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Outcomes from enabling courses

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Executive summary

The study provides detailed information about students who enrolled in lower-level preparatory courses known as 'enabling courses'. In particular, the study aims to examine the effectiveness of enabling courses in assisting members from the various target equity groups to progress to other training programs or to gain employment following the completion their enabling course.

Enabling course students

In the VET sector, students undertaking enabling courses are predominantly those who come from a 'disadvantaged' background. In 1998, students of Aboriginal or Torres Strait Islander descent, students from a non-English-speaking background and those with a disability were at least three times more likely to enrol in an enabling course than their counterparts. Students from other 'disadvantaged' groups such as those who were unemployed prior to the commencement of their enabling course, or students whose highest level of secondary schooling was below Year 12 were also more inclined to undertake studies in these lower–level courses.

Outcomes for students who undertook further studies in the VET sector

Following enrolment in an enabling course, it was identified that almost a third of those who undertook further studies in the VET sector in the following year had undertaken a course at a higher level qualification. There was also a large proportion of students enrolling in courses at the same level of qualification as that undertaken in the previous year. Although there was a large proportion of students who had decided to enrol in a course at the same level of qualification as their enabling course, this does not necessarily mean that these individuals did not achieve a positive outcome following the completion of their enabling course. Many of these students had diversified into other areas of learning. They undertook courses in clerical skills, service industry skills, work and life skills or knowledge in the information technology area. The skills and knowledge gained by these individuals may subsequently assist them to improve their employment prospects.

Nonetheless, the study identified that there were some students who re–enrolled in the same enabling course in the following year. These students were more likely to be women, students with a disability, students from a non-English-speaking background and students whose highest level of secondary schooling was Year 9 or below.

Factors influencing enrolment in a higher–level qualification

The likelihood of an enabling course student enrolling in a course at a higher level of qualification was not always influenced by demographic characteristics. For instance, students in the 40-to-59 age group and those with a disability were significantly less likely to enrol in a course at a higher level of qualification than their counterparts. However, there was no difference in the likelihood of students from other 'disadvantaged' groups such as those of Aboriginal or Torres Strait Islander descent or from a non-English-speaking background enrolling in a course at a higher level of qualification compared to other Australians. Furthermore, apart from students from Aboriginal or Torres Strait Islander descent and those whose highest level of secondary schooling was below Year 10, students from other 'disadvantaged' groups, on the whole, performed at the module level, better or on a par with their counterparts. These findings suggest that the inclination for members of some 'disadvantaged' groups to re-enrol in the same course was possibility due to factors other than demographic characteristics or poor performance.

Employment outcomes for enabling course graduates

Six months following the completion of their enabling course, there was an increase in the proportion of graduates in the 15-to-19 age group gaining employment. On the other hand, the proportion of graduates in the 50-to-64 age group in employment decreased after course completion.

Although there was a slight increase in the proportion of women employed after course completion in comparison to men, the proportion of members from the various 'disadvantaged' groups in employment remained static. These findings suggest that completing an enabling course does not guarantee all students with a job. However, this does not suggest that enabling courses were not effective in assisting these individuals to achieve their goal. Many graduates indicated that they chose to study their course for reasons other than to gain employment. For instance, many women, graduates of Aboriginal or Torres Strait Islander descent and those from rural and remote regions undertook their enabling course for interest. In addition, many members from the various disadvantaged groups indicated that they chose to enrol in their enabling course because they believed that the course would assist them to get into another course.

Further research

Many students are achieving positive outcomes from their enabling courses. However, the tendency for some members from various 'disadvantaged' groups to re-enrol in the same course in the following year requires further investigation. Qualitative research to investigate the reasons why some people decide to remain at the same level of qualification or to re-enrol in the same enabling course is required to address this issue.

Introduction

Enabling courses

The term 'enabling course' is used to describe lower-level preparatory and pre-vocational courses in the vocational education and training (VET) sector. Enabling courses cover a wide range of learning areas, including remedial education (for example, literacy and numeracy), bridging courses, pre-certificate courses and general employment preparation courses. Generally, they comprise courses such as 'Job seeker preparation and support program', 'Employment skills development program', 'English as a second language' or 'Adult literacy and numeracy'.

The main objectives of enabling courses offered in the VET sector are to provide remedial education and preparatory activities. Generally, enabling courses can play an important role for those unsure of career choice on entry or re-entry to the labour market or for those who are preparing for a career change. Individuals undertaking these courses can also acquire important basic skills which allow them to lead more independent lives and participate in social and community activities.

Background

In the VET sector, a high proportion of students from the various target equity groups are undertaking studies in enabling courses. In 1998, students of Aboriginal or Torres Strait Islander descent, students from a non-English-speaking background and those with a disability were at least three times more likely to enrol in an enabling course than their counterparts. Students from other 'disadvantaged' groups such as those who were unemployed prior to the commencement of their enabling course, or students whose highest level of secondary schooling was below Year 12 were also more inclined to undertake studies in these lower-level courses.

The large number of enrolments in lower-level courses by members of target equity groups has important implications for the labour market. Research into the extent to which members from disadvantaged backgrounds share in the potential employment benefits which vocational courses provide, found that members from the various target equity groups are not achieving equitable employment outcomes (Ball & Phan 1999). This study assessed the employment status of technical and further education (TAFE) graduates six months following the completion of their training. It was identified that the field of study and the level of qualification were important factors in determining the likelihood of a new TAFE graduate securing employment. More importantly, however, the study found that, after taking into account of the field of study and the level of qualification attained, TAFE graduates from the various target equity groups were in general, achieving poorer labour market outcomes than other Australians. Consequently, the inclination of members of target equity groups to undertake lower-level courses deserves further investigation.

Members of disadvantaged groups are less likely to secure employment following the completion of their VET course because of the effects of the field of study and the level of qualification attained. Furthermore, the compounding effects of undertaking a lower-level course and being a member of a disadvantaged group means that these individuals are likely to be further marginalised in the labour market.

One of the primary aims of enabling courses, however, is to provide students with remedial education or preparatory activities. Therefore, it could be possible that members of target equity groups are choosing to study these courses to gain the skills necessary for further studies. Eventually the future employment prospects of these individuals would be improved as they progressed to courses at a more recognised level of qualification.

Nevertheless, there is concern that some students from the various target equity groups and those from disadvantaged or marginalised groups tend to move from one enabling course to

another without progressing to a higher-level of education or training program. If members of disadvantaged groups are continuously engaging in lower-level courses without progressing to a higher level of education, they will eventually fail to acquire and update their skills. Consequently, these people are less likely to achieve job advancement.

Therefore, to determine if enabling courses actually assist students to progress to a higher level of education or training program, students undertaking an enabling course in one year will be tracked in the following year. The level of qualification of the enabling course will be compared to the level of qualification of the course undertaken in the subsequent year. The information collected will assist in a better understanding of the effectiveness of enabling courses in helping individuals from the various target equity groups to progress to a higher level of education or training program.

Enabling courses, however, also aim to provide students with basic skills and techniques to gain employment. To determine if enabling courses actually assist these individuals to gain employment following the completion of their course, information on the employment status of these individuals six months after the completion of their enabling courses will be assessed. The information gained will provide a better understanding of the effectiveness of enabling courses in assisting individuals to gain employment following the completion of their training.

Target equity groups

In the VET sector, target equity groups traditionally consist of groups of people from a non-English-speaking background, women, Aboriginal or Torres Strait Islander descendents, students with a disability, people from rural and remote areas and those with low literacy, numeracy and social skills (NBEET 1990). However, recent research indicates that within each equity group, there are sub-groups with multiple disadvantages. Failing to recognise the diversity within each target equity group means that the issues related to members of a sub-group are not addressed. Thus, all members of an equity group are labelled as disadvantaged (Volkoff & Golding 1998).

One of the limitations of a group targeting approach is that it takes little account of the diversity of targeted groups and fails to acknowledge membership of multiple, overlapping groups. It is important to acknowledge intra-group differences, for example NESB cultural and gender groups, between groups with different disabilities (e.g. physical, intellectual, psychiatric, sensory), between rural and isolated locations and between Aboriginal and Torres Strait Islander communities. Without such acknowledgment, proposed strategies are in danger of failing to address the causes of disadvantage for individuals and communities who are members of those sub-groups, and potentially labelling all members of a particular group as disadvantaged.

(Volkoff & Golding, 1998)

Volkoff and Golding (1998) proposed a model to address the complex relationships and the diversity within and between groups in VET. This model comprises: *intra-group factors* (applying to subgroups within particular equity target groups); *group-factors* (factors applying consistently to particular equity target groups) and *cross-groups factors* (applying irrespective of and in addition to equity target groups which commonly entrench disadvantage). They suggested that the impact of low skills and unemployment (before or after a VET program), individually or together are particularly important in determining outcomes from VET. These cross-factors were thought to be more detrimental in terms of outcomes when they overlap with other group factors.

Therefore, following the work of Volkoff and Golding, this study will also focus on people who are associated with sub-groups of disadvantage, including:

- women from rural or remote regions of Australia
- women who were unemployed prior to commencing their enabling course
- women from a non-English-speaking background
- people from a non-English-speaking background who were unemployed before undertaking their enabling course
- people of Aboriginal or Torres Strait Islander descent who live in rural and remote regions
- people of Aboriginal or Torres Strait Islander descent who were unemployed prior to undertaking their enabling course
- people with different types of disabilities (for example visual, hearing, physical, intellectual, chronic).

In addition, this study will also provide detailed information about students who enrolled in enabling courses for other target equity groups, including

- women
- people of Aboriginal or Torres Strait Islander descent
- people from a non-English-speaking background
- people with a disability
- people living in rural and remote areas
- people who were unemployed prior to commencing their enabling course
- people who left school early (that is, before completing Year 12)

Aims of study

This study aims to provide detailed information about students who enrolled in enabling courses and to examine the post-course outcomes for these individuals.

The primary focus of the study, therefore, is to determine the effectiveness of enabling courses in assisting members from the various target equity groups to progress to a higher level of education or training or to gain employment following the completion of an enabling course.

Methodology

To date, because the necessary data have not been available, there have been no studies undertaken on the effectiveness of enabling courses in assisting individuals to progress onto a higher level of education or to gain employment. Data are now available in the national VET collection to conduct studies of this nature.

Vocational education and training data

Unit record data from the 1998 national VET data collection were utilised to provide detailed information as well as the general profile of students undertaking enabling courses. The unit record data were derived from the data collected under the Australian Vocational Education and Training Management Information Statistical (AVETMIS) Standard which facilitated the collection of nationally comparable data.

Further studies outcomes

To assess if there is a tendency for students from 'disadvantaged' groups to move from one enabling course to another, students who completed an enabling course in 1997 were tracked in 1998. The level of qualification of the course undertaken by these students in 1998 was compared to the level of qualification of the enabling course completed in 1997. The information gained provided a better understanding of the effectiveness of enabling courses in assisting individuals to progress to a higher level education.

Note: In the VET sector, students can enrol in more than one course at a given time. Therefore, only information associated with the highest level of qualification undertaken in each year was compared to each other. For example, if student A enrolled in courses at 'Australian Qualification Framework (AQF) certificate I' and 'AQF certificate II' levels during 1997, and in 1998, the course undertaken was at 'AQF certificate II' level, then student A would be considered to have enrolled in the same level of qualification in the following year.

In the VET sector, however, there are courses which are being offered at the same level of qualification but are considered to be a higher-level course. For instance, 'Certificate I in work education I' and 'Certificate I in work education II' are both classified under the 'AQF certificate I' level; however, one would need to complete 'Certificate I in work education I' before being able to undertake 'Certificate I in work education II'. Therefore, to determine if individuals undertaking the same level of qualification in the following year actually progressed to a higher level of education or training, the data were disaggregrated to the course level. The name and the type of course undertaken in 1997 were compared to the name and type of course undertaken in 1998. This provided further understanding of the effectiveness of enabling courses in assisting these individuals to progress to a higher-level course.

Statistical analysis using logistic regression was also conducted to determine factors which influenced the likelihood of an enabling course student to enrol in a vocational course at a higher level of qualification in the following year.

For information on the data matching technique, refer to the technical notes given in appendix A.

Vocational outcomes

Unit record level data collected from the *Graduate destination survey 1997, Graduate destination survey 1998* and the *National student outcome survey 1999*, all conducted by the National Centre for Vocational Education Research, were used to determine the

effectiveness of enabling courses in assisting students to gain employment following the completion of their training.

The graduate destination surveys (GDS) involved sending out questionnaires nationally to 1997 and 1998 TAFE graduates who had completed a certificate, advanced certificate, associate diploma, diploma, advanced diploma or bachelor's degree of at least 200 hours or one semester in duration, and had an Australian address as their usual address. The response rates were 55 per cent (60 746 respondents) and 55.2 per cent (66 607 respondents) for 1997, 1998 GDS, respectively.

In 1999, the National student outcome survey (SOS) involved sending out questionnaires to TAFE graduates who attended a TAFE institute in Australia and completed a certificate, advanced certificate, associate diploma or a bachelor's degree of at least 200 hours or one semester in duration. In addition, questionnaires were also sent out to TAFE module completers, those who had successfully completed some training in a course, irrespective of the number of hours of the training and left the TAFE system. For the purpose of this study however, only responses from TAFE graduates were included for analysis. The response rate from 1999 TAFE graduates was 55.8 per cent (63 000 graduates responded).

In some instances, the response rates in individual surveys from members of some equity groups were insufficient to provide meaningful analysis. To overcome this problem, unit record data collected from the three surveys were combined to provide statistically significant information.

Enabling courses

In the vocational education sector, a number of classification systems are used to describe the content and level of courses. These include:

- *Field of study,* which describes the primary subject matter of the course
- *Stream of study,* which describes the type and level of the course and
- *Qualification category,* which classifies the qualification awarded to an individual on successful completion of a course

Generally, enabling courses offered in the VET sector are those described in the AVETMIS Standard under the headings of 'Technical and Further Education (TAFE) Multi-field' education field of study and under the 'Basic employment skills' or 'Education preparation' stream of study. In contrast to enabling courses offered in the higher education sector, enabling courses offered within the VET sector generally result in a recognised qualification. A student who has completed an enabling course within the VET sector is likely to receive an AQF Certificate II, AQF Certificate I or AQF Senior Secondary.

Enabling courses comprise many courses which assist individuals to develop basic skills for further studies or employment. They consist of courses such as 'Adult foundation education', 'Certificate in spoken and written English', or 'Literacy and numeracy'. During 1998, approximately 17 per cent of enrolments undertaken by enabling course students were in Certificate I in 'Vocational access' courses, a further 17 per cent engaged in 'General education' courses. Other courses undertaken by many enabling course students were 'English for speakers of other languages' and 'Work skills' (refer to appendix B for enabling courses and total number of enrolments in each course).

Contact hours

VET courses on the whole can vary greatly in duration and there is a distinct difference in the total number of hours undertaken by enabling course students and other students in the vocational education and training sector.

Students undertaking enabling courses generally engaged in fewer hours compared to the total VET population. During 1998, half of all enabling course students enrolled in a total of 285 hours or less, while half of all VET students were undertaking up to 724 hours. The number of hours undertaken by students during 1998 is shown in table 1.

Table 1: Total number of hours undertaken by students during 1998

	Total number of hours undertaken		
	25% quartile	50% median	75% quartile
Enabling course students	115	285	680
All vocational education and training students	318	724	1686

Funding source

The designated funding line 'Commonwealth and state recurrent funding' funded a significant amount of VET activities during 1998. Generally, 86.1 per cent of the modules enrolled by all VET students were funded by this source. Other funds were provided through the source 'Commonwealth and state specific funding' (3.3%) and 'Fee-for-service' activities (10.6%) (NCVER 1998).

This pattern of funding was similar for modules undertaken by enabling course students. That is, the major proportion of funding for modules undertaken by enabling course students was accessed through the 'Commonwealth and state recurrent funding' pool (80.5%). Compared with the total VET population, however, there was a larger proportion of

modules undertaken by enabling course students funded through the 'Commonwealth and state specific funding' source (8.3%). In addition, 'Fee-for-service' activities (11.2%) also generated a greater proportion of the total amount of funding for modules undertaken by enabling course students compared with the total VET population.

General profile of students

In 1998, just over 1.5 million students were undertaking studies in the VET sector. Of this number, there were 83.2 thousand students undertaking enabling courses. This figure contributed 5.4 per cent to the total number of students who were undertaking a vocational program in 1998.

On the whole, there was a small proportion of students undertaking enabling courses living in regions of lower-than-average income. In 1998, 18.0 per cent of enabling course students came from regions with a median (that is, the midpoint) household income of $399 per week or less. The median household income per week for approximately half of all enabling course students was between $399 and $599. The equivalent household income for Australians during the 1997-1998 period was $499 (ABS, 6302.0).

Nevertheless, enabling course students were more likely to live in areas with a high rate of unemployment. For instance, the unemployment rate during May 1998 for the civilian population aged 15 and over was 7.9 per cent (ABS, 6203.0). However, only one-third of all enabling course students came from areas with an unemployment rate of less than 7.9 per cent. A quarter of these students were from areas with an unemployment rate of 9.7 per cent or higher, and a further quarter were from areas with an unemployment rate of at least 13.6 per cent.

Students by equity groups

In general although women undertaking enabling courses represented a slightly higher proportion than men, the difference was not as substantial as for members from other target equity groups. During 1998, students who indicated that they were of Aboriginal or Torres Strait Islander descent and students from a non-English-speaking background were much more inclined to enrol in enabling courses than other Australians. Similarly, students who left school before completing Year 10 and those who reported that they were unemployed prior to the commencement of their enabling course were at least three times more likely to undertake studies in lower-level courses when compared to their counterparts.

Students who reported that they have a disability were also more inclined to undertake enabling courses than students who reported that they do not have a disability. In particular, students who reported that they have an intellectual disability were much more likely to enrol in enabling courses than students with other types of disability. Enabling course students with an intellectual disability represented a third of all VET students with intellectual disability.

The proportion of students undertaking an enabling course is shown in table 2.

The information provided also indicates that students who lived in remote or rural areas, on the whole, were less likely to take up an enabling course than students who came from metropolitan areas or capital cities.

Other disadvantaged groups, such as women who were unemployed prior to the commencement of their enabling course, or women from a non-English-speaking background, comprised a large proportion of students who were undertaking enabling courses. Similarly, there was also a large proportion of Indigenous Australians who lived in rural or remote areas and Indigenous Australians who were unemployed undertaking studies in these lower-level courses.

Table 2: Proportion of enabling course students, 1998

	Total number of VET students ('000)	Number of enabling course students ('000)	Proportion of students in enabling course (%)
Age 15-19 years	306.4	18.6	6.1
Age 20-24 years	242.6	10.7	4.4
Age 25-29 years	180.4	9.8	5.4
Age 30-39 years	310.8	19.1	6.2
Age 40-49 years	238.0	13.7	5.7
Age 50-59 years	108.7	5.7	5.3
Age 60-64 years	18.8	1.3	7.0
Female	726.7	44.7	6.1
Male	773.8	38.2	4.9
Aboriginal or Torres Strait Islander descent	44.4	6.8	15.3
Non-Aboriginal or Torres Strait Islander descent	1,166.7	64.9	5.6
Non-English-speaking background	205.7	29.3	14.2
English-speaking background	990.2	43.7	4.4
Has a disability	53.9	7.9	14.7
Visual/sight/seeing	*10.5*	*0.9*	*8.4*
Hearing	*6.9*	*0.7*	*10.5*
Physical	*11.8*	*1.3*	*11.0*
Intellectual	*8.3*	*2.6*	*31.0*
Chronic illness	*3.9*	*0.4*	*10.0*
Other disability	*12.5*	*1.7*	*13.6*
Unspecified disability	*4.5*	*0.4*	*8.0*
Has no disabilities	1,120.4	62.8	5.6
From rural or remote regions	494.1	21.3	4.3
From capital cities or capital regions	959.8	60.0	6.3
Unemployed prior to undertaking VET course	213.1	23.5	11.0
Employed prior to undertaking VET course	736.7	19.8	2.7
Completed Year 12	464.4	18.5	4.0
Completed Year 11	160.2	7.3	4.6
Completed Year 10	286.7	15.5	5.4
Completed Year 9 or below	109.7	19.2	17.5
* Women from rural/remote areas	238.4	10.6	4.5
* Women unemployed prior to undertaking VET course	112.7	13.1	11.6
* Women from a non-English-speaking background	106.4	18.2	17.1
* Non-English-speaking background and unemployed	45.3	9.5	21.0
* Indigenous students from rural/remote areas	27.9	4.0	14.4
* Indigenous and unemployed prior to undertaking VET course	11.1	2.2	19.5

* Overlapping of demographic characteristics

Students by age

The age groups of students undertaking enabling courses varied substantially for members from the various disadvantaged groups. This information is shown in table 3.

During 1998, the majority of women undertaking enabling courses were in the 30-to-49 age group. Consequently, enabling course students in the 30-to-49 age groups were likely to be women who lived in rural or remote areas or women who reported that they were

unemployed prior to undertaking their enabling course. Similarly, there was a high proportion of women from a non-English-speaking background in this age group.

There was a also high proportion of students from a non-English-speaking background in the 30-to-49 age group and, similarly, the proportion of students from a non-English-speaking background who were unemployed prior to the commencement of their enabling course was predominantly within this age group.

Enabling course students who reported that they have a disability were most likely to be in the 15-to-19 age group and 30-to-49 age group. Students who indicated that they have a visual impairment, hearing disability or chronic illness were predominantly in this age group. Students who reported that they have an intellectual disability, however, were most likely to be in the 15-to-24 age group and 30-to- 39 age group. There were very few students with an intellectual disability in the 50-to-64 age group when compared to enabling course students who indicated that they have other types of disabilities.

Students who reported that they are of Aboriginal or Torres Strait Islander descent, or those who reported that they lived in a rural or remote region were most likely to be in the 15-to-19 age group. Likewise, there was also a high proportion of students who indicated that they were unemployed prior to commencing their enabling course in this age group.

Almost a third of students whose highest level of secondary schooling was below Year 12 were in the 15-to-19 age group. In addition, at least a further 20% of these students were in the 30-to-39 age group.

Of all students who reported that they are of Aboriginal or Torres Strait Islander descent and lived in a rural or remote area, at least a quarter were in the 15-to-19 age group, and almost a further quarter was in the 30-to-39 age group.

Table 3: Distribution of students in each group by age (%), 1998

	15-19 years	20-24 years	25-29 years	30-39 years	40-49 years	50-59 years	60-64 years	15-64 years	Age 15-64 ('000)
Female	18.7	12.4	12.2	26.4	20.2	8.3	1.8	100.0	42.5
Male	29.4	14.9	12.6	21.7	13.9	6.0	1.5	100.0	36.3
Aboriginal or Torres Strait Islander descent	27.8	17.2	14.4	23.0	12.3	4.3	0.9	100.0	6.5
Non-Aboriginal or Torres Strait Islander descent	23.3	13.2	12.1	24.2	17.9	7.5	1.7	100.0	62.0
Non-English-speaking background	6.4	11.5	13.9	31.1	23.9	10.4	2.8	100.0	28.0
English-speaking background	34.6	14.7	11.3	19.9	13.3	5.3	0.9	100.0	42.0
Has a disability	23.2	15.2	11.1	21.7	18.2	9.0	1.6	100.0	7.6
Visual/sight/seeing	*27.3*	*13.7*	*9.3*	*18.4*	*17.3*	*11.9*	*2.1*	*100.0*	*0.8*
Hearing	*16.0*	*12.8*	*12.2*	*20.3*	*21.5*	*12.6*	*4.6*	*100.0*	*0.7*
Physical	*9.4*	*9.5*	*10.0*	*27.0*	*28.3*	*13.9*	*1.9*	*100.0*	*1.3*
Intellectual	*27.0*	*20.2*	*13.7*	*22.0*	*12.3*	*4.2*	*0.6*	*100.0*	*2.5*
Chronic illness	*17.5*	*11.0*	*7.0*	*20.2*	*23.1*	*18.5*	*2.7*	*100.0*	*0.4*
Other disability	*32.1*	*14.9*	*9.4*	*19.0*	*16.3*	*7.2*	*1.2*	*100.0*	*1.7*
Unspecified disability	*13.6*	*13.3*	*11.6*	*26.7*	*22.6*	*9.6*	*2.6*	*100.0*	*0.3*
Has no disabilities	23.5	13.3	12.4	24.5	17.5	7.2	1.7	100.0	59.8
From rural or remote regions	30.0	13.7	11.5	22.7	14.8	6.2	1.1	100.0	20.0
From capital cities or capital regions	20.9	13.1	12.6	25.1	18.6	7.8	1.9	100.0	57.1
Unemployed before VET course	25.4	14.4	12.0	24.3	17.3	6.0	0.7	100.0	23.0
Employed before VET course	17.3	12.1	13.2	27.6	20.9	7.9	1.0	100.0	19.3
Completed Year 12	11.0	16.1	15.0	28.8	20.2	7.2	1.6	100.0	18.1
Completed Year 11	34.6	17.7	11.7	19.7	12.3	3.3	0.7	100.0	7.2
Completed Year 10	32.8	12.6	11.3	23.1	14.1	5.1	1.0	100.0	15.2
Completed Year 9 or below	30.0	11.2	9.9	21.1	18.0	8.3	1.5	100.0	18.3
* Women from rural/remote areas	24.9	12.1	11.2	25.4	17.7	7.4	1.4	100.0	10.0
* Women unemployed before course	19.8	13.9	12.4	27.1	20.1	6.1	0.6	100.0	12.9
* Women from a non-English-speaking background	4.5	11.1	13.9	32.0	25.4	10.5	2.7	100.0	17.4
* Non-English-speaking background and unemployed	4.7	11.5	14.6	33.5	25.4	9.2	1.1	100.0	9.3
* Indigenous students from rural/remote areas	27.5	16.8	14.0	23.4	12.8	4.5	1.1	100.0	3.7
* Indigenous and unemployed prior to undertaking VET course	30.7	17.2	14.5	22.6	11.7	2.7	0.6	100.0	2.1

*Overlapping of demographic characteristic

Module outcomes

For each module or subject that a student enrols in, there is an associated result or outcome. These outcomes can be summarised as module load completion rate (MLCR) and module load pass rate (MLPR) (Benchmark report, 1999).

The module load completion rate and module load pass rate achieved by students who were undertaking an enabling course are shown in table 4.

Table 4: Module outcomes achieved by students in each equity group, 1998

	MLCR	MLPR
Age 15-19 years	65.2	68.3
Age 24-24 years	68.0	72.6
Age 25-29 years	68.1	72.3
Age 30-39 years	70.6	74.8
Age 40-49 years	73.4	76.7
Age 50-59 years	73.4	75.7
Age 60-64 years	76.7	77.6
Female	70.1	74.0
Male	67.7	70.8
Aboriginal or Torres Strait Islander descent	57.4	64.0
Non-Aboriginal or Torres Strait Islander descent	70.1	72.5
Non-English-speaking background	71.1	73.9
English-speaking background	67.7	70.7
Has a disability	69.4	71.4
Visual/sight/seeing	*69.6*	*72.5*
Hearing	*70.4*	*73.4*
Physical	*67.5*	*69.2*
Intellectual	*72.6*	*72.5*
Chronic illness	*67.1*	*69.3*
Other disability	*66.3*	*70.2*
Unspecified disability	*69.7*	*76.6*
Has no disabilities	68.3	71.3
From rural or remote regions	66.1	70.2
From capital cities or metropolitan regions	69.8	73.2
Unemployed prior to undertaking VET course	69.4	72.7
Employed prior to undertaking VET course	70.3	73.7
Completed Year 12	73.8	76.9
Completed Year 11	73.4	77.0
Completed Year 10	69.6	72.7
Completed Year 9 or below	61.7	64.5
* Women from rural/remote areas	66.5	71.5
* Women unemployed prior to undertaking VET course	71.1	75.0
* Women from a non-English-speaking background	72.2	74.7
* Non-English speaking background and unemployed	72.5	74.2
* Indigenous students from rural/remote areas	57.3	64.5
* Indigenous and unemployed prior to undertaking VET course	56.0	62.2

* Overlapping of demographic characteristics

Generally, the module load completion rate and module load pass rate achieved by enabling course students improved with age. Enabling course students in the 40-to-64 age group were much more likely to complete their modules than their younger counterparts. Enabling course students in this age group were also more likely to pass their assessments than their younger counterparts.

Women undertaking enabling courses generally performed better than men who were undertaking enabling courses. These women, on the whole, achieved a higher completion rate and pass rate than their male counterparts.

Not only were students who reported that they were from Aboriginal or Torres Strait Islander descent more inclined to enrol in enabling courses, they also achieved poorer completion and pass rates than their counterparts. This finding was also true for Aboriginal or Torres Strait Islander students who were unemployed prior to the commencement of their enabling course or Indigenous students who lived in rural or remote regions.

On the other hand, students from a non-English-speaking background undertaking enabling courses generally achieved better completion and pass rates than their counterparts.

Students who lived in capital cities or metropolitan regions achieved better pass rates and completion rates than students who lived in rural or remote areas.

Students whose highest level of secondary schooling was Year 9 or below performed the poorest when compared to students whose highest level of secondary schooling was Year 10 or more.

On the whole, there was very little variation between the module load completion rate or module load pass rate achieved by students with a disability andthat of students who reported that they do not have a disability. Nevertheless, students who reported having an intellectual disability performed better than students with other types of disabilities. These students also performed better than students who reported that they do not have a disability.

These findings suggest that the immediate outcomes achieved by students who undertake an enabling course differs for members from the various disadvantaged groups. Except for students who reported that they are of Aboriginal or Torres Strait Islander descent and students whose highest level of secondary schooling was Year 9 or below, members from other disadvantaged groups are actually achieving better than or at least on a par with their counterparts.

Further studies outcomes

To determine if enabling courses are effective in assisting individuals from the various target equity groups to progress to a higher level of education, the courses studied by enabling course students in the following year were assessed. The level of qualification of the enabling course in 1997 was compared to the level of qualification undertaken by these students in 1998.

Qualification categories

Following the successful completion of a course, a student can receive one of the following qualifications:

- Diplomas
- AQF-certificate IV or equivalent
- AQF-certificate III or equivalent
- AQF-certificate II or equivalent
- AQF-certificate I or equivalent
- AQF-senior secondary
- Certificate of competency
- Certificate of proficiency
- Endorsements to certificates
- Statements of attainments

To rank the level of qualification in order of recognition, the qualification categories classified under the headings of 'Certificate of competency', 'Certificate of proficiency',

'Endorsements to certificates' and 'Statement of attainment' were classified as 'Other' level of qualification.

A student is considered to enrol in a 'higher' level of qualification if he or she in 1997 enrolled in, 'AQF certificate II' and subsequently enrolled in 'AQF certificate III', 'AQF certificate IV' or 'Diploma' in 1998. However, if the same student had enrolled in 'AQF certificate I' in 1997, then this student would be considered to have enrolled in a course at a lower-level qualification. Alternatively, if this student was undertaking a course which resulted in a 'Certificate of competency', 'Certificate of proficiency', 'Endorsements to certificates' or 'Statement of attainment' in 1998, then this student would be considered as having enrolled in an 'Other' level of qualification.

Progression of enabling course students

Following their enrolment in an enabling course in 1997, almost a third of these students decided to continue their studies in the vocational education and training sector in the following year. Of those who decided to continue their studies in the VET sector, almost a third enrolled in a course at a 'higher' level of qualification while almost half enrolled in a course at the 'same' level of qualification. Over ten per cent of students enrolled in a course classified under an 'other' level of qualification and less than 8 per cent enrolled in a course at a 'lower' level of qualification.

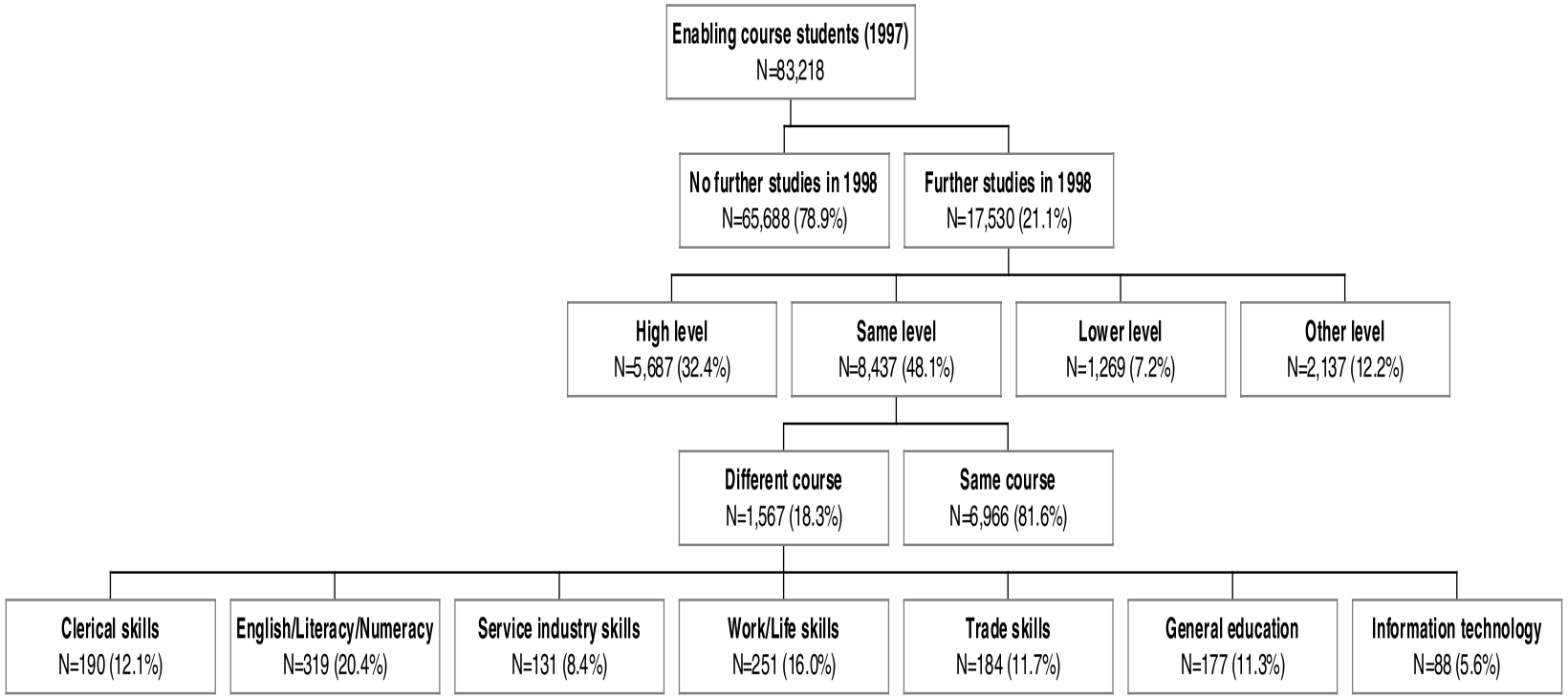
Almost half of all students who continued their studies in the vocational education and training sector in 1998 enrolled in a course at the 'same' level of qualification in the following year, although many of them progressed to other areas of learning. During 1998, these students enrolled in courses in the areas of 'Information technology', 'Trade skills', 'Service industry skills', 'Clerical skills' and 'English/Literacy/Numeracy'.

The progression of enabling course students in the following year is summarised in figure 1.

The information in figure 1 indicates that, contrary to popular belief, enabling course students are not moving from one enabling course to another. Following the completion of an enabling course, many students have progressed to courses at a higher level of education and training.

Even though it seems that there was a large proportion of students who were continuing their studies at the same level of qualification, this does not mean that enabling courses were not effective in assisting students to progress to a higher level of education or training program. A small proportion of students who enrolled in the same level of qualification in the following year diversified into other areas of learning. The skills and knowledge gained by these individuals may subsequently improve their employment prospects as they become involved in other areas of learning— a situation which allows them to be more competitive in the labour market.

Figure 1: The progression of students within VET following the completion of their enabling course



Of those students who enrolled in the same level of qualification the following year, a large number were still enrolled in the same enabling course. These students, however, generally enrolled in courses with slightly longer hours than those who enrolled in a different course. For instance, in 1997 a quarter of the courses undertaken by students who were continuing their enabling courses in the following year comprised 450 hours or fewer, while a quarter of the courses undertaken by students who enrolled in a different course was 300 hours or fewer. The hours of the courses undertaken by students during 1997 is shown in table 5.

Table 5: Course curriculum hours undertaken by enabling course students during 1997

	Course curriculum hours		
In 1998	25% quartile	50% median	75% quartile
Same level of qualification & same course	450	640	980
Same level of qualification & different course	300	600	880

Furthermore, students who continued their studies in the same enabling course in the following year were more likely to be part-time students. Of those who were still enrolled in their enabling course in the following year, only 22 per cent were undertaking their studies on a full-time basis during 1997 while up to 27 per cent of students who enrolled in a different course in the following year were undertaking their studies on a full-time basis. Therefore, it could be possible that some students had to continue their studies in the same enabling courses in the following year due to the duration of these courses and they were also more likely to be part-time students during 1997.

Of all enabling course students who continued their studies in the VET sector in the following year, just over 12 per cent enrolled in courses classified under the 'Certificate of competency', 'Certificate of proficiency', 'Endorsements to certificates' and 'Statement of attainment' levels of qualification. These qualification categories were introduced under the Register of Awards in Tertiary Education (RATE) system. Therefore, it was not feasible to make definitive conclusions on the effectiveness of enabling courses in assisting these individuals to progress to a higher level of education, since it is difficult to determine whether these qualification categories are better recognised than 'AQF senior secondary', 'AQF Certificate I' or 'AQF certificate II'. However, 'Endorsements to certificates' were meant to be qualifications additional to trade certificates and some courses classified under the 'Statement of attainment' level could be classified as 'AQF certificate IV' courses. Therefore, it could be assumed that the majority of these students have achieved a positive outcome following the completion of their enabling course.

However, over a tenth of students who continued their studies in the vocational education and training sector in the following year actually enrolled in a course at a lower level of qualification than one undertaken previously. This indicates that, while enabling courses are effective in producing positive outcomes for large number of students, they are not, effective in assisting *all* students to achieve a positive outcome. Nevertheless, it should be noted that the proportion of students who enrolled in a 'lower' level of qualification was minimal. Less than 3 per cent of all enabling course students actually moved into a lower level of qualification in the following year.

Following the completion of their enabling course, students in the 50-to-64 age group were more likely to enrol in a course at the same level of qualification as that completed in the previous year. These students were also more inclined to enrol in courses at a lower level of qualification than their younger counterparts.

Men who enrolled in an enabling course in 1997 were slightly more likely to enrol in a higher level of qualification in the following year than women who undertook an enabling course. These women, on the other hand, were more likely to undertake studies at the same level of qualification as the level of qualification of the previous year.

Compared to other Australians, students who reported being of Aboriginal or Torres Strait Islander descent were less likely to enrol in a higher level of qualification. These students were more inclined to undertake lower-level courses or courses at 'Other' levels of qualification.

Students who reported being from a non-English-background were also less likely to enrol in a higher-level course. These students were also much more likely to enrol in courses at the same level of qualification and at a lower level of qualification than their counterparts.

Students who reported having a disability were less likely to undertake further studies at a higher level than their counterparts. About 57 per cent of these students enrolled in the same level of qualification compared to only 48 per cent of students who reported that they do not have a disability. Students who reported that they have a disability were also more inclined to enrol in courses classified under the 'other' level of qualification category than their counterparts.

Enabling course students with intellectual disability were generally most likely to enrol in the same level of qualification in the following, while enabling course students with a visual, sight or hearing disability were more likely to enrol in a course at a higher level of qualification compared to students with other types of disabilities.

On the whole, there was little variation in the proportion of students undertaking a higher level of qualification or a lower level of qualification by their residential geographic regions. However, students who were living in metropolitan areas or capital cities were more likely to enrol in courses at the same level of qualification than students who were living in rural or emote regions.

Students who reported that they were unemployed prior to the commencement of their enabling course were slightly more likely to enrol in a course at a higher level of qualification than students who were employed prior to vocational course. These students were also less likely to enrol in a course at a lower level of qualification than their counterparts.

Generally, students who reported that their highest level of secondary schooling was Year 9 or below were the least likely to enrol in a course at a higher level than students whose highest level of secondary schooling was Year 10 or higher. These students were more inclined to continue their studies at the same level of qualification or to enrol in courses classified under the 'other' level of qualification than their counterparts (see table 6).

Women who were unemployed prior to the commencement of their enabling course were more likely to undertake their further studies at a higher level of qualification than unemployed students from a non-English-speaking background or unemployed Indigenous students. Unemployed students from a non-English-speaking background, on the other hand were more inclined to continue their studies at the same level of qualification than unemployed women or unemployed students from Aboriginal or Torres Strait Islander descent. Unemployed students who reported that they are of Aboriginal or Torres Strait Islander descent, however, were more likely to enrol in a course at a lower level of qualification than unemployed women or unemployed students from a non-English-speaking background.

Women from rural or remote areas were slightly more likely to enrol in a course at a higher level of qualification compared to students who reported that they are of Aboriginal or Torres Strait Island descent living in rural or remote areas. Women from rural or remote areas were also more inclined to enrol in courses at 'other' level of qualification than Indigenous Australians who were living in rural or remote regions.

These findings suggest that a large number of enrolments at the same level of qualification in the following year were attributed to older individuals in the 40 to 64 age group, women, students from a non-English-speaking background, students with a disability and students whose highest level of secondary of schooling was Year 9 or below. Furthermore, students from an Aboriginal or Torres Strait Islander descent or students from a non-English-speaking background were also more inclined to enrol in a course at a lower level of qualification than other Australians.

Table 6: Level of qualification undertaken by students in the following year by demographic factors

	Level of qualification				
	Higher	Same	Lower	Other	Total
15-19 years	41.6	42.7	5.7	10.1	100.0
20-24 years	40.7	44.0	5.7	9.7	100.0
25-29 years	32.7	49.6	6.7	11.0	100.0
30-39 years	30.6	47.8	7.4	14.3	100.0
40-49 years	24.0	53.3	9.1	13.7	100.0
50-59 years	18.9	58.6	10.3	12.2	100.0
60-64 years	12.3	67.7	7.4	12.6	100.0
Female	30.7	49.3	7.2	12.8	100.0
Male	33.6	47.8	7.3	11.4	100.0
Aboriginal or Torres Strait Islander descent	29.2	47.0	9.4	14.3	100.0
Non-Aboriginal or Torres Strait Islander descent	32.2	49.3	6.5	12.0	100.0
Non-English-speaking background	27.8	52.2	7.4	12.6	100.0
English-speaking background	35.7	46.1	5.9	12.3	100.0
Has a disability	24.2	56.6	5.0	14.2	100.0
Visual/sight/seeing	*31.7*	*46.3*	*7.7*	*14.3*	*100.0*
Hearing	*28.4*	*50.5*	*7.8*	*13.3*	*100.0*
Physical	*28.8*	*45.7*	*6.5*	*19.1*	*100.0*
Intellectual	*10.8*	*75.9*	*2.7*	*10.8*	*100.0*
Chronic illness	*25.4*	*54.4*	*7.0*	*13.2*	*100.0*
Other disability	*24.4*	*59.0*	*3.3*	*13.3*	*100.0*
Unspecified disability	*18.2*	*63.6*	*2.7*	*15.5*	*100.0*
Has no disabilities	32.6	48.2	11.8	7.4	100.0
From rural or remote regions	30.5	44.7	7.2	17.6	100.0
From capital cities or capital regions	31.2	50.7	7.4	10.8	100.0
Unemployed prior to undertaking VET course	33.2	48.3	5.7	12.8	100.0
Employed prior to undertaking VET course	31.5	48.6	7.1	12.8	100.0
Completed Year 12	35.6	44.4	7.8	12.3	100.0
Completed Year 11	39.5	46.5	5.7	8.4	100.0
Completed Year 10	35.5	43.9	6.5	14.1	100.0
Completed Year 9 or below	22.9	56.7	6.9	13.6	100.0
Women from rural/remote areas	30.8	42.9	7.3	19.0	100.0
Women unemployed prior to undertaking VET course	32.9	48.0	5.8	13.3	100.0
Women from a non-English-speaking background	26.1	52.7	7.5	13.7	100.0
Non-English-speaking background and unemployed	27.0	55.9	5.3	11.8	100.0
Indigenous students from rural/remote areas	28.9	45.7	8.1	17.4	100.0
Indigenous and unemployed before VET course	26.8	44.2	12.7	16.3	100.0

* Overlapping of demographic characteristics

Table 7 provides information on the types of courses undertaken by students who enrolled in the same level of qualification in the following year. The information provided suggests a large proportion of students who enrolled in the same level of qualification enrolled in the same enabling course in the following year. Nevertheless, not all members of disadvantaged groups have moved into the same course when compared to other Australians.

Students in the 50-to-64 age group were more likely to re-enrol in their enabling course in the following year than students in the 15-to-49 age group. In particular, students in the 60-to-64 age group were the most likely to enrol in the same enabling course in the following year, while students in the 20-to-49 age group were less likely than their counterparts to re-enrol in their enabling course in the following year.

For those who enrolled in the same level of qualification in the following year, men were more likely than women to re-enrol in the same course.

Students reporting Aboriginal or Torres Strait Islander descent were less likely to enrol in the same course than students indicating that they are not of Aboriginal or Torres Strait Islander descent. On the other hand, students reporting that they came from a non-English-speaking background were more inclined to enrol in the same enabling course in the following year than their counterparts.

On the whole, students who reported having a disability were more likely to re-enrol in the same course than students who reported not having a disability.

Moreover, students from metropolitan areas or capital cities were more inclined to enrol in the same enabling course in the following year than students who came from rural or remote areas.

For those who chose to study at the same level of qualification in the following year, students who reported that their highest level of secondary schooling was Year 9 or below were more likely to re-enrol in the same enabling course than other students.

Women from a non-English-speaking background were more likely to re-enrol in their enabling course than women from rural and remote areas or women who were unemployed prior to the commencement of their enabling course.

Table 7: Proportion of students who enrolled in the same level of qualification in the following year

	Same level of qualification		
	Same course	Different course	Total
15-19 years	77.1	22.9	100.0
20-24 years	75.6	24.4	100.0
25-29 years	75.5	24.5	100.0
30-39 years	75.3	24.7	100.0
40-49 years	77.1	22.9	100.0
50-59 years	80.1	19.9	100.0
60-64 years	85.7	14.3	100.0
Female	75.8	24.2	100.0
Male	78.2	21.8	100.0
Aboriginal or Torres Strait Islander descent	73.6	26.4	100.0
Non-Aboriginal or Torres Strait Islander descent	76.8	23.2	100.0
Non-English-speaking background	77.9	22.1	100.0
English-speaking background	75.1	24.9	100.0
Has a disability	80.1	19.9	100.0
Visual/sight/seeing	*80.0*	*20.0*	*100.0*
Hearing	*82.7*	*17.3*	*100.0*
Physical	*85.9*	*14.1*	*100.0*
Intellectual	*81.4*	*18.6*	*100.0*
Chronic illness	*75.8*	*24.2*	*100.0*
Other disability	*85.9*	*14.1*	*100.0*
Unspecified disability	*50.0*	*50.0*	*100.0*
Has no disabilities	77.0	23.0	100.0
From rural or remote regions	75.0	25.0	100.0
From capital cities or capital regions	77.4	22.6	100.0
Unemployed prior to undertaking VET course	79.5	20.5	100.0
Employed prior to undertaking VET course	75.6	24.4	100.0
Completed Year 12	76.8	23.2	100.0
Completed Year 11	76.5	23.5	100.0
Completed Year 10	74.4	25.6	100.0
Completed Year 9 or below	82.8	17.2	100.0
* Women from rural/remote areas	74.3	25.7	100.0
* Women unemployed prior to undertaking VET course	78.5	21.5	100.0
* Women from a non-English-speaking background	76.8	23.2	100.0
* Non-English-speaking background and unemployed	84.0	16.0	100.0
* Indigenous students from rural/remote areas	75.9	24.1	100.0
* Indigenous and unemployed prior to undertaking VET course	70.2	29.8	100.0

* Overlapping of demographic characteristics

Factors influencing enrolment in a higher level qualification

There are a number of characteristics which may influence the likelihood of an enabling course student enrolling in a higher level of qualification in the following year. Some of these characteristics are measurable while others are not. Whilst it is not possible to include all possible characteristics in the analysis, multivariate analysis on measurable characteristics will provide a better insight of the characteristics or factors which influence the likelihood of an enabling course student enrolling in a course at a higher level of qualification.

Multivariate analysis using a logistic regression model was conducted to determine the probability of an enabling course student enrolling in a course at a higher level of qualification independent of a range of characteristics. That is, these characteristics were held constant and allowed to vary one at a time. As a result, the probability of an enabling course student enrolling in a higher level qualification was determined after taken account of a range of demographic factors or characteristics (see table 8).

Further information on the logistic regression results is provided in Appendix C.

Table 8: Characteristics included for analysis.

Characteristics	Reference group*
Age	Age 30-39
Aboriginal or Torres Strait Islander descent	Other Australians
Has a disability	Has no disabilities
Unemployed	Other students
Non-English-speaking background	Other Australians
Rural/remote areas	Other geographic regions
Highest level of secondary schooling	Year 12
Gender	Male
Women from rural/remote areas	Other students
Unemployed women	Other students
Non-English-speaking background and unemployed	Other Australians
Indigenous Australians from rural or remote areas	Other Australians
Indigenous Australian and unemployed	Other Australians

* The reference group is used as a base for comparison. The results of the multivariate analysis are expressed in terms of an increase or decrease compared to the reference group.

Age

Following the completion of their enabling course, students in the 15-to-29 age group were significantly more likely to enrol in a higher level of qualification course than students in the 30-to-39 age group. While students in the 40-to-59-age group, however, were significantly less likely to enrol in a higher level of qualification course compared to students aged 30 to 39.

Other things being equal, the probability of enrolling in a course at a higher level of qualification for students in the 15-to-19 age group was 66 per cent higher than for students aged 30 to 39.

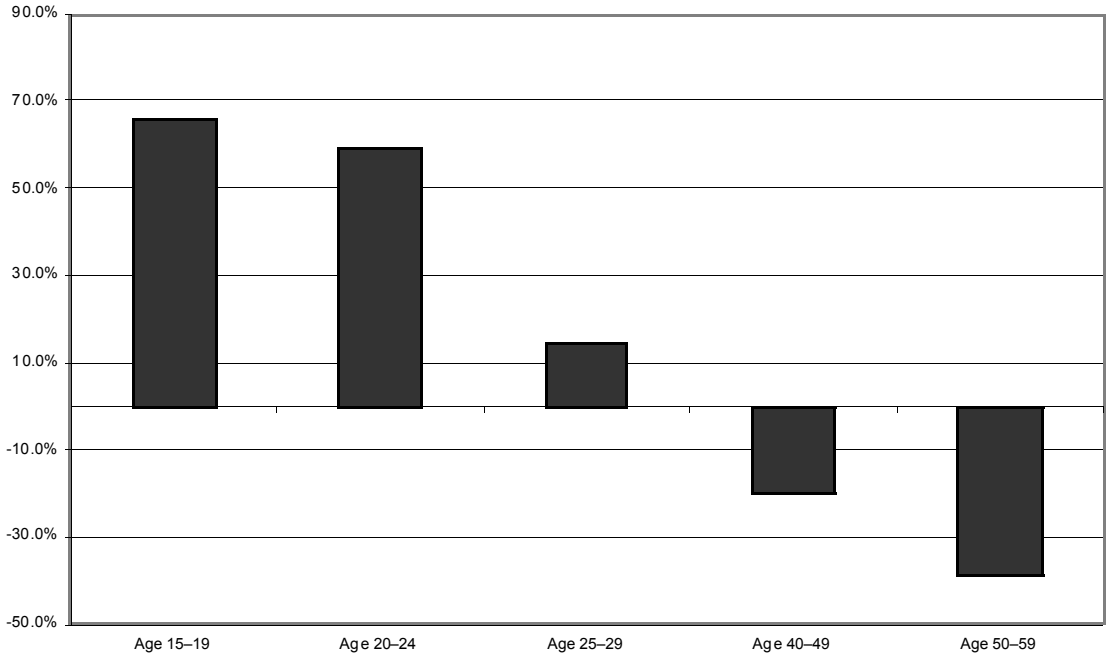
The probability of enrolling in a course at a higher level of qualification for students aged 20 to 24 years was 59 per cent higher than for students in the 30-to-39 age group.

The probability of enrolling in a course at a higher level of qualification for students in the 25-to-29 age group was 15 per cent higher than for students aged 30 to 39.

On the other hand, the probability of enrolling in a course at a higher level of qualification for students in the 40-to-49 age group was 20 per cent lower compared to students in the 30-to-39 age group. The probability of enrolling in a course at a higher level of qualification for students in the 50-to-59 age group was 39 per cent lower than for students aged 30 to 39.

The effect of age on the probability of enabling course students enrolling in a course at a higher level of qualification is illustrated in figure 2.

Figure 2: Effect of age on the probability of enrolling in a course at a higher level of qualification.



Disability

Students who reported having a disability were significantly less likely to enrol in a course at a higher level of qualification following the completion of their enabling course than other students.

Other things being equal, the probability of an enabling course student enrolling in a course at a higher level of qualification was 37 per cent lower for students who reported that they have a disability than for other students.

Unemployed before enabling course

Students who reported that they were unemployed prior to the commencement of their enabling course were significantly more likely to enrol in a higher level of qualification course than students who were already employed prior to the commencement of their enabling course.

The probability of enrolling in a course at a higher level of qualification for students who were unemployed prior to the commencement of their enabling course was 43 per cent higher than for other students.

Rural or remote areas

Upon the completion of their enabling course, students who resided in rural or remote regions were significantly less likely to enrol in a higher level of qualification course than those who lived in metropolitan areas or capital cities.

Other things being equal, the probability of enrolling in a course at a higher level of qualification for students who lived in rural or remote areas was 24 per cent lower than for students who lived in other regions of Australia.

Early school leavers

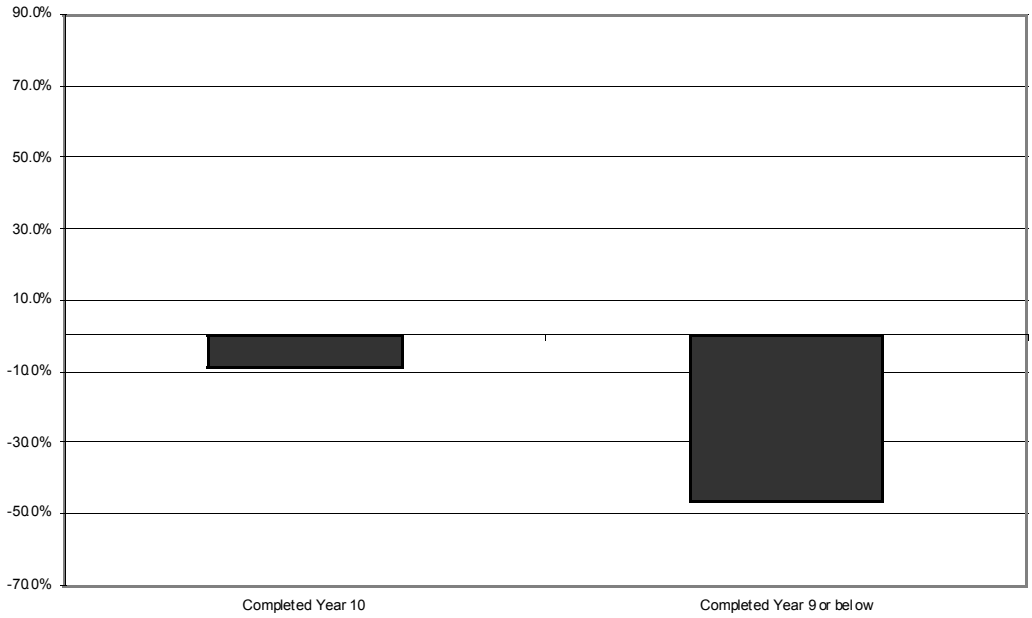
Students who reported that their highest level of secondary schooling was Year 10 or below were significantly less likely to enrol in a higher level of qualification course than those who completed Year 12 as their highest level of secondary schooling.

The probability of enrolling in a course at a higher level of qualification for students whose highest level of secondary schooling was Year 10 or below compared to other students is shown in figure 6.

The probability of enrolling in a higher level course for students whose highest level of secondary schooling was Year 10 was 9 per cent lower than students who completed Year 12.

The probability of enrolling in a higher level course for students whose highest level of secondary schooling was Year 9 or below was 47 per cent lower than for students whose highest level of secondary schooling was Year 12.

Figure 3: Effect of completing Year 10 or below on probability of enrolling in a course at a higher level of qualification



Women unemployed prior to enabling course

Unemployed women were significantly more likely to enrol in a course at a higher level of qualification than their counterparts.

The probability of enrolling in a course at a higher level of qualification for women who was unemployed prior to the commencement of their enabling course was 16 per cent higher than for other students

Women from a non-English-speaking background

Women from a non-English-speaking background were significantly less likely to enrol in a higher level of qualification than their counterparts.

Other things being equal, the probability of enrolling in a course at a higher level of qualification for women from a non-English-speaking background was 19 per cent lower than for other students.

Non-English-speaking background and unemployed before enabling course

Students indicating that they came from a non-English-speaking background and that they were unemployed prior to the commencement of their enabling course were significantly less likely to enrol in a higher level of qualification course by comparison with their counterparts.

Other things being equal, the probability of enrolling in a course at a higher level of qualification for students who reported that they are from a non-English speaking background and unemployed before enabling course was 41 per cent lower than for other students.

Aboriginal or Torres Strait Islander and unemployed before enabling course

Students who reported that they are of Aboriginal or Torres Strait Islander descent and were unemployed prior to the commencement of their enabling course were significantly less likely to enrol in a higher level of qualification course than their counterparts. The probability of these students enrolling in a course at a higher level of qualification was 47 per cent lower than for other students.

Outcomes for enabling course graduates

Reasons for undertaking an enabling course

To determine the reasons for choosing to undertake their enabling course, TAFE graduates were asked to indicate their reasons or motivations for choosing their course. Of the many reasons reported, the reasons predominantly indicated by the majority of TAFE graduates were:

- to get a job
- to get into another course
- for interest

'To get a job', 'to get into another course' and 'for interest' were important reasons for choosing to undertake an enabling course for members across all age groups. Graduates in the 15-to-24-age group, however, were more likely to chose their enabling course because they wanted 'to get a job' than graduates aged 25 years or older. While those in the 50-to-64-age group were much more inclined to undertake their studies for 'personal interest'. Generally, graduates in the 25-to-29-age group were more likely to enrol in their enabling course because they believed that their course would help 'to get a better job or a promotion'.

When compared to men, women were more likely to choose their course for 'interest' reasons, or because they wanted to give themselves an opportunity 'to try for a different career'. Men, on the other hand, were more likely to choose their course to 'get a job' or to get a better job or a promotion' than women.

Indigenous Australians were more likely to choose their course because of 'personal interest' than other Australians. These graduates were also more likely to choose their course for other reasons when compared to other graduates. Graduates who reported that they are not of Aboriginal or Torres trait Islander descent were more inclined to choose their enabling course 'to get a job',' to try for a different career' or 'to get into another course' than Indigenous Australians.

Graduates who reported that they came from a non-English-speaking background were much more likely to undertake their enabling course because the course would assist them 'to get into another course' or 'to get a better job or promotion' when compared to other Australians. Graduates from an English-speaking background, on the other hand, were more likely to choose their enabling course because of 'personal interest' or so that they could 'try for a different career' than their counterparts.

Graduates who reported that they have a disability primarily chose their enabling course so that they could 'get a job' and many also indicated that they choose their course for 'interest'. While graduates who reported that they do not have a disability were more inclined to enrol in their enabling course than graduates with a disability so that they could 'get into another course'.

Graduates from rural or remote areas predominantly chose their enabling course 'to get a job', 'interest' and 'to get into another course'. While graduates from capital cities or metropolitan areas choose their enabling course so that they could 'get a job' or to 'get into another course' and for 'interest' reasons.

Information on reasons or motivations for choosing their enabling course provided by graduates from the various 'disadvantaged' groups is shown in table 9.

Table 9: Reasons/motivations for choosing enabling course

	to get a job	try a different career	get a better job/promo.	requirement of job	gain extra skills for job	get into another course	for interest	other reasons	other	Total
Age 15-19 years	40.0	3.8	4.0	0.4	3.5	21.2	15.3	10.3	1.3	100.0
Age 20-24 years	37.0	8.0	5.9	1.2	4.5	22.5	14.6	5.1	1.3	100.0
Age 25-29 years	24.0	9.3	8.5	1.3	5.3	26.1	19.7	5.0	0.8	100.0
Age 30-39 years	27.3	8.9	5.8	1.4	4.7	23.0	24.6	3.6	0.6	100.0
Age 40-49 years	29.9	9.3	5.2	1.9	5.4	16.8	27.2	3.6	0.8	100.0
Age 50-59 years	27.8	6.3	3.2	2.4	6.5	13.2	35.3	3.9	1.5	100.0
Age 60-64 years	19.0	6.3	2.5	1.3	5.1	8.9	46.8	7.6	2.5	100.0
Female	28.8	8.7	4.6	1.1	3.7	20.9	27.1	4.3	0.8	100.0
Male	32.6	6.8	7.5	2.5	8.0	18.8	16.7	6.0	1.1	100.0
Aboriginal or Torres Strait Islander	25.1	4.8	4.8	2.4	7.6	11.2	31.9	9.6	2.8	100.0
Non-Aboriginal or Torres Strait Islander	29.9	8.3	5.4	1.5	4.8	20.7	24.0	4.6	0.8	100.0
Non-English-speaking background	29.8	6.4	6.6	2.0	4.2	25.3	20.7	4.1	1.0	100.0
English speaking background	29.9	10.2	3.9	1.0	5.6	14.4	28.7	5.5	0.8	100.0
Has a disability	32.3	8.1	3.1	0.5	5.1	16.7	26.7	6.0	1.5	100.0
Has no disabilities	29.4	8.1	5.7	1.6	4.8	20.8	24.1	4.6	0.8	100.0
From rural or remote regions	25.0	7.2	4.5	1.6	8.1	13.4	33.2	6.1	0.8	100.0
From capital cities or capital regions	31.0	8.5	5.7	1.5	4.0	22.2	21.9	4.3	0.9	100.0
Unemployed prior to undertaking VET course	46.3	7.7	3.9	0.7	2.9	16.8	16.3	4.5	0.9	100.0
Employed prior to undertaking VET course	16.8	12.0	13.0	3.8	11.8	17.1	21.3	3.8	0.5	100.0
Completed Year 12	32.1	6.5	6.8	1.7	4.3	24.2	19.2	4.4	0.9	100.0
Completed Year 11	31.7	7.4	4.6	1.6	4.8	21.7	22.9	4.2	1.0	100.0
Completed Year 10 or below	27.9	9.9	4.2	1.3	5.3	17.1	28.7	5.1	0.7	100.0
* Women from rural/remote areas	24.4	8.0	3.4	1.2	4.1	15.5	37.9	5.0	0.6	100.0
* Women unemployed prior to undertaking VET course	44.7	8.1	3.6	0.7	3.1	16.4	18.1	4.5	0.9	100.0
* Women from a non-English-speaking background	28.9	6.8	6.0	1.6	4.0	25.5	22.6	3.7	0.9	100.0
* Non-English-speaking background and unemployed	46.3	5.8	5.2	1.1	2.6	22.0	12.0	3.8	1.1	100.0
* Indigenous students from rural/remote areas	22.8	5.1	5.1	3.8	9.5	7.6	33.5	9.5	3.2	100.0
* Indigenous and unemployed prior to undertaking VET course	29.5	3.8	5.7	0.0	3.8	8.6	37.1	8.6	2.9	100.0

* Overlapping of demographic characteristics

For graduates who were unemployed prior to the commencement of their enabling course, the majority chose their enabling course so that they could 'get a job'. Graduates who were already employed prior to the commencement of their enabling course were more likely to choose their course so that they could 'get a better job' or for 'interest' when compared to graduates who were unemployed.

Regardless of the highest level of secondary schooling completed, graduates indicated that they chose to undertake their enabling course to 'get a job', 'to get into another course' and 'for interest'. Graduates whose highest level of secondary schooling was Year 9 or below

were more likely to choose their enabling course for 'personal interest' than students who had completed year 10 or higher.

Almost 38 per cent of women from rural or remote areas chose their course for 'personal interest' reasons. These women also indicated that they chose their enabling course to assist them 'to get a job' and 'to get into another course'.

Similarly, the majority of unemployed women or women from a non-English-speaking background also chose to undertake their enabling course so that they could 'get a job', 'to get into another course' and for 'personal interest'.

At least a third of graduates who reported that they are of Aboriginal or Torres Strait Islander descent were unemployed prior to the commencement of their enabling course and chose to enrol in their enabling course for 'interest'. Similarly, at least a third of graduates who indicated that they are of Aboriginal or Torres Strait Islander descent who were living in rural or remote areas chose their enabling course for 'interest'. Nevertheless, many of these graduates also chose their enabling course so that they could 'get a job'.

Sources of income while undertaking enabling course

It is not possible to obtain information on the proportion of students who received fee exemptions or concessions for their enabling course. However, the sources of income students received while they were doing their enabling course can be identified.

On the whole, almost forty per cent of enabling course graduates indicated that they received Government pensions or benefits such as a Newstart or disability pension while they were undertaking their course. A large proportion of graduates also indicated that they also received financial support from the Austudy scheme (22.7%) and their parents or their spouse/partner (24.2 %).Graduates in the 15 to 19 age group were much more likely to receive financial support from the Austudy scheme than graduates in other age groups (see Table 10). On the other hand, graduates in the 20 to 64 age group on the other hand, were more likely to receive support through a Government pensions or benefits.

Graduates in the 15 to 19 age group and those in the 30 to 49 age group were more likely to receive financial support from parents, spouse or their partner. Enabling course graduates in the 60 to 64 age group were the least likely to receive financial support through their immediate family members.

Women who completed an enabling course were much more likely to receive financial support from their spouse/partner than men. Men on the other hand, were more likely to receive their income from paid work.

Almost 65% of graduates of Aboriginal or Torres Strait Islander descent received financial support from the Abstudy scheme while they were doing their enabling course. Students who reported that they are not of Aboriginal or Torres Strait Islander descent on the other hand, were more likely to receive financial support from the Austudy scheme, Government pensions or benefits , paid work and parents, spouse or partner.

There was substantial difference in the sources of income received by graduates from a non-English speaking or English speaking background. Nevertheless, graduates who indicated that they were from a non-English speaking background were slightly more likely to receive income from paid work or their own business while they were undertaking their enabling course than other graduates.

Almost 60% of graduates who reported that they have a disability received financial support from Government pensions or benefits. In addition, these graduates were more likely to receive financial support from the Austudy scheme than graduates who reported that they do not have any disabilities. Graduates reporting that they do not have any disabilities were less likely to receive income from paid work or financial support from their parents, spouse or partner.

Table 10: Sources of income while undertaking an enabling course (%)

	Austudy	Abstudy	Government pensions or benefits	Apprenticeship	Traineeship	Scholarship or cadetship	Paid work	Own business	Parents or spouse/partner	Other
Age 15-19	33.5	2.5	28.9	0.3	0.4	0.1	11.9	0.0	26.4	5.0
Age 20-24	28.1	2.5	49.3	0.1	0.7	0.1	10.7	0.1	13.0	4.2
Age 25-29	21.6	4.3	42.1	0.2	0.5	0.3	16.2	1.0	19.6	5.3
Age 30-39	24.2	2.7	37.4	0.1	0.6	0.1	13.0	1.9	28.8	6.1
Age 40-49	19.1	2.4	36.7	0.0	0.6	0.0	14.1	3.7	27.4	6.3
Age 50-59	14.7	3.3	42.7	0.0	0.4	0.0	11.3	4.3	19.3	8.2
Age 60-64	8.9	6.3	59.5	0.0	0.0	0.0	7.6	1.3	2.5	15.2
Female	24.3	2.7	38.4	0.1	0.4	0.0	9.6	2.1	29.7	6.0
Male	18.4	3.4	40.7	0.1	0.9	0.3	21.5	2.3	9.7	6.9
Aboriginal or Torres Strait Islander descent	5.6	64.1	28.3	0.0	1.6	0.0	6.4	0.0	7.2	4.4
non-Aborginal or Torres Strait Islander descent	23.4	0.4	39.4	0.1	0.5	0.1	13.1	2.2	24.9	6.3
Non-English speaking background	17.1	1.4	34.9	0.1	0.6	0.1	13.5	2.9	24.3	7.7
English speaking background	29.4	4.6	44.0	0.0	0.5	0.1	12.1	1.3	24.3	4.5
has a disability	29.6	4.0	59.1	0.0	0.3	0.0	8.7	0.9	11.2	7.7
has no disabilities	21.8	2.7	36.3	0.1	0.6	0.0	13.5	2.4	25.9	6.1

Note: graduates were asked to indicate as many sources of income as applicable, hence the total is greater than 100%.

Employment outcomes

To determine the effectiveness of enabling courses in assisting individuals from the various target equity groups to gain employment, unit record data from the Graduate destination and the Student outcomes surveys were used.

The information on the employment status of students six months prior to the commencement of their enabling course and six months after course completion are provided in table 10.

Following the completion of their enabling course, there was an increase in the proportion of graduates in the 15-to-29-age group gaining employment. On the other hand, the proportion of graduates in the 50-to-64-age group in employment decreased after course completion.

Although there was a slight increase in the proportion of women employed after course completion by comparison with men, the proportion of members from the various disadvantaged groups in employment remained static. There was very little variation in the proportion of graduates of Aboriginal or Torres Strait Islander descent employed prior to or after their enabling course. Nevertheless, there was an increase in the proportion of graduates who reported that they are not of Aboriginal or Torres Strait Islander employed. Similarly, the proportion of graduates from a non-English-speaking background who were employed did not vary substantially following course completion, however, the proportion of graduates from an English speaking background employed after course completion increased following the completion of their enabling course.

The proportion of graduates with a disability in employment remained relatively the same six months prior to the commencement of their enabling course and six months after course completion. There was no substantial variation in the proportion of graduates who reported that they do not have a disability employed prior to course commencement or after course completion.

The proportion of graduates who lived in rural or remote areas gaining employment following the completion of their enabling course increased at six months after course

completion. Nevertheless, the proportion of graduates who lived in capital cities or metropolitan areas employed at six months after course completion did not vary substantially compared to when they began their enabling course.

Table 10: Employment status prior to and after enabling course

	Before commencing enabling course			After enabling course completion		
	Employed	Unemployed	Not in labour force	Employed	Unemployed	Not in labour force
Age 15-19 years	24.6	35.3	39.1	34.7	35.9	26.7
Age 24-24 years	26.1	46.2	27.4	32.3	35.6	30.4
Age 25-29 years	29.3	40.5	29.6	32.1	32.6	34.0
Age 30-39 years	26.9	30.6	41.9	28.5	30.1	39.3
Age 40-49 years	28.3	32.9	37.7	29.8	31.5	36.7
Age 50-59 years	25.4	35.3	38.4	20.8	33.1	43.4
Age 60-64 years	16.3	32.5	48.8	5.1	25.6	69.2
Female	22.5	33.4	43.4	25.8	31.3	41.1
Male	37.8	38.1	23.2	38.0	33.3	26.1
Aboriginal or Torres Strait Islander descent	21.3	42.2	35.7	20.4	32.7	46.1
Non-Aboriginal or Torres Strait Islander descent	26.9	34.3	38.0	29.5	31.9	36.6
Non-English-speaking background	27.1	36.9	35.1	27.1	31.3	39.4
English-speaking background	26.1	32.0	41.3	31.5	32.6	34.1
Has a disability	19.6	30.5	48.9	20.9	30.6	46.7
visual/sight/seeing	*24.6*	*33.3*	*39.5*	*19.1*	*33.9*	*44.3*
hearing	*26.3*	*36.4*	*35.4*	*23.7*	*28.9*	*45.4*
physical	*17.7*	*27.4*	*54.4*	*14.0*	*28.8*	*55.9*
Has no disabilities	27.7	35.1	36.5	30.2	32.0	35.7
From rural or remote regions	26.7	33.8	38.5	31.8	32.0	33.8
From capital cities or capital regions	26.8	35.0	37.5	28.5	31.9	37.7
Unemployed prior to enabling course	0.0	100.0	0.0	20.6	55.4	22.4
Employed prior to prior to enabling course	100.0	0.0	0.0	63.0	16.5	16.5
Completed year 12	27.8	39.1	32.6	30.0	31.6	35.9
Completed year 11	28.0	32.9	38.3	31.4	32.2	33.9
Completed year 10 or below	25.1	32.0	42.1	27.5	32.7	38.1
* Women from rural/remote areas	20.7	33.8	44.6	26.8	32.9	38.0
* Women unemployed prior to undertaking VET course	0.0	100.0	0.0	20.7	54.1	23.6
* Women from a non-English-speaking background	22.8	35.5	40.8	23.6	30.3	44.0
* Non-English-speaking background and unemployed	0.0	100.0	0.0	17.7	55.4	25.1
* Indigenous students from rural/remote areas	23.6	42.7	32.5	24.0	32.5	42.2
* Indigenous and unemployed prior to enabling course	0.0	100.0	0.0	12.7	53.9	32.4

* Overlapping of demographic characteristics

These findings indicate that completing an enabling course does not guarantee students a job. Following the completion of their enabling course, many members from the various disadvantaged groups were still not employed. However, this does not mean that enabling courses were not effective in assisting these individuals to gain employment. Many graduates indicated that they choose to study for reasons other than to gain employment. For instance, many women, graduates of Aboriginal or Torres Strait Islander descent, and those from rural or remote regions undertake their enabling course for interest. In addition, many members from the various 'disadvantaged' groups indicated that they chose to enrol

in their enabling course because they believed that their course would assist them to get into another course.

Conclusion

Students undertaking enabling courses comprised over 5 per cent of the total number of students in the vocational education and training sector during 1998. Most of these students lived in regions of lower-than-average household income. They were more likely to be Indigenous Australians, from a non-English-speaking background or to have left school before the commencement of senior secondary school. In addition, a large proportion of these students were from other disadvantaged groups such as people with a disability, women from a non-English-speaking background or Indigenous Australians who were unemployed prior to the commencement of their course.

Following enrolment in an enabling course, almost a third of students who had taken an enabling course undertook further studies in the VET sector in the following year. Anecdotal evidence suggests that enabling course students tend to move from one enabling course to another. However, this is not necessarily the case as the results of this study suggest that many students progressed to a higher-level course. This finding indicates that enabling courses in fact do produce positive outcomes for many people. Nevertheless, while not all enabling course students are moving from one enabling course to another, the tendency for some students to enrol in the same level of qualification in the following year raises some concern. Moreover, those who decided to enrol in the same level of qualification in the following year were usually enrolled in the same enabling course. These students were more likely to be women, students with a disability, students from a non-English-speaking background and students whose highest level of secondary schooling was Year 9 or below.

Except for students who reported that they were of Aboriginal or Torres Strait Islander descent and students whose highest level of secondary schooling was Year 9 or below, the module outcomes achieved by members of other disadvantaged groups were better than or on a par with other Australians. This suggests that the inclination for members of some disadvantaged groups to enrol in the same level of qualification, or to re-enrol in the same enabling course was possibly not due to poor performance.

There is no difference in the likelihood of a student who has undertaken an enabling course and who is from a non-English-speaking background, is of Aboriginal or Torres Strait Islander descent, is a woman, or is an Indigenous Australian living in rural and remote areas enrolling in a course at a higher level of qualification than other Australians. However, in general students who were unemployed prior to commencing their VET studies were more likely to enrol in a course at a higher level of qualification.

On the other hand, some students who undertook an enabling course were less likely than other Australians to subsequently enrol in a higher level of qualification. These students were students with a disability, students who live in a rural or remote locality, students who left school before completing year 11, women from a non-English-speaking background and students from a non-English-speaking background who were unemployed and Indigenous Australians who were unemployed.

Enabling courses are producing positive outcomes for many people. On the whole, enabling course students are not moving from one enabling course to another. Rather, students who have studied an enabling course are enrolling in a course at a higher level of qualification or are progressing to other areas of learning.

The tendency for about one in every twelve students to enrol in the same enabling course in the following year requires further investigation. It is possible that there are factors other than demographic characteristics or performance which influence the decision to progress to a higher-level of education or to employment. Qualitative research to investigate the reasons why some people decide to remain at the same level of qualification or to re-enrol in the same enabling course is required to address this issue.

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Appendix A

Matching students in 1997 and 1998 data collections

The standard under which vocational education and training data are collected-the AVETMIS Standard-does not as yet require a unique identifier for individuals who appear in more than one data collection.

Some training organisations do, however, report the same identifier for the same person in different collections and, where this is the case, a match based on the identifier is made. As a check, the reported sex in the two collections is compared. If it differs the match is rejected.

For the remaining training organisations a specific matching exercise is required to identify individuals appearing in more than one collection. As this matching is based on surrogate indicators of an individual's unique identity, there is a chance that false matches will occur. The methodology adopted has been designed to minimise the chance of false matches while still allowing the identification of true matches with a high degree of confidence.

The key surrogate indicators available in the data are:

- sex
- postcode
- date of birth
- encrypted name
- country of birth
- main language spoken at home
- Aboriginal or Torres Strait Islander background

For an individual these pieces of information are fixed except where incorrect data have been submitted in one or other of the data collections.

Supplementary indicators available for use in matching are:

- highest school level completed, and the year
- employment status
- disability information
- prior educational information
- training provider
- course or program being undertaken

For an individual, these pieces of information may change with time and this possibility must be taken into account when the information is used in client matching.

For some indicators, the reported values are mostly the same, for example, the values for Aboriginal or Torres Strait Islander background. In such cases only the minority value is useful in matching.

For the purpose of this study, records in two collections are regarded as a match if:

- training organisation or training provider provided the same client record ID for 1997 and 1998 data (provided that sex matches); or
- sex, date of birth, postcode, encrypted ID are the same; or
- sex, date of birth, encrypted ID are the same; or
- sex, date of birth, postcode, Aboriginal or Torres Strait Islander descent are the same; or
- sex, date of birth, postcode, overseas full-fee paying clients are the same; or
- sex, date of birth, postcode, born in a country that is NOT Australia (provided that 1997.country=1998.country); or
- sex, date of birth, postcode, training provider are the same.

Appendix B

Number of enrolments in each enabling course

Course Name	Unique number In students	Proportion of students
Certificate I in Vocational Access	15379	17.1
Certificate In General Education for Adults	8949	9.9
Certificate II in General Education	6450	7.2
English For Speakers In Other Languages	5396	6.0
Victorian Certificate In Education	5104	5.7
Adult Foundation Education	4957	5.5
Certificate I In Spoken & Written English	4456	5.0
General Curriculum	3802	4.2
Work Skills	3230	3.6
Certificate I In Preparatory Education	2933	3.3
Certificate in Work Education	2860	3.2
English As A Second Language	2312	2.6
Certificate II In Introductory Vocational Education (Generic)	1976	2.2
Certificate II In English For Vocational Education And Further Study	1923	2.1
Mid Lit / Life Dexterity skills A	1829	2.0
Career Education For Women	1595	1.8
Certificate in Spoken & Written English	1399	1.6
Certificate II In ESL Access Education Program	972	1.1
Certificate I In Access To Employment And Further Study	905	1.0
English Language Skills	897	1.0
Certificate II In English For Occupational Purposes	892	1.0
Certificate II In Spoken And Written English	870	1.0
Certificate II In Preparatory Education (Aboriginal)	796	0.9
Certificate I in General Education	736	0.8
Certificate I In Foundation Education (Aboriginal)	640	0.7
Certificate I In Planning For Employment And Training	616	0.7
Certificate II In Introductory Vocational Education (Aboriginal)	452	0.5
Certificate I In Workplace Access	451	0.5
Certificate I In Planning For Employment	426	0.5
Certificate II In English For Speakers In Other Languages	391	0.4
Local Government Foundation Studies	365	0.4
Spoken & Written English	357	0.4
Certificate I In Literacy And Numeracy For Adults	357	0.4
Certificate I In Workplace Education	332	0.4
Computer Beg	325	0.4
Reading & Writing	302	0.3
Certificate I In Auslan	284	0.3
Certificate In English For Vocational Education And Further Study	237	0.3
Certificate I In Initial Adult Literacy & Numeracy	235	0.3
Certificate II In Workplace Education	207	0.2
Certificate II In Koori Education, Training & Employment	153	0.2
English Grammar	133	0.1
Eurella English I	126	0.1
Literacy	116	0.1
English Module I, II, III - Basic Skills	115	0.1
Introduction To Computers	114	0.1

Course Name	Unique number In students	Proportion of students
Access To Work And Educational Opportunities	108	0.1
Certificate I Initial Adult Literacy & Numeracy	104	0.1
Certificate II In English For Occupational Purposes (Generic)	100	0.1
English For Business	88	0.1
Certificate I In Basic English Preliminary (Second Language)	88	0.1
Certificate II In Intermediate English Preliminary (Second Language)	76	0.1
Intro To The Internet	70	0.1
Certificate I In Koorie Education	70	0.1
Media Literacy (Certificate in General Education For Adults 4)	68	0.1
English For Work	67	0.1
Oral Communication	65	0.1
AB Beginners- Speaking & Listening	64	0.1
Orientation To Learning : Certificate I Work Education	60	0.1
Employment Access	60	0.1
Course In The Key Project	55	0.1
Certificate I In Local Government	55	0.1
English Conversation	52	0.1
Return To Study	48	0.1
Certificate II In Koori Education/Training & Employment	46	0.1
Everyday English	45	0.1
Enterprise Development	45	0.1
Certificate I In Employment Skills	43	0.0
Adult Basic Education	43	0.0
Certificate, Adult Literacy And Numeracy	42	0.0
Certificate II In Vocational Skills And Language For Migrant Nurses	42	0.0
Certificate In Preparatory Education	41	0.0
Numeracy and Mathematics	40	0.0
Module 4a Further Study	39	0.0
Certificate II In Spoken & Written English	39	0.0
Local Government Works (C.S.T)	36	0.0
Language Studies (General English)	35	0.0
C.G.E. - Oral Communication Level I & II	35	0.0
Certificate In computer Applications Year I	32	0.0
Certificate I In Metals And Engineering (Entry Level)	30	0.0
English Workshop	26	0.0
Certificate I in Work Skills	23	0.0
Academic Writing	22	0.0
English For Everyday Life	21	0.0
Communication Skills Modules	21	0.0
Certificate I In Response: A Work Entry Program	21	0.0
Vocational Planning	20	0.0
Certificate I In Vocational Options/Continuing Education	20	0.0
Adult Literacy & Numeracy	19	0.0
Stawell Preparation For Education	17	0.0
Occupational First Aid	17	0.0
Integration Aide Certificate	17	0.0
Introduction To Personal Computer & Keyboarding	16	0.0
Horticulture Certificate II - II,98	15	0.0
English For Occupational Purposes	15	0.0
Back To Basics Workshops	15	0.0
Advanced English Workshop	15	0.0
3 R's	14	0.0

Course Name	Unique number In students	Proportion of students
English For Further Study	13	0.0
Certificate I In Vocational Pathways For Indigenous Australians	13	0.0
Work Essentials : Koori Education	12	0.0
Statement In Attainment In Oral Communication	12	0.0
Certificate II In New Challenges And Choices For Young Aboriginal Women	12	0.0
Beginners Computing	12	0.0
Oracy I & II (Certificate in General Education For Adults)	11	0.0
Work Awareness II	10	0.0
Personal Development II	10	0.0
Certificate In Automotive (Certificate in General Education For Adults) - Literacy Support	10	0.0
Certificate I In General Education (Foundation) Adult (Automotive)	10	0.0
Certificate In Child Care	8	0.0
Basic Word Processing	8	0.0
Introduction To Horticulture	7	0.0
Certificate I In Preliminary Education (Aboriginal)	7	0.0
Certificate I In Employment Preparation	7	0.0
Accredited Reading And Writing	7	0.0
Community Literacy	6	0.0
Certificate In General Education For Adults(For Deaf)	6	0.0
Wilcannia Literacy Certificate in General Education For Adults	#	0.0
High Support Need - Certificate in General Education For Adults Reading And Writing I	#	0.0
Conversation Speakers In Other Languages Advanced Level	#	0.0
Certificate II In General English For Adults	#	0.0
Certificate In Adult Foundation Education	#	0.0
Certificate I In Local Government Foundation Studies	#	0.0
Certificate II General Education	#	0.0
One On One Literacy	#	0.0
Certificate I In Remote Community Essential Service Operations	#	0.0
Adult Literacy I:I	#	0.0
Total	**89969**	**100.0**

# indicates total number of enrolments was 5 or less. Total number of enrolments was greater than the total number of enabling course students, because students can enrol in more than one course at a given time in the VET sector

Appendix C

Logistic regression results

Model Fitting Information and Testing Global Null Hypothesis BETA=0

Criterion	Intercept Only	Intercept & Covariates	Chi-Square for Covariates
Akaike Information Criterion (AIC)	21953.429	21082.499	.
Schwartz Criterion (SC)	21961.201	21245.654	.
-2 LOG L	21951.429	21040.449	910.980 with 20 DF (p=0.0001)
Score	.	.	880.399 with 20 DF (p=0.0001)

Analysis of Maximum Likelihood Estimates

Variable	DF	Parameter Estimate	Standard Error	Wald square	Pr > Chi Square	Standardized Estimate	Odds Ratio
INTERCEPT	1	-0.5986	0.0532	126.7612	0.0001	.	.
Age 15-19	1	0.5057	0.0481	110.4776	0.0001	0.113853	1.658
Age 20-24	1	0.4652	0.0546	72.6603	0.0001	0.083631	1.592
Age 25-29	1	0.1362	0.0574	5.6311	0.0176	0.023751	1.146
Age 40-49	1	-0.2172	0.0522	17.3134	0.0001	-0.045906	0.805
Age 50-59	1	-0.4881	0.0805	36.7853	0.0001	-0.068189	0.614
Aboriginal or Torres Strait Islander	1	-0.0184	0.111	0.0276	0.8681	-0.002847	0.982
Has a disability	1	-0.4656	0.0613	57.6655	0.0001	-0.077085	0.628
Unemployed	1	0.3593	0.063	32.5663	0.0001	0.094442	1.432
Non-English-speaking background	1	-0.0679	0.064	1.1264	0.2885	-0.01819	0.934
Rural/remote ares	1	-0.2749	0.0671	16.7992	0.0001	-0.064026	0.76
Completed Year 11	1	0.0393	0.0552	0.5079	0.4761	0.00667	1.04
Completed Year 10	1	-0.0958	0.0466	4.2295	0.0397	-0.020506	0.909
Completed Year 9 or below	1	-0.627	0.0455	190.3338	0.0001	-0.152539	0.534
Female	1	-0.0431	0.0547	0.6219	0.4304	-0.01174	0.958
Women from rural/remote areas	1	0.1341	0.085	2.4892	0.1146	0.025132	1.144
Unemployed women	1	0.1486	0.0711	4.3698	0.0366	0.033035	1.16
Non-English-speaking background women	1	-0.2098	0.0752	7.7828	0.0053	-0.049008	0.811
Non-English-speaking background and unemployed	1	-0.5223	0.0743	49.392	0.0001	-0.107759	0.593
Indigenous Australian from rural/remote areas	1	0.1805	0.1313	1.8887	0.1693	0.023088	1.198
Indigenous Australian and unemployed	1	-0.6393	0.1352	22.3532	0.0001	-0.056994	0.528

Association of Predicted Probabilities and Observed Responses

Concordant = 63.3%	Somers' D = 0.276
Discordant = 35.7%	Gamma = 0.279
Tied = 1.0%	Tau-a = 0.120
(66757296 pairs)	c = 0.638

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