the Australian Government agreed to a new National Skills Workforce Development Agreement at the Council of Australian Governments meeting in November 2008. Under the new funding and accountability arrangements, responsibility for VET workforce development rests with the states and territories and they will manage this responsibility in line with the specific needs of their jurisdictions. Governments seek to develop a responsive, flexible and innovative training system to address the needs of industry, enterprises, and individuals. Effective approaches to VET workforce development are required to ensure Australia's training needs are met (Harris, Clayton & Chappell 2007). A sound knowledge base of the VET workforce and its characteristics are implicit in this. For example, in the United Kingdom the collection and use of robust data on their further education workforce is the first priority in their workforce development strategy (Lifelong Learning UK 2007).

The VET workforce is not well understood statistically in Australia. There is a lack of consistent data at the national level that can be used for comparative purposes to advise policy and underpin effective planning. This is despite having a regulatory framework that requires trainers and assessors to have relevant industry experience and qualifications. However, currently that information is not available at the national level. In a recent review of the Australian VET sector, an Organisation for Economic Co-operation and Development (OECD) report recommended that better data on VET teachers and trainers be systematically collected and used for planning and evaluation (Hoeckel, Field, Justesen & Kim 2008).

Defining the VET workforce

Defining the VET workforce is no easy task. The sector is diverse, with staff employed in a range of organisations such as:

- ✧ TAFE institutions (a profile of these is presented in NCVET 2006)

- ✧ other public providers, including schools, agricultural colleges and universities registered to provide VET programs and services
- ✧ private providers, including commercial providers, adult and community education providers, industry-based providers, group training companies, and enterprise-based providers.

Before scoping this workforce, we need first to consider how broad the categories of eligible provider institutions need to be. The starting point is to include in the potential scope the staff of all institutions registered on the National Training Information Service (NTIS), that is, all registered training organisations (RTOs). These provide formal VET qualifications listed under the Australian Qualifications Framework (AQF) and are subject to audit under the Australian Quality Training Framework (AQTF). Then it must be decided whether all registered providers should be in scope, or whether the collection should be restricted to those providers whose core business is the provision of training. This would exclude registered providers such as enterprise training organisations. Secondly, it also is clear that most TAFE providers and jurisdictions have staff data collections in some form (see the Nechvoglod, Mlotkowski & Guthrie report commencing on page 29). The issue is making these data holdings comparable by basing them on a set of agreed data elements.

Then we need to consider the nature of the workforce itself and how that is best and consistently described. Dickie et al. (2004) made a useful distinction between those directly (VET practitioner) and indirectly (VET professional) involved in teaching and learning, and those who work in a myriad of general roles in the broader VET workforce. They suggested that:

- ✧ *VET practitioner* be used to describe those staff of registered training organisations who are directly involved in the delivery of teaching, training and/or assessment programs that are nationally recognised. VET practitioners are a subset of VET professionals.
- ✧ *VET professional* be used to describe a larger group that includes both VET practitioners and those staff who provide leadership, management and support for teaching, training and assessment within registered training organisations, but who are not directly involved in the delivery of nationally recognised training. VET professionals are a subset of the VET workforce.
- ✧ *VET workforce* be used to describe all staff of registered training organisations, including VET practitioners and other VET professionals, together with staff working in generic, transferable roles such as accountants and marketing and maintenance staff.

Therefore the two key issues for defining the VET workforce are:

- ✧ determining the range of providers who are in scope
- ✧ developing a consistent set of descriptors that characterise the various roles of the VET workforce.

What do we need to know?

The VET sector is extremely diverse by nature of the range of education and training offered, and this diversity would be expected also in the workforce. What do we need to know about the VET workforce if we are specifically designing a collection? Some key areas are:

- ✧ the nature of their work roles
- ✧ the qualifications and areas of teaching
- ✧ previous careers, motivation for entering VET workforce, and intention to remain there
- ✧ demographic characteristics
- ✧ characteristics of training organisations.

Roles in the VET workforce

In previous studies, a key element has been determining how many of the workforce were directly involved in providing training (VET practitioners) compared with those whose roles may include delivery of training as well as provision of leadership, management and support (VET professionals). Clearly both VET practitioners and VET professionals are integral for the operation of training organisations. Separating those VET professionals who are directly involved in training from those who are not would allow a better understanding of the make-up of the VET workforce, although this distinction may not be easily achieved. VET work is now undertaken by teams and it is getting more difficult to distinguish those who, for example, have a direct involvement in the teaching, learning and assessment process from those who do not (NCVER 2004b).

Dickie et al. (2004) propose three broad categories, but more refined categorisations and definitions based around work functions could be more appropriate, including leadership/management, teaching and training, professional staff who support the teaching function, and finally staff in general organisational roles. These could possibly be derived from employment categories used in industrial agreements. Alternatively, definitions used in different circumstances could be mapped to a common nationally agreed framework.

The term 'VET workforce' is used throughout this paper to refer to both VET practitioners and VET professionals. It is therefore a narrower definition than that used by Dickie et al. (2004), who used it to encompass the entire workforce. Therefore data should be collected to ascertain the roles of those employed in the VET workforce with as much detail as possible.

In addition, a VET workforce collection should include descriptive information about employees' roles such as hours worked, salary, length of service and the employment contract (for example, permanent, contract, casual). The employment contract is of particular interest in the VET environment where many staff may be employed on a part-time or casual basis.

Qualifications and teaching areas

At the fundamental level, a VET workforce collection should be able to provide a profile of staff by teaching area (field of education). It is a key component to information collected about student enrolments (NCVER 2008) and this would complement that. Following from this, a pertinent question is whether staff have qualifications in the areas they are teaching. Mlotkowski and Guthrie (see report commencing on page 13) found that approximately one-quarter of VET professionals working outside TAFE had no post-school qualifications and that the majority of all VET professionals had no qualifications in the field of education or training. Therefore we would seek to know in what areas staff are teaching and whether they hold qualifications in those teaching areas at least to the level at which they are teaching. Further information about qualifications in education or training would also be sought for staff who have a teaching role. In fact, it is a requirement of registration for training organisations that they ensure that their trainers hold at least a Certificate IV in Training and Assessment or equivalent (Department of Education, Employment and Workplace Relations 2007).

Career—past, present and future

The VET sector differs from the schooling and higher education sectors in that its teaching staff are expected to have industry experience as well as teaching skills. This means that working in the VET sector is rarely a choice for a school leaver or new graduate from university. The previous (or even current, in the case of sessional employees) career of employees is therefore of interest. Also of interest is their motivation for entering the workforce, intention to stay, and job satisfaction. This would offer useful information in terms of recruitment and workforce planning. Lastly, data about professional development activities could be used to determine the maintenance of skills in the workplace. As with qualification and teaching area information, this is of most interest for those staff who have teaching roles.

Demographic characteristics of staff

Broadly speaking, a collection of data on the VET workforce should be able to describe the demographic characteristics of this group. At the very minimum, information about the age and sex of staff is required to compare with the general population and provide the basis for examining trends over time. In addition, information on disability and Indigenous status would provide contextual information and a point of comparison with data collected about the student population (NCVER 2008). The participation of Indigenous Australians in vocational education and training is a key performance measure for the VET sector (Department of Education, Employment and Workplace Relations 2008) and monitoring the number of Indigenous employees is one way to support this objective.

Characteristics of training organisations

The above areas would provide a comprehensive picture of the individuals working in the VET sector but it would not tell the entire story. The sector is extremely diverse and training is delivered by organisations, ranging from large, urban-based TAFE institutes to small private training organisations. The characteristics of training organisations warrant attention. This would include information such as the type of organisation (for example, TAFE, private enterprise-based etc.), location, and scope of training offered. Also important are data on areas such as staff turnover and attrition. Therefore information on the number of staff who left over a given period would be sought as well as the number of those who commenced. This information offers a context in which to interpret the individual results.

Existing data

Our current knowledge of the VET workforce is based on three data sources: the TAFE workforce collections at jurisdictional levels, the Survey of Education and Training, and the Census of Population and Housing. In the TAFE workforce collection in June 2002 only two fields (age and sex) could be consistently collected across all jurisdictions (NCVER 2004a).

An update of this study has been recently undertaken (see report commencing on page 29). There is a marked improvement in data availability in the 2008 collection. In 2008, information was collected from all jurisdictions about age, main subject area of teaching, employment status, paid hours worked in the collection period, sex, and staff position (permanent/non-permanent). Other information about job role and length of service were supplied by most jurisdictions. Information on disability and Indigenous status was provided by all but two states. The most problematic data item was the qualifications of staff. Two jurisdictions were not able to provide this data at all and other jurisdictions were able to provide data in varying levels of completeness. Nonetheless, this is still an improvement from 2002, where this was not able to be collected at all. Lastly, there were also issues with some jurisdictions providing a count of jobs rather than a head count of employees. This can lead to a possible overstatement of workforce size as one employee could hold more than one job. In those cases, a head count of employees was requested to allow comparison of the total numbers.

Other sources of information on the VET workforce are the Australian Bureau of Statistics Census of Population and Housing and Survey of Education and Training (SET). People working in the VET sector are identified in the census if they provide enough information for their occupation to be classified as VET teachers. Many do not provide sufficient information to classify to this level. Furthermore, the census only records the main job for any individual and many working in the VET sector do so as an adjunct to their main job. For these reasons, the number reported as VET teachers in the census is under-reported and this is a major limitation of this data source.

These issues are overcome to some extent in the Survey of Education and Training. The 2005 SET asked respondents whether they provide education or training in their main job, the types of education or training activities provided, the organisation that employs them to provide education or training, and whether they have a non-school qualification in education or training. The limitation is that data are only sought about respondents' main job. Those who undertake education and training separately from their main job will again be missed. There are many more identified as VET practitioners in the SET compared with the census.

In short, while there is some information about the VET workforce in Australia, it is not organised in a nationally consistent and useable way. This hampers attempts to undertake workforce planning and policy development in the national context as well as limits opportunities to compare data at the jurisdiction or provider level. This would be addressed by undertaking a national collection of the VET workforce.

Collection approaches

There are two broad approaches that are appropriate for collecting workforce data: administrative collections and surveys. The characteristics and considerations of both are discussed in the following sections.

Administrative collection

Ideally, administrative data collections offer opportunities to collect data at the individual employee level. Agreed standards are required to define data elements. These standards ensure that data are comparable across different training organisations and among jurisdictions. TAFE staffing data were collected for a few years in the early days of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). Work was begun on developing a resources module for the standard and included the staffing data. The data items were at the individual employee level and encompassed demographic and employment characteristics of staff, hours worked, qualifications, industry experience, and staff development. It also included detailed information about the training organisation and delivery location because it was intended to be part of a broader collection about resources. Despite the work done at that time, not all jurisdictions agreed to implement this part of the standard and therefore data were not collected from that point on.

There are precedents for using administrative collections for workforce collections in the schooling sector in Australia (ABS 2008) and within the further education sector in England (Lifelong Learning UK 2008). The English further education institution collection is known as the Staff Individualised Record and covers the following areas: basic demographics, annual salary, qualifications, and subject areas taught.

An administrative collection is suitable for large-scale collections, particularly where there is an ongoing need for data. Collection of data at the individual level means detailed analyses can be undertaken. In this case, the human resources systems in training organisations would provide the primary source of the information. An administrative collection can address questions about the size and general characteristics of the VET workforce. Once established, it provides data that can identify trends over time in the area. It also offers a chance to analyse data at the training provider level, such as staff turnover and attrition.

Issues with collecting data

While an administrative collection can provide regular and detailed information in a consistent way, there are some issues with this approach that need consideration. First, it can be difficult for training organisations to provide all the data required. Some required data may not be stored or even collected by training organisations and they would need to amend their processes and systems to collect them.

Even when the information is already collected, it may not be easy to provide it all in a consolidated way. While much of the information may be stored in human resources systems (for example, salary, employment periods, employment status), other information, such as employees'

qualifications or industry experience, may not be. Linking information across systems has proved difficult for providers and jurisdictions in the past.

It is essential to develop agreed standards and definitions and also ensure that underlying systems are changed to support reporting. These changes do take time to implement. The national VET data collections using the Australian Vocational Education and Training Management Information Statistical Standard allow a lead time of three years from changes being agreed, to their inclusion in a data collection for this reason. Some jurisdictions already collect workforce data for their own purposes and it can be difficult to align those collections with a national standard.

Another issue with an administrative collection is that it is likely to be limited to public providers. There can be significant set-up and maintenance costs with an administrative collection and little perceived return in the case of private providers. It is useful for governments at the state and federal level to have accurate data on the VET workforce to assist in workforce planning. However, this imperative does not exist to the same degree for private providers. Since most private providers are small (Harris, Simons & McCarthy 2006), they would already have a working knowledge of their workforce and any future needs. It is acknowledged that the omission of private training organisations from a VET workforce collection means that a complete picture of the workforce is not available.

Lastly, administrative collections do not support collection of subjective data. A direct survey of employees would be the best approach to gain information about issues such as attitudes to work, professional development activities, career and intention to remain in the sector.

Survey of employees

A survey approach could be used to collect information on motivation for entering the VET workforce, previous careers, intention to remain, and job satisfaction. Like an administrative collection, the collection of information at the individual employee level permits fine-grained analysis of data.

A survey of staff in Australian schools (McKenzie et al. 2008) has been recently undertaken. That study covered the following areas:

- ✧ basic demographics
- ✧ current teaching position (for example, basis and length of employment, levels and areas taught, salary)
- ✧ qualifications and current study
- ✧ motivation for becoming a teacher
- ✧ career in teaching (for example, pathway to teaching, previous occupations)
- ✧ future career intentions
- ✧ professional learning activities
- ✧ job satisfaction
- ✧ views on strategies to enhance attracting and retaining teachers.

Such an approach would be a good starting point for any proposed VET workforce survey, but is likely to be complicated by the nature of the VET workforce. Employment arrangements using core/peripheral models (NCVER 2004a) complicate the clear identification of who is directly employed as 'staff' and who is not (for example, those who provide consulting or outsourced services to VET providers).

Issues with collecting data

A survey offers some advantages over an administrative collection because there is no requirement to change existing systems to collect the data. This reduces the time lag between developing items and collecting data. It also eliminates any difficulties in standardising data items across multiple jurisdictions.

A survey also permits the collection of more detailed personal information (such as professional development) as well as subjective information. A survey approach would be the best way of measuring the previous career experience of staff, their motivations for working in the VET sector, and their future career intentions. Questions about job satisfaction also lend themselves to a survey methodology.

It may also be easier to engage private providers in a workforce survey because most of the collection effort in a survey is focused at the individual employee level rather than at the training provider level. Providers may be unwilling to change systems or provide detailed data for all employees but may support their staff participating in a survey.

The quality of any estimates about the VET sector will be governed by the size of the sample. Thought needs to be given to how to estimate the population of the VET workforce in the absence of a comprehensive workforce profile for the VET sector. Even the 2008 TAFE workforce study could not assist here as data were aggregated at the jurisdiction level rather than provided for individual institutions. Furthermore, it may be difficult to sample enough employees from small sub-populations (for example, Indigenous employees) to enable analysis of these groups. The strength of a survey lies in the subjective information that can be provided, while the ability to look at small sub-groups and time series data are the strengths of an administrative collection.

Overview of items

To summarise the previous sections, table 1 presents an overview of the data items and the two collection approaches.

Table 1 Overview of items and methodologies

Item	Administrative collection	Survey
Job role	✓	✓
Basis of employment (e.g. hours, sessional)	✓	✓
Length of employment	✓	✓
Salary	✓	✓
Qualifications	✓	✓
Subject areas taught	✓	✓
Previous career		✓
Motivation to join workforce		✓
Future career intentions		✓
Job satisfaction		✓
Professional development		✓
Demographics	✓	✓
Staff turnover	✓	
Staff attrition	✓	

Next steps

Weighing up the options

In addition to deciding on the key questions for attention, the relative merits of the different collection approaches need to be considered. An administrative collection would offer widespread coverage of the public workforce but the initial compliance costs for the training organisations could be high. A survey would reduce the costs and workload on training organisations, but is expensive to run. Table 2 presents some key issues associated with the two collection approaches.

Table 2 Overview of issues and collection approaches

Issue	Administrative collection	Survey
Implementation time	Lengthy for full implementation but can be done in stages	Relatively quick
Primary point of contact	State training authorities in jurisdictions	Training providers
Implementation costs	Borne by jurisdictions and training organisations	Borne by commissioning agent(s) + costs in time to training organisations and individuals
Approximate costs*	<u>First year (including development)</u> \$250K + significant costs for jurisdictions to change or set up systems <u>Subsequent years</u> Cost would reduce by approx \$50K. Costs to jurisdictions for maintenance would still exist	<u>First year (including development)</u> Between \$500K (online) to \$610K (mail-out) based on approximate sample sizes of 1175 RTOs and 37 500 employees + \$200K for telephone follow-up <u>Subsequent years</u> Cost would reduce by approx \$20K once survey development completed
Ongoing costs?	Expensive to set up but that reduces once systems are in place	Data collection costs do not reduce over time
Compliance?	Yes, once agreement is reached among all parties	Non-response may be an issue
Access to non-TAFE workforce?	Unlikely but could be a requirement for all in receipt of government funding	Yes, if training providers agree to assist to identify staff
Measure of size of the workforce?	Yes, but subject to limitations above	Yes, but subject to limitations of sampling frame

Note: * These estimates are indicative and should not be taken as a formal quote. They are based on NCVET undertaking the work and using existing infrastructure where possible. Costs would be greater if this were not the case.

Of course the ultimate option need not be one over the other, but could be a combination of the two, building on the strengths of both. In some ways, an administrative collection has advantages over a survey. If everyone participates in an administrative collection, the size of the total VET workforce and its characteristics are known and do not have to be estimated, as in a sample survey. On the other hand, it may be limited to public providers and cannot obtain subjective information.

Also, the ongoing requirement for information should be considered. Surveys are expensive to run. If information is required on an ongoing basis there is a case for developing an administrative collection and supplementing this with survey data at intervals. The administrative collection would provide data on demographics, employment characteristics, subject areas taught, and qualifications. This information could then be supplemented with subjective data from a survey.

Regardless of the approach, the first step in both cases is consultation. With an administrative collection, the primary points of contact are likely to be state training authorities in jurisdictions. The 2008 TAFE workforce study (see report commencing on page 29) has already forged some links with those in jurisdictions; however, the tight timelines on that project meant that extensive consultation was not possible. The success of a future administrative collection depends on the engagement of jurisdictions and individual providers and obviously consultation is an integral part of that. With a survey, the contact would occur directly with training organisations. Consultation with bodies representing training providers such as TAFE Directors Australia (TDA), the Australian Council of Independent Vocational Colleges (ACIVC) and the Australian Council for Private Education and Training (ACPET) must be part of the first step in implementing an effective collection strategy.

Administrative collection

Some jurisdictions already collect data on their VET workforces as part of broader public service workforce collections. Minimising the reporting burden for jurisdictions should be a key consideration. One way of doing this is to collaborate with those who already have collections and to fit the new collection as much as possible within those already undertaken. This involves developing data items in line with those already collected or mapping those existing data items to a statistical standard.

The first step is to outline the data elements required and then determine how they map to what is already available in jurisdictions. The 2008 TAFE workforce study (see report commencing on page 29) has identified which data items can be readily collected currently and which cannot. Again, extensive consultation with jurisdictions is required to develop items that are not currently available. The final outcome from those consultations would be the development of a statistical standard. The TAFE workforce study included a set of data element definitions that would be the starting point for this.

At the same time as developing the items for collection, it is necessary to discuss the reference period of the collection, the aggregation of the data, and the timelines for reporting. The two previous TAFE workforce collections have been point-in-time collections with a specific reference period (for example, two weeks in June in 2008). In contrast, the further education college collection in England covers an academic year and this approach means that staff who had left or started during the period are included. This then provides a measure of staff turnover and attrition. Due to the high level of sessional staff, any point-in-time collection will understate the size of the workforce. Therefore collecting data for a year at a time is preferable, although it could lead to the problem of counting staff with multiple short-term contracts more than once.

The degree of aggregation of the data will be driven by two factors: the optimal level required to answer the key questions and the ability/willingness of jurisdictions to provide detailed information. It is ideal to get unit record information for analysis purposes. This is particularly useful if new research questions emerge over time. That said, jurisdictions may be unwilling or unable to provide unit record information on their staff and may prefer to complete summarised templates, as occurred with the 2002 and 2008 TAFE teacher data collections. This would limit the statistical value of the collection.

The timelines for introducing the collection will depend on which items can be collected immediately and which items will require time to be developed or implemented. This is particularly jurisdiction-dependent. Those jurisdictions who already undertake workforce collections could either be at an advantage or disadvantage, depending on the flexibility of their collections. It will be necessary to allow several years from commencing consultations about items to having a full data collection underway, if the process for amending the statistical standard for the National VET Provider collection is taken as an example.

Survey of employees

A VET workforce survey would have two stages. The first would involve a survey of training organisations from which the size of the VET workforce could be estimated. Training organisations would be selected from the National Training Information Service (NTIS), on which approximately 4500 training organisations are registered. Information held in this database includes state of registration and provider type. This offers a comprehensive listing and would be the most efficient way of identifying in-scope training organisations. Use of the National Training Information Service therefore facilitates the selection of a stratified random sample. A telephone interview would be used to collect information on the approximate size of the workforce and whether they had any difficulties recruiting or retaining staff.

The employer survey would aim to achieve 450 completed interviews (10% of all registered training organisations) from a stratified sample of 1125 registered training organisations. This is based on a response rate of 40%.

The second component would involve a random sample of employees whose employer completed the employer survey. Employees would be asked to complete a mail-out survey with an online completion option about the areas presented in table 1. If we assume the estimated population of the VET workforce is approximately 150 000 employees (based on estimates from Nechvoglod, Mlotkowski & Guthrie's report commencing on page 29 and Harris, Simons & McCarthy 2006), 37 500 employees would be sampled, to give an expected return of 15 000 completed surveys. This assumes a response rate of 40% for employees.

Pilot tests would be conducted for both the employer and employee surveys as part of the survey development process.

Conclusion

The decision of how to collect the data will be based on the relative importance of different data items and the advantages/disadvantages of the different methodologies. Both an administrative collection and a survey would provide information on basic demographics, employment characteristics, subject areas taught, and qualifications. An administrative collection would also provide information on workforce flows such as staff turnover and attrition. On the other hand, a survey is useful for collecting information such as the motivation for entering the workforce and the intention to stay. Surveys are also faster to implement with fewer imposts on training organisations.

Both methodologies have strengths and weaknesses. The best solution may be a combination of the two. Undertaking a regular (for example, annual) administrative collection of the public workforce is suggested if there is an ongoing need for the information. This would be supplemented with a survey of employees in both public and private providers every few years. Together this would provide a comprehensive picture of the VET workforce in Australia.

Regardless of the methodology or methodologies chosen, a VET workforce collection is necessary to ensure that workforce planning and policy development are underpinned by reliable data.

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