



NCVER

AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING STATISTICS

HIGHLIGHTS

- 1.6 million students were enrolled in the public VET system in 2004.
- The training participation rate of the working-age population (15 to 64-year-olds) was 11.3%.
- Apprentices and trainees undertaking their off-the-job training in the public VET system accounted for 15.5% of VET students.
- 86% of TAFE graduates were employed or in further study after their training.
- The proportion of Australian senior secondary students participating in VET in Schools programs increased from 48.3% in 2003 to 50.4% in 2004.

POCKET GUIDE

Issued 2005

This pocket guide presents statistics about:

- the public VET system, which includes technical and further education (TAFE) institutes and other government providers, community education providers and publicly funded delivery by private providers
- apprentices and trainees, which include those who are undertaking vocational training through a contracted training arrangement
- the finance and expenditure of Australia's public VET system
- training outcomes for those who completed training at a TAFE institute
- VET in Schools programs that contribute to a student's senior secondary certificate, as well as a VET qualification
- overseas students studying onshore in VET.

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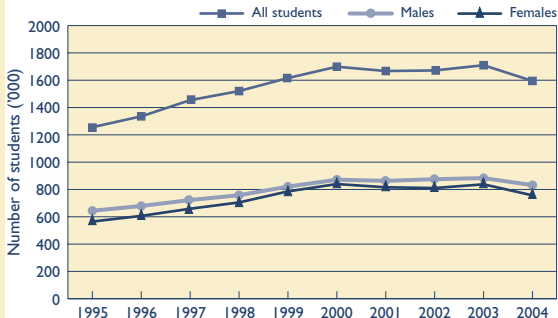
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VET STUDENTS

Between 2003 and 2004:

- Student numbers declined by 7.1% and the total annual delivery hours declined by 2.6%. This decline follows a generally stable period of growth from 2000 to 2003.
- Male students decreased by 5.4% and female students decreased by 8.8%.

NUMBER OF STUDENTS BY SEX, PUBLIC VET SYSTEM, 1995–2004



Note: In 2004, there were 64 600 students reported in the New South Wales adult and community education (ACE) sector compared with 113 200 students in the previous year (43% decrease).

VET STUDENTS

In 2004:

- Around nine out of every ten students were studying on a part-time basis (fewer than 540 hours per year).
- Apprentices and trainees undertaking their off-the-job training in the public VET system comprised 15.5% of VET students.

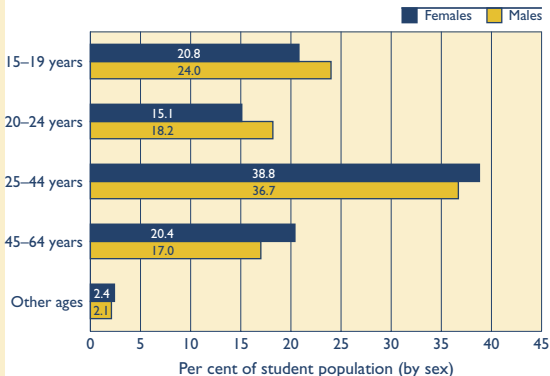
STUDENT DIVERSITY, PUBLIC VET SYSTEM, 2003–04

Student characteristic	2003	2004		2003–04
	('000)	('000)	% of total students	% change
Female	834.4	760.7	47.7	-8.8
15–24 years	632.4	624.2	39.1	-1.3
45 years & over	357.6	322.5	20.2	-9.8
Students with a disability	91.4	90.2	5.7	-1.4
Indigenous	58.1	56.7	3.6	-2.5
Non-English speaking background	201.7	193.0	12.1	-4.3
Studying full-time	172.8	169.8	10.6	-1.8
Apprentices & trainees undertaking off-the-job training	255.4	247.6	15.5	-3.1
Total students	1717.8	1595.2	n.a.	-7.1

VET STUDENTS

- In 2004, the average age of a student in the public VET system was 31 years, with male students (average age 31 years) having a slightly younger profile than female students (average age 32 years).
- Between 2003 and 2004, students aged 15 to 19 years increased by 0.6%.

STUDENTS BY AGE AND SEX, PUBLIC VET SYSTEM, 2004



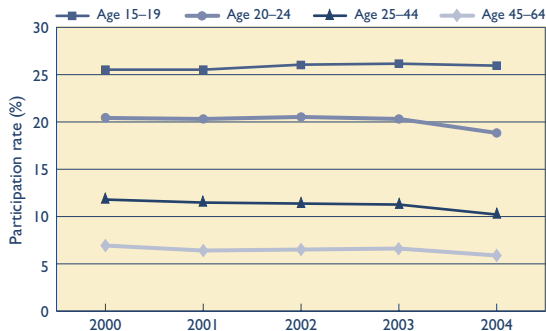
Note: 'Other ages' includes students aged 14 years and under and students aged 65 years and over. The proportions may not add to 100% within each sex grouping due to a small proportion of students having unknown ages.

VET STUDENTS

In 2004:

- 11.3% of Australia's working-age population (15 to 64-year-olds) participated in the public VET system.
- VET participation rates were greatest amongst 15 to 19-year-olds (25.9%) and lowest amongst 45 to 64-year-olds (6.1%).

STUDENT PARTICIPATION RATE BY AGE GROUP, PUBLIC VET SYSTEM, 2000–04



Sources: 2000–01 figures: ABS March 2003, *Population by age and sex, Australian states and territories, June 1997–2002, 2001 Census edition – Final*, cat. no. 3201.0, tables 9–10; 2002 figures: ABS December 2003, *Population by age and sex, Australian states and territories, June 2003*, cat. no. 3201.0, table 6; 2003–2004 figures: ABS December 2004, *Population by age and sex, Australian states and territories, June 2004*, cat. no. 3201.0, tables 6 and 7, ABS, Adelaide

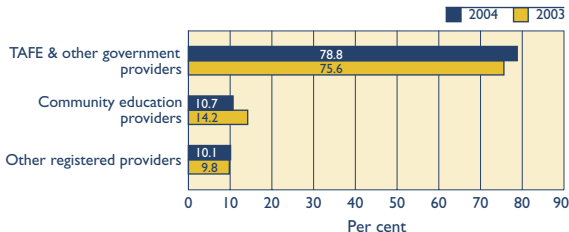
TRAINING PROVIDERS

Public VET training providers in 2004 included:

- 68 TAFE institutes
- 518 community education providers
- over 1300 other registered providers (mainly private providers)
- 10 agricultural colleges and other government providers.

Between 2003 and 2004, students studying with TAFE and other government providers declined by 3.2% and students studying with community education providers declined by 29.8%.

STUDENTS BY PROVIDER TYPE, PUBLIC VET SYSTEM, 2003–04

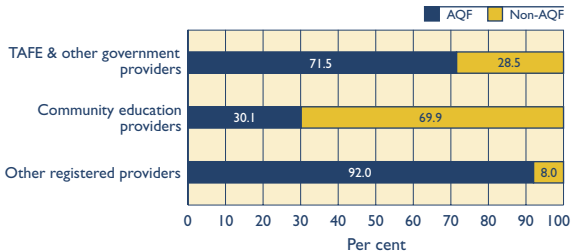


Note: Students in Queensland who attended more than one type of provider in the reporting period are not shown in the figure; therefore proportions do not add to 100%.

TRAINING PROVIDERS

Students enrolled in VET programs can undertake courses recognised under the Australian Qualifications Framework (AQF), giving them a nationally recognised qualification on completion.

STUDENTS BY PROVIDER TYPE AND QUALIFICATION TYPE, PUBLIC VET SYSTEM, 2004



TRAINING PROVIDERS

- In 2004, 72% of all hours of training in the public VET system were delivered at TAFE and other government providers and were funded by Commonwealth and state funding.
- Between 2003 and 2004, hours of training with funding source reported by TAFE and other government providers as fee-for-service (funding provided by individuals or organisations) increased by 0.8%.

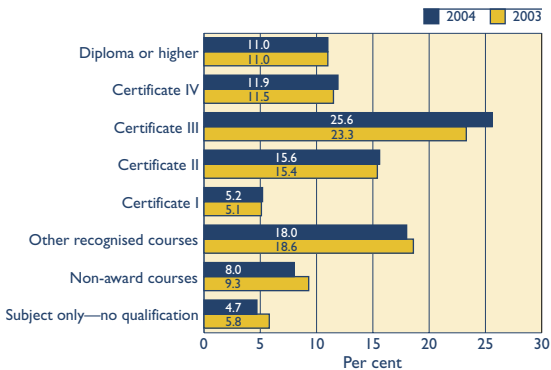
ANNUAL HOURS BY MAJOR FUNDING OF TRAINING IN THE PUBLIC VET SYSTEM AND PROVIDER TYPE, 2003–04

	2003 ('000 000)	2004 ('000 000)	2004 %	2003–04 % change
<i>TAFE & other government providers</i>				
Commonwealth & state funding	253.2	246.4	72.0	-2.7
Fee-for-service	39.7	40.0	11.7	0.8
Overseas full-fee-paying	11.8	11.5	3.4	-3.0
Sub-total TAFE & other government	304.7	297.8	87.0	-2.3
<i>Community education providers</i>				
Commonwealth & state funding	11.1	10.2	3.0	-7.9
Fee-for-service	3.1	2.2	0.6	-29.7
Sub-total community education providers	14.2	12.4	3.6	-12.5
<i>Other registered providers</i>				
Commonwealth & state funding	32.8	32.1	9.4	-2.0
Total annual hours	351.7	342.4	100.0	-2.6

COURSES AND QUALIFICATIONS

- In 2004, around seven in ten students were enrolled in a qualification recognised under the Australian Qualifications Framework.
- Almost half of all students were enrolled in AQF certificate III qualifications or higher.
- Between 2003 and 2004, students studying for AQF qualifications declined by 2.9%; students studying for non-AQF qualifications declined by 15.4%.

STUDENTS BY MAJOR QUALIFICATION, PUBLIC VET SYSTEM, 2003–2004

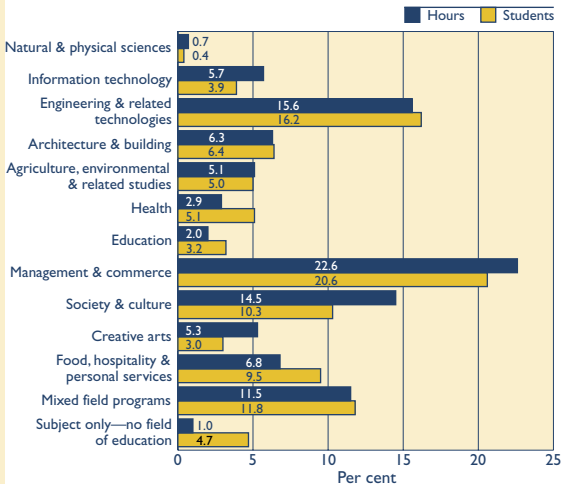


Note: 'Other recognised courses' includes secondary education.

COURSES AND QUALIFICATIONS

- In 2004, management and commerce was the dominant field of education, with 20.6% of students and 22.6% of hours.
- Between 2003 and 2004, mixed field programs recorded the highest growth (14.1% increase).

MAJOR FIELD OF EDUCATION, STUDENTS AND HOURS OF DELIVERY, 2004



Note: 'Mixed field programs' include general education programs, social skills courses, employment skills courses and other courses.

TRAINING ACTIVITY

TRAINING PACKAGES

A training package is a set of units of competency which, when combined, lead to recognised qualifications for a specific occupation or industry. They are developed by industry with the aim of meeting the needs of an industry or group of industries.

In 2004:

- 50.9% of VET students were enrolled in national training packages and training packages accounted for 63.5% of all hours of training.
- The most popular training packages included business services, community services and hospitality.

Between 2003 and 2004, students undertaking national training packages increased by 2.9%.

TRAINING PACKAGE PROFILE, 2003–04

	2003		2004		2003–04
	('000)	% of total	('000)	% of total	% change
Students	788.1	45.9	811.2	50.9	2.9
Hours of training	208 829.0	59.4	217 255.7	63.5	4.0
Units of competency (subjects)	7 533.0	63.2	7 477.5	65.9	-0.7

SUBJECT ENROLMENTS

In 2004:

- There were 11.3 million subject enrolments.
- 71.6% of all subject enrolments resulted in an assessed pass outcome or recognition of prior learning.

SUBJECT ENROLMENTS BY OUTCOME, PUBLIC VET SYSTEM, 2003–04

	2003 (‘000)	2004 (‘000)	%	2003–04 % change
Assessed—passed	8 117.2	7 827.6	69.0	-3.6
Recognition of prior learning	355.3	291.4	2.6	-18.0
Assessed—failed	922.6	851.1	7.5	-7.8
Withdrawn	1 045.7	1 015.5	9.0	-2.9
Continuing studies	760.4	741.1	6.5	-2.5
Not assessed—completed	669.4	577.4	5.1	-13.7
Not assessed—not completed	57.8	38.1	0.3	-34.1
Total subject enrolments	11 928.4	11 342.1	100.0	-4.9

TRAINING ACTIVITY

Between 2002 and 2003:

- The total number of AQF qualifications completed declined by 2.7%.
- AQF certificate III qualifications completed increased by 4.9% and AQF certificate IV qualifications completed increased by 2.9%.

STUDENTS BY QUALIFICATION COMPLETED, PUBLIC VET SYSTEM, 2002–03

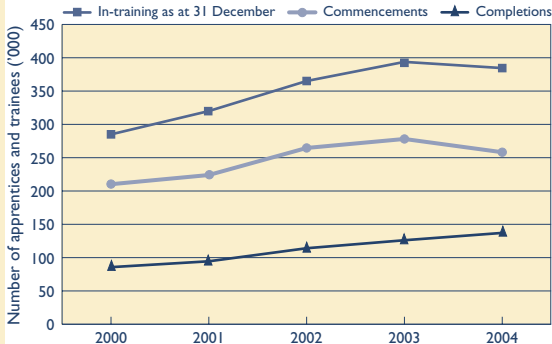
	2002 (’000)	2003 (’000)	2002–03 % change
<i>AQF qualifications</i>			
Diplomas & above	40.7	39.9	-2.0
Certificate IV	54.2	55.8	2.9
Certificate III	94.7	99.4	4.9
Certificate II	78.4	68.6	-12.4
Certificate I	21.7	18.3	-15.7
Senior secondary	0.2	0.2	-11.0
Total qualifications completed	289.9	282.2	-2.7

Note: Final qualifications completed data for 2004 will not be available until 2006 when late notification of qualifications completed are received as part of the 2005 data collection.

APPRENTICES AND TRAINEES

- Apprentices and trainees in-training decreased from 393 800 at 31 December 2003 to 384 500 at 31 December 2004 (2.4% decrease).
- There were 258 200 commencements in 2004, representing a 7.1% decrease over the commencements recorded for the previous year.
- There were 137 100 completions in 2004, representing an 8.7% increase over the completions recorded in 2003.

TRAINING ACTIVITY: APPRENTICES AND TRAINEES, 2000–04



Notes: 2003 in-training figures and 2004 in-training commencement and completion figures are estimated. The number of apprentices and trainees in-training is shown at 31 December. The figures for commencements and completions relate to calendar years.

Source: NCVER National Apprentice and Trainee Collection, based on June 2005 estimates

APPRENTICES AND TRAINEES

- The occupation groups with the highest number of apprentices and trainees in-training were *trades and related workers*, and *intermediate clerical, sales and service workers*.
- Between 2003 and 2004, the *managers and administrators* occupation group recorded the highest growth in apprentices and trainees in-training (32.8% increase), albeit from a low base. The largest decrease (15.1%) occurred in the *labourers and related workers* occupation group.

APPRENTICES AND TRAINEES IN-TRAINING BY OCCUPATION CATEGORY, 31 DECEMBER, 2003–04

	2003 ('000)	2004 ('000)	2003–04 % change
Managers & administrators	3.3	4.4	32.8
Professionals	2.5	2.6	3.0
Associate professionals	24.2	25.9	6.9
Trades & related workers	142.9	153.5	7.5
Advanced clerical & service workers	6.6	6.1	-7.5
Intermediate clerical, sales & service workers	111.1	96.7	-13.0
Intermediate production & transport workers	49.9	47.5	-4.9
Elementary clerical, sales & service workers	22.2	21.5	-3.2
Labourers & related workers	30.9	26.3	-15.1
Total in-training	393.8	384.5	-2.4

Note: The 2003 and 2004 in-training figures are estimated.

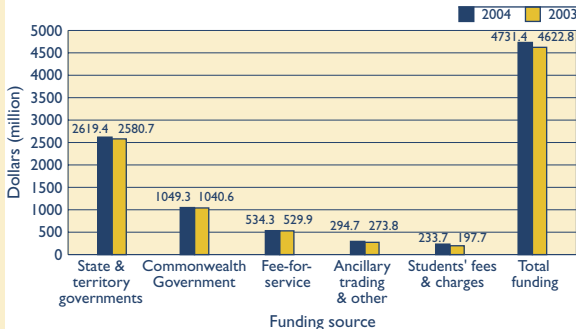
Source: NCVER National Apprentice and Trainee Collection, based on June 2005 estimates

EXPENDITURES AND REVENUES

In 2004:

- State and territory governments were the major source of revenue for public vocational education and training (55.4%) followed by the Australian Government (22.2%).
- Total recurrent expenditures in Australia's public VET system were around \$4887.1 million.
- Employee costs were the major component of operations expenditures (60.0%).

RECURRENT REVENUES, PUBLIC VET SYSTEM, 2003–04

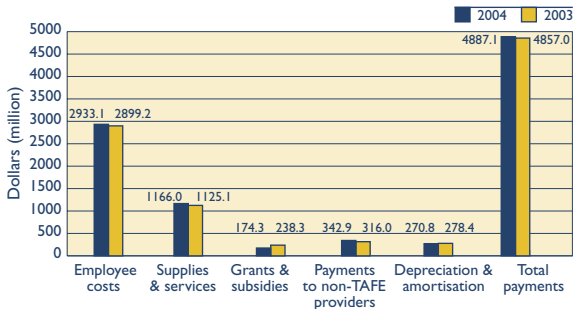


Note: All figures are in actual values for the year.

Source: NCVER *Australian vocational education and training statistics: Financial Information 2004*

EXPENDITURE AND REVENUES

RECURRENT EXPENDITURES, PUBLIC VET SYSTEM, 2003–04



Note: Includes other operating expenses. All figures are in actual values for the year.

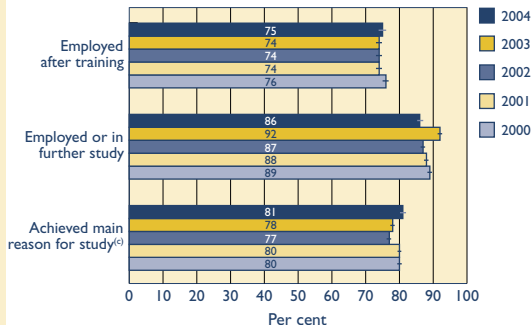
Source: NCVET Australian vocational education and training statistics: Financial Information 2004

OUTCOMES OF TRAINING

The next three pages provide information on the training outcomes for graduates and module completers who undertook training at a TAFE institute in the previous year:

- 75% of all graduates were employed after their training.
- 86% of all graduates were employed or in further study after their training.

PER CENT OF GRADUATES^(a) BY KEY OUTCOME MEASURES, 2000–04^(b)



Notes: (a) As a result of new methodology introduced in 2003, graduates are defined differently from those published in previous years. Data for previous years have been revised in line with the new definitions.

(b) Error bars define the 95% confidence interval for the estimated proportions.

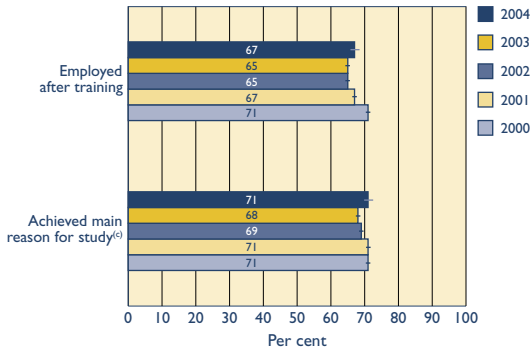
(c) Includes fully or partially achieved main reason.

Source: NCVET Student Outcomes Survey, 2004

OUTCOMES OF TRAINING

- In 2004, 67% of module completers were employed after their training.

PER CENT OF MODULE COMPLETERS^(a) BY KEY OUTCOME MEASURES, 2000–04^(b)



Notes (a) Module completers are students who have successfully completed part of a course (at least one module) without gaining a qualification.

(b) Error bars define the 95% confidence interval for the estimated proportions.

(c) Includes fully or partially achieved main reason.

Source: NCVER Student Outcomes Survey, 2004

OUTCOMES OF TRAINING

- 32% of graduates were enrolled in further study after their TAFE training in 2003.
- The majority of graduates (85%) and module completers (77%) were satisfied with the overall quality of their TAFE training.

KEY FINDINGS, 2004

	Graduates %	Module completers %
<i>Further study outcomes</i>		
Enrolled in further study	32	(b)
- Studying at university	7	n.a.
- Studying at a TAFE institute ^(a)	21	n.a.
- Studying at a private provider or other registered provider	4	n.a.
<i>Satisfaction outcomes</i>		
Students who were satisfied with the overall quality of their training	85	77
Of those employed, students who reported that their training was highly or somewhat relevant to their current job	73	56

Notes: (a) Includes TAFE divisions of universities.

(b) These findings are not applicable to module completers.

Source: NCVER Student Outcomes Survey, 2004

VET IN SCHOOLS STUDENTS

VET in Schools programs are recognised under the Australian Qualifications Framework and contribute towards the students' senior secondary certificates. Some school students undertake their training in the mainstream VET system and are also counted in the figures for VET students.

- The number of school students studying VET courses reached 211 900, an increase of 4.4% between 2003 and 2004.
- The proportion of senior secondary students participating in VET in Schools programs increased from 48.3% in 2003 to 50.4% in 2004.

VET IN SCHOOLS ACTIVITY, 2003–04

	2003	2004	2003–04 % change
Number of senior secondary students ('000) ^(a)	419.9	420.1	0.0
Number of VET in Schools students ('000) ^(b)	202.9	211.9	4.4
Students (%)			
AQF certificate II	64.5	60.7	-3.2
AQF certificate I	17.8	15.3	-11.4
Other students	17.7	24.0	39.4

Notes: (a) Sources: ABS February 2004 & February 2005, *Schools, Australia*, cat. no.4221.0, table 8, ABS, Canberra.

(b) Source: Ministerial Council on Education, Employment, Training and Youth Affairs Taskforce on Transition from School 2005, 'National data on participation in VET in Schools programs and school-based New Apprenticeships for the 2004 school year' (unpublished).

OVERSEAS ONSHORE STUDENTS

Between 2003 and 2004, the number of overseas full-fee-paying students studying in the public VET system decreased by 2.0%.

OVERSEAS VISA STUDENTS STUDYING ONSHORE IN VET, 2003–04

	2003 (’000)	2004 (’000)	2003–04 % change
Public sector ^(a)	22.1	21.7	-2.0
Private sector ^(b)	33.5	35.7	6.6
VET total^(c)	55.6	57.3	3.2

Notes: (a) Source: NCVER National VET Provider Collection.

(b) Students in the private sector were derived by subtracting students in the public sector from the VET total.

(c) Source: Australian Education International (AEI) statistics. These statistics represent student course enrolments and may be greater than the actual number of students.

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