



Scope of ACE in Australia

Analysis of

existing information in

national education and training

data collection

Volume 2

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Contents

1	Scope of data collection	1
1.1	Activity as reported by representative bodies for ACE providers and organisations.....	3
1.2	Education and training delivered by community centres.....	4
1.3	Personal enrichment education and training activity.....	5
2	ACE as reported to the national data collection in 1998	6
2.1	Entire ACE sector	6
2.2	First segment of the nationally reported ACE sector – Personal enrichment programs delivered by community centres and reported through ACE provider umbrella organisations.....	9
2.3	Second segment of the nationally reported ACE sector – VET programs delivered at community centres and reported through ACE provider umbrella organisations	14
2.4	Third segment of the nationally reported ACE sector – personal enrichment programs delivered by providers other than community centres but reported through ACE provider umbrella organisations	20
2.5	Fourth segment of the nationally reported ACE sector – Personal enrichment programs delivered by providers that are not community centres and do not report through ACE provider umbrella organisations	25
2.6	Fifth segment of the nationally reported ACE sector – VET programs delivered by community centres which do not report through ACE provider umbrella organisations.....	31
2.7	Sixth segment of the nationally reported ACE sector – VET programs not delivered by community centres but reported through ACE provider umbrella organisations	37

List of tables and figures

Table 2.1: Students participation in Australia’s ACE sector, annual hours and number of education and training providers by State/Territory as reported to the national education and training data collection, 1998	6
Table 2.2: Students participation, annual hours and number of education and training providers in the first segment of Australia’s ACE sector by State/Territory, 1998.....	10
Table 2.3: Student participation in the first segment of the nationally reported ACE sector by age and sex, 1998	10
Figure 2.3: Cumulative frequency distribution of students enrolled in personal enrichment programs with community centres reporting through ACE provider umbrella organisations, 1998	11
Table 2.4: Student participation and distribution of total annual hours in the first segment of the nationally reported ACE sector by sex and age group, 1998.....	11
Table 2.5: Course enrolments and annual hours in the first segment of the nationally reported Australian ACE sector by field of study, 1998.....	12
Table 2.6: Module enrolments and annual hours in the first segment of the nationally reported ACE sector by area of learning, 1998	13
Table 2.7: Students participation in the second segment of Australia’s nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998.....	15
Table 2.8: Student participation in the second segment of the nationally reported ACE sector by age and sex, 1998	16
Figure 2.5: Cumulative frequency distribution of students enrolled in VET programs with community centres which report through ACE provider umbrella organisations, 1998... 16	16
Figure 2.6: Cumulative frequency distribution of male and female students enrolled in the second segment of Australia’s nationally reported ACE sector, 1998.....	16
Table 2.9: Student participation and distribution of total annual hours in the second segment of the nationally reported ACE sector by sex and age group.....	17
Table 2.10: Course enrolments and annual hours in the second segment of the nationally reported ACE sector by field of study, 1998	18
Table 2.11: Module enrolments and annual hours in the second segment of the nationally reported ACE sector by area of learning, 1998	19
Table 2.12: Students participation in the third segment of Australia’s ACE sector, annual hours and number of education and training providers by State/Territory, 1998.....	21
Table 2.13: Student participation in the third segment of the nationally reported ACE sector by age and sex, 1998	21
Figure 2.8: Cumulative frequency distribution of male and female students enrolled in personal enrichment programs with education and training providers other than community centres but reporting through ACE provider umbrella organisations, 1998.. 22	22
Table 2.14: Student participation and distribution of total annual hours in the third segment of the nationally reported ACE sector by sex and age group, 1998.....	22
Table 2.15: Course enrolments and annual hours in the third segment of the Australian ACE sector by field of study, 1998.....	23
Table 2.16: Module enrolments and annual hours in the third segment of the ACE sector by area of learning, 1998	24
Table 2.17: Students participation in the fourth segment of Australia’s nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998	26
Table 2.18: Student participation in the fourth segment of the nationally reported ACE sector by age and sex, 1998	26
Figure 2.10: Cumulative frequency distribution of students enrolled in personal enrichment programs with providers who are neither community centres nor report through major stakeholders for ACE providers and organisations, 1998	27

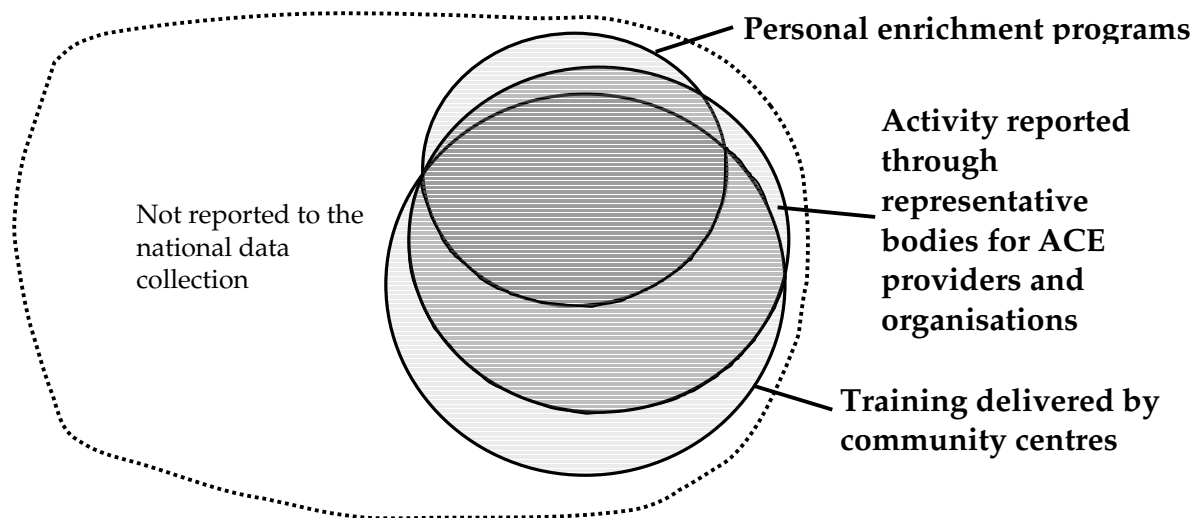
Figure 2.11: Cumulative frequency distribution of male and female students enrolled in the fourth segment of the nationally reported ACE sector, 1998.....	27
Table 2.19: Student participation and distribution of total annual hours in the fourth segment of the nationally reported ACE sector by sex and age group.....	28
Table 2.20: Nationally reported course enrolments and annual hours in the fourth segment of the Australian ACE sector by field of study, 1998	29
Table 2.21: Module enrolments and annual hours in the first segment of the nationally reported ACE sector by area of learning, 1998	30
Table 2.22: Students participation in the fifth segment of Australia’s nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998.....	32
Figure 2.13: Cumulative frequency distribution of students enrolled in VET programs with community centres which do not report through ACE provider umbrella organisations, 1998.....	33
Table 2.23: Student participation in the fifth segment of the nationally reported ACE sector by age and sex, 1998	33
Table 2.24: Student participation and distribution of total annual hours in the fifth segment of the nationally reported ACE sector by sex and age group	33
Figure 2.14: Cumulative frequency distribution of male and female students enrolled in VET programs with community centres not reporting through major stakeholders for ACE providers and organisations, 1998.....	34
Table 2.25: Nationally reported course enrolments and annual hours in the fifth segment of the Australian ACE sector by field of study, 1998	35
Table 2.27: Module enrolments and annual hours in the fifth segment of the ACE sector by area of learning, 1998	36
Table 2.28: Students participation in the sixth segment of Australia’s nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998.....	38
Table 2.29: Student participation in the sixth segment of the nationally reported ACE sector by age and sex, 1998	39
Figure 2.16: Cumulative frequency distribution of students enrolled in VET programs with education and training providers which are not community centres but report through ACE provider umbrella organisations, 1998.....	39
Figure 2.17: Cumulative frequency distribution of male and female students enrolled in VET programs with education and training providers other than community centres and not reporting through ACE provider umbrella organisations, 1998	39
Table 2.30: Student participation and distribution of total annual hours in the sixth segment of the nationally reported ACE sector by sex and age group	40
Table 2.31: Course enrolments and annual hours in the sixth segment of the Australian ACE sector by field of study, 1998.....	41
Table 2.32: Course enrolments and annual hours by number of modules in course.....	41
Table 2.33: Module enrolments and annual hours in the fifth segment of the ACE sector by area of learning, 1998	42

1 Scope of data collection¹

Adult and community education (ACE) reporting mechanisms, if at all, are typically only in place where data collection and collation are part of public funding arrangement. The national education and training data collection would be impossible without such funding arrangements. It primarily collects data on vocational education and training (VET) as delivered by VET providers whose education and training delivery, wholly or partly, is funded by the Australian National Training Authority or from recurrent and specific State and Territory allocations for VET.

As such, the collection of data on ACE activity is not the prime focus of the database. However, data on most of ACE delivered in formal VET programs and data on a large part of ACE delivered in the context of informal VET are being collected. The collection also contains a large amount of information on education and training whose curricular intent is recreational rather than vocational but which contributes to the personal, cultural and social development of the student. This information originates from the voluntary reporting to the national database or is part of additional funding arrangements in some States/Territories.

Figure 1.1: Schematic illustration of Australia's ACE activity from the perspective of the national education and training data collection



The national data collection complies with the Australian Vocational Education and Training Management Information System Standard (AVETMISS). Hence data elements and data entries are well defined. Due to this structure of the national data collection, any querying of the available information requires a decision on what actually constitutes ACE.

¹ The national education and training provider database primarily collects data on vocational education and training (VET) as delivered by VET providers who are in receipt of public funds for some of their training provision.

It should be noted that in Australia there exists VET which is not funded by the States/Territories or the Commonwealth. Since reporting of VET activity is a requirement of the funding arrangements between education and training providers and public funding agencies, privately funded VET activity is not necessarily reported to the national database. Therefore the national data collection only contains such information on privately-funded VET activity that is provided to the NCVET on a voluntary basis.

From the perspective of the national database, three different approaches to define what is ACE can be justified:

1. Education and training activity reported through representative bodies for ACE providers and organisations
2. Education and training delivered by providers or organisations considering themselves community centres
3. Non-vocational activity that contributes to the personal, cultural and social development of and adult (“recreation, leisure and personal enrichment programs”)

NCVER refrains from making a decision which of the three approaches is the ‘correct’ one to choose. The results of the desk top analysis indicate that the scope of ACE varies from State/Territory to State/Territory. We therefore summarise the information available from the national data collection by accommodating for all three definitions of ACE.

The three above approaches define sectors of Australia’s ACE which are not independent of each other. Actually, there exist quite large overlaps between them. For instance, most of the education and training activity provided at community centres is reported through representative bodies for ACE providers and organisations, and some of this activity is personal enrichment activity. Figure 1.1 depicts schematically how these three nationally reported parts of Australia’s ACE sector (represented by circles) intersect.

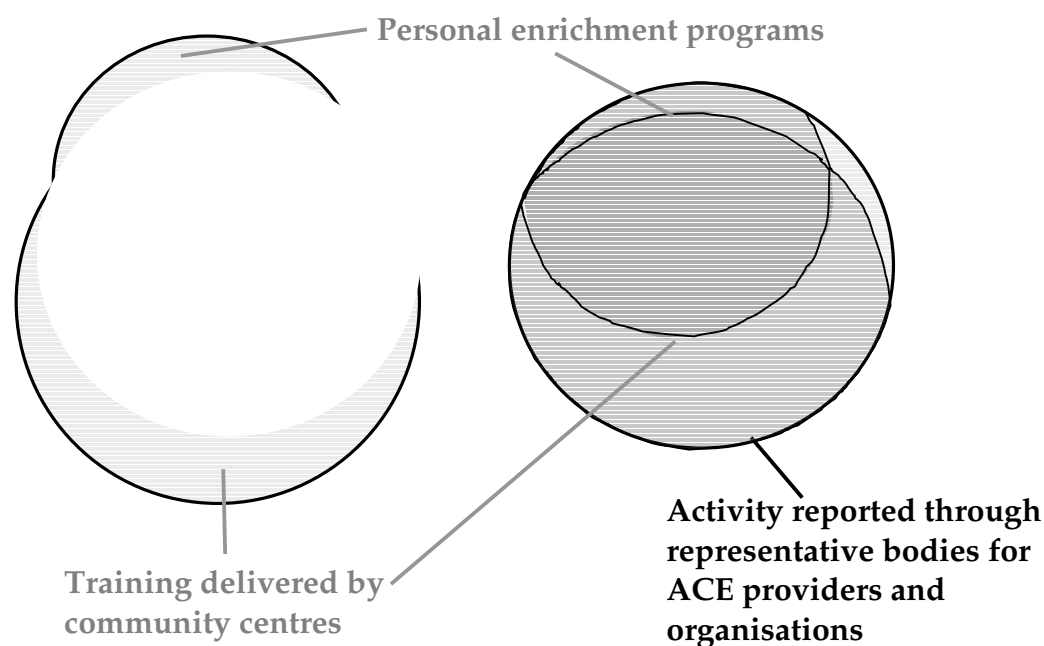
Finally, it should be emphasised that the figures reported below do not reflect all activity in Australia’s ACE sector (see Figure 1.1). Although most of the accredited vocational programs, and a majority of the vocational activity delivered in an informal context are covered, the data presented here are not at all complete. The NCVER estimates that the current collection of data is centred largely on those for whom ACE is a core activity. The remaining market which is not currently captured includes:

- ❖ most activity offered by Universities of the Third Age (U3A) and Schools for Seniors in States/Territories other than Victoria as well as some of Victoria’s U3A activity
- ❖ some activity delivered by Community and Neighbourhood Houses, Community Adult Education Centres and Community Learning Centres
- ❖ non-TAFE activity in Western Australia
- ❖ non-vocational adult education programs and evening classes delivered at some Australian universities and libraries, and by the Evening and Community College’s Association
- ❖ some recreation, leisure or personal enrichment activity at TAFE centres, which allows community access to TAFE facilities in accordance with State/Territory policies
- ❖ some activity at private and government secondary schools; and
- ❖ private recreation, leisure and personal enrichment activity such as that provided through cultural associations (Alliance Française, health centres, dance studios).

1.1 Activity as reported by representative bodies for ACE providers and organisations

In each State/Territory there exist umbrella organisations such as TAFE NSW or Private Providers Queensland which collect data on vocational or recreational education and training activity of training providers or other organisations, and pass these data on to the national data collection. These umbrella organisations are classified as being representative bodies for either 'TAFE and other government providers', 'ACE providers', or 'private and other non-government providers'.

Figure 1.2: Schematic illustration of that part of the nationally reported ACE sector which results from the reporting of data by representing bodies for ACE providers



In 1998 the ACE provider umbrella organisations that reported to the national data collection were:

- The New South Wales Board of Adult and Community Education (BACE)
- The Adult, Community and Further Education (ACFE) Board in Victoria
- Queensland Adult and Community Education
- The Workers' Educational Association (WEA) of South Australia Inc
- The South Australian Adult and Community Education Unit
- Tasmania Adult and Community Education and Adult Migrant English Service (AMES)
- Numeracy and Literacy Tasmania
- The ACE Unit of the Northern Territory University (NTU)
- Australian Capital Territory Adult and Community Education

Most of the providers and organisation reporting through these listed umbrella organisations are adult education centres or community access centres (see definitions in the next section). However, some of them are not. Therefore this part of Australia's ACE sector also includes

some fifty TAFE institutes, universities, industry organisations or adult migrant education providers which have reported to ACFE, Queensland ACE, the South Australian ACE Unit, Tasmania ACE and AMES, Numeracy and Literacy Tasmania, or NTU's ACE Unit.

Education and training activity offered by ACE providers and organisations includes VET as well as recreation, leisure and personal enrichment education and training activity.

1.2 Education and training delivered by community centres

Figure 1.3: Schematic illustration of that part of the nationally reported ACE sector which is defined by the training delivered by community centres



All umbrella organisations which pass on data to the national data collection are required to provide a *training provider type classification* for each provider or organisation reporting through them. These classifications contain amongst others

- ❖ Adult education centres (AEC's) which are providers who identify themselves as ACE providers and organisations and have a primary focus on education and training (eg. Skillshares, Workers Education Centres), and
- ❖ Community access centres (CAC's) which are providers whose prime focus is the collective advancement of a specific profession (eg. The Australian Computer Society).

In the following and throughout the remainder of this report we will use the term "community centres" to describe both AEC's or CAC's.

Education and training delivered at community centres can be vocational and/or recreational (Figure 1.3).

Note that in 1998 more than 130 community centres have reported their education and training activity via umbrella organisations other than those for ACE providers and organisations. These community centres reported to the national data collection via NSW Private Providers, the Office of Training and Further Education in Victoria, Victoria Private Providers, the Western Australian Department of Training, Tasmania Private Providers and Northern Territory Private Providers.

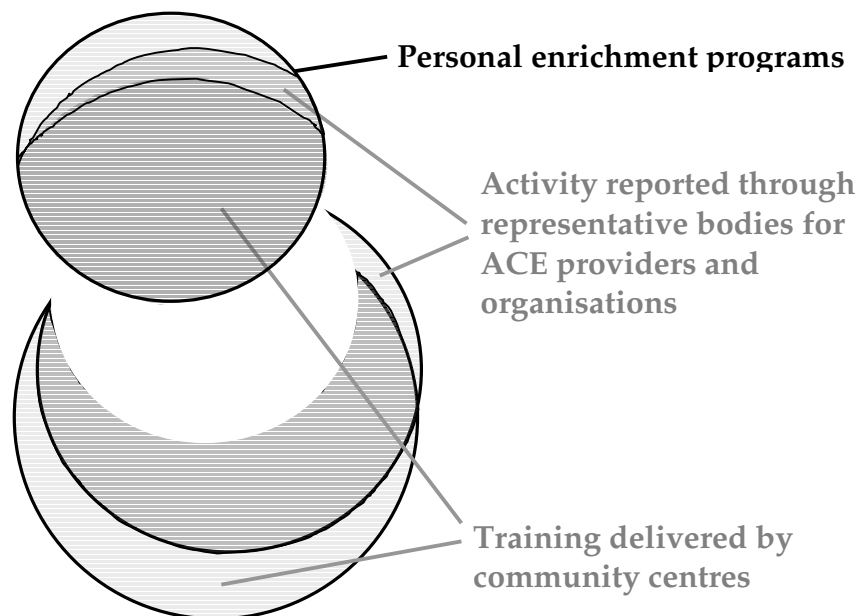
1.3 Personal enrichment education and training activity

Even though the primary purpose of the national database is to collect information on VET activity within Australia's publicly-funded VET sector, the collection also contains some data on recreation, leisure and personal enrichment education and training activity, so-called "stream-1000" education and training activity. Stream-1000 courses are directed towards the encouragement and development of creativity, social and personal pursuits as well as skills which enable people to make more effective use of leisure time. Although these courses are not designed to provide VET, they may include – in addition to content relating to handicrafts, hobbies, life skills and self expression – technical content such as welding, typing, basic computing, woodworking and agriculture.

Per se there is no requirement for personal enrichment programs to be reported to NCVER. However, for the following reasons some of the stream-1000 education and training activity is actually reported:

- ❖ Some stream-1000 activity is partly or wholly sponsored or supported by the States/Territories or the Commonwealth.
- ❖ education and training providers who offer both VET and stream-1000 activity, and who receive public funds for VET, report not only their VET activity but also their personal enrichment education and training activity to the national data collection.

Figure 1.4: Schematic illustration of that part of Australia's ACE sector which is defined by the program type



The distinction between personal enrichment and vocational programs is often problematical and has been dropped from the AVETMIS standard 3.0. From 1999, there is no longer a classification of courses in streams of study. This new reporting standard mainly accommodates for the move from courses and subjects to training packages and units of competency. Before 1999, the distinction between vocational and personal enrichment programs was based on the intention of the curriculum or the program only. It should be noted that the intention of the student was not taken into account.

ACE as reported to the national data collection in 1998

2.1 Entire ACE sector

Of the 1.87 million students whose 1998 education and training activity has been reported to the national data collection, almost 582 000, or 31.1%, can be associated with Australia's ACE sector. These 582 000 students either have been enrolled with providers who reported through representative bodies for ACE providers and organisations, attended courses at community centres, or undertook recreation, leisure and personal enrichment programs.

In total, the nationally reported ACE students accounted for more than 21.2 million education and training hours in 1998. This represents 6.6% of the reported total annual hours. Education and training associated with Australia's ACE sector and reported to NCVER has been delivered by almost 940 education and training providers and organisation.

The distribution of education and training providers and organisations, students and annual hours by State/Territory from the perspective of the national education and data collection is given in Table 2.1:

Table 2.1: Students participation in Australia's ACE sector, annual hours and number of education and training providers by State/Territory as reported to the national education and training data collection, 1998

State/ Territory	ACT	New South Wales	Northern Territory	Queensland	South Australia	Tasmania	Victoria	Western Australia	Australia
Students	600	251,600	1,400	42,900	28,200	22,100	203,200	32,000	582,000
Annual hours ('000)	22	6,681	133	712	583	792	11,349	935	21,208
Training providers	18	155	16	103	2	42	525	75	936

While since 1996 the number of students who studied within Australia's ACE sector and whose activity was reported to the national data collection declined (from 611 600 in 1996 to 585 800 in 1997 to 582 000 in 1998), the number of education and training hours increased (from 19.77 million in 1996 to 20.70 million in 1997 to 21.21 million in 1998). Module enrolments increased from 867 700 in 1996 to 932 400 in 1997 to 978 200 in 1998. However, course enrolments decreased from 817 600 in 1996 to 808 700 in 1997 to 793 600 in 1998.

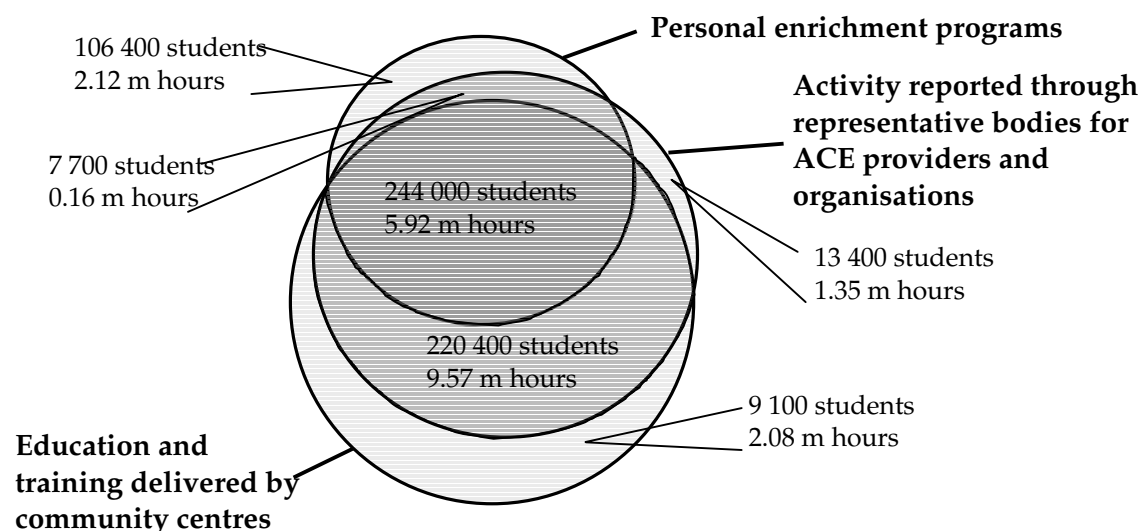
Separating the nationally reported ACE activity into the three parts as described above the following picture emerges:

- ❖ Umbrella organisations for ACE providers and organisations reported 17.01 million hours and 466 500 students in 1998.
- ❖ 17.57 million hours of training have been delivered to 454 600 students by providers who identify themselves as community centres.
- ❖ Personal enrichment programs accounted for 358 200 students and 8.21 million hours.²

² A detailed analysis of stream-1000 training program activity can be found in NCVER's publication *Australian personal enrichment education and training programs 1998 – an overview*.

However, these sectors are not at all disjoint sets as Figure 2.1 illustrates³. Particularly the overlap between the activity reported through representative bodies for ACE providers and organisations and the education and training delivered by community centres is material: 95.5% of those students whose education and training activities were reported by ACE provider umbrella organisations were enrolled with community centres, and 98.0% of those students who undertook their education and training at community centres were reported to the national data collection by representative bodies for ACE providers and organisations.

Figure 2.1: Training activity in Australia's ACE sector in 1998 from perspective of national data collection



244 000 students accounting for 5.92 million hours were enrolled in personal enrichment activity delivered by community centres and reported through representative bodies for ACE providers and organisations. This education and training activity made up

- ❖ 54.8% of students enrolled with and 34.8% of annual hours reported by umbrella organisations for ACE providers and organisations
- ❖ 53.7% of students undertaking education and training at community centres and 33.7% of annual hours delivered there
- ❖ 68.1% of students undertaking personal enrichment programs and 72.2% of annual hours delivered in stream-1000 courses.

It should be emphasised that all figures reported throughout this document are based on information from the national education and data collection only.

NCVER estimates, very approximately, that in 1998 1.2 million to 1.4 million people, or 8.0% to 9.5% of Australia's adult population, were enrolled in some form of ACE. This ACE activity amounted to an estimated 25 million to 30 million hours of education and training.

³ For illustrative purposes the areas of the circles that represent the different parts of Australia's ACE sector, and the areas of the overlapping regions are *not* proportional to the student numbers and/or the annual hours. Further, student numbers shown for the segments defined by the activity reported through representative bodies for ACE providers and organisations and the training delivered by community centres do not add to the total quoted in this section since some students were enrolled in both VET and stream-1000 programs.

Figure 2.1 shows that it is best to discuss **six distinct segments of the Australian ACE sector** from the perspective of the national education and training data collection:

1. Education and training activity that results from personal enrichment programs provided by community centres and reported through umbrella organisations for ACE providers and organisations. It accounted for 244 000 students and 5.92 million education and training hours in 1998.
2. VET delivered at community centres and reported by representative bodies for ACE providers and organisations accounting for 220 400 students and 9.57 million hours of education and training in 1998.
3. Personal enrichment programs delivered by providers other than community centres but reported through ACE provider umbrella organisations. This education and training activity amounted in 7 700 students and 162 900 hours of education and training in 1998.
4. Personal enrichment programs provided by education and training providers other than community centres and reported through umbrella organisations other than representative bodies for ACE providers and organisations. This activity accounted for 106 400 students and 2.12 million education and training hours in 1998.
5. VET delivered by community centres which report through organisations other than ACE provider umbrella organisations. This activity accounted for 9 100 students and 2.08 million hours of education and training.
6. VET delivered by providers who are not community centres but report through representative bodies for ACE providers and organisations. This activity makes up 13 400 students and 1.35 million hours of education and training in 1998.

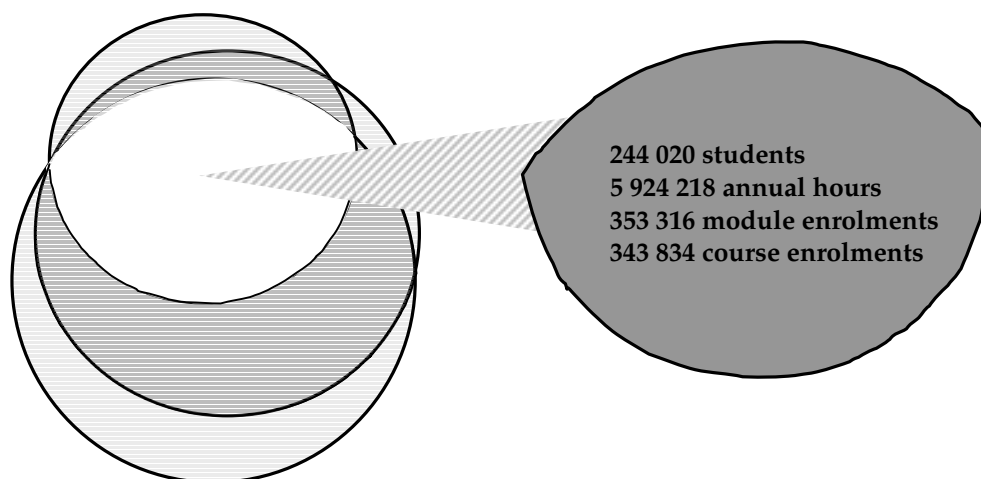
It is interesting to note that stream-1000 programs delivered by community centres have been reported through ACE provider umbrella organisations only. Community centres which report through TAFE institute or private provider umbrella organisations did not report any personal enrichment education and training activity to NCVET in 1998.

In the following sections we will summarise the education and training activity in these six different segments of Australia's ACE sector from the perspective of the national data collection.

2.2 First segment of the nationally reported ACE sector – Personal enrichment programs delivered by community centres and reported through ACE provider umbrella organisations

In 1998, stream-1000 programs delivered by community centres and reported to the national data collection through ACE provider umbrella organisations accounted for 244 000 students, 5.92 million annual hours, 353 300 module enrolments, and 343 800 course enrolments (Figure 2.2).

Figure 2.2: Personal enrichment education and training activity delivered by community centres and reported through umbrella organisation for ACE providers and organisations in 1998



This part of Australia's ACE sectors comprises

- ❖ 13.0% of students,
- ❖ 1.8% of annual hours,
- ❖ 3.1% of module enrolments and
- ❖ 14.3% of course enrolments

reported to the national data collection in 1998.

Of Australia's ACE sector (as covered in the national VET provider database) personal enrichment programs delivered by community centres and reported through major stakeholders for ACE providers and organisations made up

- ❖ 41.9% of students,
- ❖ 27.9% of annual hours,
- ❖ 36.1% of module enrolments and
- ❖ 43.3% of course enrolments

Only New South Wales, Tasmania and Victoria reported education and training activity in this segment of Australia's ACE sector (Table 2.2).

Table 2.2: Students participation, annual hours and number of education and training providers in the first segment of Australia's ACE sector by State/Territory, 1998

State/ Territory	ACT	New South Wales	Northern Territory	Queensland	South Australia	Tasmania	Victoria	Western Australia	Australia
Students	0	151,408	0	0	0	11,800	80,800	0	244,000
Annual hours ('000)	0	2,893	0	0	0	334	2,697	0	5,924
Training providers	0	77	0	0	0	6	266	0	349

Student profile

- ❖ In 1998, more than 244 000 students were enrolled in personal enrichment programs delivered by community centres and reported by ACE provider umbrella organisations. This indicates that at least 1.7% of Australia's working age residents (15 to 64 year olds) were enrolled in this kind of personal enrichment programs.
- ❖ The apparent decrease in student numbers is 23 700, or 8.8%, since 1997, and 41 900, or 14.6%, since 1996.
- ❖ More than three quarters of students are female (Table 2.3).
- ❖ Personal enrichment programs provided by community centres and reported by representative bodies for ACE providers and organisations are undertaken by all age groups.
- ❖ In particular older persons take advantage of the stream-1000 programs offered (Table 2.4). The median age of the students is 41.5 years, 6.9 years higher than that of the Australian population in 1998, 13.1 years higher than that of VET students in Australia's publicly-funded VET sector in 1998 and even 19.7 years higher than that of students in Australia's higher education sector.
- ❖ The distributions of male and female students across the age groups are broadly the same (Table 2.3).

Table 2.3: Student participation in the first segment of the nationally reported ACE sector by age and sex, 1998

Age	% males	% females	% unknown sex	% students
15 to 19	2.5	1.8	0.9	1.9
20 to 24	4.0	4.6	1.2	4.4
25 to 39	24.6	25.9	7.1	25.3
40 to 64	32.9	33.3	11.4	32.8
Other ages	10.1	8.4	3.1	8.6
Unknown	25.8	26.1	76.2	26.9
Total (%)	100.0	100.0	100.0	100.0
% students	21.2	77.1	1.7	100.0
Total ('000)	51.7	188.3	4.1	244.0

Figure 2.3: Cumulative frequency distribution of students enrolled in personal enrichment programs with community centres reporting through ACE provider umbrella organisations, 1998

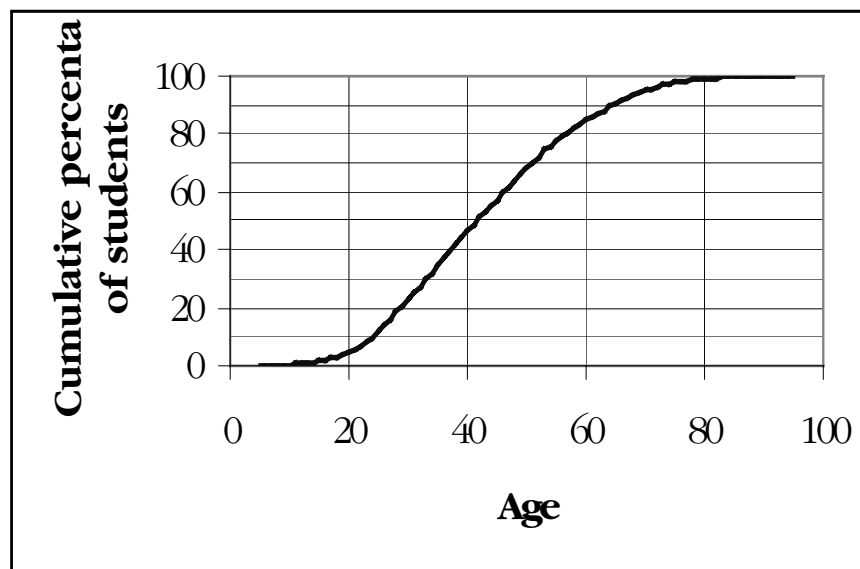


Table 2.4: Student participation and distribution of total annual hours in the first segment of the nationally reported ACE sector by sex and age group, 1998

	% students	% annual hours	Average hours
Sex			
Male	21.2	18.5	21.2
Female	77.1	80.2	25.2
Unknown sex	1.7	1.3	18.8
Total (%)	100.0	100.0	24.3
Age			
15 to 19 years	1.9	1.3	16.5
20 to 24 years	4.4	3.1	17.1
25 to 39 years	25.3	20.2	19.4
40 to 64 years	32.8	35.0	25.9
Other ages	8.6	14.7	41.3
Unknown age	26.9	25.6	23.1
Total (%)	100.0	100.0	24.3
Total ('000)	244.0	5,924	

How much education and training?

- ❖ Community centres which report through umbrella organisations for ACE providers and organisations delivered a total of 5.92 million hours of personal enrichment education and training in 1998. This represents 27.9% of annual hours delivered within Australia's ACE sector in 1998 and reported to the national VET collection.
- ❖ Students who were enrolled in the first segment of the nationally reported ACE sector averaged 24.3 hours each (females: 25.2 hours, males: 21.2 hours).
- ❖ Older people undertake more hours in the segment of the nationally reported ACE sector considered here. Students aged 65 and over averaged 43.9 hours each with 40 to 64 year olds averaging 25.9 hours, 25 to 39 year olds 19.4 hours and 15 to 24 year olds 16.9 hours (table 0.4).

- ❖ Personal enrichment courses which are delivered by community centres reporting through representative bodies for ACE providers and organisations are very short with more than half of the students (54.8%) undertaking equal or less than 13 hours of education and training.

Source of funding

- ❖ More than half (about 55%) of the annual hours are funded on a fee-for-service basis with the costs of the education and training place paid by the student or an agency on behalf of the student⁴.
- ❖ Less than half (45%) of the annual hours are funded from recurrent State and Territory allocations and Commonwealth funds disbursed by the Australian National Training Authority (ANTA).

What courses?

- ❖ Course enrolments in the described segment of Australia's ACE sectors declined over the past two years. While in 1996, 381 600 personal enrichment courses were undertaken at community centres which report through umbrella organisations for ACE providers this number decreased to 369 700 in 1997 and 343 800 in 1998.
- ❖ Most of the courses (98.2%) are one-subject courses accounting for 96.2% of annual hours.
- ❖ The most popular courses are in the art, humanities and social sciences field of study which account for 45.6% of course enrolments and 50.0% of annual hours in 1998. Other popular fields are health and community services (23.3% of course enrolments and 20.1% of annual hours) and VET multi-field education with 10.5% of enrolments and 14.6% of annual hours (Table 2.5).

Table 2.5: Course enrolments and annual hours in the first segment of the nationally reported Australian ACE sector by field of study, 1998

Field of study	% course enrolments	% annual hours
Land and marine resources, animal husbandry	2.6	1.8
Architecture, building	3.4	2.9
Art, humanities and social sciences	45.6	50.0
Business, administration, economics	2.4	1.3
Education	0.5	0.2
Engineering, surveying	2.8	2.5
Health, community services	23.3	20.1
Law, legal studies	0.2	0.1
Science	3.4	3.0
Veterinary science, animal care	0.0	0.0
Services, hospitality, transportation	5.3	3.5
VET – multi-field education	10.5	14.6
Total (%)	100.0	100.0
Total ('000)	343.8	5,924

⁴ Based on 4.79 million annual hours for which the funding sources are known.

What subjects?

- ❖ Module enrolments also experienced negative growth over the past two years. In 1998, 353 300 personal enrichment subjects were undertaken at community centres which report through ACE provider umbrella organisations, 6.3% less than in 1997 (377 100) and 7.6% less than in 1996 (382 400).
- ❖ The most popular subjects are in the hospitality, tourism and personal services discipline group which account for 33.2% of module enrolments and 33.4% of annual hours in 1998. Other popular areas of learning are visual and performing (30.6% of module enrolments and 29.5% of annual hours) and humanities with 9.4% of enrolments and 8.1% of annual hours (table 2.6).
- ❖ Only 0.04% of modules and 0.03% of annual hours are delivered in correspondence mode.

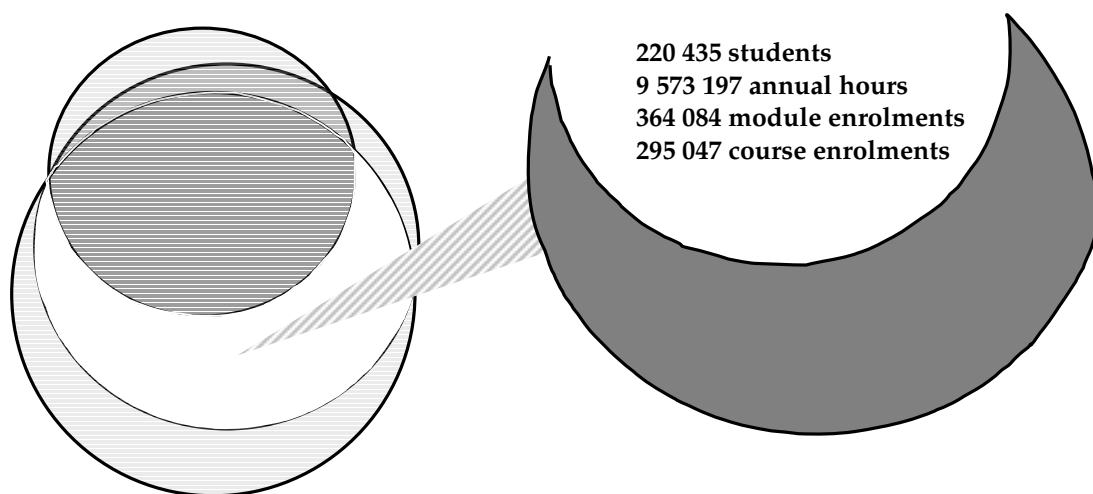
Table 2.6: Module enrolments and annual hours in the first segment of the nationally reported ACE sector by area of learning, 1998

Area of learning	% module enrolments	% annual hours
Humanities	9.4	8.1
Social studies	1.4	1.0
Education	4.2	11.2
Sciences	1.3	1.1
Mathematics, computing	2.5	2.0
Visual/performing arts	30.6	29.5
Engineering processing	2.1	1.7
Health sciences	3.2	3.0
Administration, business, economics, law	2.3	1.1
Built environment	3.4	3.0
Agriculture, renewable resources	3.1	2.0
Hospitality, tourism and personal services	33.2	33.4
Social, educational and employment skills	3.3	2.9
Total (%)	100.0	100.0
Total ('000)	353.3	5,924

2.3 Second segment of the nationally reported ACE sector – VET programs delivered at community centres and reported through ACE provider umbrella organisations

In 1998, vocational education and training programs delivered by community centres which report through representative bodies for ACE providers and organisations accounted for 220 400 students, 9.57 million annual hours, 364 100 module enrolments, and 295 000 course enrolments (Figure 2.4).

Figure 2.4: Vocational education and training activity delivered by community centres and reported through ACE provider umbrella organisations, 1998



This segment of Australia's nationally reported ACE sector comprises

- ❖ 11.8% of students,
- ❖ 3.0% of annual hours,
- ❖ 3.2% of module enrolments and
- ❖ 15.1% of course enrolments

reported to the national data collection in 1998.

Of Australia's ACE sector (as covered in the national VET provider database) VET programs delivered by community centres and reported through major stakeholders for ACE providers and organisations made up

- ❖ 37.9% of students,
- ❖ 45.1% of annual hours,
- ❖ 37.2% of module enrolments and
- ❖ 34.4% of course enrolments

Only the ACT, New South Wales, South Australia, Tasmania and Victoria reported VET activity in the second segment of Australia's ACE sector (Table 2.7). Actually, all of the ACT's reported ACE activity is VET delivered at community centres and reported through ACT ACE.

Table 2.7: Students participation in the second segment of Australia's nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998

State/ Territory	ACT	New South Wales	Northern Territory	Queensland	South Australia	Tasmania	Victoria	Western Australia	Australia
Students	600	106,400	0	0	21,900	300	91,300	0	220,400
Annual hours ('000)	22	3,185	0	0	300	2	6,064	0	9,573
Training providers	18	82	0	0	2	5	361	0	468

Numbers may not add due to rounding.

Student profile

In 1998, more than 220 400 students were enrolled in VET programs delivered by community centres which report through representative bodies for ACE providers and organisations. This indicates that at least 1.6% of Australia's working age residents (15 to 64 year olds) were enrolled in this kind of personal enrichment programs.

The apparent growth in student numbers is 4 400, or 2.0%, since 1997, and 20 200, or 10.1%, since 1996.

More than two thirds of students are female (Table 2.8).

Vocational programs provided by community centres and reported through ACE provider umbrella organisations attract students across all age groups (Table 2.8). It is worthwhile noting that students aged 65 or higher (and hence above what is considered the working age) make up 4.8% of the students (Figure 2.5). This indicates that VET is not necessarily undertaken for work-related purposes only.

The students' median age is 37.9 years (Figure 2.5), 3.3 years higher than that of the Australian population in 1998, 9.5 years higher than that of VET students in Australia's publicly-funded VET sector in 1998 and 17.5 years higher than that of university students.

The participation patterns for males and females across the age groups are broadly similar (Table 2.8). However, in the male cohort there is a significant greater likelihood for students being younger than 20 years or older than 54 than in the female cohort. Persons younger than 20 comprise 8.9% of male students (6.2% of female students) and persons older than 54 years make up 17.1% of male students (12.3% of female students, Figure 2.6).

Table 2.8: Student participation in the second segment of the nationally reported ACE sector by age and sex, 1998

Age	% males	% females	% unknown sex	% students
15 to 19	6.8	4.9	2.9	5.5
20 to 24	7.0	7.9	2.8	7.5
25 to 39	30.5	33.0	8.9	31.8
40 to 64	34.8	37.2	8.7	35.9
Other ages	7.5	4.4	1.6	5.3
Unknown	13.4	12.5	75.2	13.9
Total (%)	100.0	100.0	100.0	100.0
% students	31.2	67.0	1.8	100.0
Total ('000)	68.8	147.7	4.0	220.4

Figure 2.5: Cumulative frequency distribution of students enrolled in VET programs with community centres which report through ACE provider umbrella organisations, 1998

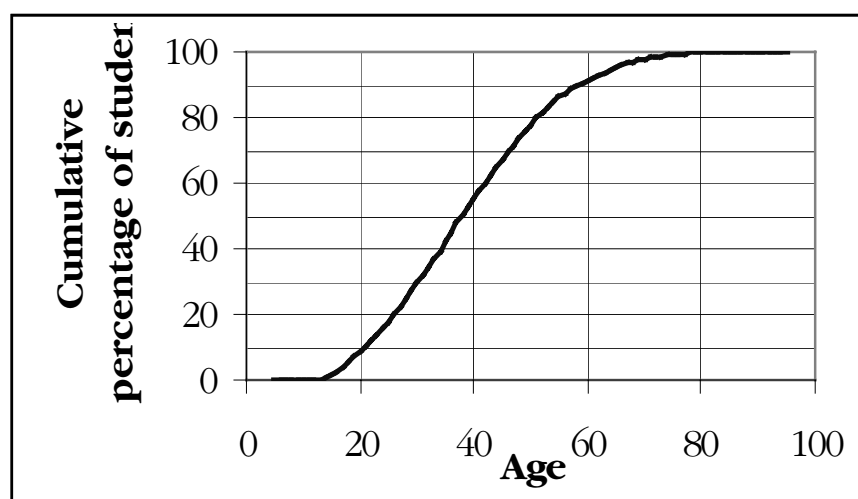


Figure 2.6: Cumulative frequency distribution of male and female students enrolled in the second segment of Australia's nationally reported ACE sector, 1998

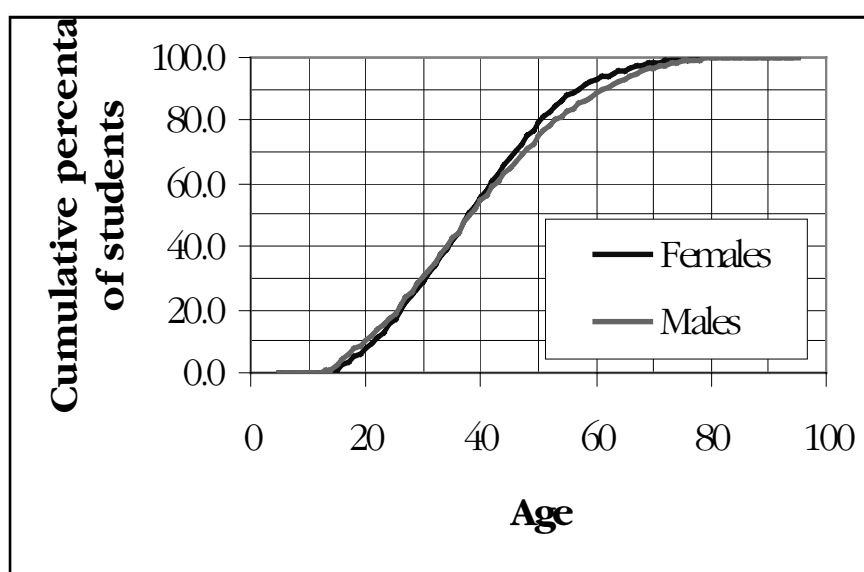


Table 2.9: Student participation and distribution of total annual hours in the second segment of the nationally reported ACE sector by sex and age group

	% students	% annual hours	Average hours
Sex			
Male	31.2	31.6	44.0
Female	67.0	67.2	43.6
Unknown sex	1.8	1.2	28.6
Total (%)	100.0	100.0	43.4
Age			
15 to 19 years	5.5	8.7	69.1
20 to 24 years	7.5	9.7	56.1
25 to 39 years	31.8	32.9	44.9
40 to 64 years	35.9	34.6	41.8
Other ages	5.3	4.8	39.1
Unknown age	13.9	9.2	28.7
Total (%)	100.0	100.0	43.4
Total ('000)	220.4	9,573	

How much education and training?

- ❖ Community centres which report through major stakeholders for ACE providers and organisations delivered a total of 9.57 million hours of VET in 1998. This represents 45.1% of annual hours delivered within Australia's nationally reported ACE sector.
- ❖ Students enrolled in the second segment of Australia's nationally reported ACE sector averaged 43.4 hours each (females: 43.6 hours, males: 44.0 hours, Table 2.9). This is significantly lower than the average annual hours per student (204 hours) in Australia's publicly-funded VET sector in 1998.
- ❖ Young people undertake more hours than older people in the segment of the nationally reported ACE sector considered here. Students aged 15 to 19 averaged 61.9 hours each with 20 to 24 year olds averaging 56.1 hours and 25 to 39 year olds 44.9 hours (Table 2.9).
- ❖ VET courses delivered in the segment of the nationally reported ACE sector under consideration are short with more than half of the students (56.9%) undertaking equal or less than 16 hours of education and training.

Source of funding

- ❖ Most of the annual hours (87.3%) are funded from recurrent State and Territory allocations for VET and Commonwealth funds disbursed by the Australian National Training Authority.
- ❖ About a tenth (9.8%) of the annual hours are funded on a fee-for-service basis with the costs of the education and training place paid by the student or an agency on behalf of the student.
- ❖ The remainder of hours (2.9%) are funded from State/Territory and Commonwealth specific purpose allocations for VET.

Table 2.10: Course enrolments and annual hours in the second segment of the nationally reported ACE sector by field of study, 1998

Field of study	% course enrolments	% annual hours
Land and marine resources, animal husbandry	1.5	1.3
Architecture, building	0.9	0.6
Art, humanities and social sciences	15.3	10.8
Business, administration, economics	18.3	14.8
Education	2.6	2.3
Engineering, surveying	0.9	1.4
Health, community services	8.0	8.7
Law, legal studies	0.1	0.0
Science	18.0	7.2
Veterinary science, animal care	0.0	0.0
Services, hospitality, transportation	3.1	3.4
VET – multi-field education	31.4	49.6
Total (%)	100.0	100.0
Total ('000)	273.3	9,277

What courses?

- ❖ Course enrolments in the described segment of Australia's nationally reported ACE sector increased slightly by 5 000, or 1.9%, from 268 300 in 1996 to 273 300 in 1998. However, in the past year this ACE segment experienced a slight decrease of 6 500, or 2.3%.
- ❖ Most of the courses (95.5%) are one-subject courses accounting for 73.9% of annual hours.
- ❖ The most popular courses are in the VET multi-field education field of study which account for 31.4% of course enrolments and 49.6% of annual hours in 1998. This is an important area of VET activity as it includes many general and preparatory courses which provide a foundation for further study in more specifically vocational fields. Other popular fields are business, administration and economics (18.3% of course enrolments and 14.8% of annual hours) and science with 18.0% of enrolments and 7.2% of annual hours (Table 2.10).

What subjects?

- ❖ Module enrolments experienced significant growth over the past two years. In 1998, 364 100 VET subjects were undertaken at community centres which report through representative bodies for ACE providers and organisations, 7.8% more than in 1997 (337 700) and 31.5% more than in 1996 (276 820).
- ❖ The growth from 1996 to 1997 is mainly due to a rescoping Australia's publicly-funded VET sector. While in 1996 a large part of module-enrolment-only activity undertaken with community education and training organisations was reported as personal enrichment programs, from 1997 this activity was included in VET. In 1996, none of the VET activity in the second segment of the nationally reported ACE sector was module-enrolment-only, while in 1997 20 400 subjects and in 1998 21 700 subjects were reported as module-enrolment-only.
- ❖ About half of education and training activity (44% of subject enrolments and 52% of annual hours) resulted in a successful completion:
 - 23.7% of module enrolments and 26.9% of annual hours were reported in a successful subject completion.
 - 20.7% of module enrolments and 24.6% of annual hours were reported as 'student not assessed – satisfactory completion of class hours'.
- ❖ In 1998 the most popular subjects were in the hospitality, tourism and personal services discipline group which account for 33.2% of module enrolments and 33.4% of annual

hours in 1998. Other popular areas of learning are visual and performing (30.6% of module enrolments and 29.5% of annual hours) and humanities with 9.4% of enrolments and 8.1% of annual hours (2.11).

- ❖ About 0.1% of modules and annual hours are delivered in correspondence mode.

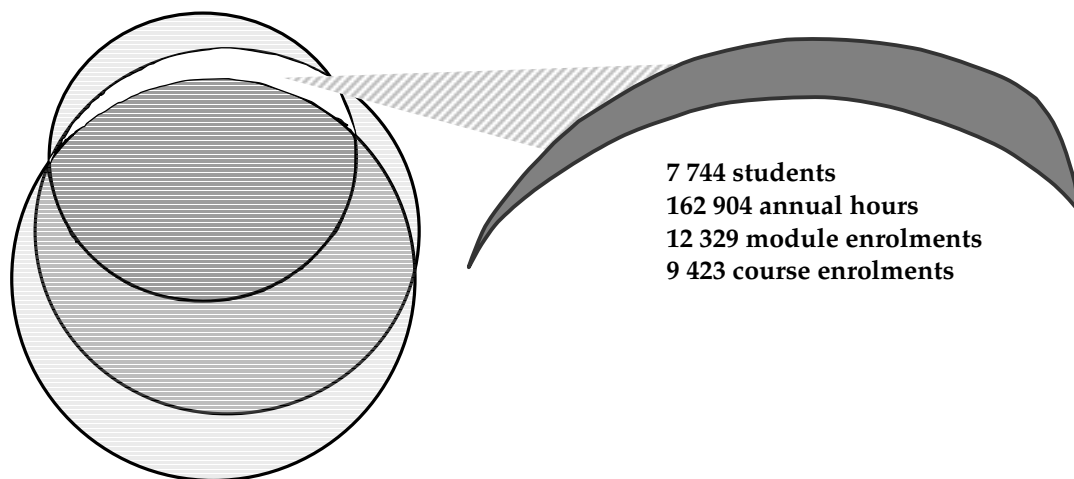
Table 2.11: Module enrolments and annual hours in the second segment of the nationally reported ACE sector by area of learning, 1998

Area of learning	% module enrolments	% annual hours
Humanities	12.6	11.6
Social studies	1.0	1.5
Education	2.6	2.9
Sciences	0.8	0.6
Mathematics, computing	24.7	14.0
Visual/performing arts	5.0	4.1
Engineering processing	1.1	0.7
Health sciences	8.8	8.2
Administration, business, economics, law	12.5	10.6
Built environment	0.9	0.6
Agriculture, renewable resources	2.9	2.3
Hospitality, tourism and personal services	5.4	2.8
Social, educational and employment skills	21.5	40.2
Total (%)	100.0	100.0
Total ('000)	364.1	9,573

2.4 Third segment of the nationally reported ACE sector – personal enrichment programs delivered by providers other than community centres but reported through ACE provider umbrella organisations

In 1998, personal enrichment education and training programs delivered by providers other than community centres which report through ACE provider umbrella organisations accounted for 7 700 students, 162 900 annual hours, 12 300 module enrolments, and 9 400 course enrolments (Figure 2.7).

Figure 2.7: Stream-1000 programs delivered by education and training providers which do not identify themselves as community centres but report through major stakeholders for ACE providers and organisations, 1998



This segment of Australia's ACE sector comprises

- ❖ 0.4% of students,
- ❖ 0.1% of annual hours,
- ❖ 0.1% of module enrolments and
- ❖ 0.4% of course enrolments

reported to the national data collection in 1998.

Of Australia's ACE sector (as covered in the national VET provider database) personal enrichment programs delivered by education and training providers other than community centres but reporting through representative bodies for ACE providers and organisations made up

- ❖ 1.3% of students,
- ❖ 0.8% of annual hours,
- ❖ 1.3% of module enrolments and
- ❖ 1.2% of course enrolments

Only Tasmania reported education and training activity in this segment of Australia's ACE sector (Table 2.12). The education and training activity took place at TAFE institutes which reported through Tasmania ACE and AMES as well as through Numeracy and Literacy Tasmania.

Table 2.12: Students participation in the third segment of Australia's ACE sector, annual hours and number of education and training providers by State/Territory, 1998

State/ Territory	ACT	New South Wales	Northern Territory	Queenslan d	South Australia	Tasmani a	Victoria	Western Australia	Australi a
Students	0	0	0	0	0	7,700	0	0	7,700
Annual hours ('000)	0	0	0	0	0	163	0	0	163
Training providers	0	0	0	0	0	22	0	0	22

Student profile

- ❖ In 1998, more than 7 700 students were enrolled in personal enrichment programs delivered by providers other than community centres who reported through ACE provider umbrella organisations.
- ❖ This segment experienced large fluctuations of student numbers over the past years: In 1996, 17 700 students participated, and in 1997 the number dropped to 1 900.
- ❖ More than two thirds of students (70.6%) are female (Table 2.13).
- ❖ The age distribution of personal enrichment students enrolled with providers other than community centres who report through major stakeholders for ACE providers and organisations is fairly broad with less than 10% of students aged 15 to 24. The median age of the students is 40.6 years.
- ❖ Even though the age distributions for males and females are similar, male students, on average, tend to be older than female students (Figure 2.8). While the median age of females enrolled in this segment of Australia's ACE sector is 39.9 years, the median age for males is 2.8 years higher, namely 42.7. Persons older than 40 years However, in the male cohort there is a significant greater likelihood for students being younger than 20 years or older than 54 than in the female cohort. Persons younger than 20 comprise 8.9% of male students (6.2% of female students) and persons older than 54 years make up 17.1% of male students (12.3% of female students, Figure 2.8).

Table 2.13: Student participation in the third segment of the nationally reported ACE sector by age and sex, 1998

Age	% males	% females	% students
15 to 19	2.7	2.8	2.8
20 to 24	4.5	6.2	5.7
25 to 39	26.7	33.8	31.7
40 to 64	41.2	43.4	42.7
Other ages	9.7	6.1	7.1
Unknown	15.2	7.7	9.9
Total (%)	100.0	100.0	100.0
% students	29.4	70.6	100.0
Total ('000)	2.3	5.5	7.7

Figure 2.8: Cumulative frequency distribution of male and female students enrolled in personal enrichment programs with education and training providers other than community centres but reporting through ACE provider umbrella organisations, 1998

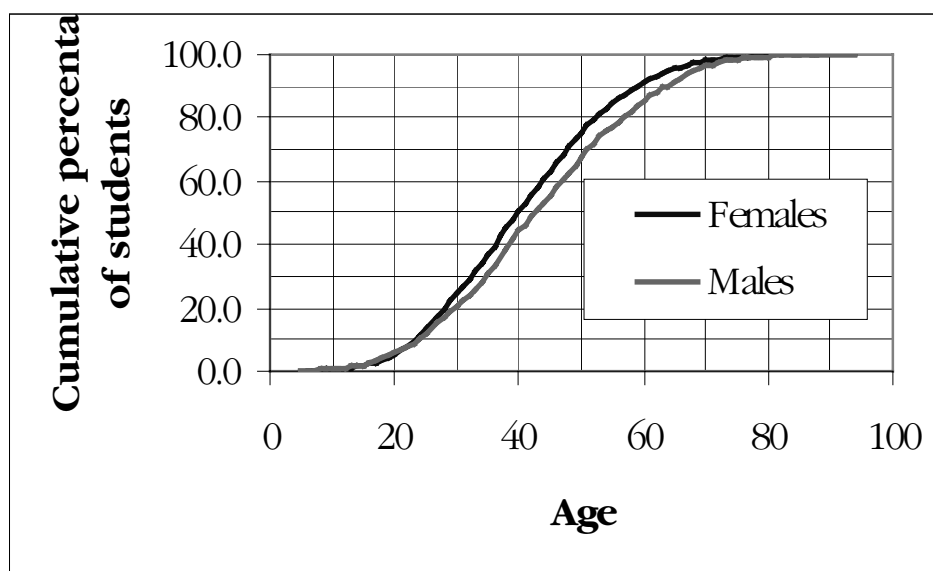


Table 2.14: Student participation and distribution of total annual hours in the third segment of the nationally reported ACE sector by sex and age group, 1998

	% students	% annual hours	Average hours
Sex			
Male	29.4	29.4	21.0
Female	70.6	70.6	21.0
Total (%)	100.0	100.0	21.0
Age			
15 to 19 years	2.8	3.1	23.5
20 to 24 years	5.7	6.3	23.3
25 to 39 years	31.7	30.6	20.3
40 to 64 years	42.7	44.2	21.8
Other ages	7.1	7.2	21.3
Unknown age	9.9	8.5	18.0
Total (%)	100.0	100.0	21.0
Total ('000)	7.7	163	

How much education and training?

- ❖ Education and training providers who do not identify themselves as community centres but who report through an ACE provider umbrella organisation delivered a total of 162 900 hours of personal enrichment education and training in 1998. This represents 0.8% of annual hours which was delivered within Australia's ACE sector and reported to the national VET provider collection.
- ❖ Students enrolled in this segment of the Australian ACE sector averaged 21 hours each. This finding is insensitive to the sex and age of the student (2.14).
- ❖ Personal enrichment courses delivered by providers other than community centres who report through representative bodies for ACE providers and organisations are very short with half the students (50.1%) undertaking equal or less than 11 hours of education and training.

Source of funding

- ❖ The source of funding for this segment of the nationally reported ACE sector is unknown.

What courses?

- ❖ In 1998 there were 9 400 course enrolments in the described segment of Australia's ACE sector.
- ❖ Most of the courses (78.1%) are one-subject courses accounting for 57.6% of annual hours. Two-subject courses make up 15.7% of course enrolments and 23.4% of annual hours.
- ❖ The most popular courses are in the art, humanities and social sciences field of study which account for 42.7% of course enrolments and 44.1% of annual hours in 1998. Other popular fields are science (25.5% of course enrolments and 30.2% of annual hours), health and community services with 13.8% of enrolments and 9.2% of annual hours, and business, administration and economics with 11.9% of enrolments and 10.6% of annual hours (Table 2.15).

Table 2.15: Course enrolments and annual hours in the third segment of the Australian ACE sector by field of study, 1998

Field of study	% course enrolments	% annual hours
Land and marine resources, animal husbandry	0.3	0.1
Architecture, building	0.0	0.0
Art, humanities and social sciences	42.7	44.1
Business, administration, economics	11.9	10.6
Education	0.1	0.1
Engineering, surveying	3.3	4.4
Health, community services	13.8	9.2
Law, legal studies	0.2	0.0
Science	25.5	30.2
Veterinary science, animal care	0.0	0.0
Services, hospitality, transportation	2.2	1.2
VET – multi-field education	0.0	0.0
Total (%)	100.0	100.0
Total ('000)	9.4	163

What subjects?

- ❖ In 1998 the third segment of Australia's ACE sector accounted for 12 300 module enrolments .
- ❖ In 1998 the most popular subjects were in the mathematics and computing discipline group which accounted for 26.2% of module enrolments and 29.6% of annual hours. Other popular areas of learning are visual and performing (25.1% of module enrolments and 25.3% of annual hours) and hospitality, tourism and personal services with 23.2% of enrolments and 17.0% of annual hours (2.16).
- ❖ None of the subjects and hours are delivered in correspondence mode.

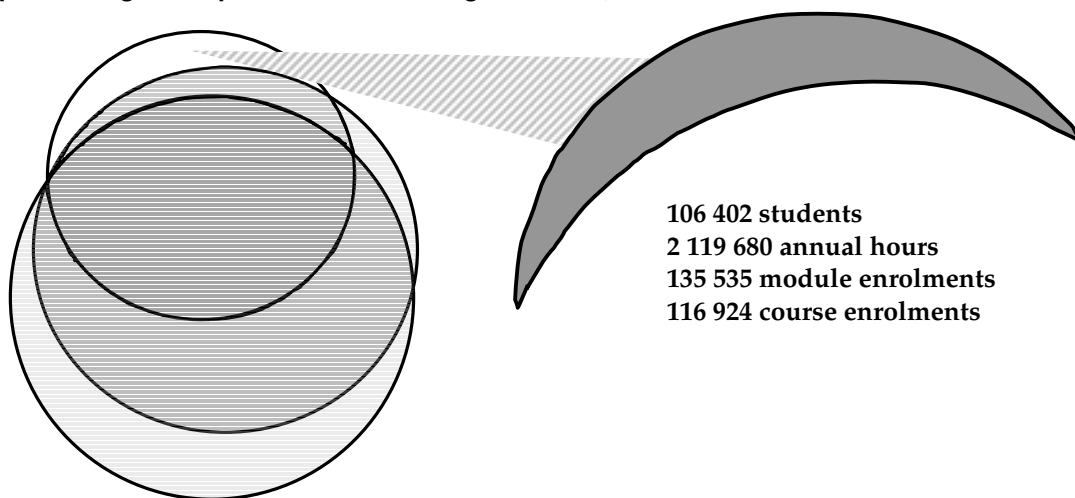
Table 2.16: Module enrolments and annual hours in the third segment of the ACE sector by area of learning, 1998

Area of learning	% module enrolments	% annual hours
Humanities	4.7	6.8
Social studies	0.2	0.2
Education	0.3	0.1
Sciences	0.6	0.2
Mathematics, computing	26.2	29.6
Visual/performing arts	25.1	25.3
Engineering processing	3.2	5.1
Health sciences	6.2	4.8
Administration, business, economics, law	3.2	4.4
Built environment	2.6	3.7
Agriculture, renewable resources	1.6	1.1
Hospitality, tourism and personal services	23.2	17.0
Social, educational and employment skills	3.0	1.8
Total (%)	100.0	100.0
Total ('000)	12.3	163

2.5 Fourth segment of the nationally reported ACE sector – Personal enrichment programs delivered by providers that are not community centres and do not report through ACE provider umbrella organisations

Education and training providers who are neither community centres nor education and training providers reporting through a ACE providers and organisations umbrella organisation delivered 2.12 million hours of personal enrichment education and training to 106 400 students in 135 500 modules and 116 900 courses (Figure 2.9).

Figure 2.9: Personal enrichment education and training activity delivered by education and training providers which do not identify themselves as community centres and do not report through ACE provider umbrella organisations, 1998



This segment of Australia's nationally reported ACE sector comprises

- ❖ 5.7% of students,
- ❖ 0.7% of annual hours,
- ❖ 1.2% of module enrolments and
- ❖ 4.8% of course enrolments

reported to the national data collection in 1998.

Of Australia's ACE sector (as covered in the national VET provider database) stream-1000 programs delivered by education and training providers other than community centres and not reporting through representative bodies for ACE providers and organisations made up

- ❖ 18.3% of students,
- ❖ 10.0% of annual hours,
- ❖ 13.9% of module enrolments and
- ❖ 14.7% of course enrolments

Of the Australian States/Territories only New South Wales, Queensland, Victoria and Western Australia reported education and training activity in this segment of the nationally reported ACE sector in 1998 (Table 2.17). Almost all of Queensland's and Western Australia's ACE activity took place in this segment.

Table 2.17: Students participation in the fourth segment of Australia's nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998

State/ Territory	ACT	New South Wales	Northern Territory	Queensland	South Australia	Tasmania	Victoria	Western Australia	Australia
Students	0	1,000	0	42,400	0	0	32,200	30,700	106,400
Annual hours ('000)	0	41	0	671	0	0	774	633	2,120
Training providers	0	19	0	97	0	0	65	58	239

Numbers may not add due to rounding.

Student profile

- ❖ In 1998, 106 400 students were enrolled in stream-1000 programs delivered by providers other than community centres who do not report through ACE provider umbrella organisations. This indicates that at least 0.8% of Australia's working age residents (15 to 64 year olds) were enrolled in this kind of personal enrichment programs.
- ❖ The apparent decrease in student numbers is 3 700, or 3.3%, since 1997, and 16 200, or 13.2%, since 1996.
- ❖ About 60% of students are female (Table 2.19).
- ❖ Students of all age groups participate in personal enrichment programs provided in this segment of the nationally reported ACE sector (Table 2.18).
- ❖ The median age of students in the segment of the nationally reported ACE sector considered is 35.4 years (Figure 2.10), which compares with that of the Australian population in 1998 (34.6 years), 9.5 years higher than that of VET students in Australia's publicly-funded VET sector in 1998 and 17.5 years higher than that of university students.
- ❖ Male and female participation patterns across the age groups are broadly similar (Table 2.18). However, in the male cohort there is a greater likelihood for students being older than 50 years than in the female cohort. Persons older than 50 comprise 18.9% of male students but only 14.3% of female students (Figure 2.11).

Table 2.18: Student participation in the fourth segment of the nationally reported ACE sector by age and sex, 1998

Age	% males	% females	% unknown sex	% students
15 to 19	6.2	4.9	4.9	5.4
20 to 24	9.5	11.1	14.0	10.7
25 to 39	35.7	38.2	40.0	37.4
40 to 64	36.6	36.8	31.7	36.4
Other ages	4.6	2.5	1.4	3.2
Unknown	7.5	6.5	7.9	6.9
Total (%)	100.0	100.0	100.0	100.0
% students	36.1	58.2	5.7	100.0
Total ('000)	38.4	61.9	6.1	106.4

Figure 2.10: Cumulative frequency distribution of students enrolled in personal enrichment programs with providers who are neither community centres nor report through major stakeholders for ACE providers and organisations, 1998

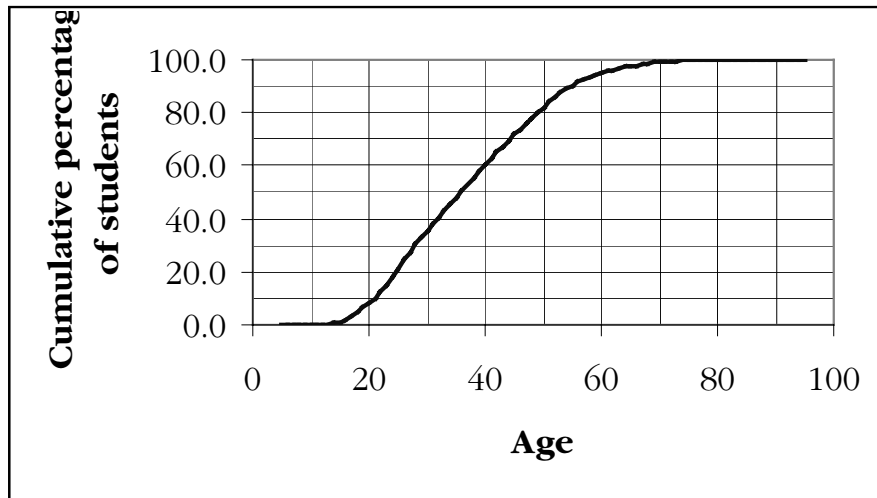


Figure 2.11: Cumulative frequency distribution of male and female students enrolled in the fourth segment of the nationally reported ACE sector, 1998

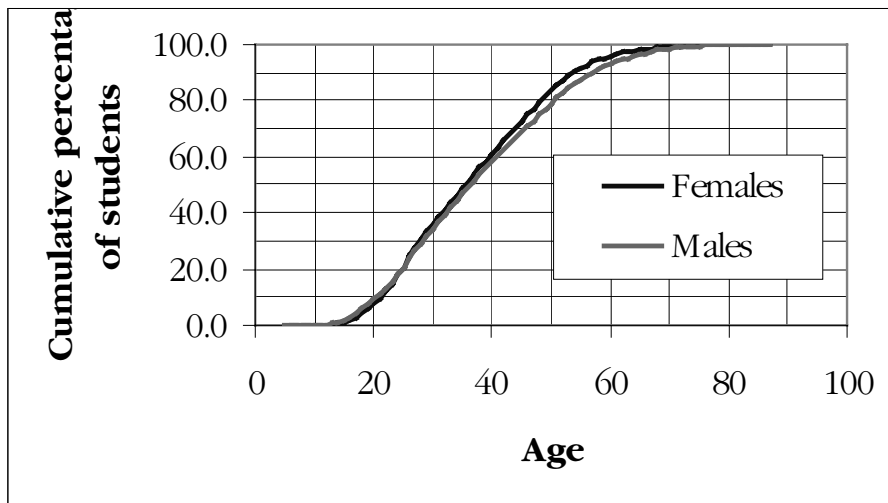


Table 2.19: Student participation and distribution of total annual hours in the fourth segment of the nationally reported ACE sector by sex and age group

	% students	% annual hours	Average hours
Sex			
Male	36.1	35.9	19.8
Female	58.2	58.5	20.0
Unknown sex	5.7	5.6	19.5
Total (%)	100.0	100.0	19.9
Age			
15 to 19 years	5.4	7.5	27.7
20 to 24 years	10.7	12.2	22.9
25 to 39 years	37.4	36.7	19.5
40 to 64 years	36.4	34.4	18.9
Other ages	3.2	3.3	20.3
Unknown age	6.9	5.9	16.8
Total (%)	100.0	100.0	19.9
Total ('000)	106.4	2,120	

How much education and training?

- ❖ Education and training providers which are neither community centres nor report through ACE provider umbrella organisations delivered a total of 2.12 million hours of personal enrichment education and training in 1998. This represents 10.0% of annual hours delivered within Australia's ACE sector and reported to the national VET provider collection.
- ❖ Students enrolled in this segment of the nationally reported ACE sector averaged 19.9 hours each (females: 20.0 hours, males: 19.8 hours, Table 2.19). This is similar to the average annual hours per student (23 hours) enrolled in stream-1000 programs in Australia.
- ❖ Young people undertake more hours in the segment of the nationally reported ACE sector considered here. Students aged 15 to 19 averaged 27.7 hours each with 20 to 24 year olds averaging 22.9 hours and 25 to 39 year olds 19.5 hours (Table 2.19).
- ❖ Personal enrichment courses delivered by education and training providers other than community centres and not reporting through representative bodies for ACE providers and organisations are short with more than half of the students (55.2%) undertaking equal or less than 15 hours of education and training.

Source of funding

- ❖ Most of the annual hours (98.2%) are funded from on a fee-for-service basis with the costs of the education and training place paid by the student or an agency on behalf of the student.
- ❖ The remainder (1.8%) of the annual hours are funded recurrent State and Territory allocations for VET and Commonwealth funds disbursed by the Australian National Training Authority.

What courses?

- ❖ Course enrolments in the described segment of Australia's ACE sector declined by 14 400, or 11.0%, from 131 300 in 1996 to 116 900 in 1998. This decrease slowed down in the past year with course enrolment numbers dropping by 1 000, or 0.8% since 1997.
- ❖ Most of the courses (90.1%) are one-subject courses accounting for 75.1% of annual hours. Two-subject courses account for 7.5% of course enrolments and 12.9% of annual hours.

- ❖ The most popular courses are in the VET multi-field education field of study which account for 37.6% of course enrolments and 39.6% of annual hours in 1998. Other popular fields are art humanities and social sciences (16.4% of enrolments and 15.6% of annual hours) business, administration and economics (16.4% of course enrolments and 13.2% of annual hours) and science (12.2% of enrolments and 14.9% of annual hours, Table 2.20).

Table 2.20: Nationally reported course enrolments and annual hours in the fourth segment of the Australian ACE sector by field of study, 1998

Field of study	% course enrolments	% annual hours
Land and marine resources, animal husbandry	1.0	1.2
Architecture, building	4.0	4.5
Art, humanities and social sciences	16.4	15.6
Business, administration, economics	16.4	13.2
Education	0.2	0.2
Engineering, surveying	2.5	2.0
Health, community services	12.2	14.9
Law, legal studies	0.0	0.0
Science	1.9	1.7
Veterinary science, animal care	0.2	0.1
Services, hospitality, transportation	7.7	6.9
VET – multi-field education	37.6	39.6
Total (%)	100.0	100.0
Total ('000)	116.9	2,120

What subjects?

- ❖ Module enrolments also show an apparent decrease over the past two years. In 1998, 135 500 personal enrichment subjects were undertaken with providers other than community centres and reporting through major stakeholders for ACE providers and organisations, 3.0% less than in 1997 (139 700) and 13.4% less than in 1996 (156 500).
- ❖ In 1998 the most popular subjects were in the hospitality, tourism and personal services discipline group which account for 47.0% of module enrolments and 40.9% of annual hours in 1998. Other popular areas of learning are education (10.9% of module enrolments and 14.6% of annual hours) and mathematics and computing with 10.1% of enrolments and 8.2% of annual hours (Table 2.21).
- ❖ About 1.0% of modules and 1.5% of annual hours are delivered in correspondence mode.

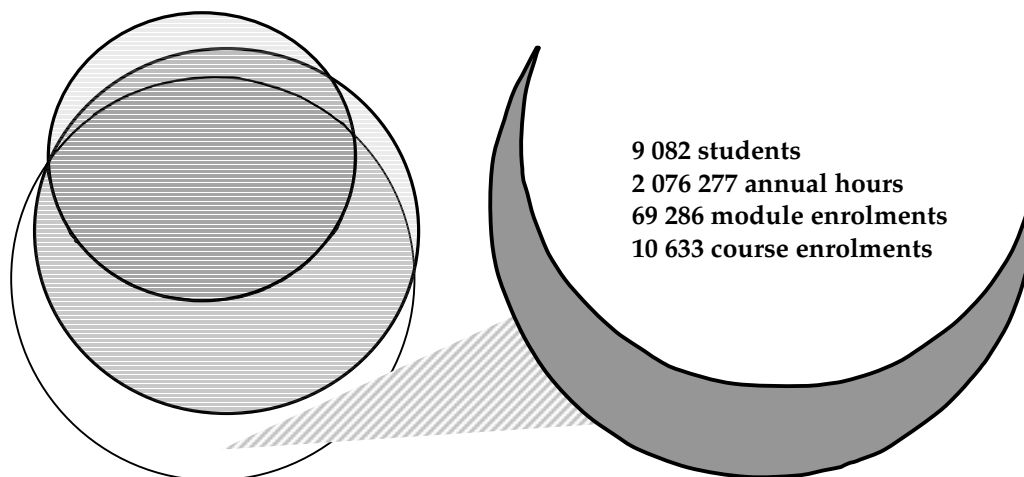
Table 2.21: Module enrolments and annual hours in the first segment of the nationally reported ACE sector by area of learning, 1998

Area of learning	% module enrolments	% annual hours
Humanities	7.2	7.4
Social studies	0.1	0.1
Education	10.9	14.6
Sciences	0.5	0.5
Mathematics, computing	10.1	8.2
Visual/performing arts	7.8	8.7
Engineering processing	2.1	3.1
Health sciences	1.1	2.0
Administration, business, economics, law	3.2	3.5
Built environment	5.0	6.0
Agriculture, renewable resources	1.7	2.0
Hospitality, tourism and personal services	47.0	40.9
Social, educational and employment skills	3.3	3.1
Total (%)	100.0	100.0
Total ('000)	135.5	2,120

2.6 Fifth segment of the nationally reported ACE sector – VET programs delivered by community centres which do not report through ACE provider umbrella organisations

In 1998, community centres not reporting through representative bodies for ACE providers and organisations delivered VET to 9 100 students and accounted for 2.08 million annual hours, 69 300 module enrolments, and 10 600 course enrolments (Figure 2.12)⁵.

Figure 2.12: Vocational education and training activity delivered by community centres not reporting through ACE provider umbrella organisations, 1998



This segment of Australia's ACE sector comprises

- ❖ 0.5% of students,
- ❖ 0.6% of annual hours,
- ❖ 0.6% of module enrolments and
- ❖ 0.4% of course enrolments

reported to the national data collection in 1998.

Of Australia's ACE sector (as covered in the national VET provider database) VET programs delivered by community centres not reporting through ACE provider umbrella organisations made up

- ❖ 1.6% of students,
- ❖ 9.8% of annual hours,
- ❖ 7.1% of module enrolments and
- ❖ 1.3% of course enrolments

⁵ Due to data quality issues caution should be exercised when interpreting the information reported for this segment of the nationally reported ACE sector.

The number of students, annual hours and education and training providers in this segment of the nationally reported ACE sector by State/Territory is given in Table 2.22. The ACT, Queensland and South Australia did not report any ACE activity in the segment of the nationally reported ACE sector considered here.

Table 2.22: Students participation in the fifth segment of Australia’s nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998

State/ Territory	ACT	New South Wales	Northern Territory	Queensland	South Australia	Tasmania	Victoria	Western Australia	Australia
Students	0	1,500	400	0	0	200	5,600	1,300	9,100
Annual hours (’000)	0	562	90	0	0	70	1,052	302	2,076
Training providers	0	52	13	0	0	6	44	17	132

Numbers may not add due to rounding.

Student profile

- ❖ In 1998, slightly less than 9 100 students were enrolled in VET programs delivered by community centres not reporting through representative bodies for ACE providers and organisations.
- ❖ This fifth segment of Australia’s ACE sector experienced dramatic increase over the past two years. While in 1996 slightly more than 2 000 students were enrolled with community centres not reporting through a ACE provider umbrella organisation this number almost tripled to 5 600 in 1997 and then increased by a further 3 500, or 62.1%, to 9 100.
- ❖ The majority (almost 60%) of students are male (Table 2.24).
- ❖ All age groups participate in vocational programs delivered by community centres which do not report through ACE provider umbrella organisations (Table 2.23).
- ❖ The median age of the students is 32.2 years (females: 29.9 years, 33.4 males: years, Figures 2.13 and 2.14), which is slightly below (2.4 years) that of the Australian population in 1998 and 3.8 years higher than that of VET students in Australia’s publicly-funded VET sector in 1998.
- ❖ The participation patterns for males and females across the age groups are slightly different to each other with significantly more young females participating in this segment of the Australian ACE sector (Table 2.13). While in the male cohort persons younger than 26 comprise 26.2% of students females younger than 26 years make up 37.7% of the female cohort (Table 2.13 and Figure 2.14).

Figure 2.13: Cumulative frequency distribution of students enrolled in VET programs with community centres which do not report through ACE provider umbrella organisations, 1998

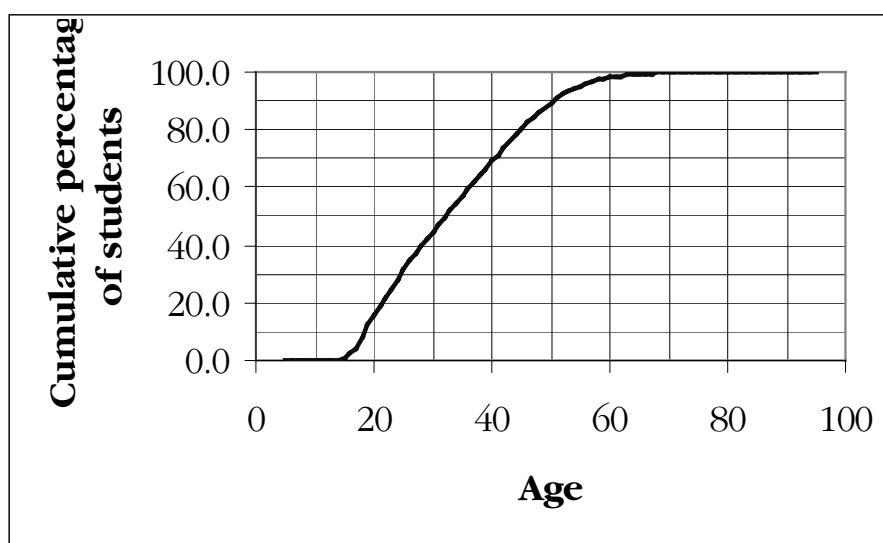


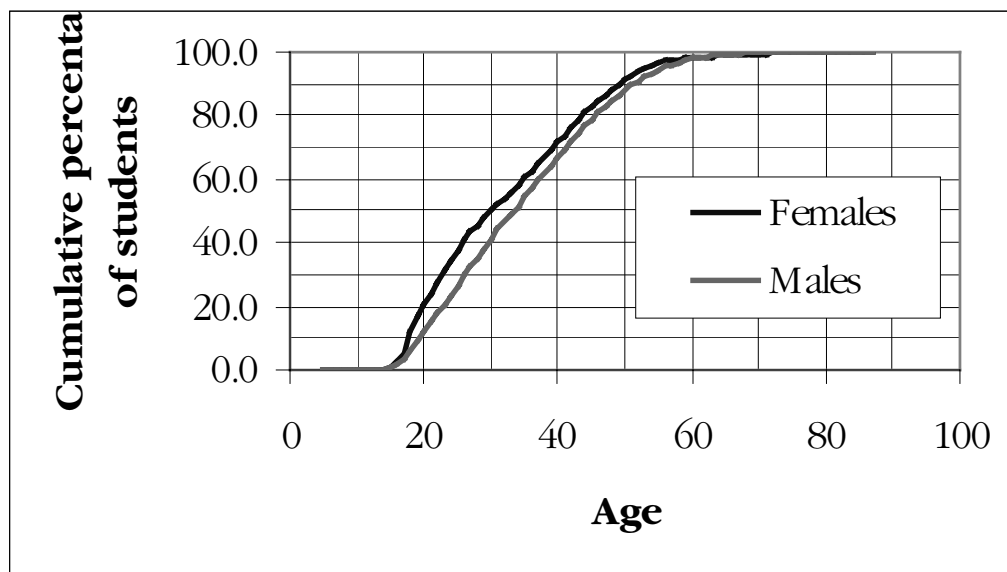
Table 2.23: Student participation in the fifth segment of the nationally reported ACE sector by age and sex, 1998

Age	% males	% females	% unknown sex	% students
15 to 19	8.1	15.4	1.1	11.1
20 to 24	12.5	16.3	2.3	14.0
25 to 39	36.3	32.3	9.2	34.4
40 to 64	31.1	27.0	3.4	29.2
Other ages	0.8	1.3	0.0	1.0
Unknown	11.1	7.6	83.9	10.4
Total (%)	100.0	100.0	100.0	100.0
% students	57.8	41.3	1.0	100.0
Total ('000)	5.2	3.8	0.1	9.1

Table 2.24: Student participation and distribution of total annual hours in the fifth segment of the nationally reported ACE sector by sex and age group

	% students	% annual hours	Average hours
Sex			
Male	57.8	46.6	184.6
Female	41.3	52.3	289.4
Unknown sex	1.0	1.1	261.8
Total (%)	100.0	100.0	228.6
Age			
15 to 19 years	11.1	15.3	315.7
20 to 24 years	14.0	17.1	278.4
25 to 39 years	34.4	33.9	225.7
40 to 64 years	29.2	24.2	189.8
Other ages	1.0	0.9	211.1
Unknown age	10.4	8.6	188.9
Total (%)	100.0	100.0	228.6
Total ('000)	9.1	2,076	

Figure 2.14: Cumulative frequency distribution of male and female students enrolled in VET programs with community centres not reporting through major stakeholders for ACE providers and organisations, 1998



How much education and training?

- ❖ ACE not reporting through community umbrella organisations delivered a total of 2.08 million hours of VET in 1998. This represents 9.8% of annual hours delivered within Australia's ACE sector and reported to the national VET provider data collection.
- ❖ Students enrolled in VET with community centres not reporting through representative bodies for ACE providers and organisations averaged 229 hours each (Table 2.24). This is above the average annual hours per student in Australia's publicly-funded VET sector in 1998 (204 hours).
- ❖ Females, on average, undertake more hours of VET (290 hours) than males (185 hours).
- ❖ Young people undertake more hours in the segment of the nationally reported ACE sector considered here. Students aged 15 to 19 averaged 316 hours, 20 to 24 year olds 278 hours, 25 to 39 year olds 226 hours and 40 to 64 year olds 190 hours (Table 2.24).
- ❖ VET courses delivered by community centres but not reported through ACE provider umbrella organisations are relatively short with about half of the students (50.3%) undertaking equal or less than 24 hours of education and training.

Source of funding

- ❖ Most of the annual hours (80.6%) are funded from recurrent State and Territory allocations for VET and Commonwealth funds disbursed by the Australian National Training Authority (ANTA).
- ❖ A sixth (16.6%) of the annual hours are funded from State/Territory and Commonwealth specific purpose allocations for VET.
- ❖ The remainder of hours (2.9%) are funded on a fee-for-service basis with the costs of the education and training place paid by the student or an agency on behalf of the student.

What courses?

- ❖ Course enrolments in the segment of the nationally reported ACE sector under consideration increased dramatically, by 7 300, or 223.6%, from 3 300 in 1996 to 10 600 in 1998. In 1997 the number of course enrolments was 6 500.
- ❖ One-subject courses account for a third (31.0%) of enrolments and 9.4 % of annual hours. Course with more than ten subjects comprise 23.3% of enrolments and 48.6% of annual hours (Table 2.26).
- ❖ The most popular courses in terms of enrolments are in the land and marine resources, animal husbandry field of study which account for 15.9% of course enrolments and 6.8% of annual hours in 1998. In terms of annual hours the most popular field of study is business, administration and economics with 15.3% of course enrolments and 22.1% of annual hours (Table 2.25).

Table 2.25: Nationally reported course enrolments and annual hours in the fifth segment of the Australian ACE sector by field of study, 1998

Field of study	% course enrolments	% annual hours
Land and marine resources, animal husbandry	15.9	6.8
Architecture, building	5.3	0.7
Art, humanities and social sciences	4.8	6.3
Business, administration, economics	15.3	22.1
Education	2.1	1.3
Engineering, surveying	13.4	9.9
Health, community services	11.4	18.0
Law, legal studies	0.0	0.0
Science	1.7	2.1
Veterinary science, animal care	0.0	0.0
Services, hospitality, transportation	15.3	16.0
VET – multi-field education	14.9	16.8
Total (%)	100.0	100.0
Total ('000)	10.6	2,076

Table 2.26: Course enrolments and annual hours by number of modules in course.

Number of modules in course	% courses enrolments	% annual hours
One	31.0	9.4
Two	10.2	4.8
three or four	11.0	10.4
five to seven	14.6	14.5
eight to ten	9.9	12.3
eleven to 15	12.9	23.2
more than 15	10.3	25.4
Total (%)	100.0	100.0
Total ('000)	10.6	2,076

What subjects?

- ❖ As with other participation figures module enrolments increased significantly over the past two years. In 1998, 69 300 VET subjects were undertaken at community centres not reporting through community umbrella organisations, 45.8% more than in 1997 (47 500) and 652.8% more than in 1996 (9 200).
- ❖ Almost two-thirds of education and training activity (64% of subject enrolments and 60% of annual hours) resulted in a successful completion:
 - 61.6% of module enrolments and 56.8% of annual hours were reported in a successful subject completion.
 - 2.8% of module enrolments and 2.8% of annual hours were reported as 'student not assessed – satisfactory completion of class hours'.
- ❖ In 1998 the most popular subjects were in the administration, business, economics, law discipline group which account for 22.7% of module enrolments and 20.7% of annual hours. Other popular areas of learning are health sciences (16.0% of module enrolments and 14.6% of annual hours) and social, educational and employment skills with 14.5% of enrolments and 15.7% of annual hours (Table 2.27).
- ❖ About 0.2% of modules and 0.7% of annual hours are delivered in correspondence mode.

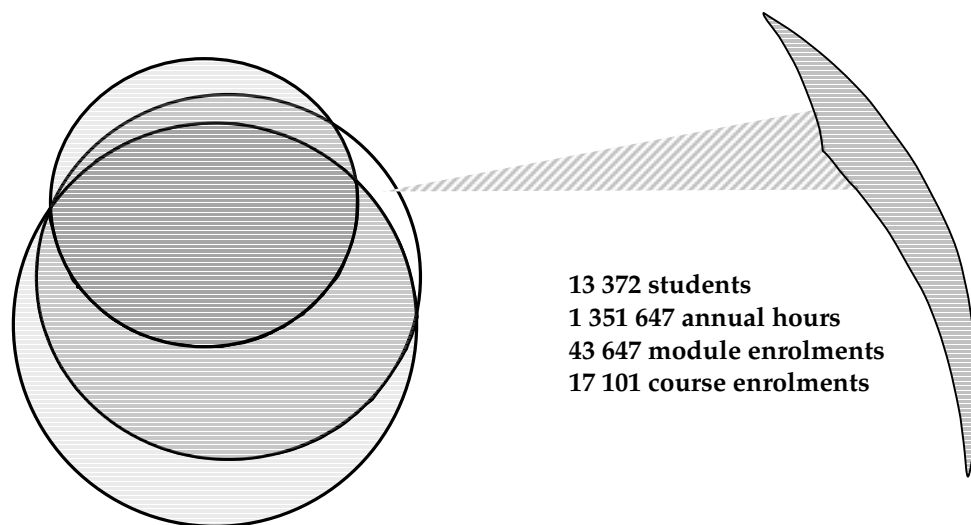
Table 2.27: Module enrolments and annual hours in the fifth segment of the ACE sector by area of learning, 1998

Area of learning	% module enrolments	% annual hours
Humanities	9.9	11.0
Social studies	0.7	1.0
Education	1.4	1.2
Sciences	3.0	3.4
Mathematics, computing	8.9	7.0
Visual/performing arts	1.4	2.7
Engineering processing	9.0	8.8
Health sciences	16.0	14.6
Administration, business, economics, law	22.7	20.7
Built environment	1.8	1.6
Agriculture, renewable resources	4.6	6.2
Hospitality, tourism and personal services	6.0	6.0
Social, educational and employment skills	14.5	15.7
Total (%)	100.0	100.0
Total ('000)	69.3	2,076

2.7 Sixth segment of the nationally reported ACE sector – VET programs not delivered by community centres but reported through ACE provider umbrella organisations

Vocational education and training programs delivered by education and training providers other than community centres but reported through representative bodies for ACE providers and organisations accounted for 13 400 students, 1.35 million annual hours, 43 700 module enrolments, and 17 100 course enrolments (Figure 2.15).

Figure 2.15: Vocational education and training activity delivered by community centres which do not report through ACE provider umbrella organisations, 1998



This segment of Australia's ACE sector comprises

- ❖ 0.7% of students,
- ❖ 0.4% of annual hours,
- ❖ 0.4% of module enrolments and
- ❖ 0.7% of course enrolments

reported to the national data collection in 1998.

Of Australia's ACE sector (as covered in the national VET provider database) VET programs delivered by education and training providers other than community centres but reported through major stakeholders for ACE providers and organisations account for

- ❖ 2.3% of students,
- ❖ 6.4% of annual hours,
- ❖ 4.5% of module enrolments and
- ❖ 2.2% of course enrolments

The number of students, annual hours and education and training providers in this segment of the nationally reported ACE sector by State/Territory is given in Table 2.28. The ACT, New South Wales and Western Australia did not report any education and training activity for the segment of the nationally reported ACE sector under consideration to the national data collection in 1998.

Table 2.28: Students participation in the sixth segment of Australia’s nationally reported ACE sector, annual hours and number of education and training providers by State/Territory, 1998

State/ Territory	ACT	New South Wales	Northern Territory	Queenslan d	South Australia	Tasmani a	Victoria	Western Australia	Australi a
Students	0	0	900	500	6,300	2,500	3,200	0	13,400
Annual hours (’000)	0	0	44	40	284	222	762	0	1,352
Training providers	0	0	3	4	1	14	14	0	36

Student profile

- ❖ In 1998, more than 13 400 students were enrolled in VET programs delivered by education and training providers other than community centres but reporting through ACE provider umbrella organisations. This indicates that at least 0.1% of Australia’s working age residents (15 to 64 year olds) were enrolled in this kind of personal enrichment programs.
- ❖ The segment of the nationally reported ACE sector considered here shows significant growth over the past two years. Student numbers apparently increased by 3 900, or 40.5%, since 1997, and 6 500, or 95.1%, since 1996.
- ❖ Almost two thirds of students are female (Table 2.30).
- ❖ Students across all ages enrol in vocational programs with education and training providers other than community centres which report through representative bodies for ACE providers and organisations (Table 2.29). Note that students aged 65 or higher (and hence above what is considered the working age) make up 4.6% of students. This indicates that VET is not necessarily undertaken for work-related purposes only.
- ❖ The median age of the students is 37.3 years (females: 37.8 years, males: 36.4 years, Figures 2.16 and 2.17), 2.7 years higher than that of the Australian population in 1998, 8.9 years higher than that of VET students in Australia’s publicly-funded VET sector in 1998 and 16.9 years higher than that of university students.
- ❖ There are broad similarities in the participation patterns for male and female students across the age groups (Table 2.29). However, in the male cohort there is a significant greater likelihood for students being younger or equal than 28 years than in the female cohort. Persons younger than 29 years comprise 29.4% of male students but only 22.4% of female students (Figure 2.17).

Table 2.29: Student participation in the sixth segment of the nationally reported ACE sector by age and sex, 1998

Age	% males	% females	% unknown sex	% students
15 to 19	7.1	3.3	10.3	4.7
20 to 24	8.1	6.9	6.9	7.4
25 to 39	30.3	31.0	24.1	30.8
40 to 64	30.4	31.4	27.6	31.0
Other ages	4.7	5.0	10.3	4.9
Unknown	19.4	22.3	20.7	21.3
Total (%)	100.0	100.0	100.0	100.0
% students	35.4	64.4	0.2	100.0
Total ('000)	4.7	8.6	0.0	13.4

Figure 2.16: Cumulative frequency distribution of students enrolled in VET programs with education and training providers which are not community centres but report through ACE provider umbrella organisations, 1998

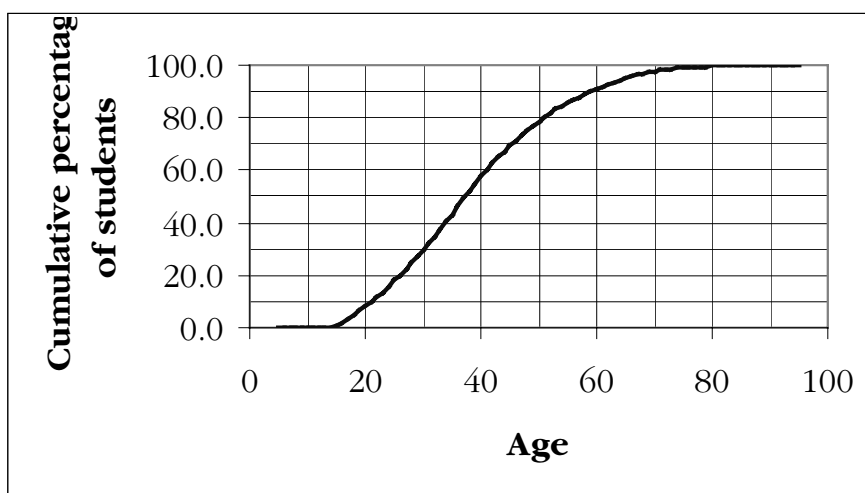


Figure 2.17: Cumulative frequency distribution of male and female students enrolled in VET programs with education and training providers other than community centres and not reporting through ACE provider umbrella organisations, 1998

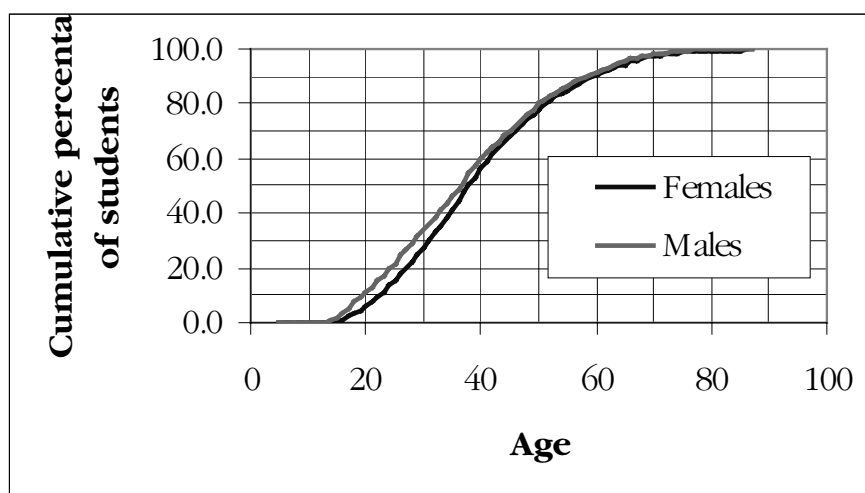


Table 2.30: Student participation and distribution of total annual hours in the sixth segment of the nationally reported ACE sector by sex and age group

	% students	% annual hours	Average hours
Sex			
Male	35.4	34.8	99.6
Female	64.4	64.9	101.9
Unknown sex	0.2	0.2	103.3
Total (%)	100.0	100.0	101.1
Age			
15 to 19 years	4.7	7.0	151.8
20 to 24 years	7.4	11.8	162.9
25 to 39 years	30.8	37.9	124.4
40 to 64 years	31.0	29.3	95.3
Other ages	4.9	3.4	70.0
Unknown age	21.3	10.6	50.5
Total (%)	100.0	100.0	101.1
Total ('000)	13.4	1,352	

How much education and training?

- ❖ education and training providers other than community centres and reporting through ACE provider umbrella organisations delivered a total of 1.35 million hours of VET in 1998. This represents 6.4% of annual hours delivered within Australia's ACE sector and reported to the national VET provider collection.
- ❖ Students enrolled in the sixth segment of the nationally reported ACE sector averaged 101.1 hours each (females: 101.9 hours, males: 99.6 hours, Table 2.30). This is about half of the average annual hours per student (204 hours) in Australia's publicly-funded VET sector in 1998.
- ❖ Young people undertake significantly more hours than older students in the segment of the nationally reported ACE sector considered here. Students aged 15 to 19 average 151.8 hours, 20 to 24 year olds 162.9 hours, 25 to 39 year olds 124.4 hours, 40 to 64 year olds 95.3 and students older than 64 69.4 hours (Table 2.30).
- ❖ VET courses delivered by community centres which do not report through ACE provider umbrella organisations are relatively short with about half of the students (50.5%) undertaking equal or less than 22 hours of education and training.

Source of funding⁶

- ❖ Most of the annual hours (87.4%) are funded from recurrent State and Territory allocations for VET and Commonwealth funds disbursed by the Australian National Training Authority (ANTA).
- ❖ A tenth of the annual hours are funded from State/Territory and Commonwealth specific purpose allocations for VET.
- ❖ The remainder of hours (2.6%) are funded on a fee-for-service basis with the costs of the education and training place paid by the student or an agency on behalf of the student.

⁶ Based on 1.185 million annual hours for which the funding source is known.

What courses?

- ❖ Course enrolments in the segment of the nationally reported ACE sector under consideration increased dramatically from 7 800 in 1996 to 11 700 in 1997 to 17 100 in 1998.
- ❖ One-subject courses account for more than two-thirds of course enrolments and less than a third of annual hours. Courses with more than 15 subjects make up 1.7% of enrolments and 10.7% of annual hours (Table 2.32).
- ❖ The most popular courses are in the VET multi-field education field of study which account for 34.7% of course enrolments and 52.7% of annual hours in 1998. Other popular fields are business, administration and economics (16.1% of course enrolments and 18.0% of annual hours), education (14.5% of enrolments and 9.1% of annual hours) and art, humanities and social sciences (12.6% of enrolments and 5.8% of annual hours, Table 2.31).

Table 2.31: Course enrolments and annual hours in the sixth segment of the Australian ACE sector by field of study, 1998

Field of study	% course enrolments	% annual hours
Land and marine resources, animal husbandry	1.1	1.1
Architecture, building	0.4	1.2
Art, humanities and social sciences	12.6	5.8
Business, administration, economics	16.1	18.0
Education	14.5	9.1
Engineering, surveying	2.6	1.6
Health, community services	3.9	5.3
Law, legal studies	0.1	0.0
Science	6.6	1.6
Veterinary science, animal care	0.0	0.0
Services, hospitality, transportation	7.2	3.6
VET – multi-field education	34.7	52.7
Total (%)	100.0	100.0
Total ('000)	17.1	1,331

Table 2.32: Course enrolments and annual hours by number of modules in course.

Number of modules in course	% courses enrolments	% annual hours
One	67.6	31.4
Two	12.0	11.6
three or four	8.4	12.8
five to seven	4.4	10.6
eight to ten	3.0	10.9
eleven to 15	2.8	11.9
more than 15	1.7	10.7
Total (%)	100.0	100.0
Total ('000)	17.7	1,352

What subjects?

- ❖ Module enrolments also experienced significant growth over the past two years. In 1998, 43 700 VET subjects were undertaken with education and training providers which are not community centres but report through representative bodies for ACE providers and organisations, 57.0% more than in 1997 (27 800) and 328.5% more than in 1996 (10 200).
- ❖ A small part of the growth from 1996 to 1997 is due to rescoping Australia's publicly-funded VET sector. While in 1996 a large part of module-enrolment-only activity undertaken with community education and training providers was reported as personal enrichment programs, from 1997 some of this activity was included in VET. In 1996, none of the VET activity in the sixth segment of the nationally reported ACE sector was module-enrolment-only, while in 1997 440 subjects and in 1998 620 subjects were reported as module-enrolment-only.
- ❖ About half of education and training activity (80% of subject enrolments and 75% of annual hours) resulted in a successful completion:
 - 49.5% of module enrolments and 45.6% of annual hours were reported in a successful subject completion.
 - 30.9% of module enrolments and 29.0% of annual hours were reported as 'student not assessed – satisfactory completion of class hours'.
- ❖ In 1998 the most popular subjects were in the social, educational and employment skills discipline group which accounts for 46.1% of module enrolments and 51.7% of annual hours in 1998. Other popular areas of learning are mathematics and computing (15.0% of module enrolments and 11.6% of annual hours) and administration, business, economics, and law with 11.2% of enrolments and 11.0% of annual hours (Table 2.33).
- ❖ About 0.1% of modules and annual hours are delivered in correspondence mode.

Table 2.33: Module enrolments and annual hours in the fifth segment of the ACE sector by area of learning, 1998

Area of learning	% module enrolments	% annual hours
Humanities	7.2	10.2
Social studies	0.2	0.2
Education	1.0	0.6
Sciences	0.0	0.0
Mathematics, computing	15.0	11.6
Visual/performing arts	4.7	4.4
Engineering processing	2.8	2.6
Health sciences	6.3	4.2
Administration, business, economics, law	11.2	11.0
Built environment	0.3	0.4
Agriculture, renewable resources	1.0	0.5
Hospitality, tourism and personal services	4.2	2.6
Social, educational and employment skills	46.1	51.7
Total (%)	100.0	100.0
Total ('000)	43.7	1,352



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