

NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH

Initial training for VET teachers: a portrait within a larger canvas



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Australian Government
Department of Education, Employment
and Workplace Relations

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Initial training for VET teachers: a portrait within a larger canvas

Hugh Guthrie, Alicen McNaughton and Tracy Gamlin

This study focuses on a critical aspect of the vocational education and training (VET) workforce: initial VET teacher training. It has identified the generic teacher education courses offered both by the VET and higher education sectors, ranging from the Certificate IV in Training and Assessment (now the Certificate IV in Training and Education) to graduate diplomas. The certificate IV is not only the most significant in student number terms, but it is also the one true initial qualification. All the others are post-initial and targeted at teachers with some experience.

Key messages include:

- ✧ Student numbers are very high for the certificate IV. Numbers are modest for the VET diploma programs, and the total numbers in higher education courses are declining.
- ✧ The certificate IV is delivered well by some providers. However, more stringent regulation of this qualification is required, given its current pivotal role in providing initial teaching skills.
- ✧ Initial teachers also need access to a sound induction process and support from more experienced mentors to underpin, increase and help cement their foundational teaching skills.
- ✧ There needs to be an increased emphasis on high-quality continuing professional development. This should come in a variety of forms: formal courses at diploma level and above; effective non-formal learning; and a supportive and challenging learning culture and practices within the providers themselves.

Universities are losing their importance in VET teacher development, and this is having undesirable consequences on the depth of VET teacher professionalism. However, to strengthen their role, they need to offer flexible programs, given the competing priorities on time-poor VET teachers. Specifically, they need to develop strong connections with the VET sector and build partnerships with those providing teacher preparation programs in the VET sector itself.

Tom Karmel
Managing Director, NCVER

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Executive summary

This report examines initial vocational education and training (VET) teacher training. It focuses specifically on teachers in institutional settings, particularly public and private VET registered training organisations (RTOs). The present project set out to investigate generic VET teaching qualifications, ranging from a certificate IV to an advanced diploma delivered by VET and associate and bachelor degrees, to graduate diplomas delivered by higher education. It is part of a significant body of current work concerned with VET workforce and teaching issues and also draws on that work.

Specifically, our study aimed to:

- ✧ identify the key teaching qualifications currently available for initial VET teachers being delivered across Australia and document their key attributes
- ✧ use available data from 2006 to 2008 on initial teacher training courses to identify trends in enrolment numbers, numbers continuing and completing, the characteristics of learners accessing these courses and the level of qualifications already held before commencing their teaching award. Information on the outcomes for the VET-level courses was also examined, by means of the Student Outcomes Survey (SOS).

Information about the individual courses offered in both VET and higher education was based on offerings in 2010.

A range of issues needed to be considered in scoping the project. The first is defining an initial VET teacher. This is not as easy as first appears, as this group comes with a wide range of prior experience not only in their own vocation, but possibly also in teaching and training. They may be employed under varying arrangements, from permanent to casual, and thus have different levels of attachment to the VET sector and to teaching. This may affect the levels of investment they are prepared to make in acquiring their initial teaching qualification.

The second issue is what constitutes an initial teaching qualification. This, too, is not a precise concept, because most of the qualifications considered here might be regarded as generic rather than initial. The one true initial qualification is the Certificate IV in Training and Assessment (Certificate IV TAA)—now the Certificate IV in Training and Education (Certificate IV TAE). Most if not all of the other generic teaching qualifications in our project scope are, in fact, post-initial qualifications.

The VET sector has six active teacher qualifications. Of these, three—the Certificate IV in Training and Assessment; the Diploma of Training and Assessment (Diploma TAA); and the Diploma of VET Practice, a Victorian award—are the most significant.

In excess of 800 providers have the Certificate IV in Training and Assessment on scope, while about 140 are registered to deliver the Diploma of Training and Assessment. The total number undertaking the Certificate IV in Training and Assessment is unknown because the NCVER data cover only a proportion of those providers with this qualification on scope. Nevertheless, some 30 950 commencements and continuing enrolments (and nearly 11 500 completions) were reported to NCVER in 2008 (see table A2, appendix 1). The age profile for the Certificate IV in Training and Assessment students is relatively old, with around 42 years of age being the average for commencing students. Most have completed some post-secondary education and about three-

quarters of those already have a qualification at certificate IV or higher. Many of these—over 40%—had a degree or higher degree. This course has the largest student numbers and in that sense is the most significant offering in VET teacher training.

Relatively few are undertaking the Diploma of Training and Assessment. Those who do are slightly older on average and more highly qualified on commencement than the certificate IV students. The Diploma of VET Practice is a Victorian qualification. It has a different demographic from both the certificate IV and the diploma. This diploma has the greatest proportion of students who have a post-school qualification, but it also has the smallest proportion with a qualification at bachelor level or above. It is also has a higher concentration of males than the other two courses. The total number of commencements and continuing enrolments in 2008 for the Diploma of Training and Assessment and the Diploma of VET Practice are around 960 and 580 respectively (see table A2, appendix 1).

The poor quality of delivery of the Certificate IV in Training and Assessment is a particular issue. Improving its quality may require a more stringent examination of the providers that offer it; furthermore, the minimum levels of qualification and experience of the staff teaching the program should also be increased. A point for consideration is that no-one should be able to undertake the program without having the associated practical experience to ground what they are learning in the realities of their work role.

Another issue which has received less attention is the extent and quality of initial teacher induction and support, particularly access to high-quality mentors. VET providers need to support their staff appropriately to help them transition to this new role or teaching context. While this might best be done with an intensive offering of a foundational qualification, this may not suit all staff, casual staff in particular. Creative and complementary approaches to the delivery of initial teacher training and supporting beginning staff are required. Finally, it might even be argued that, while the quality of initial training and support is important, access to—and the quality of—ongoing and professional development is ultimately of greatest significance.

The higher education sector had 20 institutions active in 2008, although a number were clearly winding down their offerings. Higher education providers are concentrated in New South Wales and Queensland. By 2010, only 14 institutions were still active. The university-based courses are offered at both graduate and postgraduate levels, with most (13 of the 20) institutions offering both in 2008.

Overall student numbers appear to be declining in higher education, sitting at around 2000 students in 2008 and down from about 2400 in 2006. Over 65% of all students were enrolled in bachelor-level programs in 2008 and just under half were studying externally. In 2008, three-quarters of the students were enrolled at just seven of 20 providers. Many have relatively small student numbers and several have indicated that they are continuing to offer awards that may be barely viable.

The content areas of all courses are broadly similar. Most courses—whether VET or higher education—operate on a core and options approach, although a number also have major study areas to deal with the specific needs of particular groups, and some have lower-level awards nested within them. The redevelopment of the Diploma of Training and Assessment program offers the opportunity to address the more specialised training needs of staff through options and skills sets.

A number of the higher-level courses have a component aimed at providing an opportunity to undertake or certify continuing professional development activities. Such programs can be built around the key work roles and specialities of teachers, while advanced studies in key generic teaching and learning disciplines such as assessment can also be provided. Others have components or learning approaches that enable students to use their own work role to focus their learning experiences, or alternatively, conduct research into topic areas of interest.

The durations of the bachelor degrees are variable, but are around two to three years, after normal credit and admissions criteria have been met. Postgraduate awards are typically one-year equivalent full-time. Admissions criteria and credit arrangements are variable, and the higher education institutions in particular have varying degrees of stringency. Some are quite open, even at postgraduate level. A few of the others will only give substantial credit if students have completed other teaching awards; for example, the Diploma of Training and Assessment.

Teacher education courses offered both by VET and higher education will continue to survive if they offer programs that address the real development needs of VET teachers as they work to build their skills. Teachers have many choices in undertaking ongoing professional development, so that formal courses have to offer real benefits over other options.

Teacher education courses will also survive where there is a compelling reason to undertake them, such as regulatory pressure, a salary bar, or a requirement to be considered for promotion or a particularly desirable position. However, the qualifications need to provide skills, offer pathways and open doors that are valued by teachers and their employers alike.

Both VET and higher education providers need to actively engage with their client groups and other providers through appropriate partnerships and networks. It is also important that, as students, VET teachers are able to get other professional development appropriately recognised within such awards. Likewise, it is important that the learning approaches used are authentic and enable both initial and more experienced VET teachers to grow and develop through a critical reflection of their everyday practice, or by taking on specific action learning and other projects during their course.

It may also be time to acknowledge a wider range of teacher qualifications than the Certificate IV in Training and Assessment that might be regarded as 'initial', especially if the alternatives are tied more appropriately to teacher work roles and the particular demographics of the students they teach, such as those working in language, literacy and numeracy roles, English as a second language or teaching in degree courses offered in VET.

Finally, it is difficult to obtain a clear picture of the demographics of the VET workforce and what motivates people to enter, stay and move around within it. This research is needed to help us to understand the design and delivery issues confronting both initial and subsequent teacher training and development. Initial teacher training represents the portrait this report paints. However, this portrait needs to be seen within the larger canvas of ongoing professional development and the range of issues that teachers and the broader VET workforce face in their work. This explains our reference to a larger canvas.

Initial teacher training: the context

Initial teacher training has been a topic of interest, on and off, for many years now, starting with the Fleming report in 1978. The history of this topic had previously been documented by one of the authors (Guthrie 2010a).

VET teaching and teacher training is now receiving almost unprecedented attention. Skills Australia has raised concerns about the ageing tertiary workforce, and how to attract, develop and retain the academics, teachers and trainers for the future (Skills Australia 2010). The Productivity Commission examined:

- ✧ current and future demand for the VET workforce, and the mix of knowledge and skill required to meet current and future workforce supply
- ✧ the structure and mix of the workforce and its efficiency and effectiveness
- ✧ workforce planning and development in the short, medium and longer term, as well as any effects that sectoral boundaries might have in limiting workforce planning, development and practices.

The Productivity Commission released an issues paper and a draft report (2010a, 2010b), with its final report released in May 2011. In this report the commission argued that the Certificate IV in Training and Assessment is an appropriate minimum qualification for VET practitioners when well taught, but that the VET workforce is confronting increasing challenges, which may exacerbate existing capability gaps in its teaching staff in particular (Productivity Commission 2011). The report also suggests:

- ✧ The certificate IV should retain its status as a high-risk qualification.
- ✧ There is scope to improve the content of the new Training and Education Training Package by introducing a requirement to prepare and deliver at least four supervised training sessions.
- ✧ Improved information should be available to assist students to select a good provider of the certificate IV.

The report argued that better coordination, targeting and support of professional development is required (Productivity Commission 2011).

Other work by the National Quality Council has examined VET capability and, in particular, the capability of its practitioners (Mitchell & Ward 2010; Mitchell, J & Associates 2010). This work also scopes the feasibility of options for a systematic approach to the capability development of trainers and assessors in the VET sector.

Berwyn Clayton's work on the Certificate IV in Training and Assessment (Certificate IV TAA) aimed to gain a deeper understanding of the experiences and perceptions of teachers, trainers and managers of registered training organisations about how this qualification adds value to their skills in training and assessment. A paper discussing the issues and the final project report have been published (Clayton 2009; Clayton et al. 2010).

Finally, and importantly, Leesa Wheelahan and her colleagues at the LH Martin Institute have conducted research on the quality of VET teaching; VET teacher qualifications and continuing

professional development; the impact that teaching has on the quality of the VET student experience and student outcomes; and how this can be evaluated. They have published a comprehensive literature review (Wheelahan 2010), an overview (Wheelahan & Curtin 2010), an options paper (Wheelahan & Moodie 2010) and a final report containing a series of recommendations and staged approaches to introducing the changes proposed (Wheelahan & Moodie 2011).

Our study aims to contribute to this discussion by identifying the key teaching qualifications currently available across Australia for initial VET teachers; it also aims to document the key attributes of these various programs. The study draws on web-based resources and has interrogated relevant higher education and VET databases to determine uptake of these various qualifications, learner characteristics, trends in participation and completion, as well as evidence of prior study, particularly in relation to other teaching qualifications already held.

The first issue we need to resolve is scope, specifically:

- ✧ Who are VET's teachers?
- ✧ What is initial teacher training?

While we acknowledge that the VET workforce, broadly conceived, involves a large number of people and work roles, for our purposes VET teachers are a more contained group who work predominantly in technical and further education (TAFE) institutions or private registered training organisations. In this way we are able to keep some reasonable boundaries to the study. Their key job role is teaching. Initial teachers are those first taking up a teaching position. Before they begin teaching they will normally have had significant experience working in industry and may have also had a training role.

The second issue is what constitutes an initial teaching qualification and, more broadly, what constitutes—or should constitute—their initial preparation to teach. This takes the issue beyond the initial qualification and its level and places it in a broader context of the support they receive in beginning this role.

Our basic premise for this project is that an initial qualification is one focused on providing the skills needed to begin to teach in VET institutions, particularly registered training organisations. From a regulatory perspective the foundational qualification required for VET teaching staff is the Certificate IV in Training and Assessment, and now its recently introduced successor, the Certificate IV in Training and Education (the TAE10). These are the qualifications people have to have: they set the baseline. However, a key question is where this baseline should be set or, should different baselines apply in different circumstances, as one size rarely fits all?

Anecdotal comments indicate that the certificate IV qualification is used for a wider range of purposes beyond its role as a foundational qualification for institutional teaching and workplace trainers. However, it is hard to understand the range of reasons and circumstances under which people take it up. It is also unclear how, when and where—or even if—many of those who undertake it will ultimately make use of it. Clearly, it is of most value to those who already have a teaching and training role, which they can use to ground what they learn in the course. But in many cases this opportunity for contextual learning appears to be lacking. At worst the qualification may be used in ways and for demographic groups it was not designed to serve. Yet it is the qualification which, in regulatory terms, provides a basic underpinning to the quality of teaching and learning in VET providers.

We included generic VET teaching qualifications at the diploma level and above in the scope of this study as initial qualifications, although we now believe these are more appropriately styled as post-initial rather than initial, as many teachers undertake them later in their career for a variety of reasons, including to be eligible to cross salary bars. These include qualifications at advanced diploma, associate degree, bachelor degree and graduate certificate or diploma levels.

While qualifications with a specialist orientation are important and valuable for a number of teaching roles, such as those concerned with literacy and numeracy teaching or with teaching English as a second language, we have avoided them and stuck with those that are more generic. This does not mean that these qualifications are not important. Indeed, they might serve as a suitable initial qualification for some, depending on the job role and client groups with which a new VET teacher will be working. We have also avoided those at master's level, or others concerned with tertiary teaching, although these will be increasingly relevant to VET providers offering university-level programs. In sum, we have concentrated on those most often cited in the Australian Quality Training Framework (AQTF) and in industrial awards, particularly those relating to TAFE teaching staff.

We first describe the approach we adopted in conducting the study. This is followed by a brief examination of a number of issues in initial teacher training. The focus here is defining who initial VET teachers are and outlining some of the critical issues they face when beginning their teaching role. Apart from describing the initial teacher training, our aim is also to place it within the broader context of ongoing professional development, lifelong learning and the maintenance of both vocational currency and skills in teaching and learning. Both these latter attributes are a focus of one key element of the Australian Quality Training Framework and should guide the way both providers and their staff approach professional development.

Next, we consider the numbers of learners undertaking these programs and their characteristics. We then describe the range of initial VET teacher qualifications available and their characteristics, attempting to contrast the qualifications offered at different Australian Qualifications Framework (AQF) levels and providers. Finally, we will draw this body of work together, considering both the conclusions that can be drawn and the implications for future practice and research.

The approach

In addition to examining a range of relevant literature, we gathered information about student numbers and their characteristics for both VET and higher education courses within our scope. We then examined the characteristics of the available courses.

Student numbers and characteristics

In order to provide information about enrolments and completions in initial teacher training courses, we:

- ✧ identified the key teaching qualifications currently available for initial VET teachers being delivered across Australia and documented their key attributes
- ✧ used available data on initial teacher training courses to identify trends in enrolment numbers, numbers continuing and completing, the characteristics of learners accessing these courses and the level of qualifications already held before commencing their teaching award. We also examined information on outcomes for the VET-level courses using the Student Outcomes Survey.

Data requests were logged for 2006, 2007 and 2008 course enrolment, completion and client data. NCVER provided the VET data. The Department of Education, Employment and Workplace Relations (DEEWR) provided the relevant higher education data.

VET data

The VET data were restricted to the seven 'key' initial teacher training courses (table 1). In addition, there were eight other relevant but minor courses. These had very low enrolment numbers or were being phased out. They included:

- ✧ the Certificate IV and Diploma Assessor and Workplace Trainer (the predecessor to the Certificate IV in Training and Assessment)
- ✧ a Bachelor of Vocational Education and Training offered at Holmesglen Institute of TAFE in Victoria.

The first three awards in table 1 are the most significant in terms of student numbers. While the first two of these are national, the third, the Diploma of VET Practice, is a Victorian award.

Table 1 'Key' VET courses available in 2006, 2007 and 2008

Course ID	Course name	2006, 2007 & 2008 accreditation and enrolment summary
TAA40104	Certificate IV in Training and Assessment	<ul style="list-style-type: none"> ✧ Replaces BSZ40198 ✧ National award released 23/11/2004 ✧ Annual enrolments increased significantly in 2007, then slightly in 2008
TAA50104	Diploma of Training and Assessment	<ul style="list-style-type: none"> ✧ Replaces BSZ50198 ✧ National award released 23/11/2004 ✧ Annual enrolments more than doubled in 2007, then increased by over 30% in 2008
21697VIC	Diploma of Vocational Education and Training Practice	<ul style="list-style-type: none"> ✧ Nationally accredited state award, currently accredited from 1/1/2006 to 31/12/2010 ✧ Annual enrolments more than doubled in 2007, then increased by over 30% in 2008
80842ACT	Advanced Diploma of Adult Vocational Education	<ul style="list-style-type: none"> ✧ Nationally accredited state award in the ACT, currently accredited from 30/6/2007 to 30/6/2012 ✧ Minor enrolments in 2007 and 2008. No completions
21205VIC	Graduate Certificate in Vocational Education and Training	<ul style="list-style-type: none"> ✧ Nationally accredited state award, accreditation expired 31/12/2007, being superseded by 21852VIC (slightly modified course units/focus) ✧ Some enrolments and completions each year
21852VIC	Graduate Certificate in Vocational Education and Training	<ul style="list-style-type: none"> ✧ Nationally accredited state award, currently accredited from 1/1/2008 to 31/12/2012 (to replace 21205VIC.) ✧ Enrolments in 2008
91139NSW	Graduate Diploma of Adult and Vocational Education	<ul style="list-style-type: none"> ✧ Nationally accredited state award in NSW, currently accredited from 12/5/2004 to 30/6/2010 ✧ Some enrolments and completions each year

Higher education data

In 2008, there were 22 individual higher education providers reporting enrolments or completions in our targeted initial teacher training courses: six in New South Wales, five in Queensland, four in Western Australia, three in Victoria, two in the Northern Territory, one in South Australia and one in Tasmania. There were no higher education offerings in the Australian Capital Territory (see table 8, appendix 1).

By 2010, according to current course information available on university websites, the overall number of higher education providers had dropped to 14. There were:

- ✧ six providers in New South Wales: University of Technology, Sydney; Charles Sturt University; Southern Cross University; University of New England; University of Western Sydney; and the University of Wollongong
- ✧ four in Queensland: Griffith University; Central Queensland University; University of Southern Queensland; and University of the Sunshine Coast (one lost since 2008)
- ✧ one in Western Australia: Murdoch University (three lost since 2008)
- ✧ two in Victoria: Monash University and Latrobe University (one lost since 2008)
- ✧ none in the Northern Territory (two lost since 2008)
- ✧ one in South Australia: University of South Australia

✧ none in Tasmania (one lost since 2008¹).

Thus the higher education providers are concentrated in New South and Queensland. Clearly, there has been a rationalisation in the market, with seven institutions withdrawing from initial teacher training provision. The student data and information on the relevant university websites suggest that a number were ‘teaching out’ their awards in 2008.

The courses

We undertook a two-stage method for the identification of courses/qualifications relevant to this study (see the discussion of scope on page 11). This involved:

- ✧ interrogation of registered training organisation and university websites to identify ‘in scope’ courses currently on offer
- ✧ in the case of the student numbers and characteristics, the review of 2006, 2007 and 2008 course files generated from national VET and higher education databases.

To identify all possible courses within the scope of this study, courses were initially selected based on having a field of education (FOE) of 070109 Teacher Ed: Voc. Ed. & Training. However, text-based course name searches were also necessary to identify many courses not coded in this way but still in scope. This information contributed to the final list of relevant courses for both VET and higher education. One or possibly two qualifications were doubtful inclusions in the initial scope, but their target markets only became clearer as the courses and their content were examined in greater detail. The two courses are the Bachelor of Learning Management at Central Queensland University (which appears to be more schools-oriented) and the Bachelor of Training and Development at the University of New England (more oriented to workplace training and human resource management).

We prepared a proforma in order to collect information from provider websites in a disciplined way. This included information about:

- ✧ the institution offering the program and the range of programs currently on offer
- ✧ course duration and content, including core and elective subjects
- ✧ admissions criteria and credit arrangements
- ✧ relationship to other awards
- ✧ staffing and partnership arrangements, where available.

We then attempted to verify and add value to these summaries by sending them to relevant staff within the providers concerned. In a small number of cases the providers responded by correcting and adding value to the summaries. In most cases, however, no response was received and the analysis in a following chapter relies almost entirely on publicly available information.

It is important to note that there is a disjuncture between the course information available on websites, which was current in 2010 when the study was conducted, and the (at the time) most recent student data, for which we drew on the latest available information at the time: 2008.

¹ Although we understand that University of Tasmania is now reintroducing a program.

Limitations to the study

There are several limitations to this study. The first of these is already apparent, and that is its scope. We have limited the study to VET teaching qualifications that are generic and most relevant to teachers working in public and private VET institutions. Having said that, we have not considered a range of teaching qualifications in specialist areas, such as language, literacy and numeracy (LLN) and English as a second language (ESL).

A second limitation is the available data. We cannot access comprehensive information on all VET providers offering both the Certificate IV in Training and Assessment and the Diploma of Training and Assessment. We therefore will be under-reporting activity, but we cannot determine to what extent. We also do not have access to good data on the teaching and other qualifications that teachers already hold.

A third limitation is that, while we did contact staff from a range of initial teacher training programs, we concentrated on publicly available information. The study might have been improved if the time and resources had been available. However, accessing the data on student numbers and course information took far longer and was more challenging than we had anticipated.

A fourth limitation is that we did not comprehensively investigate the proportion of recognition of prior learning (RPL) granted. Some superficial work late in the project indicated that the proportion of students granted recognition for the Certificate IV in Training and Assessment is relatively high. However, to make sense of this we really need better data on their previous qualifications (particularly those in the same field of study) and other characteristics, much of which is not readily available. The issue is that a proportion of those undertaking the certificate IV would be entitled to recognition. However, without access to more information it is difficult to assess its legitimacy. That would require an audit.

Issues in initial teacher training

In considering both initial and generic qualifications, a range of issues arises. A more detailed discussion of these can be found in Guthrie (2010b). The issues are as follows.

The breadth and diversity of the VET sector

The sector includes a wide range of providers and approaches. The key point is that it is hard for any one initial teaching qualification to suit all purposes. At the very least it provides a foundation, which must then be consolidated through subsequent professional development and formal study.

Teachers' work: its diversity and the ways it is changing

VET teachers are required to work in an increasing range of contexts and with a diverse student profile (NCVER 2004). Harris et al. (2001) described an emerging model of a differentiated VET workforce comprising a core of permanent and highly skilled practitioners and a 'peripheral' group of contract and casual staff with varying degrees of attachment to the VET sector and the teaching role. The 'periphery' is often where VET teachers begin their work in the sector, so a qualification that helps to provide foundational skills is important, along with good induction and strong professional support from managers and the permanent teaching staff who can act as mentors as they begin this new type of work (Clayton et al. 2010). This is particularly important because the context in which they may be teaching, the characteristics of their students and their particular vocational area and its learning culture are all different and almost impossible to address in any foundational program without ongoing support and the opportunities for contextualised reflective practice and other professional development.

How initial teachers see themselves and their relationship with the sector on entry

Approaches to initial training *might* be different, depending on the extent to which initial teachers identify with the VET sector and with teaching as a vocation. There are a variety of reasons why individuals become involved in VET teaching, including differences in their self-perceived identity; for example, whether they see themselves as a teacher, or retain more of their original vocational identity, that is, a 'plumber who teaches', as distinct from a 'teacher of plumbing'. The key point is that their level of attachment to VET teaching as a 'vocation' will help determine how much of a personal training investment they are prepared to make, initially at least, and especially the level of teacher training and teaching skills they think they need.

The appropriate level of initial VET teacher preparation courses and the quality of delivery

The Australian Quality Training Framework mandates the minimum of a certificate IV qualification for all teaching staff. However, there is considerable debate over the adequacy of this qualification for some teachers beginning their practice (Clayton 2009; Guthrie 2010b; Productivity Commission 2010b; Wheelahan & Moodie 2011), with the debate focusing on the intrinsic worth of the certificate IV, its limitations as an initial qualification or the quality of its delivery. Clayton et al.

(2010) found that, when taught well, the certificate provides some if not all of the essential skills required of new practitioners, particularly if they already have some experience of training, are supported by mentors and undertake further developmental activities after they graduate. However, mandated minima can all too readily become the maxima in the absence of other compelling quality and professional development imperatives.

Developing career pathways beyond initial training and better guidelines about the training and development required for attaining key career-path steps

Initial teacher preparation is just one step in a career journey, whether to become a teacher, or as a career move to help support other aspirations. Whatever happens, those who choose teaching need to be supported appropriately with available professional development and support—whether leading to formal qualifications or not. The question is whether this development needs to be underpinned by appropriate approaches for individual or group-based performance appraisal of teaching staff, and to what extent the AQTF is used to drive this ongoing development. Element 1.4 of the AQTF mandates an ongoing commitment to maintaining vocational currency and building teaching skills beyond those required and covered in the Certificate IV in Training and Assessment. A key to this is not only the availability of informal and non-formal but structured learning, but also access to appropriate higher-level and flexibly structured and delivered qualifications. These need to be underpinned by appropriate pathways and the recognition of relevant prior learning and experience.

The sixth is who pays for the initial training? What are the incentives to train for both the individual teacher and their employer?

The issue of ‘who pays’ is important, especially given the high proportion of casual teaching staff employed in the sector and the regulatory requirement to have an initial teaching qualification. Casual staff do not have the same access to funded professional development of all types as permanent staff. The issue, then, is whether it is in the personal interests of these casual staff to undertake—and pay for—lengthy and possibly expensive initial teacher training courses which require considerable sacrifice on their part for what might be considered an inadequate return, including their long-term job prospects. However, what is not known is what proportion of new staff are engaged as permanents. This will affect the level and speed of any return they get on an investment in their initial teacher training. The issue is whether individuals bear the cost, or whether the costs and benefits are shared between the individual and the employer (and in what proportion), and what, if any, contribution is appropriate from the government to ensure the development of this key workforce.

The numbers in training and their characteristics

This chapter will look at the number and characteristics of initial teacher training from two aspects: VET and higher education offerings. As the second chapter showed, while there were seven key 'initial' awards in the VET sector 2008, three predominate:

- ✧ the Certificate IV in Training and Assessment, now the Certificate IV in Training and Education
- ✧ the Diploma of Training and Assessment (which is presently being reviewed)
- ✧ the Diploma of Vocational Education and Training Practice, which is a Victorian award.

The higher education sector is more complex, with a greater variety of awards at a range of AQF levels. These include associate and bachelor degrees and graduate certificates and diplomas.

The VET qualifications

In this section we first provide data on the Certificate IV in Training and Assessment and then those at diploma level. The data are for 2008.

There are limitations to these data, however, as we are not able to access student data for all providers offering the programs. Thus it is very difficult to determine how complete a portion of total VET training activity for the Training and Assessment Training Package our data represent. However, an indication of the numbers of registered training organisations providing AVETMISS data in 2008 compared with the number registered to deliver training from the National Training Information Service (NTIS) in 2010 is presented in table 2. These data are for the two major VET initial teacher qualifications: the Certificate IV in Training and Assessment and the Diploma of Training and Assessment.

Table 2 shows that data were collected from only a proportion of those providers having the courses on scope. We can see that this study reports on approximately one-third of registered training organisations registered to deliver the Certificate IV in Training and Assessment and nearly one-quarter of registered training organisations registered to deliver the diploma. However, this assumes no significant change in numbers of registered training organisations registered to deliver training from 2008 to 2010, and that all providers with these qualifications on scope actually offered the training and had students. The level of under-reporting of student numbers in this report is also dependent on the extent to which the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) data capture the major providers of the awards—those with the largest student numbers—or not.

Table 2 Number of registered training organisations with 2008 enrolments compared with number registered to deliver in 2010

Course	Number of RTOs with AVETMISS data enrolments in 2008	Number of RTOs registered to deliver in 2010 (as per NTIS)	%
TAA40104 Certificate IV in Training and Assessment	271	822	33.0
TAA50104 Diploma of Training and Assessment	34	142	23.9

Source: 2008 AVETMISS Data Collection: enrolment file; National Training Information Service.

Of these 271 in table 2, 57 were TAFE providers (that is, almost all TAFE institutes in the country have it on scope), while 134 were private providers and 82 were community-based adult education providers. Of the 34 providers offering the diploma course, most (24) were TAFE institutes. State breakdowns are provided in tables A1 and A2 in appendix 1.

Table 3 shows that much of the activity in the Certificate IV in Training and Assessment and other courses (see table 1) was fee-for-service. As the certificate IV is the predominant qualification, this means that nearly 60% of training is offered in this way, while 40% is government-funded. Given the source of the data, it clearly represents a minimum proportion of the fee-for-service market.

Table 3 Course enrolments[#] in key initial teacher training courses by national funding source, 2008

National funding source	2008	% of total 2008
Commonwealth and state general purpose recurrent	13 158	38.9
Commonwealth specific purpose programs	315	0.9
State specific purpose programs	36	0.1
Domestic full fee-paying client	20 000	59.1
International full fee-paying client	251	0.7
Revenue earned from another registered training organisation	92	0.3
Total	33 852	100.0

Note: # It must be noted that because "publication scope" is unique to *module* enrolments, course enrolments have been counted more than once where there was one or more module enrolments within a course enrolment that had a different national funding source.

Source: 2008 AVETMISS Data Collection: enrolment file.

The Certificate IV in Training and Assessment

The certificate IV was clearly the largest initial teacher training course being delivered in the VET sector, accounting for 95.5% of the 27 217 commencing VET course enrolments in 2008. As table A2 in appendix 1 also shows, its student commencements have progressively increased from 2006 to 2008. Table A2 in appendix 1 also provides data on continuing students and completions.

Figure 1 shows state and territory trends in commencements. Commencement numbers are relatively high in both Victoria and Queensland by comparison with New South Wales, given the relative size of their public systems.

Figure 2 shows the completions data on a state and territory basis. Available data (see table 4) indicate that during the years 2006, 2007 and 2008, for every 100 commencers, somewhere between 40 and 51 students would have completed a Certificate IV in Training and Assessment or a Diploma of Training and Assessment. It must be noted that there are significant limitations with calculating indicative completion rates in this way. This is because the completions figures include:

- ✧ courses running over one calendar year
- ✧ possible under- or over-reporting of completions by registered training organisations

◇ learners commencing the course with no intention of completing it, or only a component or skill set within it.

Of course, a proportion of students achieve a completion wholly or largely through recognition of prior learning.

Figure 1 Certificate IV in Training and Assessment (TAA40104) commencing course enrolments, 2006, 2007 & 2008

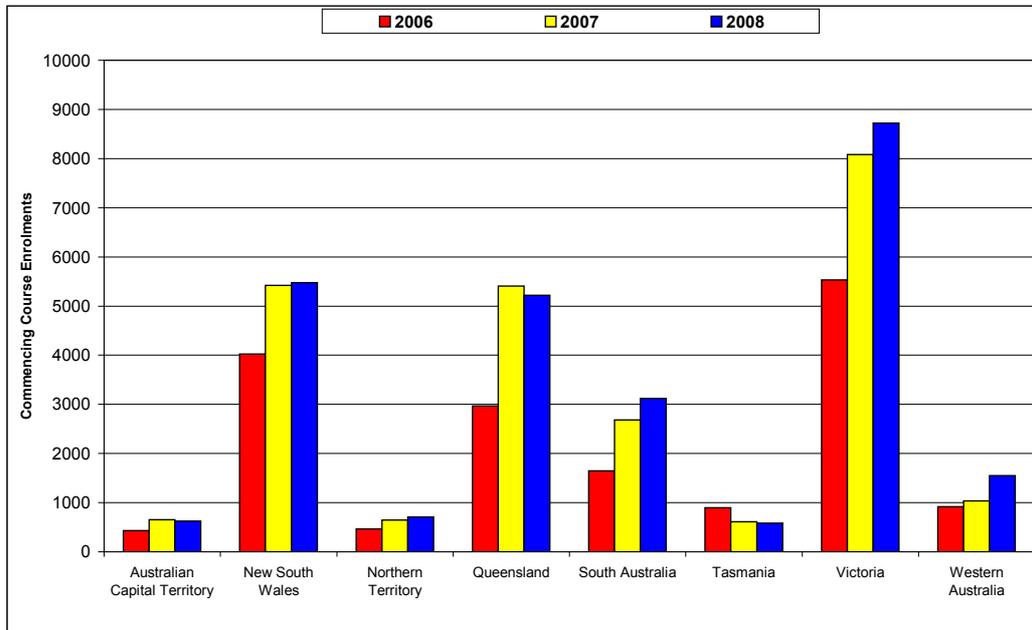


Figure 2 Certificate IV in Training and Assessment (TAA40104) course completions by state, 2006, 2007 & 2008

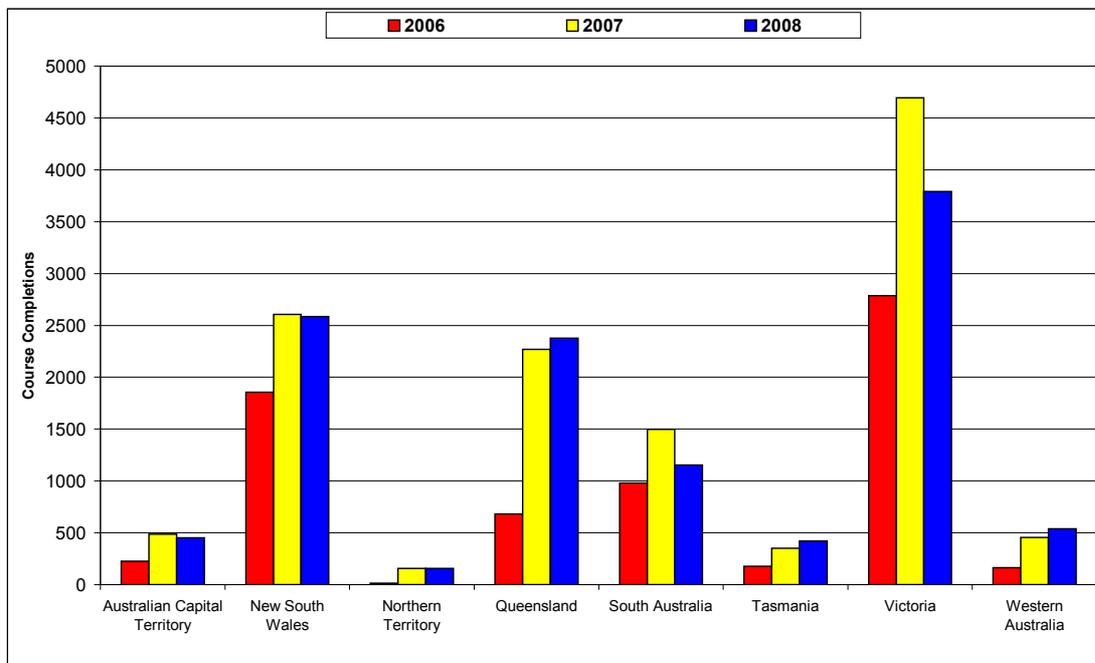


Table 4 Commencing enrolments compared with completions by course

	2006	2007	2008
Certificate IV in Training and Assessment			
Commencing enrolments	16 876	24 540	26 003
Completions	6 889	12 520	11 473
Indicative completion rate #	40.8%	51.0%	44.1%
Diploma of Training and Assessment			
Commencing enrolments	292	644	784
Completions	109	273	213
Indicative completion rate #	40.8%	51.0%	44.1%

Note: # Indicative completion rate = Course completions in year/commencing course enrolments (x 100)

Source: NCVER, 2006, 2007 & 2008 AVETMISS Data Collection: enrolment and award files.

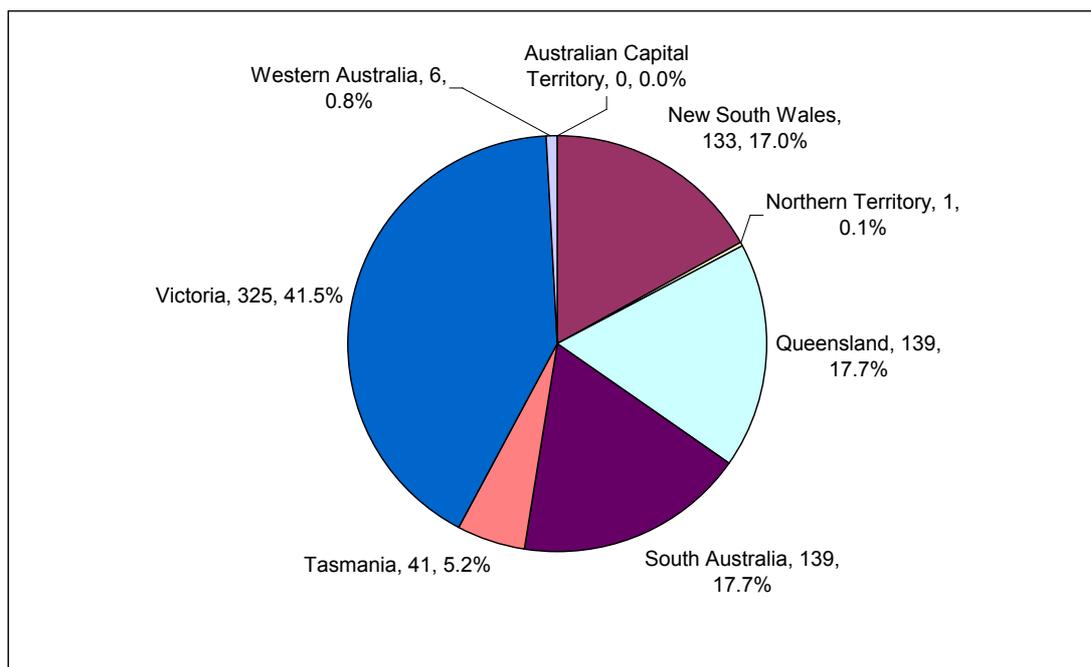
The VET diplomas and other courses

This section concentrates on the two largest VET level awards: the Diploma of Training and Assessment and the Diploma of VET Practice. However, table A2 in appendix 1 shows the commencements, continuing students and completions for all three diploma-level courses. In addition, this table provides data on the three graduate awards at certificate or diploma level offered in Victoria and New South Wales (see table 1).

The Diploma of Training and Assessment had commencing enrolments in each state/territory for each year 2006 to 2008, except the Australian Capital Territory. Proportions of commencements by jurisdiction are shown in figure 4. Commencements have shown a steady growth (table A2, appendix 1), but commencement numbers are a small fraction of those for the Certificate IV in Training and Assessment (784 versus 26 003 respectively in 2008). In addition to the certificate IV and the diploma, Victoria offers a state-accredited Diploma of VET Practice. The Diploma of VET Practice appears to have attracted consistently more commencing enrolments than the Diploma of Training and Assessment in that state (although the differences in numbers are not huge), and gaining it is required for progression above a particular salary bar in the Victorian TAFE system. Thus the numbers continuing and completing this latter award appear better than the Diploma of Training and Assessment.

The Australian Capital Territory did not offer the Diploma of Training and Assessment between 2006 and 2008. However, the Canberra Institute of Technology has an Advanced Diploma of Adult Vocational Education, which had 13 commencements and seven continuing enrolments in 2008 (table A2, appendix 1). The Victorian Graduate Certificate in VET had small numbers of commencing enrolments (31, 56 and 5 in 2006, 2007 and 2008 respectively); the revised new award of the same name reported 24 enrolments in 2008. The graduate diploma offered in New South Wales also only has small student numbers (table A2, appendix 1)

Figure 3 Diploma of Training and Assessment (TAA50104) commencing course enrolments by state, 2008



The learner profile for the VET qualifications

An analysis of learner characteristics of clients commencing key VET initial teacher training courses is provided in table A4, appendix 1.

Characteristics of learners commencing the 'key' initial teacher training courses in 2008 are:

- ✧ Slightly more than half were female (53.8%).
- ✧ The average age was 41.8 years.
- ✧ 3.9% reported being of Aboriginal or Torres Strait Islander origin.
- ✧ 64.0% were employed full-time and 20.7% employed part-time; 5.1% were self-employed – not employing others.
- ✧ 3.8% reported having a disability, impairment or long-term condition.
- ✧ 72.5% reported having successfully completed some post-secondary education. Of those who did successfully complete some post-secondary education, 75.7% had previously completed an award of certificate IV level or higher. Many (41.2%) had a degree or higher degree.
- ✧ 63.3% reported Year 12 as their highest completed secondary school level.
- ✧ More than half (54.7%) had a major city residential location Accessibility/Remoteness Index of Australia (ARIA); 4.9% reported an ARIA of *Remote* or *Very remote*, and 2.8% reported an ARIA of *Outside Australia*.

More than a quarter of all commencers (27.5%) reported *no* prior completion of post-secondary qualifications. Qualifications at this level would normally be expected of staff teaching in public or private providers as a vocational qualification at or above the level being taught, as is required for AQTF compliance. However, there are valid reasons why someone might study a formal post-secondary qualification, particularly the Certificate IV in Training and Assessment, without having another formal qualification. For example, they may be skilled but unqualified staff working as trainers in industry, or they may be unqualified volunteers required to undertake the qualification in

order to train other volunteers. This indicates the broad nature of the qualifications profile of those undertaking VET teaching qualifications.

Table 5 in appendix 1 provides similar data for the three largest VET awards: the Certificate IV in Training and Assessment, the Diploma of Training and Assessment and the Diploma in VET Practice. A comparison of learners commencing the Certificate IV in Training and Assessment and the Diploma of Training and Assessment show the following differences:

- ✧ a lower proportion of males studying the diploma (46.3% for the certificate IV compared with 39.4% for the diploma)
- ✧ a slightly older age profile of those studying the diploma (average age of 41.8 to 42.9 years)
- ✧ a slightly higher proportion of learners with post-secondary education studying the diploma (72.1% compared with 76.3%). However, a much higher proportion of learners with a highest post-secondary qualification of certificate IV or above studying the diploma (75.0% compared with 90.6%).

Most of these differences would be expected, given the difference in level of the qualification. However, it is impossible to identify the proportion of the cohort who already holds a Certificate IV in Training and Assessment or the prior qualification (the Certificate IV in Assessment and Workplace Training).

What is more interesting is the difference in learner profile characteristics of those commencing the Diploma of Training and Assessment and the Victorian Diploma of VET Practice (table A5, appendix 1). The Diploma of VET Practice appears to attract:

- ✧ a much higher proportion of males (39.4% for the diploma compared with 59.4% for the Diploma of VET Practice)
- ✧ fewer learners aged less than 30 years (9.4% compared with 3.9%) and more learners in the 40–49 year age group (38.9% compared with 47.1%), with a slightly older average age (42.9 compared with 43.4 years)
- ✧ a higher proportion of learners employed full-time (64.8% compared with 70.4%)
- ✧ a higher proportion of learners from inner regional areas (22.4% compared with 37.4%)
- ✧ a lower proportion of learners with highest school level of *Completed Year 12* (63.4% compared with 53.6%)
- ✧ a higher proportion of learners with post-secondary education (76.3% compared with 89.2%).

Of learners with a post-secondary education, the Diploma of VET Practice had a higher proportion of learners with a highest post-secondary educational qualification of a certificate IV (20.7% compared with 32.4%) and fewer with a bachelor degree or higher (43.7% compared with 30.1%). This is particularly interesting as the Diploma of VET Practice commencers tended to be of older age but have lower-level prior educational qualifications.

In relation to the proportion of students with a degree-level qualification, the Diploma of VET Practice has a lower proportion holding a bachelor degree or higher than the certificate IV cohort. It therefore appears to be a different student demographic from the Diploma of Training and Assessment group, and is generally less qualified.

Outcomes of the initial VET teacher training programs

We used data from the Student Outcomes Survey administered by NCVER to examine what students completing both the certificate IV and the two major diploma programs thought of the

programs and what their outcomes were. While these data are presented in tables 6 and 7 in appendix 1 for the certificate and diplomas respectively, we draw some conclusions below.

The Certificate IV in Training and Assessment

Student Outcomes Survey (SOS) data for certificate IV graduates reveal very positive outcomes. More than 96% of 2007, 2008 and 2009 graduates have been employed or are in further study after training. Each year around 94% of graduates have been employed after training, with more than 63% employed full-time. This compares favourably with graduates in all non-trade certificate IV courses, where in 2009, 85.3% were employed after training and only 54.4% full-time.

The average salary of Certificate IV in Training and Assessment graduates employed full-time was also higher than that for all non-trade certificate IV graduates.

More than half of the Certificate IV in Training and Assessment graduates were employed in *professional* occupations compared with just over a quarter for all non-trade certificate IV graduates.

Education and training is clearly the most prominent industry of Certificate IV in Training and Assessment graduates employed after training.

Graduate satisfaction with the training in the Certificate IV in Training and Assessment appears slightly lower than that for all non-trade certificate IV graduates. However, more than 87% of graduates achieved their main reason for undertaking training, which is higher than that for the non-trade certificate IV graduates.

The diplomas

Although there were low numbers of graduates in the sample, 33 and 41 respectively, Student Outcomes Survey data for the Diploma of Training and Assessment and the Diploma of VET graduates were extremely favourable.

All 2009 graduates in both awards were employed or in further study after training, with more than 72% of graduates employed full-time; this compares with less than half of all non-trade diploma graduates being employed full-time after training.

The average salaries of both diploma graduates employed full-time was also higher than that for all non-trade diploma graduates.

Compared with all non-trade diploma graduates, a higher proportion of graduates in the two diploma courses were employed in *Professional* occupations—more than half, compared with only 15.1% for all non-trade diploma graduates.

Education and training is clearly the most prominent industry of graduates in the two diploma courses, with the sector accounting for 79.3% of Diploma of Training and Assessment graduates and 88.5% of Diploma of Vocational Education and Training Practice graduates.

Although the general satisfaction of graduates with their training in the two diploma courses appeared slightly lower than that for all non-trade diploma graduates, 94.2% of Diploma of Vocational Education and Training Practice graduates received job-related benefits from the training and 100% achieved their main reason for undertaking the training.

The higher education courses

As we reported earlier, there were 22 individual higher education providers reporting enrolments or completions in 'key' initial teacher training courses in the period 2006 to 2008. The Australian Capital Territory was the only jurisdiction with no higher education institution offering an initial

teacher training course during the years 2006, 2007 and 2008. Although reporting enrolments in 2006, the two Northern Territory providers (Batchelor Institute of Indigenous Tertiary Education and Charles Darwin University) did not report any commencing students in 2007 and 2008. All the data are summarised in table 8 in appendix 1.

In 2008, three-quarters of the 1984 students enrolled in 'key' initial teacher training courses were enrolled across seven providers (see table A8, appendix 1):

- ✧ University of Technology, Sydney, NSW: 403 students (20.3%)
- ✧ Charles Sturt University, NSW: 349 students (17.6%)
- ✧ Griffith University, Queensland: 182 students (9.2%)
- ✧ University of Southern Queensland: 165 students (8.3%)
- ✧ The University of New England, NSW: 154 students (7.8%)
- ✧ University of Western Sydney, NSW, 132 students (6.7%)
- ✧ University of South Australia: 126 students (6.4%).

New South Wales institutions accounted for 55.9% (1110) of 1984 total (commencing and continuing) students. Queensland institutions had the next highest proportion of students with 20.6% (409), then Western Australia, 8.4% (167), South Australia, 6.4% (126), Victoria, 5.2% (104), Tasmania, 3.4% (67), and Northern Territory, 0.1% (1). Thus the distribution of provision is very uneven across Australia, with relatively high enrolments in some states and little or none in others.

In 2008, 67.4% of all students were enrolled in bachelor degree courses and 22.7% in graduate diplomas.

Individual courses with more than 5% of total students were the Bachelor of Education in Adult Education offered at the University of Technology, Sydney; Bachelor of Vocational Education and Training and Graduate Diploma of Education (Vocational Education and Training) offered by Charles Sturt University; the University of New England's Bachelor of Training and Development and Griffith University's Bachelor of Adult and Vocational Education.

Over the years 2006 to 2008, total student numbers have decreased: from 2384 in 2006 to 1984 in 2008.

Commencement data

In 2008, New South Wales institutions accounted for 61.9% (466) of the 753 commencing students. Queensland institutions had the next highest proportion of commencing students with 16.6% (125), then Western Australia, 7.8% (59), Victoria, 7.2% (54), Tasmania, 3.3% (25), South Australia, 3.2% (24) and Northern Territory institutions had none.

In all, 62.3% of commencing students were enrolled in bachelor degree courses and 29.1% in graduate diplomas in 2008. There were only four individual courses with more than 5% of total commencing students, all of which were offered in New South Wales. These were the Bachelor of Education in Adult Education at the University of Technology, Sydney, the Bachelor of Vocational Education and Training and Graduate Diploma of Education (Vocational Education and Training) at Charles Sturt University and the Bachelor of Training and Development at the University of New England.

Over the years 2006 to 2008, commencing student numbers in key higher education courses have decreased by nearly 20%: from 933 in 2006 to 753 in 2008.

Completions data

In 2008, institutions in New South Wales accounted for 62.4% (424) of the 679 course completions. Queensland had the next highest proportion of course completions with 15.6% (106), then Western Australia, 7.8% (53), Victoria, 6.8% (46), South Australia, 5.4% (37), Tasmania, 1.8% (12), and Northern Territory, 0.0% (1). In 2008, 58.8% of completions were in bachelor degree courses and 29.3% in graduate diplomas.

Learner profile

An analysis of learner characteristics of students enrolled in, or completing, key higher education initial teacher training courses is provided in table A9 in appendix 1.

Characteristics of learners commencing one or more 'key' initial teacher training courses in 2008 were:

- ✧ Slightly more than half were female (52.5%).
- ✧ 3.7% reported being of Indigenous status.
- ✧ Three-quarters (74.4%) were within the age group 30 to 49 years.
- ✧ Less than half (45.4%) were studying externally.
- ✧ Two-thirds (66.5%) were part-time students.

Nearly one-third of commencers (32.1%) had a highest prior qualification of a completed VET award course. One in five (19.9%) had a completed bachelor degree as their highest prior qualification and 9.8% a completed postgraduate course. It is hard to compare this cohort with those enrolled in VET initial teaching awards as the data elements related to prior qualifications in AVETMISS and the higher education collection do not align precisely.

We did not also collate the graduate satisfaction data, given the diversity of courses and institutions involved, and the relatively low student numbers in them.

Summary and key points

It is clear from the available 2008 data that the Certificate IV in Training and Assessment dominates the field in terms of student numbers.

The total number undertaking the certificate IV qualification is unknown because the NCVER data only collects from a proportion of those providers with it on scope. However, the majority of provision is through domestic full fee-paying students, and delivery is particularly significant in Victoria and Queensland.

The learner profile for the certificate IV is mature, with around 42 years of age being the average for commencing students. Most have completed some post-secondary education and about three-quarters of those have a qualification at certificate IV or higher. Many of these, over 40%, had a degree or higher degree.

Relatively few are undertaking the Diploma in Training and Assessment, but they are more highly qualified on commencement than the certificate IV students. The Diploma of Training and Assessment is not an initial teaching qualification.

The Diploma of VET Practice has a different demographic from both the certificate IV and Diploma of Training and Assessment. This diploma has the greatest proportion with a post-school qualification, but they have the smallest proportion with a qualification at bachelor level or above. It is also more male-dominated than both the certificate IV and Diploma of Training and Assessment.

The student outcomes data for the VET awards is mixed. Satisfaction is slightly lower for both the certificate IV and the diplomas than for equivalent awards, but other outcomes (employment status and salaries) are more positive. Many are employed in education and training.

The university-based courses are offered at both graduate and postgraduate levels. Provider and student numbers appear to be in decline. Nearly 70% of all students were enrolled in bachelor-level programs in 2008 and just under half were studying externally. In 2008, three-quarters of the students were enrolled with just seven of 20 providers. Most institutions have relatively small student numbers. Distribution of provision is also very uneven across the states and territories.

It is not clear what the value of higher-level qualifications is. In a number of the public provider awards, particular qualifications, or level of qualifications, are required to progress beyond certain salary bars. This clearly is a driver of demand. In the absence of such drivers others may be in place, such as regulatory compliance, including requirements to undertake continuing professional development both in occupational area and in teaching (AQTF element 1.4). These two priorities potentially compete, and individuals have to choose between these competing demands, which are driven by regulation, by employer needs and by their personal interests and aspirations. Finally, others undertake such programs and other development for personal reasons, and because they are committed and motivated to improve what they do. For this group that represents a sacrifice without, possibly, an extrinsic or immediately tangible return. At the very least this suggests that teacher education courses, especially beyond the basic requirement, should be as intrinsically rewarding as possible.

The qualifications

This chapter, like the previous one, will concentrate on VET qualifications in the first instance and then focus on the diversity of qualifications in higher education. We will also consider the qualifications in relation to their AQF level and the knowledge, skills and their application required at each. Thus we will contrast the certificate IV on the one hand (an AQF level 4 qualification) with those required at levels 7 and 8 (covering bachelor degrees and graduate certificates and diplomas). At its conclusion we will draw out some of the messages for both levels of qualification and overall.

The VET qualifications

As we outlined in the previous chapter, the VET qualifications are principally at certificate and diploma levels. There are two qualifications in the Training and Assessment Training Package: a certificate IV and a diploma. In addition, the package has three skill sets: for assessors, enterprise trainers and enterprise trainers and assessors. There are other qualifications at diploma level, the most significant of which is the Diploma of VET Practice offered in Victoria. The Canberra Institute of Technology offers an advanced diploma which has a very small enrolment.

The certificate courses

The last version of the Training and Assessment Package training package (2.1) consisted of 56 units of competency, including 39 specific units, with a further 17 units imported from elsewhere. The competencies are grouped in eight fields of competence, namely:

- ✧ learning environment
- ✧ learning design
- ✧ delivery and facilitation (this field makes up about a quarter of the units)
- ✧ assessment
- ✧ training advisory services
- ✧ coordination, management and quality of training and/or assessment services
- ✧ language, literacy and numeracy practice.

The award of Certificate IV in Training and Assessment required 14 units of competency in total, with 12 of these being core units. Up until recently the certificate IV has been the current qualification. Clayton (2009) provides a history of the Certificate IV in Training and Assessment and reviews the limited research on it.

During 2010 the Certificate IV in Training and Assessment (TAA40104) was replaced by the Certificate IV in Training and Education (TAE40110). The latter qualification requires completion of ten units of competency, seven of which are core and three electives. The core units are as follows:

- ✧ design and develop learning programs
- ✧ use training packages and accredited courses to meet client needs

- ✧ plan, organise and deliver group-based learning
- ✧ plan, organise and facilitate learning in the workplace
- ✧ plan assessment activities and processes
- ✧ assess competence
- ✧ participate in assessment validation.

Electives are specifically designed or drawn from other training packages and include topic areas such as designing and developing assessment tools; coordinating and facilitating distance-based learning; facilitating e-learning; mentoring in the workplace; addressing language, literacy and numeracy requirements; participating in a quality audit; developing teams and individuals; building client relationships and business networks; and analysing and presenting research information. Fourteen electives are nominated, but one of these can be drawn from a wider pool if appropriate.

One of the key issues Clayton et al. (2010) raise is the considerable diversity of the certificate IV's student body and that, perhaps, the sector would be better served if particular providers of it established a reputation for serving the needs of particular student sub-groups, say institution-based teachers, enterprise trainers, VET in Schools teachers and other identified groups, to enable program content to be contextualised to suit them.

The diploma courses

The award for the current Diploma of Training and Assessment requires 12 units, with five of these being core. The core units are:

- ✧ maintain and enhance professional practice
- ✧ design and develop learning strategies
- ✧ provide advanced facilitation to support learning
- ✧ lead and coordinate assessment systems and services
- ✧ lead and conduct training and/or assessment evaluation.

The ongoing professional development of the first core unit above is in harmony with the AQTF requirement for practitioners working in registered training organisations to maintain both their vocational competence and update and maintain both their VET knowledge and skills and their competence as a teacher/trainer/assessor. It is also a feature of a number of the higher education qualifications. The notion of 'maintenance and enhancement' is a feature of a post-initial rather than an initial teaching qualification. Crudely put, an initial qualification is more focused on the basics than on enhancing practice. However, the demographic of the certificate IV is complicated by having qualified school teachers undertake the course and by others who were 'required' to re-certify from Certificate IV in Assessment and Workplace Training and gain the Certificate IV in Training and Assessment.

The seven elective units cover such areas as developing competency standards and learning resources, including those for e-learning, facilitation skills (including group processes, action and e-learning), or with a role as a consultant working with industry partners and enterprises. Other units, drawn from other packages, are associated with management skills or the consultancy role. Two such units may be used in the qualification.

As we have seen, take-up of this program has been relatively low, certainly by comparison with the numbers in the certificate IV. At present Innovation and Business Skills Australia is revising the Diploma in Training and Assessment. It sees it as an award to be undertaken by an experienced competent practitioner who, in turn, may be sought for their knowledge and expertise in designing learning and assessment approaches, as well as facilitating learning and undertaking assessment.

These are the core skills emphasised in the proposed diploma qualification. Nevertheless, it will also have a series of electives to fit individual needs and interests. Thus the qualification has the notion of maintaining and enhancing professional practice at its heart. Indeed, this is one of the nominated core units of competencies. The others proposed at the time of writing are:

- ✧ design and develop learning strategies
- ✧ provide advanced facilitation practice
- ✧ design and develop assessment tools
- ✧ provide advanced assessment practice.

It is also proposed that a practicum component be included as part of the requirements of the qualification. This is consistent with the approach adopted both in the Diploma of VET Practice and in a number of the programs offered in the higher education sector.

The Diploma of VET Practice is designed for current TAFE teachers and provides for professional growth within a recognised career structure in the Victorian public VET system. The target group comprises TAFE teachers who are principally concerned with the delivery of VET and who, under minimal or no guidance, organise and carry out a range of functions involving learning and assessment. In other words, it is for experienced teaching staff. It involves seven core and four elective units. Others in both the core and elective streams have been specifically developed. The course also includes a teaching practicum of 200 hours. The practicum is made up of:

- ✧ 50 hours of direct supervision
- ✧ 150 hours of other professional practice, including observation of other teachers and participation in a range of other teaching and administrative processes.

The core units are as follows:

- ✧ maintain and enhance professional practice
- ✧ design and develop learning strategies
- ✧ design and develop learning resources
- ✧ facilitate action learning projects
- ✧ facilitate e-learning
- ✧ facilitate learning in complex environments
- ✧ innovation in education and training.

The first two core units are drawn from the core of the Diploma of Training and Assessment and the next three are from its electives. The remaining two units are Victoria-specific. Of the diploma's electives, five are drawn for the available electives for the Diploma of Training and Assessment. The final two are again specific to Victoria and made up of a range of modules which cover cognitive skills, metacognition, critical and creative thinking, decision-making and visual and spatial reasoning (these are equivalent to one elective unit). Two other Victorian units are:

- ✧ develop assessment tools for differentiating performance
- ✧ integrate generic skills into teaching practice.

The Canberra Institute of Technology offers an advanced diploma with a duration of two years for experienced teachers or its part-time equivalent. Like the Diploma of VET Practice, students need to have completed the Certificate IV in Training and Assessment and have access to an appropriate work environment. It has similar course content to that of the Diploma of VET Practice, but also has units associated with research skills, including written communication and action research. As

we shall see, a research component is an explicit feature of a number of the higher education qualifications as well.

The higher education qualifications

The higher education qualifications considered here are those operating in 2010. They are at a diversity of levels, ranging from associate degrees to graduate diplomas. They may have one or more other awards embedded within them, for example the Certificate IV in Training and Assessment and other lower-level qualifications (such as graduate certificates or associate degrees), which represent exit points within the higher-level qualification. Some are clearly being phased out. Pathways between VET and higher education qualifications in the VET teaching area do not generally appear to be strongly developed.

While there are strong similarities between the various courses offered in higher education, there is also a considerable diversity in their nature and structure. Like the Certificate IV in Training and Assessment, a number of the courses also serve a range of markets and user groups. Thus the structure and content vary according to the needs of each target group. Other key differences are the admissions criteria and credit arrangements, durations and course content. We will consider each of these components in turn, drawing upon summaries of course documentation assembled from the university websites and validated by the institutions themselves in a small number of cases. We will consider the bachelor degrees and related studies and the graduate diplomas and related awards separately when appropriate, as their particular characteristics can give rise to some differences (for example, course durations are more variable for bachelor qualifications than for graduate diplomas). Of the 20 institutions active (that is, having at least one enrolment) in 2008, bachelor qualifications only were offered at three institutions, while six offer graduate-level qualifications. The majority (13) offered both undergraduate and graduate level programs.

Target groups

The target markets, collectively, are broad. This reflects an approach which seeks to engage a wide range of potential target groups, given that no one of them can probably support a qualification totally. These embrace adult education, vocational education and training, post-compulsory schooling, community, workforce or human resource development.

Some institutions have a particular focus, such as the University of New England's Bachelor of Training and Development. It is the most workforce development and human resource-oriented of all the qualifications considered and, as such, is more focused on workplace trainers than VET teachers. Others, particularly those in Queensland, are geared towards the requirements of secondary teacher registration, giving graduates the opportunity to work either in the VET or schools sectors. The Bachelor of Learning Management (secondary and VET) at Central Queensland University is very schools-oriented, while acknowledging VET teachers as another target group. The Bachelor of Adult and Vocational Education offered by Griffith enables registration as a secondary teacher, while also having a strong VET teacher focus. On the other hand, the Bachelor of Training also offered by this university is geared very much more to a VET sector market, despite having many subjects in common with the other award.

Finally, while some qualifications display some focus on initial preparation (even embedding the Certificate IV in Training and Assessment in a small number of cases), most appear to be oriented and marketed to those already working in the area and are a means of upgrading formal qualifications and improving their theoretical knowledge and practical expertise. Thus they are seen as rather more post-initial than initial.

Duration

All of the graduate diplomas require one year full-time, or the equivalent part-time to complete. Most of the awards also have an exit point at certificate level, attainable after completing half the diploma course. Most bachelor qualifications require about two years full-time to complete, after all admissions criteria have been met and any other credit granted. A small number of these qualifications also have a prior exit point, for example, the associate degree offered by Charles Sturt University. The nominal duration of the degree programs seems to be three or four years.

Admissions criteria and credit arrangements

Admissions criteria and credit arrangements are most straightforward for graduate diplomas and their embedded certificate programs. In most cases they require completion of at least bachelor-level studies. In addition they may also require a relevant amount of industrial or training experience, or current relevant work in the sector. There are at least a couple of interesting exceptions to this general rule. Latrobe University's Graduate Diploma in Industry Training and Education will also accept a two-year full-time diploma with industry experience, and special entry may be allowed for those with alternative TAFE qualifications and a trade background. Their Graduate Diploma in Vocational Education and Training, which is taught in collaboration with selected TAFE institutes, will also accept '... a professional qualification that satisfies requirements for employment in the TAFE sector: that is, a minimum of the Certificate III and five years industrial experience'. The University of Wollongong will consider '... a combination of training qualifications, e.g. a Certificate IV and professional experience that is equivalent to a three-year degree'. In our view, such an approach would be consistent with that applied to entry to a vocational graduate certificate or diploma in the VET sector. Nevertheless, these may give rise to concerns about abilities to undertake studies at master's level or above. It also reflects a range of rigour in the application of the principle of what constitutes a postgraduate award.

Credit arrangements tend to be minimal for these qualifications as they represent a shift in discipline field for most graduates. However, some credit may be given for prior studies in relevant programs. (For example, both Charles Sturt and Latrobe universities give credit in two subjects for the Certificate IV in Training and Assessment).

The bachelor's programs, which are open to students with a more diverse range of prior studies, have admissions criteria that are somewhat more variable. This, in turn, may be linked to the credit arrangements in place. This is because course admission and the granting of credit tend to be concurrent processes.

Most courses require some form of vocational or professional qualification, at least to certificate III level. A number require a period of relevant workplace experience as well as a specified number of years of experience (two years or more) practising in their vocational area. These courses have practicum requirements, or deem that it is beneficial to have a relevant context in which to ground their studies.

Some higher education institutions use a portfolio approach to make admission decisions based on a range of evidence, including vocational qualifications, work and community experience and any other teaching or training qualifications held (for example,) or a credit passport approach to make an appropriate assessment of the amount of credit to be given at enrolment. Charles Sturt University, for example, gives provisional credit for a completed Certificate IV in Training and Assessment, but only makes this credit final after students have completed the subject 'Reflective Practice in VET' during their university studies. The University of South Australia is the only institution which specifically mentions the Diploma of Training and Assessment and which will allow students who have successfully completed that qualification together with a relevant vocational qualification and two years of work experience to enter at the beginning of the third year of study. This requires a further two years of study, making it one of the longest and most stringent

higher education qualifications available. The Bachelor of Training at Griffith University might be seen as similarly stringent, in that it requires vocational qualifications, work experience and both the Certificate IV in Training and Assessment and the Diploma of Training and Assessment on admission, leaving an effective duration of about 1.5 years of a nominal three-year full-time course. However, it is possible for some of this study to occur concurrently. Thus, it can be a program partly delivered in TAFE and at the university.

One key message this brings to light is the opportunity for more active collaboration between VET and higher education institutions offering VET teaching qualifications.

Enrolment modes

Higher education programs are offered in two basic modes: on campus and face-to-face or through distance learning. Some institutions offer elements of both by using e-learning or online resources, flexi-mode and tele-tutorials. On the whole, on-campus predominates. However, as we said in the previous chapter, most students were part-time and just under half of the students (around 45%) were studying externally. It is interesting to speculate on the capacity of the higher education sector to meet an increased demand for their programs, especially if this were to be rapid, as there is no or little presence in a range of jurisdictions. Some higher education institutions do not offer their programs in distance mode. It suggests the need for more active partnerships with VET providers, or for an increase in their focus on flexible forms of delivery.

Course content

Course content has been determined by an analysis of subject titles. We found strong elements of comparability here, with particular topic areas being almost universal. Nevertheless, there are also variations. Popular topic areas are:

- ✧ *Contextual issues and trends in VET*, with titles like ‘Issues and trends in VET’, ‘Adult learning in context’ and ‘Adult education policy in context’
- ✧ *Teaching and learning topics*, which are probably (and not surprisingly) the most numerous. They appear to be focused on a variety of issues such as pedagogy and practice, learning styles and approaches, and teaching methods and strategies and, more specifically:
 - ◆ *Flexible delivery and using technologies*, with subject titles such as ‘Design and use of new technologies’, ‘Flexible delivery in VET’, ‘Instructional design and educational technology’ and ‘Using information technology for learning’
 - ◆ *Teaching diverse groups*, for example, ‘Teaching for diversity’, ‘Individual difference in VET’ and ‘Diversity and pedagogy’
- ✧ *Program design*, for example, ‘Curriculum development and design’ and ‘Program design and evaluation’
- ✧ *Assessment*, which includes subjects like ‘Evaluation and assessment’, ‘Assessing learning’, ‘Program design and assessment’ and ‘Vocational assessment’.

This represents the core of topic areas one might expect to see in any program focused on the development of teachers and trainers. Indeed, it is not particularly different from those in the certificate or diploma programs offered by the VET sector. The more interesting issue is the combinations of topic areas implied by the titles and their focus (for example, linking assessment and evaluation, program design and evaluation and the wide range of subjects focused on teaching and learning issues). A range of other topic areas is also covered, which might be subsumed in some of the more general topics above, including:

- ✧ workplace learning
- ✧ lifelong learning and work
- ✧ literacy and numeracy

- ✧ human resource development
- ✧ leadership, management and organisational performance
- ✧ practitioners in an entrepreneurial environment.

Such topics deal with specialisations, placing learning in a particular broader context (for example, lifelong learning).

Most higher education providers use a core or core and electives approach to address particular needs and interests. Course structures can be more specific and may reflect a particular focus, for example, a core coupled with the option of major studies to address the needs of particular target groups and specialisations. The Graduate Diploma in Adult and Vocational Education at the University of South Australia is an example of such an approach. The University of Technology, Sydney; University of Wollongong; and Griffith University use a majors approach in their programs and the subject choices are then dictated by the field of study chosen. Streams, fields of study and specialisation typically reflect target groups and include:

- ✧ University of Technology, Sydney: bachelor degree program with four majors: vocational education, human resource development, Aboriginal studies and language, literacy and numeracy
- ✧ University of Wollongong with three streams: vocational education and training, higher education, and adult education
- ✧ Griffith University with four majors in its Bachelor of Adult and Vocational Education course: adult and vocational teaching, adult literacy and numeracy, human resource development and VET in Schools.

A number of the programs stipulate a period of practicum (for example, Griffith University which requires this for both its bachelor degrees). Others use broad-ranging subjects with titles such as 'Continuing professional development', 'Professional practice' or 'Developing the VET practitioner', which could provide a generic and valuable professional development focus to address both the academic needs of the institution and the personal and professional interests of the student. Such approaches can be built around an appropriate activity in their workplace.

Another approach is built around topics concerned with personal inquiry or research and inquiry. This style of learning is also possible within particular subjects with a more specific discipline focus (such as subjects on assessment, course design or approaches to learning), where action learning and problem-based approaches are used to meet students' professional needs, foster their intellectual interests and use the immediacy of a current problem or issue in their work as a context for learning.

Connectedness with the VET sector

We have been able to gather relatively little information from publicly available sources about the nature of staffing of higher education institutions and their currency with VET teaching and other issues, their partnership arrangements, the reference groups they use to maintain course currency and evaluative information about program quality. This prevents a more detailed appraisal of the fitness or quality of what is being offered. The absence of this information means that we have nothing but the level of the program against which to judge quality. The substantive question remains: Are the higher-level qualifications necessarily better than other available options? The answer depends on who is delivering them and their 'connectedness' to the sector, including the extent to which they engage with it and the issues it confronts. The quality of what they offer and the currency of their knowledge of context and practices in the sector is therefore vital.

The qualifications and their AQF levels

Because the teaching qualifications range across several levels of the AQF (level 4 for the Certificate IV in Training and Assessment to level 8 for the graduate certificates and diplomas), it is important to consider the implications this might have for the nature of what is taught and what might reasonably be expected in terms of the knowledge, skills and their application of those undertaking the range of teacher training programs in our study's scope.

Table 5 describes the awards broadly. The most immediately relevant are those at:

- ✧ Level 4, related to the certificate IV
- ✧ Level 5, related to the Diploma of Training and Assessment and Diploma of VET Practice
- ✧ Level 7, related to the bachelor degrees offered by a range of universities
- ✧ Level 8, related to the graduate certificates and diplomas.

Level 6 is included because of the small advanced diploma at Canberra Institute of Technology, and to show the progressive development of knowledge, skills and their application across the five levels.

What can be interpreted and inferred from table 5 is that:

- ✧ There is a clear reference at all levels to providing the capacity for further learning, meaning that the qualifications must not only be of intrinsic worth but also provide pathways. Evidence to date suggests that the pathways could be better developed.
- ✧ The certificate IV is one where relatively limited responsibility might be expected of a teacher holding it. As such it is reasonable to expect the teacher to be well inducted and supported in their workplace by other more experienced staff.
- ✧ The theoretical knowledge and skill requirements of the certificate IV are also relatively low, and this only reinforces its role as an initial qualification and the importance of teachers having access to and actively taking up continuing professional development opportunities, including higher-level qualifications.
- ✧ Levels of personal responsibility, autonomy, specialisation and professionalism grow with increasing AQF level. These can be manifested not only in the development of qualifications but in the design of structured but not formally recognised professional development. This, in turn, should enable such professional development to be recognised more readily within formal programs, especially higher-level qualifications.
- ✧ Notwithstanding the hierarchical differences in knowledge, skills and their application between bachelor and graduate programs, the argument for extending and diversifying a bachelor graduate's knowledge and skills is sound (for example, to gain a VET teacher qualification). In a number of cases, therefore, the subjects in a university's bachelor and graduate certificate and diploma teacher training programs are the same.

Table 5 AQF descriptors relevant to the range of initial VET teacher training qualifications

AQF level & qualification type	Level 4 Certificate IV	Level 5 Diploma	Level 6 Advanced diploma/ assoc degree	Level 7 Bachelor degree	Level 8 Graduate certificate/ diploma
Level summary	Graduates at this level will have theoretical and practical knowledge and skills for specialised/ and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/ paraprofessional work and/or further learning	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional/ highly skilled work and/or further learning
Knowledge	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning	Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice	Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice
Skills	<p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to:</p> <ul style="list-style-type: none"> ✧ complete routine and non-routine activities ✧ provide and transmit solutions to a variety of predictable and sometimes unpredictable problems 	<p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> ✧ analyse information to complete a range of activities ✧ provide and transmit solutions to sometimes complex problems ✧ transmit information and skills to others 	<p>Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> ✧ analyse information to complete a range of activities ✧ interpret and transmit solutions to unpredictable and sometimes complex problems ✧ transmit information and skills to others 	<p>Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> ✧ analyse and evaluate information to complete a range of activities ✧ analyse, generate and transmit solutions to unpredictable and sometimes complex problems ✧ transmit knowledge, skills and ideas to others 	<p>Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> ✧ analyse critically, evaluate and transform information to complete a range of activities ✧ analyse, generate and transmit solutions to complex problems ✧ transmit knowledge, skills and ideas to others
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgment and limited responsibility in known or changing contexts and within established parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgment and defined responsibility in known or changing contexts and within broad but established parameters	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgment and defined responsibility:</p> <ul style="list-style-type: none"> ✧ in contexts that are subject to change ✧ within broad parameters to provide specialist advice and functions 	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgment and responsibility:</p> <ul style="list-style-type: none"> ✧ in contexts that require self-directed work and learning ✧ within broad parameters to provide specialist advice and functions 	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgment, adaptability and responsibility as a practitioner or learner

Summary and key points

The key points, and some associated conclusions, are as follows:

- ✧ The content areas of all courses are broadly similar.²
- ✧ Most courses, whether VET or higher education, operate on a core and options approach, although a number also have major study areas to deal with the specific needs of particular groups. Others have exit points after individuals have completed a proportion of a longer award.
- ✧ It can be difficult to establish the key markets of each of the qualifications: they can be diverse and can compete. For example, the certificate IV serves a wide range of groups working, or who may wish to work, in a diversity of contexts: as a workplace trainer, an institution-based VET teacher or even as a volunteer. Given this diversity, there is a strong argument for retaining and refining a mix of qualifications and recognising the value of a broader range of qualifications rather than one mandated minimum. The standard actually requires teachers and trainers to hold the Certificate IV in Training and Assessment from the Training and Education Training Package (TAE10) or be able to demonstrate equivalent competencies. The word 'higher' or even 'preferably higher' rather than just 'equivalent' may be desirable.
- ✧ The redevelopment of the Diploma of Training and Assessment program offers the opportunity to address the more specialised training needs of staff through options and skills sets (Guthrie 2010b). A number of the higher education courses are highly specialised, or attempt to address the needs of a diversity of student groups. Many of those courses which might be seen as post-initial—the diplomas, degree and post-graduate studies—have a component aimed at providing an opportunity to undertake or certify continuing professional development activities. Such programs could be built around key work roles and specialities, as well as advanced studies in key generic teaching and learning disciplines, such as assessment.
- ✧ Durations of the bachelor degrees are variable, but seem to be approximately two to three years after normal credit and admissions criteria have been met. Most are almost solely concerned with vocational education issues or teaching specialities (human resource development, adult education, language, literacy and numeracy or VET in Schools).
- ✧ There seems to be more scope for the development of a better set of flexible, integrated and even nested programs and qualifications operating cross-sectorally. This view is consistent with conclusions reached by Wheelahan and Moodie (2011). This suggests a role for a rejuvenated and expanded AVTEC: the Australian VET Teacher Education Colloquium.
- ✧ The distribution of provision and capacity in higher education in particular is quite variable. This is an issue where the available delivery options affect the capacity of individuals in some jurisdictions to access programs readily.
- ✧ This initial examination and analysis of course content would benefit from further follow-up, particularly if Wheelahan and Moodie's (2011) recommendation of developing a national VET professional body is taken up and this body or another organisation concerns itself with the development of teaching standards and accrediting VET teaching qualifications across both VET and higher education.
- ✧ Finally, there are variations in educational philosophies and approaches between adult education, vocational education and higher education. At worst, this can affect the extent to which particular educational approaches, such as competency-based training, are fairly portrayed in teacher training. At best, the programs should allow a critical reflection on competing or prevailing philosophies.

² Unfortunately, it is impossible to assess the depth of knowledge and skills and the nature of the content covered without being able to access more detailed course information.

Conclusions

There has recently been an unprecedented interest in VET teachers, including their quality, skill requirements and preparation and development (for example, Mitchell & Ward 2010; Clayton et al. 2010, Wheelahan & Moodie 2011). The present report contributes to this debate, while being focused specifically on their initial preparation and training.

Unfortunately, we understand very little about how people move into, out of and within the sector itself, their level of attachment to it, the nature of the qualifications VET workforce members hold and when, how and why they acquired them. This information is not only fundamental to establishing the type—or types—of initial preparation and training that may be appropriate, but also how this foundational training provides a basis for ongoing professional development in all its forms. The present project has restricted itself to considering the initial training for institution-based VET teaching staff, while acknowledging that the total VET workforce is far larger and more diverse.

We sought to answer two fundamental questions: ‘Who is an ‘initial’ teacher?’ and, ‘What constitutes initial training?’ We attempted to resolve these questions early in our research and that resolution affected how the project proceeded. It turned out that trying to answer these apparently simple questions was not that simple, and that we really understand very little about the dynamics of entry to teaching, how and when a foundational qualification is acquired, what support is provided to those beginning work as VET teachers and what happens after this, in terms of maintaining and developing teaching skills and specialities.

People, and VET teachers in particular, are the products of the range of life experiences they have had before they take up a new role or direction. Neither do a large proportion of those undertaking these VET teaching qualifications seem to be unqualified: far from it, in fact. A majority come with some form of post-secondary awards, and many of these are at bachelor degree level or more. However, it is almost impossible to determine the mix of qualifications, whether they are ‘vocational’ or ‘teaching’ awards, and whether their teaching or vocational award is higher in terms of its AQF level.

VET teachers generally come to teaching much later and with more experiences than many who begin a career in secondary or primary teaching. The average age of those undertaking the range of initial teacher qualifications we examined is the low 40s and many initial VET teachers would come with a variety of experiences. ‘Initial’ teaching is not a fixed beginning point but rather a spectrum depending on what exactly an individual has done and studied before. A variety of awards and flexible admissions criteria are needed to accommodate this diversity better. This suggests the need to recognise a wider range of qualifications as foundational, dependent on teaching role, level and learner demographic. Interestingly, and with the exception of a very small number of specialised teaching areas, the sector has made little use of vocational graduate certificates and diplomas as possible teaching qualifications.

The use of the Certificate IV in Training and Assessment (now Training and Education) or an equivalent as the mandated foundational qualification might be seen as an administrative convenience for the AQTF and its auditors. In our view, the clearer recognition of other equivalent or even superior qualifications for particular types of beginning teacher (for example, those involved in teaching English as a second language, in language, literacy and numeracy or those

teaching in degree programs) would be a more nuanced recognition of the diversity of what those teaching in the VET sector do and the diversity of those with whom they work.

Continuing to develop both as a teaching practitioner and maintaining vocational currency is—or should be—a characteristic shared by all ‘vocational’ educators. The VET sector, its providers and practitioners are challenged not only to achieve the right balance between the two key priorities of maintaining and developing both vocational and teaching competence, but also balancing the time, effort and money expended on the acquisition of a foundational teaching qualification against the amount they will subsequently spend on their professional development.

The nub of the issue is the debate over the professionalism of VET teachers, and the extent to which these teachers themselves, and others, see them as professionals. One criterion of professionalism is the level of qualification held, but here again we are challenged by whether VET teaching staff see themselves as teachers (and many do), while others of them still—or at the same time—maintain a strong identity with their vocational discipline. This dictates where they will put their efforts in terms of their professional development, including undertaking any further qualifications.

VET teachers are often identified as dual professionals. Their professionalism might be reflected in the attributes of professionals: impressive competence in a particular activity; being ethical; and being prepared to learn continually through participation in ongoing professional development undertaken through personal interest and commitment, as well as that supported by their employer. To tie professionalism to a particular level of teaching or other qualification in the VET sector is inappropriate, we think. The key issue in building VET teacher professionalism and their recognition as such is getting the balance right between a sound beginning and a lifelong commitment to continuing development. The quality of that post-initial development is likely to be the more significant in the longer-term for those who remain as teachers in the system. However, poor training and poor support initially will have personal consequences but, more importantly, consequences for their students.

The foundational qualification: the certificate IV

The recently introduced Certificate IV in Training and Assessment is acknowledged as a foundational qualification. Thus, it represents a beginning point and is designed as a generic qualification, with options that address more specific teaching skills. It should focus on what initial teachers most need to know when they begin their practice. Yet its relative size—some 30 950 commencements and continuing enrolments (and nearly 11 500 completions) in 2008—and the great variety of contexts in which those who complete it will work, mean that it is very hard to design a program which will meet all needs. It is unreasonable to expect any qualification to do so. Employers of VET teachers must play a role here: better approaches to staff selection; being more diligent about accepting key qualifications such as the certificate IV on face value; and using preferred and high-quality providers to deliver the certificate IV, if it is not on their own scope or they do not feel they can deliver it well. Any viable solution to sound initial teacher preparation needs to be comprehensive. A good organisational learning culture and practices are critical in fostering sound approaches to both initial teacher preparation and continuing professional development.

The certificate IV is widely available. From the data it is clearly a qualification which is a strong fee-for-service ‘earner’ for many of its providers. It has acknowledged and significant quality issues which have been discussed elsewhere (for example, Guthrie 2010a, 2010b) and in this report. The certificate IV is also the subject of an audit commissioned by the National Quality Council. Yet, it is also the minimum qualification in the regulatory system and may well become the de facto maximum in the absence of significant personal, regulatory and other drivers for continuing teacher development. Currently the sector appears to be more motivated by compliance to minima, rather

than a concern for the quality and attributes of the workforce delivering programs to particular student groups. Solutions seem to lie amongst the following:

- ✧ There is a clear need for a sound foundation qualification at commencement and Clayton et al. (2010) suggest that when taught well, and with appropriate support, the certificate IV can serve this purpose, but the qualification needs to be kept under review to ensure that the implementation failures that have dogged its predecessors are not repeated.
- ✧ To improve its soundness may require more stringent requirements about which providers can offer the program and the qualifications and experience of staff offering the program require. One approach would be to require at least a Diploma in Training and Assessment to teach the course (Guthrie 2010b).
- ✧ Arguably, there is a case that no one should be able to undertake the program without associated practical experience to ground what they are learning in the realities of the work role. This should present less of a problem when the new teacher is acquiring the qualification after they have begun to teach. This approach is supported both by the Productivity Commission (2010a, 2010b) and the Australian Education Union (*Australian TAFE Teacher* 2010). However, many probably acquire the qualification as another string to their bow and in the absence of any opportunity to reflect on real practice.

Finally, providers need to support their staff appropriately to help them transition to this new role or teaching context. While this might best be done with an intensive offering of a foundational qualification, this may not suit some staff, casual staff in particular. Creative, but appropriate, approaches to delivery of initial teacher training are what is required.

The VET diploma and higher education qualifications

By comparison with the numbers undertaking the certificate IV, both of the diploma programs, and those offered by higher education, have relatively limited take-up. The total number of commencements and continuing enrolments for the Diploma in Training and Assessment and the Diploma of VET Practice are around 960 and 580, respectively. In addition, student numbers appear to be declining overall in higher education, sitting at around 2000 students in 2008, down from about 2400 in 2006. A number of higher education institutions have withdrawn from provision and some higher education providers with relatively small student numbers indicate that they are just holding on, or may even be under threat, being required to review the viability of their award. It is likely therefore that the numbers of providers may fall even further. This is not necessarily an issue if demand can be picked up or built on by the survivors. Nevertheless, a wholesale and rapid increase in demand would be beyond their immediate capacity. Finally, there has been very little critique of these awards, at least in the public domain.

All these courses will survive, or not, for four main reasons:

- ✧ First, they will survive if they offer a high-quality program that addresses the real development needs of VET teachers as they work to build their skills. This will be particularly so for VET offerings to allow individuals to work progressively towards awards. It will also be important to identify both key generic requirements (for example, assessment) and specialised skills (for example, international education or working with enterprises) and devise units of competence, skill sets or course subjects that address them.
- ✧ Second, they will survive where there is a compelling reason to undertake them, such as regulatory pressure, a salary bar, or requirement to be considered for promotion or a particularly desirable position. They need to offer pathways and open doors that are valued by teachers and their employers alike. They have to provide a return on investment, but this return is not necessarily monetary. From other work undertaken in the sector, for example, Simons et al.'s work on career paths for VET staff (2009), many of these motivation factors are far less tangible, but real.

- ✧ Third, they will survive if VET and higher education providers alike are recognised in the sector for the quality of what they do. This respect has to be earned; it is not merely a consequence of offering an award at a particular level, particularly university-level awards. One approach, which Wheelahan and Moodie (2011) have suggested, is to have qualifications audited by an independent and authoritative body such as a professional association. However, at present no such body with an interest in the professionalism of VET teaching exists. Guthrie (2010b) suggested that a body like the former Institute of Trades Skills Excellence might serve as a model for peer review of such qualifications, including providers of the certificate IV. There may be existing organisations that might take up such a role for the sector. Such a 'gold standard' might bestow advantages in terms of attracting suitable students or partnerships, knowing that outcomes were likely to be of high quality.
- ✧ Fourth, providers will be most successful if they actively engage with their client groups and other providers through appropriate partnerships and networks. It is also important that students are able to get other professional development appropriately recognised within such awards, even if that recognition is not a major proportion of it. Likewise it is important that the learning approaches are authentic and enable students to grow and develop through a critical reflection of their everyday practice or through specific action learning and other projects.

Courses, particularly those in the higher education sector, may have a range of competing educational philosophies: adult education versus vocational education versus specifically targeted enterprise-based training. While having similar roots, there are ideological and pedagogical differences which need to be recognised and accommodated by those offering the programs. For example, one of the most potent criticisms of earlier higher education programs were that they drew too much from a school tradition and did not recognise the equivalent, but different, approaches that prevail in vocational education and training.

Finally, it is difficult to obtain accurate and comprehensive data on the demographics of those who undertake particular courses. What is more, we understand little of what motivates students to undertake higher awards or other forms of professional development. Perhaps, more importantly, we do not understand what the enablers and barriers to undertaking professional development of all kinds are. This research is key to understanding the design and delivery issues confronting both initial and subsequent teacher training and development.

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Appendix 1

Table A1 2008 Certificate IV in Training and Assessment: number of RTOs and course enrolments by type and state

<i>State</i>	Type of RTO					
	TAFE		Private RTO		Community-based adult education provider	
	<i>Number of RTOs</i>	<i>Course enrolments</i>	<i>Number of RTOs</i>	<i>Course enrolments</i>	<i>Number of RTOs</i>	<i>Course enrolments</i>
Australian Capital Territory	1	441	18	397		
New South Wales	11	3 726			41	2 529
Northern Territory	1	554	6	252		
Queensland	12	5 866	37	1 132		
South Australia	1	2 489	18	676		
Tasmania	1	1 020	7	117		
Victoria	19	8 030	27	674	38	1 077
Western Australia	11	1 625	21	330	3	11
Total	57	23 751	134	3 578	82	3 617

Note: TAFE = Technical and further education institute; Private RTO = privately operated registered training organisation.

Source: NCVET data from 2008 AVETMISS data collection: RTO and enrolment files. Course enrolments defined by Course Key, Client Key and RTO Key (and include commencing and continuing enrolments).

Table A2 Key initial teacher training course enrolments and completions, 2006, 2007 & 2008

Course ID	Course name	Commencing course enrolments			Continuing course enrolments			Course completions		
		2006	2007	2008	2006	2007	2008	2006	2007	2008
TAA40104	Certificate IV in Training & Assessment	16 873	24 540	26 003	2 413	5 720	4 943	6 889	12 520	11 473
TAA50104	Diploma of Training & Assessment	292	644	784	42	87	180	109	273	213
21697VIC	Diploma in/of Vocational Education & Training Practice	182	325	384	27	138	194	41	113	150
80842ACT	Advanced Diploma of Adult Vocational Education		10	13			7			
21205VIC	Graduate Certificate in Vocational Education & Training	31	56	5	1	5	18	16	31	13
21852VIC	Graduate Certificate in Vocational Education & Training			24						2
91139NSW	Graduate Diploma of Adult & Vocational Education	2	10	4	12	9	7		2	2
All key courses		17 380	25 585	27 217	2 495	5 959	5 349	7 055	12 939	11 853

Source: NCVER, 2006, 2007 2008 AVETMISS data collection: Client, Enrolment, and Awards files. Course enrolments defined by Course Key, Client Key and RTO Key.

Table A3 Diploma of Training and Assessment: number of RTOs and course enrolments by type and state, 2008

State	Type of RTO					
	TAFE		Private RTO		Community-based adult education provider	
	Number of RTOs	Course enrolments	Number of RTOs	Course enrolments	Number of RTOs	Course enrolments
Australian Capital Territory						
New South Wales	8	147	1	1		
Northern Territory						
Queensland	2	102	4	109		
South Australia	1	116	2	23		
Tasmania	1	89	1	4		
Victoria	10	337	1	13	1	15
Western Australia	2	8				
Total	24	799	9	150	1	15

Source: NCVER, data from 2008 AVETMISS data collection: RTO and Enrolment files. Course enrolments defined by Course Key, Client Key and RTO Key (and include commencing and continuing enrolments).

Table A4 Commencing client profile all key initial teacher training courses, 2006–08

	2006	2007	2008	% of total 2008	% of valid total 2008
All commencing clients	17 175	25 234	26 982	100.0	100.0
Sex					
F	9 076	13 321	14 422	53.5	53.8
M	8 062	11 866	12 404	46.0	46.2
@	37	47	156	0.6	
	17 175				
Age					
Less than 30 years	2 401	3 371	3 851	14.3	14.9
30–39 years	4 685	6 807	7 051	26.1	27.2
40–49 years	5 485	8 099	8 318	30.8	32.1
50–59 years	3 497	5 276	5 566	20.6	21.5
60 years and above	524	972	1 108	4.1	4.3
Unknown (0 years)	583	709	1 088	4.0	
Average age	41.4	41.9	41.8		
Indigenous status					
N	13 618	20 864	21 917	81.2	96.1
Y	466	651	882	3.3	3.9
@	3 091	3 719	4 183	15.5	
Labour force status					
Full-time employee	8 623	12 792	13 731	50.9	64.0
Part-time employee	2 872	4 142	4 449	16.5	20.7
Employer	230	348	383	1.4	1.8
Self-employed: not employing others	787	1 148	1 091	4.0	5.1
Employed: unpaid worker in a family business	82	91	88	0.3	0.4
Unemployed: seeking full-time work	446	577	709	2.6	3.3
Unemployed: seeking part-time work	301	403	486	1.8	2.3
Not employed: not seeking employment	332	421	527	2.0	2.5
Not stated	3 502	5 312	5 518	20.5	
Disability flag					
Y	630	858	887	3.3	3.8
N	13 374	20 642	22 443	83.2	96.2
@	3 171	3 734	3 652	13.5	
Priored education					
Y	10 396	15 450	16 591	61.5	72.5
N	3 465	5 370	6 295	23.3	27.5
@	3 314	4 414	4 096	15.2	
Priored education = Y					
Priored education description					
Certificate I	427	625	745	4.5	
Certificate II	754	1 080	1 398	8.4	
Certificate III	2 833	4 309	4 670	28.1	
Certificate IV	2 868	4 192	4 635	27.9	
Diploma level	2 448	3 650	4 003	24.1	
Advanced diploma or associate degree level	1 040	1 526	1 699	10.2	
Bachelor degree or higher degree level (defined for AVETMISS use only)	4 083	6 249	6 828	41.2	
Miscellaneous education	1 926	2 660	2 862	17.3	

	2006	2007	2008	% of total 2008	% of valid total 2008
Priored education = Y					
Highest priored education description					
Certificate I	67	109	108	0.7	
Certificate II	195	266	355	2.1	
Certificate III	1 527	2 252	2 330	14.0	
Certificate IV	1 448	2 235	2 377	14.3	
Diploma level	1 528	2 195	2 380	14.3	
Advanced diploma or associate degree level	627	914	975	5.9	
Bachelor degree or higher degree level (defined for AVETMISS use only)	4 083	6 249	6 828	41.2	
Miscellaneous education	921	1 230	1 238	7.5	
Total	10 396	15 450	16 591	100.0	
HSL description					
Did not go to school	4	4	13	0.0	0.1
Year 9 or below	484	615	607	2.2	2.9
Completed Year 10	2 878	3 992	3 973	14.7	19.2
Completed Year 11	1 825	2 719	3 001	11.1	14.5
Completed Year 12	7 725	11 856	13 103	48.6	63.3
Not stated	4 259	6 048	6 285	23.3	
At school					
Y	38	49	97	0.4	0.4
N	13 763	20 754	22 894	84.8	99.6
@	3 374	4 431	3 991	14.8	
ARIA region					
Major cities	8 565	13 488	14 565	54.0	54.7
Inner regional	4 507	5 951	6 280	23.3	23.6
Outer regional	2 565	3 649	3 741	13.9	14.1
Remote	670	745	713	2.6	2.7
Very remote	393	520	582	2.2	2.2
Outside Australia	173	691	735	2.7	2.8
Unknown	302	190	366	1.4	
Apprenticeship flag					
Y	142	232	197	0.7	0.7
N	17 015	24 999	26 782	99.3	99.3
@	18	3	3	0.0	

Source: NCVET, 2006, 2007 & 2008 AVETMISS data collection: Client and associated profile description files.

Table A5 Commencing client profile in selected courses, 2008

	Cert IV in Training & Assessment			Diploma of Training & Assessment			Diploma in/of VET Practice		
	2008	% of total 2008	% of valid total 2008	2008	% of total 2008	% of valid total 2008	2008	% of total 2008	% of valid total 2008
Total	25 991	100.0	100.0	779	100.0	100.0	384	100.0	100.0
Sex									
F	13 878	53.4	53.7	469	60.2	60.6	156	40.6	40.6
M	11 960	46.0	46.3	305	39.2	39.4	228	59.4	59.4
@	153	0.6		5	0.6		0	0.0	
Age									
Less than 30 years	3 776	14.5	15.2	71	9.1	9.4	15	3.9	3.9
30–39 years	6 806	26.2	27.3	195	25.0	25.7	102	26.6	26.7
40–49 years	7 908	30.4	31.7	295	37.9	38.9	180	46.9	47.1
50–59 years	5 346	20.6	21.5	178	22.8	23.5	77	20.1	20.2
60 years and above	1 085	4.2	4.4	19	2.4	2.5	8	2.1	2.1
Unknown (0 years)	1 070	4.1		21	2.7		2	0.5	
Average age	41.8			42.9			43.4		
Indigenous status									
N	21 067	81.1	96.1	643	82.5	97.9	355	92.4	99.4
Y	864	3.3	3.9	14	1.8	2.1	2	0.5	0.6
@	4 060	15.6		122	15.7		27	7.0	
Labour force status									
Full-time employee	13 167	50.7	63.8	396	50.8	64.8	254	66.1	70.4
Part-time employee	4 244	16.3	20.6	150	19.3	24.5	95	24.7	26.3
Employer	380	1.5	1.8	3	0.4	0.5	0	0.0	0.0
Self-employed: not employing others	1 059	4.1	5.1	30	3.9	4.9	6	1.6	1.7
Employed: unpaid worker in a family business	88	0.3	0.4	0	0.0	0.0	0	0.0	0.0
Unemployed: seeking full-time work	698	2.7	3.4	10	1.3	1.6	2	0.5	0.6
Unemployed: seeking part-time work	476	1.8	2.3	8	1.0	1.3	2	0.5	0.6
Not employed: not seeking employment	511	2.0	2.5	14	1.8	2.3	2	0.5	0.6
Not stated	5 368	20.7		168	21.6		23	6.0	

	Cert IV in Training & Assessment			Diploma of Training & Assessment			Diploma in/of VET Practice		
	2008	% of total 2008	% of valid total 2008	2008	% of total 2008	% of valid total 2008	2008	% of total 2008	% of valid total 2008
Total	25 991	100.0	100.0	779	100.0	100.0	384	100.0	100.0
Disability flag									
Y	862	3.3	3.8	20	2.6	3.1	8	2.1	2.1
N	21 603	83.1	96.2	634	81.4	96.9	374	97.4	97.9
@	3 526	13.6		125	16.0		2	0.5	
Priored education									
Y	15 836	60.9	72.1	540	69.3	76.3	339	88.3	89.2
N	6 141	23.6	27.9	168	21.6	23.7	41	10.7	10.8
@	4 014	15.4		71	9.1		4	1.0	
Priored education = Y									
Priored education description									
Certificate I	707	4.5		36	6.7		12	3.5	
Certificate II	1 330	8.4		54	10.0		29	8.6	
Certificate III	4 422	27.9		178	33.0		125	36.9	
Certificate IV	4 216	26.6		293	54.3		202	59.6	
Diploma level	3 763	23.8		195	36.1		94	27.7	
Advanced diploma or associate degree level	1 596	10.1		84	15.6		43	12.7	
Bachelor degree or higher degree level (defined for AVETMISS use only)	6 533	41.3		236	43.7		102	30.1	
Miscellaneous education	2 735	17.3		89	16.5		55	16.2	
Priored education = Y									
Highest priored education description									
Certificate I	108	0.7		1	0.2		0	0.0	
Certificate II	350	2.2		4	0.7		1	0.3	
Certificate III	2 279	14.4		32	5.9		25	7.4	
Certificate IV	2 178	13.8		112	20.7		110	32.4	
Diploma level	2 258	14.3		94	17.4		58	17.1	
Advanced diploma or associate degree level	911	5.8		47	8.7		35	10.3	
Bachelor degree or higher degree level (defined for AVETMISS use only)	6 533	41.3		236	43.7		102	30.1	
Miscellaneous education	1 219	7.7		14	2.6		8	2.4	
Total	15 836	100.0		540	100.0		339	100.0	

	Cert IV in Training & Assessment			Diploma of Training & Assessment			Diploma in/of VET Practice		
	2008	% of total 2008	% of valid total 2008	2008	% of total 2008	% of valid total 2008	2008	% of total 2008	% of valid total 2008
Total	25 991	100.0	100.0	779	100.0	100.0	384	100.0	100.0
Highest school level description									
Did not go to school	13	0.1	0.1	0	0.0	0.0	0	0.0	0.0
Year 9 or below	590	2.3	3.0	9	1.2	1.5	10	2.6	2.8
Completed Year 10	3 825	14.7	19.2	104	13.4	17.7	67	17.4	19.1
Completed Year 11	2 837	10.9	14.3	102	13.1	17.3	88	22.9	25.1
Completed Year 12	12 623	48.6	63.5	373	47.9	63.4	186	48.4	53.0
Not stated	6 103	23.5		191	24.5		33	8.6	
At school									
Y	95	0.4	0.4	2	0.3	0.3	0	0.0	0.0
N	22 033	84.8	99.6	657	84.3	99.7	360	93.8	100.0
@	3 863	14.9		120	15.4		24	6.3	
ARIA region									
Major cities	14 005	53.9	54.6	419	53.8	54.2	215	56.0	56.3
Inner regional	6 010	23.1	23.4	173	22.2	22.4	143	37.2	37.4
Outer regional	3 632	14.0	14.2	99	12.7	12.8	24	6.3	6.3
Remote	704	2.7	2.7	10	1.3	1.3	0	0.0	0.0
Very remote	579	2.2	2.3	3	0.4	0.4	0	0.0	0.0
Outside Australia	700	2.7	2.7	69	8.9	8.9	0	0.0	0.0
Unknown	361	1.4		6	0.8		2	0.5	
Apprenticeship flag									
Y	196	0.8	0.8	2	0.3	0.3	0	0.0	0.0
N	25 792	99.2	99.2	777	99.7	99.7	384	100.0	100.0
@	3	0.0		0	0.0		0	0.0	

Source: NCVET, 2006, 2007 & 2008 AVETMISS data collection: Enrolment & Client and associated profile description file.

Table A6 Certificate IV Graduates Student Outcomes Survey data

	Certificate IV in Training and Assessment			All non-trade certificate IV courses
	2007	2008	2009	2009
Number of graduates	968	1 254	2 369	7 855
Destinations after training (of all graduates)¹				
Employed or in further study after training (%)	96.8	96.8	96.4	92.7
Employment outcomes (of all graduates)¹				
Employed (%)	95.1	94.9	93.6	85.3
Full-time (%)	69.4	70.5	63.1	54.4
Part-time (%)	25.4	24.3	30.1	30.0
Average salary (of those employed full-time) ² (\$)	59 000	61 000	60 800	53 400
Top 3 Occupations (of those employed after training) ³ (%)				
Professionals	57.5	55.8	54.7	26.2
Technicians and trades workers	10.8			
Clerical and administrative workers	9.8	10.1		16.3
Community and personal service workers		13.4	11.3	24.5
Managers			10.9	
Top 3 Industries (of those employed after training) ⁴ (%)				
Education and training	39.8	39.6	40.4	15.5
Health care and social assistance	11.8	13.2	16.4	23.5
Public administration and safety	10.0	11.7	10.4	8.5
Further study outcomes (of all graduates)				
Enrolled at (%)				
University	7.9	9.1	6.3	7.8
TAFE	11.0	12.1	12.4	18.2
Other provider	8.6	6.1	6.7	6.0
Total	27.8	27.5	25.4	32.2
Enrolled in (%)				
Bachelor or above	5.4	7.7	5.4	7.2
Diploma or advanced diploma	8.5	8.6	6.2	13.3
Certificate III–IV	6.4	4.4	7.7	6.8
Certificate I–II	1.4*	1.0*	1.3	0.9
Other	5.3	5.1*	4.5	3.7
Total	27.8	27.5	25.4	32.2
Satisfaction with training (of all graduates)				
Satisfied with the training (%)	83.1	85.0	84.7	87.5
Received job-related benefits from the training (%)	67.3	69.9	69.2	70.0
Received personal benefits from the training	92.8	92.4	92.8	95.8
Achieved main reason for undertaking training (%)	88.8	88.8	87.7	85.4
Recommend the training to others (%)	92.3	90.7	91.2	93.6
Of those employed before training				
Employed after training (%)	96.7	96.6	96.5	92.7
Average salary of those employed full-time (\$)	59 500	61 200	61 000	54 300
Enrolled in further study (%)	27.4	27.8	24.8	29.5
Satisfied with the training (%)	83.2	84.5	84.4	87.1
Achieved main reason for undertaking training (%)	89.2	88.7	88.9	87.5

	Certificate IV in Training and Assessment			All non-trade certificate IV courses
	2007	2008	2009	2009
Of those NOT employed before training				
Employed after training (%)	61.4	62.6	45.5	42.2
Average salary of those employed full-time (\$)	39 300	37 400	50 000	33 900
Enrolled in further study (%)	33.6*	20.4*	34.4	46.7
Satisfied with the training (%)	80.0	93.7	87.9	89.5
Achieved main reason for undertaking training (%)	83.1	89.0	67.6	74.6

- Notes:
- * The estimate has a relative standard error greater than 25% and therefore should be used with caution.
 - ** NCVET does not report n estimates based on less than five respondents because the estimates are unreliable.
 - 1 Destinations after training are as at 29 May 2009.
 - 2 All salary estimates are based on the average salary for graduates employed full-time after study. Mean salary has been determined by taking mid-point values as the question is answered in categories.
 - 3 Most common occupation for graduates in the qualification and field of education named 6 months after training at Major level. Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO 2006).
 - 4 Most common industry for graduates in the qualification and field of education named six months after training.
- Source: NCVET, 2007, 2008 & 2009 Student Outcomes Survey: VET Graduate outcomes, salaries and jobs report.

Table A7 Diploma graduates Student Outcome Survey data

	Diploma of Training and Assessment	Diploma of Vocational Education and Training Practice	All non-trade diploma courses
	2009	2009	2009
Number of graduates	33	41	4 667
Destinations after training (of all graduates)¹			
Employed or in further study after training (%)	100.0	100.0	91.2
Employment outcomes (of all graduates)¹			
Employed (%)	91.4	98.8	82.8
Full-time (%)	73.7	72.4	47.8
Part-time (%)	17.7*	24.5*	34.4
Average salary (of those employed full-time) ² (\$)	68 800	61 600	51 400
Top 3 Occupations (of those employed after training) ³ (%)			
Professionals	51.3	68.1	15.1
Managers	38.0*	17.2*	
Clerical and administrative workers	**		16.8
Technicians and trades workers		**	
Community and personal service workers			31.1
Top 3 Industries (of those employed after training) ⁴ (%)			
Education and training	79.3	88.5	
Arts and recreation services	**		
Other services	**		
Professional, scientific and technical services		**	
Accommodation and food services		**	9.1
Health care and social assistance			26.8
Retail trade			11.3
Further study outcomes (of all graduates)			
Enrolled at (%)			
University	17.0*	**	15.8
TAFE	**	34.9	13.1
Other provider	**	0.0	4.7
Total	35.9*	43.5	33.8
Enrolled in (%)			
Bachelor or above	17.8*	**	15.8
Diploma or advanced diploma	**	32.3*	9.8
Certificate III–IV	**	**	4.6
Certificate I–II	**	0.0	0.6
Other	**	**	2.9
Total	35.9*	43.5	33.8
Satisfaction with training (of all graduates)			
Satisfied with the training (%)	85.8	82.3	87.6
Received job-related benefits from the training (%)	63.2	94.2	71.6
Received personal benefits from the training	97.6	94.4	97.7
Achieved main reason for undertaking training (%)	81.4	100.0	81.7
Recommend the training to others (%)	88.6	92.3	92.3

	Diploma of Training and Assessment	Diploma of Vocational Education and Training Practice	All non-trade diploma courses
	2009	2009	2009
Of those employed before training			
Employed after training (%)	95.4	98.7	90.5
Average salary of those employed full-time (\$)	68 800	61 500	52 000
Enrolled in further study (%)	33.9*	43.0	31.6
Satisfied with the training (%)	87.4	81.7	87.5
Achieved main reason for undertaking training (%)	82.6	100.0	84.5
Of those NOT employed before training			
Employed after training (%)	0.0	N/A	47.3
Average salary of those employed full-time (\$)	N/A	N/A	40 700
Enrolled in further study (%)	**	N/A	44.0
Satisfied with the training (%)	**	N/A	88.4
Achieved main reason for undertaking training (%)	**	N/A	69.9

Notes: * The estimate has a relative standard error greater than 25% and therefore should be used with caution.
 ** NCVET does not report n estimates based on less than 5 respondents because the estimates are unreliable.

- Destinations after training are as at 29 May 2009.
- All salary estimates are based on the average salary for graduates employed full-time after study. Mean salary has been determined by taking mid-point values as the question is answered in categories.
- Most common occupation for graduates in the qualification and field of education named 6 months after training at Major level. Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO 2006).
- Most common industry for graduates in the qualification and field of education named 6 months after training.

Source: NCVET, 2007, 2008 & 2009 Student Outcomes Survey: VET Graduate outcomes, salaries and jobs report.

Table A8 'Key' higher education students and completions by state and provider, 2006, 2007 & 2008

State, Institution, Course code, Course name, Field of education, Special course indicator					Commencing students			All students			Award course completions			
					2006	2007	2008	2006	2007	2008	2006	2007	2008	
New South Wales	Charles Sturt University	2301TD01	Graduate Certificate in Training & Development	80303	0	4	2	3	8	5	6	3	2	2
		3113TE01	Associate Degree in Vocational Education and Training	70109	22	31	20	15	46	53	32	8	25	14
		3313TE01	Graduate Certificate of Education(Vocational Education & Training)	70109	0	0	0	0	1	0	0	2	1	0
		3413TE01	Bachelor of Vocational Education and Training	70109	22	75	99	87	192	220	204	42	51	43
		3413VE01	Bachelor of Education (Vocational Education)	70199	22	0	0	0	1	1	1	0	0	1
		3613TE01	Graduate Diploma of Education (Vocational Education and Training)	70109	22	49	0	0	97	0	0	39	0	0
			Graduate Diploma of Education (Vocational Education and Training)	70109	22	0	65	54	0	109	106	0	41	50
	Sub-total			159	186	159	345	388	349	94	120	110		
Southern Cross University	1001720	Graduate Certificate of Training and Development	79999	0	0	0	0	0	0	0	0	1	0	
	1001730	Graduate Certificate of Vocational Education and Training	70109	0	2	3	2	2	3	5	0	2	3	
	1101070	Graduate Diploma of Vocational Education and Training	70109	0	4	10	21	10	14	32	4	4	8	
	1201630	Master of Vocational Education and Training	70109	0	0	0	3	0	0	4	0	0	2	
			79900	0	2	2	0	6	4	0	2	2	0	
	Sub-total			8	15	26	18	21	41	6	9	13		
University of New England	BEDAED1	Bachelor of Education (Adult Education and Training)	79900	0	0	0	0	6	2	1	2	0	0	
	BEDAED2	Bachelor of Education (Adult Education)	79900	0	1	3	0	2	4	1	1	0	1	
	BTD1	Bachelor of Training and Development	79999	0	0	0	0	0	0	0	0	1	0	
	BTD2	Bachelor of Training and Development	79999	0	44	59	60	85	111	128	19	30	35	
	GCAE2	Graduate Certificate in Adult Education	79900	0	23	18	0	33	31	11	11	11	10	
	GCAET1	Graduate Certificate in Adult Education and Training	79900	0	0	0	0	0	2	1	0	2	2	
	GDAE012	Graduate Diploma in Adult Education	79900	0	6	5	0	7	5	0	8	4	0	
	GDAE022	Graduate Diploma in Adult Education	79900	0	10	14	0	13	18	11	2	1	4	
	GDAET1	Graduate Diploma in Adult Education and Training	79900	0	0	0	0	6	1	1	6	0	0	
		Sub-total			84	99	60	152	174	154	49	49	52	
University of Technology, Sydney	C06068	Graduate Diploma in Vocational and Workplace Learning	70109	22	47	0	0	84	29	10	38	44	13	
	C06095	Graduate Diploma in Vocational and Workplace Learning	70109	22	0	23	26	0	23	39	0	0	28	
	C10194	Bachelor of Education in Adult Education	70199	22	134	0	0	358	244	123	80	41	122	
	C10196	Bachelor of Education in Adult Education Bachelor of A	070199/090300	22	0	0	0	0	0	3	0	0	0	
		Bachelor of Education in Adult Education Bachelor of Arts in Internation	070199/090300	22	3	0	0	4	4	0	0	0	0	
	C10233	Bachelor of Education in Adult Education	70199	22	0	100	127	0	113	226	0	0	30	
	C10234	Bachelor of Education in Adult Education Bachelor of A	070199/090300	22	0	0	2	0	0	2	0	0	0	
	C11163	Graduate Certificate in Vocational and Workplace Learn	70199	0	0	0	0	0	0	0	0	0	1	
		Graduate Certificate in Vocational and Workplace Learning	70199	0	4	0	0	11	4	0	14	4	0	
		Sub-total			188	123	155	457	417	403	132	89	194	

State, Institution, Course code, Course name, Field of education, Special course indicator					Commencing students			All students			Award course completions			
					2006	2007	2008	2006	2007	2008	2006	2007	2008	
University of Western Sydney	0A1011	Graduate Diploma in Adult Education (VET)	70109	22	0	0	0	0	0	0	1	1	0	
	2211X1	Bachelor of Adult Education	70111	22	0	0	0	12	5	2	7	2	1	
	45561	Bachelor of Adult Education	70111	22	58	0	0	143	93	36	26	46	22	
	45562	Bachelor of Adult Education	70111	22	0	38	36	0	40	71	0	0	15	
	45851	Graduate Diploma in Adult Education (VET)	70109	22	17	7	12	23	17	23	7	4	9	
	45861	Graduate Certificate in Adult Education (VET)	70109	22	0	0	0	0	0	0	2	1	0	
	Sub-total			75	45	48	178	155	132	43	54	47		
University of Wollongong	1151	Graduate Certificate in Adult Education	70109	0	1	4	2	1	4	3	0	2	2	
	1152	Graduate Certificate in Vocational Education and Training	70109	0	1	1	1	1	2	2	0	1	1	
	659	Graduate Diploma in Adult Education and Training	70199	22	0	0	0	4	1	0	0	1	0	
	677	Graduate Diploma in Adult Education	70109	22	5	1	3	5	6	7	0	1	1	
	679	Graduate Diploma in Vocational Education and Training	70109	22	1	3	1	2	4	4	0	0	2	
	D1151	Graduate Certificate in Adult Education	70109	0	3	1	5	4	3	7	1	0	0	
	D1152	Graduate Certificate in Vocational Education and Training	70109	0	0	1	1	0	1	1	0	0	0	
	DE677	Graduate Diploma in Adult Education	70109	22	3	1	5	3	3	7	0	0	2	
	DE679	Graduate Diploma in Vocational Education and Training	70109	22	1	0	0	2	2	0	0	1	0	
		Sub-total			15	12	18	22	26	31	1	6	8	
	Sub-total NSW			529	480	466	1172	1181	1110	325	327	424		
Victoria	La Trobe University	HGVET2	Graduate Diploma in Vocational Education and Training	70109	0	0	0	0	0	0	0	0	1	
		HGVET5	Graduate Diploma in Vocational Education and Training	70109	0	3	11	4	6	12	7	4	10	2
		RCITEW2	Graduate Certificate in Industry, Training and Education	70199	0	0	0	0	1	0	0	0	0	0
		RGITE7	Graduate Diploma in Industry Training and Education	70199	0	9	4	0	9	5	1	4	3	1
		RGVET3	Graduate Diploma in Vocational Education and Training	70109	0	2	3	5	2	3	6	1	1	2
		RGVETM5	Graduate Diploma in Vocational Education and Training	70109	0	0	0	0	2	0	0	2	2	0
		RGVETP5	Graduate Diploma in Vocational Education and Training	70109	0	0	0	0	1	0	1	0	1	0
		RGVETW5	Graduate Diploma in Vocational Education and Training	70109	0	16	26	28	26	32	43	19	14	20
	Sub-total			30	44	37	47	52	58	30	31	26		
Monash University	22962	Bachelor of Adult Learning and Development	79999	0	24	22	17	58	51	38	24	23	12	
		Sub-total			24	22	17	58	51	38	24	23	12	
The University of Melbourne	633CC	G.Dip. Training & Development CC	70199	0	10	10	0	24	19	8	14	10	8	
		Sub-total			10	10	0	24	19	8	14	10	8	
	Sub-total Victoria			64	76	54	129	122	104	68	64	46		
Queensland	Central Queensland University	CA47	GD Voc Education & Training	70109	22	0	0	1	0	0	1	0	0	
		CU31	B Vocational Ed & Training	70109	22	0	0	2	0	0	7	2	1	
		Sub-total			0	0	0	3	0	0	8	2	1	
Griffith University	1065	Bachelor of Adult and Vocational Education	70109	22	35	30	25	159	147	104	22	41	17	
	1072	Bachelor of Training	70109	22	6	14	23	13	23	43	3	1	5	
	3034	Graduate Certificate in Training and Development	70109	0	8	7	9	13	13	12	5	12	7	
	4038	Graduate Diploma of Adult and Vocational Education	70109	0	15	11	5	31	30	16	4	6	6	

State, Institution, Course code, Course name, Field of education, Special course indicator					Commencing students			All students			Award course completions			
					2006	2007	2008	2006	2007	2008	2006	2007	2008	
		4148	Graduate Diploma of Adult and Vocational Education	70109	0	0	0	7	0	0	7	0	0	2
		8002	Associate Diploma of Vocational Instruction	70109	0	0	0	0	0	0	0	0	1	1
					22	0	0	0	0	0	0	2	0	0
		Sub-total			64	62	69	216	213	182	36	61	38	
Queensland		ED84	Bachelor of Adult Education and Training	79999	0	0	27	11	0	63	48	0	7	15
University of Technology			Bachelor of Adult and Community Learning	79999	0	34	0	0	52	0	0	5	0	0
		Sub-total			34	27	11	52	63	48	5	7	15	
University of Southern Queensland		ADFT	ADegFurtherEducTraining	70109	0	0	0	0	0	0	15	0	0	2
			Associate Degree in Further Education and Training	70109	0	6	6	0	23	23	0	6	2	0
		BEFT	BEduc(FurtherEducAndTraining)	70109	22	0	0	11	0	0	39	0	0	12
			Bachelor of Education (Further Education and Training)	70109	22	9	8	0	87	61	0	15	12	0
		BFET	BFurtherEducAndTraining	70109	0	0	0	11	0	0	73	0	0	19
			Bachelor of Further Education and Training	70109	0	34	19	0	91	82	0	11	18	0
		GDFT	GDFurtherEducTraining	70109	0	0	0	9	0	0	38	0	0	15
			Graduate Diploma in Further Education and Training	70109	0	20	14	0	45	39	0	9	7	0
		Sub-total			69	47	31	246	205	165	41	39	48	
University of the Sunshine Coast		ED504	Graduate Certificate in Vocational Education and Training	70109	0	15	9	14	15	10	14	6	5	4
		Sub-total			15	9	14	15	10	14	6	5	4	
		Sub-total Queensland			182	145	125	532	491	409	96	114	106	
Western Australia	Curtin	161610	Bachelor of Arts (Training and Development)	70109	0	9	2	5	38	26	18	5	7	6
University of Technology		161806	Graduate Diploma in Education (Training and Development)	70109	0	11	4	3	24	16	10	6	6	3
		162221	Associate Degree in Training and Development	70109	0	0	0	0	0	0	0	0	1	0
		305900	Graduate Certificate in Training and Development	70303	0	6	3	8	13	4	9	7	4	1
		Sub-total			26	9	16	75	46	37	18	18	10	
Edith Cowan University		2941	Bachelor of Arts (Training and Development)	70109	0	30	0	0	91	0	0	19	0	0
					22	0	12	20	0	66	69	0	10	20
		3041	Associate Degree of Arts (Training and Development)	70109	0	0	0	0	1	0	0	2	0	0
		7031	Graduate Diploma of Education (Training and Development)	70109	0	0	0	7	0	0	13	0	0	6
			Graduate Diploma of Education (Training and Development)	70109	0	9	7	0	19	20	0	5	9	0
		Sub-total			39	19	27	111	86	82	26	19	26	
Murdoch University		C10252	Graduate Certificate in Tertiary and Adult Education	70111	22	8	2	2	9	2	3	5	4	4
		G10255	Graduate Diploma in Education - Tertiary and Adult	70111	0	30	18	14	57	48	42	16	19	11
		Sub-total			38	20	16	66	50	45	21	23	15	
University of Notre Dame Australia		3250	Bachelor of Vocational Education	70199	22	2	0	0	10	5	3	0	0	0
		4066	Graduate Diploma in Vocational Education	79999	0	0	0	0	0	0	0	0	0	2
			Graduate Diploma of Vocational Education	79999	0	2	0	0	6	3	0	3	1	0
		Sub-total			4	0	0	16	8	3	3	1	2	
		Sub-total Western Australia			107	48	59	268	190	167	68	61	53	

State, Institution, Course code, Course name, Field of education, Special course indicator					Commencing students			All students			Award course completions			
					2006	2007	2008	2006	2007	2008	2006	2007	2008	
South Australia	University of South Australia	ADED-LBIN	BEducation(Inservice) (Educ and Train of Adults)	70109	0	8	24	0	52	46	23	24	13	14
		ADULT-MBEU	BEducation(Specialisation) (Adult)	70109	22	0	0	0	1	0	0	1	0	0
		AVL06-LCAV	GCAAdult,Voc,WorkplaceLearn(Sp) (Adult and Vocational Learning)	70109	0	0	0	0	2	0	0	2	0	0
			GCEducation(Specialisation) (Adult and Vocational Learning)	70109	0	0	0	0	0	1	1	0	3	4
		LBAV	BEducation(Adult,Voc,WkplaceLearning)	70109	22	17	6	9	135	96	83	3	0	2
		LGVW	GDEducation(Adult,VocWplaceLearn)	70109	0	0	0	15	0	0	19	0	0	3
		LTAV	ADegAdult,VocationalEduc	70109	0	0	0	0	0	0	0	4	4	1
		UBAV	BAdultandVocationalEducation	70109	22	0	0	0	0	0	0	14	18	13
	Sub-total			25	30	24	190	143	126	48	38	37		
	Sub-total South Australia			25	30	24	190	143	126	48	38	37		
Tasmania	University of Tasmania	E3G	Bachelor of Adult and Vocational Education (E3G)	70109	0	0	0	19	3	0	9	2	0	
		E3K	Bachelor of Adult and Vocational Education (E3K)	70109	0	25	25	25	64	67	67	13	13	12
		Sub-total			25	25	25	83	70	67	22	15	12	
	Sub-total Tasmania			25	25	25	83	70	67	22	15	12		
Northern Territory	Batchelor Institute of Indigenous Tertiary Education	AAE3	Advanced Diploma of Adult Education (ALBE)	79900	0	0	0	0	0	0	1	0	0	
		BAE3	Bachelor of Adult Education (ALBE)	79900	0	1	0	0	4	0	0	0	0	
		DAE3	Diploma of Adult Education & Training (ALBE)	79900	0	0	0	0	0	0	0	0	2	0
		GCAE4	Graduate Certificate of Adult Education (ALBE)	79900	0	0	0	0	0	0	0	0	2	0
		GDAE4	Graduate Diploma of Adult Education (ALBE)	79900	0	0	0	0	1	0	0	0	1	0
	Sub-total			1	0	0	5	0	0	1	5	0		
	Charles Darwin University	ADVAE13	Advanced Diploma of Vocational and Adult Education	70109	0	0	0	0	0	0	0	1	0	0
	BVAE213	Bachelor of Vocational and Adult Education	70109	0	0	0	0	5	2	1	2	2	1	
	Sub-total			0	0	0	5	2	1	3	2	1		
	Sub-total Northern Territory			1	0	0	10	2	1	4	7	1		
Total				933	804	753	2384	2199	1984	631	626	679		

Source: DEEWR, 2006, 2007 and 2008 Higher Education Statistics Collection.

Table A9 'Key' higher education courses learner profile, 2008

		Commencing students		All students		Award course completions	
		Number	% of total	Number	% of total	Number	% of total
Total		753	100.0	1984	100.0	679	100.0
Gender	Males	358	47.5	875	44.1	304	44.8
	Females	395	52.5	1109	55.9	375	55.2
	Total	753	100.0	1984	100.0	679	100.0
Indigenous status	Indigenous	28	3.7	85	4.3	25	3.7
	Non-indigenous	719	95.5	1886	95.1	650	95.7
	No information	6	0.8	13	0.7	4	0.6
	Total	753	100.0	1984	100.0	679	100.0
Age	Age <30	86	11.4	236	11.9	65	9.6
	Age 30–39	249	33.1	636	32.1	193	28.4
	Age 40–49	311	41.3	790	39.8	286	42.1
	Age 50–59	92	12.2	290	14.6	122	18.0
	Age 60+	15	2.0	32	1.6	13	1.9
	Total	753	100.0	1984	100.0	679	100.0
Mode of attendance	Internal	327	43.4	769	38.8	323	47.6
	External	413	54.8	1136	57.3	308	45.4
	Multi-modal	13	1.7	79	4.0	48	7.1
	Total	753	100.0	1984	100.0	679	100.0
Type of attendance	Full-time	252	33.5	556	28.0	274	40.4
	Part-time	501	66.5	1428	72.0	405	59.6
	Total	753	100.0	1984	100.0	679	100.0
Highest prior qualifications	Overseas student	6	0.8				
	Not commencing students	34	4.5				
	Completed postgraduate course	74	9.8				
	Completed bachelor course	150	19.9				
	Completed sub-degree course	60	8.0	n/a	n/a	n/a	n/a
	Incomplete higher education course	60	8.0				
	Completed TAFE award course	4	0.5				
	Completed secondary education	27	3.6				
	Other qualification, complete or incomplete	24	3.2				
	No prior educational attainment	66	8.8				

	Commencing students		All students		Award course completions	
	Number	% of total	Number	% of total	Number	% of total
	242	32.1				
	6	0.8				
	753	100.0				
Regional classification						
ASGC=0 Major cities (ARIA <=0.2)	457	60.7	1286	64.8		
ASGC=1 Inner regional (ARIA 0.2<-2.4)	204	27.1	461	23.2		
ASGC=2 Outer regional (ARIA 2.4<-5.92)	52	6.9	149	7.5		
ASGC=3 Remote (ARIA 5.92<-10.53)	5	0.7	21	1.1		
ASGC=4 Very remote (ARIA > 10.53)	1	0.1	9	0.5	n/a	n/a
ASGC=5 Migratory (Off-shore, shipping and migratory collection districts)	0	0.0	0	0.0		
No regional classification, postcode not on ASGC postcode file		
No regional classification, domestic student with overseas address	22	2.9	41	2.1		
No regional classification, overseas student	11	1.5	17	0.9		
Total	753	100.0	1984	100.0		

Source: Department of Education, Employment and Workplace Relations, 2008 Higher Education Statistics Collection.



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