



Student pathways: Aspects of data collection

A report prepared for the Pathways Project

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Disclaimer

The Hon Julia Gillard, Deputy Prime Minister asked the Australian Qualifications Framework Council in April 2009 to provide advice on how to improve qualifications and recognition arrangements that would lead to more seamless pathways between the vocational education and training (VET) and higher education sector which would benefit students. This work became known as the Pathways Project.

Four separate research papers were commissioned by the Pathways Project Steering Committee to provide comprehensive information on existing practices and arguments for future reform. The research papers examine:

- *Funding for Tertiary Education and Training*
- *Policy and Regulatory Analysis*
- *Programs and Pathways*
- *Data Collection.*

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Introduction

This paper, prepared for the Australian Qualifications Framework Council (AQFC), seeks to review current data collection and reporting mechanisms for VET and higher education to:

- ...test their effectiveness in monitoring the movement of students between the sectors..
- ...analyse trends in student movement between the sectors and identify where a substantial number of students gain credit for previous study
- ...assist the development of more effective data mechanisms to monitor student movement across sectors

The context is the federal government vision to improve the connectivity between the university and VET sectors to meet the needs of students rather than to satisfy institutional requirements. (AQFC, 2009). The challenge is to increase levels of educational attainment. The AQFC has a key role and has been asked by the Deputy Prime Minister to prepare recommendations to improve qualifications and recognition arrangements that will lead to more seamless pathways between the VET and higher education sectors which will benefit students. The motivation is to make it easy for individuals to upgrade their qualifications.

We first briefly discuss the concept of student pathways. We focus on learning pathways associated with VET to VET, VET to Higher Education (HE) and HE to VET. We examine these from short to very long time frame perspectives.

From previous research we note a set of variables that often are used to characterise and describe these learning pathways. These include student characteristics and study aspirations, previous educational attainment and participation, all previous partial educational attempts, attributes of the current qualification and its associated subjects, and current enrolment transactions that include credit transfer.

The second section of the report examines current data collections. There are nine major collections which contain potential information on student pathways in the post school education sector. They fall into three categories, student enrolment collections, student tracker and analytic surveys. Each collection has inherent strengths that help identify some key aspects of student pathways, but each has limitations. Of the student enrolment collections typically the HE or VET admissions collections are good at recording and verifying prior educational attainments and attempts especially at Year 12, HE and higher VET levels. They are more limiting for getting accurate information on prior education at VET less than and even often including Certificate III level. On the other hand the HE and VET student national unit record collections contain good data on the current enrolment including credit transfer obtained. The HE collection records the basis for admission to the current course with varying accuracy.

In section 3 we exploit these data collections to bring together what we can garner on the extent of student movement. This has two purposes. The first is to establish 'where the action is'; it is

only profitable to put effort into improving articulation and credit transfer where there are large numbers of individuals involved. We find that whether in VET or HE, Business and Management is a particularly large area of activity. In HE, Nursing and Teacher Education and then Justice and Law Enforcement together account for almost 40% of activity. The second purpose is to learn more about the strengths and weaknesses of the various collections. In this regard we find in general that field of education and AQF level data are limited to just the highest educational attainment in HE. In VET the field of education is not collected for prior educational attainments. This is just too limiting to adequately describe the learning pathways that students follow. This leads on to the final section, in which we posit ways ahead to improve the data on pathways. We propose two possible approaches to its implementation. The first entails a relatively modest set of modifications to several current collections. The second is more radical - the development of a central data repository that would in effect create a 'skills passport' for all individuals.

1. Characterising student pathways

A pathway is a metaphor for the journeys an individual takes through life. The literature refers to learning pathways as well as occupational or career pathways. These pathways are rarely planned from beginning to end: rather, they occur in a series of stages, some of which arise by personal choice and others through circumstance.

While there are many types of pathways available we concentrate on those within and between the tertiary education sectors. The key pathways we will consider here are learning pathways associated with VET to VET and to higher education and higher education to VET.

Effective monitoring of student participation in educational pathways will, by definition, occur over an extended period of time. Previous research on student pathways (Harris et al 2006, Curtis 2009) refer to a number of recurring data parameters used to characterise the pathways that students take. We suggest many of these elements can be divided into seven different categories, detailed in table 1 and which include:

- ✧ Student characteristics and study aspirations
- ✧ All previous educational attainments: year, field of education, AQF level
- ✧ All previous partial educational attempts: year, field of education, AQF level
- ✧ Current qualification enrolment transactions: commencement date, whether completed (and date), funding source etc
- ✧ Current qualification attributes: AQF level, field of education
- ✧ Current qualification content: subjects and modules by field of education
- ✧ Credit Transfer: credit obtained by the student for the current enrolment.

2. Current data collections that support reporting student pathways and credit transfer

The current data collections relevant to student pathways are of three types: student enrolment collections; graduate outcome (tracker) surveys; and analytic type surveys.

The student enrolment collections provide unit records and are derived from provider administrative systems that collect activity and educational attainment. The tracker surveys are conducted on a sample of students after they have completed a period of study or a qualification. Analytic surveys are designed for broad based analysis and tend to have sample sizes that preclude detailed analysis.

In table 2 we identify the nine student unit record or survey based data sources which contain potential information on student pathways in the post school education sector:

- ✧ student enrolment collections: tertiary admission collections run by the tertiary admission centres (TACs); the University Applications and Offers Data Collection; the Higher Education Statistics Collection; the VET provider students and courses collection.
- ✧ tracker surveys: the Victorian On Track post-school destination survey; the VET Student Outcomes survey; and the higher education Australian Graduate Survey.
- ✧ analytic surveys: the Longitudinal Survey of Australian Youth; and the ABS Survey of Education and Training (SET).

While it is possible to link clients to some extent from unit records in the VET or HE sectors with their subsequent educational outcomes survey in that sector, it is not possible to track individual students moving between sectors.

There is very limited unit record information available about the progression of clients who have a private education background except through the SET collection.

In this work we use the term 'Credit Transfer' to include the types defined in the AQF Council's National Policy and Guidelines on Credit Arrangements. So it may be awarded as:

- ✧ **block credit:** which is credit granted towards whole stages or components of a qualification,
- ✧ **specified credit:** which is credit granted towards particular or specific components of a qualification, or
- ✧ **unspecified credit:** which is credit granted towards elective components in a qualification.

Recognition of Prior Learning is an assessment process that involves the assessment of the individual's relevant prior learning to determine the credit outcomes of an individual application for credit.

Student enrolment collections

Tertiary Admission Centres and TAFE Admission Centres

The Tertiary Admission Centres are the main agencies established in each state to select students for admission to tertiary education in Australia. They comprise QTAC in Qld, UAC in NSW, VTAC in Vic, University of Tasmania, SATAC in SA and TISC in WA. For the territories the UAC also services the ACT and SATAC services the NT. NSW and WA also have separate TAFE Admissions Centres. The services supplied to their client base vary, as some TACs have the role of clearing houses whereas others have more pivotal roles.

The essential function of an Admissions Centre is to collect and then usually process applications for admission into most tertiary courses. Each tertiary institution has separate selection criteria to determine which students will be accepted into the courses it offers. These criteria are almost exclusively based on prior education attainment or attempts. In some situations quotas are used to select clients by demographic attributes such as sex, age or ethnicity.

While selection criteria will vary considerably across universities, attainment of a current or previous Year 12 qualification with its accompanying TER score is the most common criteria used to select students for HE study. Accordingly TACs will spend considerable effort to assure the qualifications claimed by students. In theory this presents a useful window for studying student pathways as the qualification and the year it was obtained, as well as attempts at various qualifications are all important characteristics for exploring the pathways student follow.

However by reference to the desirable data collection attributes in table 1, there are several major limitations to using this data source for pathways research. VET Certificates I, II and in many cases III, are not normal entry criteria into any HE courses. As such attainment or attempts at these qualifications will not normally be actively sought by TACs. As discussed in the Introduction, if we accept that achievement of current higher level qualification targets will require the achievement of lower level ones, the implications for research into student pathways from current TAC data is clearly limited.

The ability of TACs to ascertain whether an offer made to a student was actually taken up is variable. While most TACs have some idea where and when students have actually been accepted by a HE institution this is much more limited for students attending VET. Yet even for HE students this question can be better answered through the Higher Education Statistics Collection as can be seen below. As such although the TAC collections are a good source of previous attainments and attempts at Year 12 and higher AQF Qualifications, they are usually more limited when the students have lower level VET Qualifications. TAC collections are also limited when seeking to study the most current student pathways.

A final issue that potentially limits the extent for which TAC data can be used for pathways research is that TAC ownership and governance structures do not always lend themselves to full data release and interrogation. Clearly using such data sources for ongoing research into pathways may be limited without a structural overhaul of TAC roles and responsibilities.

University Applications and Offers Data Collection

The new University Applications and Offers Data Collection is maintained by DEEWR. It includes applicants for the 2009 academic year who have applied through each TAC. Applications are included in the data collection if they include at least one preference for a Commonwealth-supported place in a higher education undergraduate award courses at a "Table A

or B' higher education provider. From 2010 the collection will include records of students who apply directly through universities.

Provided that the application meets the above criterion, other preferences such as for VET courses are also collected in jurisdictions where the TAC handles these applications. In practice almost all offers in the collection are for Bachelor's courses.

Data are currently not readily available as protocols are still being established for data release and use.

However, referring to the desirable attributes of a student pathways data collection in table 1, the University Applications and Offers Data Collection falls short in a number of key areas:

- ✧ there is only very limited data on applicants who are offered a place in a course at an AQF level below that of their first preference.
- ✧ while the collection includes the year of completion or last year of participation in previous education this is not at the AQF level but aggregated up to HE or VET sector.
- ✧ there is also no information on the field of education of applicants' previous qualifications.

This again shows the key limitation of current admissions based collections as a reliable source of information for current enrolment activity and previous education at lower AQF level VET qualifications.

Higher Education Statistics Collections [HEIMS]

The Higher Education Statistics Collections [HEIMS] is the standard maintained by DEEWR for the consistent reporting of student enrolment unit record data. HEIMS has comprehensive student demographic, basis of admission, funding and qualification attribute related data. Recently an extensive credit transfer reporting framework was incorporated into the collection.

Based on the data element groups in table 1 and previous pathways research there are some very useful components in HEIMS collection. These include the basis of admission to HE courses, movement between previous and current Field of Education and the amount of credit obtained by students for their current study.

AVETMISS VET Provider collection

The AVETMISS VET Provider collection is the standard maintained by NCVER for the consistent reporting of student enrolment unit record data in the VET sector. It has comprehensive student demographic, qualification attribute related data, some funding and the ability to report on credit transfer or RPL gained at the individual unit of competency. It also collects each AQF level attained by a student.

Student tracker surveys

Australian Graduate Survey

Graduate Careers Australia (GCA) is a peak body that addresses graduate employment issues in Australia. It has representatives from universities, government and graduate recruiters. Part of its remit includes the Australian Graduate Survey comprising the Graduate Destination Survey (GDS) and the Course Experience Questionnaire (CEQ). For the purpose of tracking student pathways, the survey is useful for collecting information on the main destinations and the higher education experiences of graduates shortly after they qualify. It also provides institutions taking part in the survey with a range of information about their graduates.

AVETMISS Student Outcomes Survey

As discussed the AVETMISS unit record VET Provider collection provides patchy information about prior study activities. While it is possible to identify the units of competency for which credit transfer was obtained, it is not possible to determine for what prior study it was granted. To obtain information about credit offered by an RTO or to determine if it was sought by the student the data must come from survey instruments like the Student Outcomes Survey.

Analytic surveys

ABS Survey of Education and Training

These occasional surveys conducted about every 3 years provide information on the links between education, training and employment. The aim of these surveys is to provide national benchmark information on a range of key indicators relating to educational attainment and participation in education and training activities for the population, to enable trends in these areas to be monitored over time.

The 2005 Survey of Education and Training (SET) was largely a repeat of the 2001 survey retaining a focus on the level of participation, educational pathways, skills acquisition, economic outcomes and individual experiences of education and training activities.

The SET has distinct advantages in providing a consolidated view of education across the variety of public and private providers. It also enables a more detailed examination of credit transfer as it collects data from the last 4 training episodes undertaken. Furthermore it fills a gap in most current TAC and HE unit record collections as it collates data on all qualification levels including Certificate I, II and III.

Longitudinal Survey of Australian Youth and On Track (Victoria)

The Longitudinal Surveys of Australian Youth (LSAY) is managed by DEEWR with analysis undertaken by NCVER. 'On Track' is run by the Department of Education and Early Childhood Development (DEECD), Victoria. Both surveys predominantly aim to track young people as they move from school into further study, work and other destinations. Such surveys have a role in providing information to help understand young people and their transitions from school, as well as exploring social outcomes, such as wellbeing. However we consider these to be too limiting as they are of relatively small size, narrower age distribution, and have little information on fields of education or credit obtained and so are not candidates for more detailed pathways research.

3. What the data tell us

When we review the existing data sources we quickly see that none were really designed to provide systematic and more detailed information about the learning pathways followed by students through their lifetime. What we can say is that when taken collectively, we get views (albeit incomplete) on several of the core themes relevant to student learning pathways:

1. the 'basis of admission' for students entering, or re-entering, post school qualification
2. the learning pathways and characteristics of the students who enter (and re-enter) HE and VET;
3. the fields of study that attract students who already have post school qualifications;
4. finding providers who offer more credit to students for prior study.

The 'basis of admission' for students entering, or re-entering, post school qualification

A first, and sometimes significant, hurdle to entering or re-entering a post school learning pathway is being selected by the provider with whom you wish to study.

On balance we believe the HEIMS collection is a reliable source of determining the basis of admission, at least for following current HE pathways. This is because not all TACs are able to ascertain whether the students they offer a place in either HE or VET actually accept that place.

The 2008 HEIMS collection in Table 3 shows the 'basis of admission' criteria and numbers of commencing domestic undergraduate students admitted to HE studies for each provider. Not surprisingly secondary education is the major basis of admission. However there are large differences with up to a third of the students in some providers accepted into their current course on the basis of a VET award. Not unexpectedly, TAFE, dual sector RTOs or other providers originally formed from institutions with a VET focus feature more prominently. On the other hand there are a considerable number of providers, such as those from the 'Group of 8' universities, where well less than < 5% of students are admitted on the basis of a VET award.

Interestingly, data obtained from one TAC appears to dispel the frequent suggestion that those students with a higher VET Qualification are less likely to be accepted into Higher Education than those with a Year 12 completion. In NSW students with AQF VET qualifications are, on a percentage basis, offered more places than those with a Year 12 Qualification (see Table 4). However, this should not be confused with the qualifications used as the basis for admission. While these data describe the highest previous qualification held by applicants they do not quantify the proportion of students who are made an offer on the basis of a Year 12 completion compared to those with a complete or incomplete VET qualification.

'Basis of admission' data is not collected by the VET sector collections and so this is a particular limitation for some pathways research in VET.

The learning pathways and characteristics of the students who enter (and re-enter) HE and VET

For study in the VET sector from Table 5 we gain a snapshot of the highest qualification attained by commencing students in the last 5 years. Clearly there are significant intakes at Year 10 which represents a traditional entry point for many students starting VET and then another spike as the alternative post school study entry point for students who have completed Year 12.

Over 6% of students commencing VET have a Bachelor degree as in 2008 over 110,000 HE graduates undertook studies particularly in Certificate III, Certificate IV and Diploma and Statement of attainment levels.

Yet there is a very different story told through the AGS Graduate Survey. In 2008 about 20% or almost 21,000 students indicated they were continuing onto further study (Table 6). Of these only 307 (1.2%) were into a traditional VET qualification (Table 7). If this figure is to be believed it suggests there are very few graduates moving into a VET course at least within 6 months of graduating - the timeframe of the Graduate Survey.

As a tool to research student pathways and student characteristics, the HEIMS statistics collection has particular limitations. Significantly, it is not possible to report on low level VET Certificates as a pathway to HE as these are not generally collected by most TACs, providers or HEIMS. HEIMS can also only report the AQF level, name and field of education of the highest prior education undertaken.

To explore pathways involving low level VET qualifications or to get an understanding of the qualifications obtained in a chronological sequence, the best we have is the SET. Table 8a shows persons currently studying by highest school level completed, level of highest qualification and level of current qualification; Table 8b has these expressed as percentages. Due to the paucity of reliable data elsewhere it is interesting to follow those people who did not complete Year 12 but did complete a Certificate I or II. While there is evidence of churning (23.8%), there is a cohort (9 300 or 10.7%) who have moved on to study a qualification from a Certificate III to advanced Diploma.

The fields of further study that attract students who already have post school qualifications

From the 2008 HEIMS collection, we can also see the areas studied by those students admitted to HE on the basis of a VET Award. Table 9 shows, at a narrow field of education, both the area and AQF level studied. There are almost 50% more women (11 200) than men admitted to HE on this basis of a VET Award. Teacher Education, Nursing and Business Management account for over 50% of the areas studied by women or 40% for both. Men were more likely to be studying Business and Management, Teacher Education and Justice and Law Enforcement but this accounted for less than 30% as men are more spread out across the areas studied. This apparent gender bias may be more of a reflection that existing articulation arrangements between VET and HE favour some occupations with skill shortages in areas traditionally studied by women such as nursing.

At a provider level (see table 3) Charles Sturt University is of particular interest as almost 24% of its intake is from such students with a VET award. This provider has either articulated arrangements or integrated credit transfer into courses covering business, IT, teacher training, social welfare and the arts.

The AGS survey shows that a third of graduates undertaking further study have qualifications in Society and Culture followed by about 17% each in both Management and Commerce and Natural and Physical Sciences. Whether going onto further HE or VET studies, the destination of the greater majority of HE students is into a similar field of education at the major level. This can be seen in the shaded areas in table 6 and table 7. After that Management and Commerce is the most common destination for students coming from other HE Fields. For graduates continuing onto HE, those with Natural or Physical Sciences qualifications also may go into Medicine, Agriculture related or Engineering Fields. Also those with Management and Commerce qualifications appear to branch out more widely such as into Information Technology, Society and Culture, Mixed Field programs and Engineering related.

This pattern is difficult to gauge for HE graduates undertaking VET because the numbers are too low to be significant. It does seem that students from a Society and Culture Field of Education often enter Education related fields in both sectors.

However the AGS survey is not primarily designed to track student pathways and clearly one major limitation with this dataset is the restricted time when the survey is conducted after graduation. In light of these differences and small numbers we have significant impediments in using such surveys for pathways research.

For students who have a Bachelor's degree the most common courses undertaken in the VET sector are at a Certificate III, IV or Diploma level (Table 10). Table 11 shows the enrolments by Field of Education for these students. The areas of greatest activity are business and management, general education programmes, human welfare studies and services, other education, food and hospitality and language and literature. In 2008 these accounted for about 46% of total activity. There are some similar patterns of study to those students in HE who were admitted on the basis of a VET Award.

However the unit record collections are more limited when trying to understand all of the prior educational attempts or attainments at various AQF levels (HE). Similarly obtaining information about the field of education for all but the highest prior education (HE) or none at all (VET) is problematic. This means it is not possible to determine the areas previously studied by current VET students. To determine this effect other approaches must be used such as tracker graduate surveys. Yet we then find the apparent discrepancies between the data sources as it appears that only 1% of HE graduates attempt a VET award from the AGS, whereas the VET unit provider collection suggests that over 6% of commencing VET students have a Bachelor's degree. We can attempt to explain this by the short period in which the HE graduate survey occurs after graduation. However we must conclude that graduate surveys are limited for informing pathways that in reality occur over an extended time frame.

We can overcome this time span dilemma somewhat using the ABS SET data collection. In table 12 we find for those persons moving up an AQF level in their subsequent non-school training, Management and Commerce is the main Field of Education accounting for almost 20% with Society and Culture at 8%. As the majority of study for the highest prior education and current education is in a similar Field of Education, it is not surprising that Management and Commerce (almost 30%) and Society and Culture (almost 15%) were the main Fields of Education of the feeder qualifications.

In table 13 this pattern is very similar for those persons where the current AQF level of the highest prior education is similar to the current qualification. However where the current qualification is at a level lower than the highest qualification in table 14, while Management and

Commerce still account for over a third of the enrolments, as a feeder Management and Commerce now only accounts for 12% of enrolments. This means there is more training in this area by persons from other fields of education and suggests that management training is being undertaken by other professionals as part of their career advancement.

Through the SET we also know part of the reason why students move up an AQF level appears rather different to those moving sideways or down (table 15). For students moving up, over 50% is either to get a job or for a better job or promotion. For students moving sideways or down these figures drop to 36% and 27% respectively. Instead these students are more likely to want extra skills for an existing job; 10.8% as a reason for those moving up, 15.4% sideways and 20.1% down.

In the absence of data in the HE or TAC and even AVETMISS collections, the SET provides the most reliable data to help determine the movement of students across sectors and especially from lower level qualifications.

The main SET limitations are its average only 3 year frequency and relatively small sample size of approximately 30,000 households, a sample size that does not permit more detailed drilling down into data variables such as the field of education.

We can also conclude on the basis of consistent data from several sources that it would be useful to further develop and support those VET to HE articulation pathways particularly where there was greater activity such as in the areas of Management, Health and Education.

Finding providers who offer more credit to students for prior study

A closely related issue with articulation into HE courses is how much a student's previous education has contributed to shortening the time necessary to complete their current qualification. The 2008 Higher Education Statistics Collection is the first where credit has been more systematically reported by HE providers. Table 16 shows the percentage of credit gained by all commencing domestic undergraduate students for each provider. There are possibly some data inaccuracies (as evidenced by credit >100% in some HE providers). However across Australia about 20% of students in each jurisdiction obtain some credit with the exception of South Australia which is only at 13%. On the other hand over 35% of students in the Northern Territory obtain some credit. There are large differences in the amount of credit given by various providers. In the NT, the dual sector Charles Darwin University is virtually 'the only game in town', and therefore it is not surprising that so many students obtain some credit.

In Table 17 the VET Student Outcome Survey provides some data on the extent of RPL in that sector, at least as perceived by students. The 2008 survey includes a new RPL question module. The results show that, while almost 60% of graduates had prior experience and skills relating to the training, training was shortened for less than half of these students. This lack of credit was even more pronounced for students undertaking selected modules within a qualification. However, one reason for not shortening training for 18% of students was that the Training provider did not offer to assess prior experience or skills. This is interesting as this would appear to form the basis of a possible non compliance against the AQTF registration for their RTOs.

The fields of education with the largest RPL cohorts for which training was shortened were Natural and Physical Sciences Information Technology and Education (Table 18).

4. Establishing and implementing a data model

Limitations of the current unit record and survey data collections

At a high level the data we require are a description of the study undertaken at two points in time (i.e. current and previous study) along with some demographic characteristics of the individual. While all of the collections have this type of information, there is a large disparity in collection practices across the various agencies and provider types. In many cases these differences exist for what are otherwise identical data variables:

- ✧ Some agencies do not collect students' prior educational attainments in lower level VET qualifications
- ✧ Some agencies only collect a client's highest level of prior educational attainment
- ✧ Many agencies do not collect previous attempts at qualifications by students
- ✧ Many agencies do not collect the fields of education of clients' prior education attainments
- ✧ Many agencies do not collect the reasons why a student may be undertaking study
- ✧ The HE statistics collection can report the AQF level and name but only of the highest prior education course. The HE collections can report on the field of education for the highest prior education. The VET sector collections seek all the AQF levels of any prior education attained but cannot identify the field of education of these.
- ✧ To determine eligibility for credit transfer, educational providers will also seek the year the prior qualification was granted as an important variable for consideration. These reasons include currency of skills, knowledge and competencies and also the version of a Training Package qualification for VET studies. This time gap since prior education attainments is not currently recorded in either the HE or VET national data collections.

Tracking individual student pathways is more of a challenge when activity is not contiguous within a sector or occurs across education sectors. This is because few of the existing data collections were specifically designed to follow pathways over a long term. Each data source is able to answer some pertinent queries but there is no single collection that can comprehensively address the current range of reporting or policy needs.

The most comprehensive data come from the ABS Survey of Education and Training which contains data on the latest four qualifications of an individual. However, the sample size does not allow a detailed mapping by field of study, and the survey is only conducted every three years or so. While some administrative collections contain some data on previous education levels, and the tracker surveys provide some information on further study, overall the various collections provide a fairly patchy picture of the paths that people take.

Our view is that if we are serious about getting accurate data on pathways, then considerable work needs to be done on the various administrative based collections and tracker surveys. In order to provide a basis for such work then an agreed data model is required.

We are then left with looking for alternative ways to measure student pathways that use or modify the existing collections; all of which were not specifically designed for this purpose. The best approach then is to define a set of data parameters for an ideal data model that could more fully describe student pathways. Here we suggest all previous educational attainments and attempts be collated for an individual. The attributes of each VET and HE qualification should be centralised.

A sensible first step in reporting such participation is to establish an appropriate data model. In its simplest form a model should:

- ✧ Allow the tracking of students across the public and private post secondary education sectors.
- ✧ Provide a variety of demographic details.
- ✧ Provide some program data (eg funding) to allow for the scrutiny of various policies and funding models.

Similarly enumerating Credit Transfer should be possible using existing data collections, whether enrolment or survey based. Currently the application of Credit Transfer seems to feature more prominently when moving between VET and Higher Education. Providers here have different policies for the amount of credit they may award and whether they will be proactive in alerting the student about their eligibility for credit. However the most visible form of Credit Transfer comes about through one to one agreements between individual VET and HE providers. Regardless of the type or mode of Credit Transfer, obtaining data about the key transactions involved in the process and incorporating these into the data model will be important in making a more seamless and transparent system.

We have already considered a set of indicative data variables in table 1 above. These could be incorporated within the main unit record collections (ie the Higher Education Statistics collection and the AVETMISS VET provider collection). We can then compare these indicative elements within a proposed data model against the 4 major unit record collections in table 19. Here we define those data variables in more detail, and note whether the data variables are currently present in the respective collections in whole, in part, or not at all.

These variables can be incorporated into either one of two models. Both have as their main focus the increase in consistency of available data to help track student pathways through education sectors.

The simpler model is based on modifying the current HE statistical collection and VET provider collection. Both collections would require the addition of new variables and both require modification to some existing variables to achieve consistency. We also see distinct advantages in applying a comprehensive classification within a unique listing of all existing courses in the HE sector, such as currently occurs for the VET sector. This will facilitate cross sector reporting and reduce the need for recollection and reclassification of qualifications based information.

While not critical, there would also be a great advantage in aligning the TAC databases with these data variables, at least for those variables that are collected as part of the admissions process.

Those data variables that relate to non-student related fields (course codes, for example) need to be addressed by the respective owners of the various classifications to assist in consolidating a national list. For example the National Training Information Service (NTIS) is the official national register of information on Training Packages, Qualifications, Courses, Units of

Competency and relevant codes such as the Field of Education in the vocational education and training sector. Similarly the NCVET maintains a list of nationally agreed nominal hours for each module or unit of competency which assists with comparable reporting for the sector's funding models.

The fundamental issue with this approach is some increase in the amount of historical data collected from students at the time of enrolment.

An obvious extension of this approach would be to apply a similar data model to the various tracker surveys. In fact, the data model is very much simplified for these collections because it is assumed that detailed data on both previous and just completed study can be obtained from the relevant administrative collections. The data should already be here in a consistent data model format. This will help monitor student pathways and any credit obtained. The only new information relates to the current post-completion study. Table 20 spells the data items out but essentially they relate to the AQF level and field of education, whether the intention is to complete this qualification and whether credit was obtained for part of the post-completion study.

A more ambitious model minimises the need to collect data that is already collected somewhere else. The best way of thinking about this model is as a 'skills passport' in which a unique national student identifier provides a link to individual students within and between sectors and over time. The idea is that some body acts as a repository for data about the periods of formal, credentialed study undertaken by an individual over his or her life.

The entry points where students could be issued with a unique number are:

- ✧ at the start of primary or early childhood education
- ✧ Secondary schooling
- ✧ at Year 10, preparatory to VET in Schools or Year 12 studies.

The majority of at least initial applications into tertiary study in Australia are via a Tertiary Admissions Centre. These bodies already have a major, but not exclusive role, as the first point of contact between students at school and the tertiary sector. Therefore it would make sense to base a central student identifier allocation and data repository with them, perhaps employing a data portal system approach. Alternatively these functions could go to a national tertiary admissions centre. On the other hand, it might be easier to create a new, neutral body.

Where students do not enrol for tertiary studies through an admission centre, providers would need the ability to upload their own results as appropriate to the central repository.

We have noted TACs spend considerable effort verifying prior education should the student enrol for further study. It would reduce the collection effort if relevant data on basic client demographics and attainment and attempts could be drawn from a central repository. A portal could be an extension to the automated results transfer system in which the Provider confirms the validity of appointees' qualifications by using an interface like Qualsearch. This national electronic service for verifying academic and occupational qualifications is managed by the QTAC. Qualsearch has an enquiry page on its web site where users enter the applicant's name and claimed degree or occupational registration. A standard electronic request for an extract of data is sent to the relevant university or registering body; the university or registering body returns the data requested pursuant to an agreed protocol. Qualsearch reports this to the user. If users have privacy clearance from the applicant Qualsearch can also retrieve electronically the applicant's academic record.

The benefits to providers and students would be a significant reduction in reporting and data entering, in line with the COAG Agenda which has consistently addressed the need to reduce the regulatory burden (Productivity Commission 2009). There is similar considerable redundancy in

the re-collection of most student demographic and qualification related data for each subsequent provider where the student enrolls. The accuracy, especially of prior education data, would also be more assured when collected once only.

There is another important advantage to a central repository. It would hold a complete record of formal, credentialed study undertaken by an individual. In effect, individuals would have access to a 'skills passport' providing a complete academic transcript.

We do need to be aware there are issues with access to admissions data as there are usually legal and privacy impediments to sharing such information directly with other bodies. Obviously, protocols would need to be developed to allow the various stakeholders access to appropriate data.

Table 1 The main data groups of a student unit record data collection model that can be used to describe the key aspects of the educational pathways students may track

<i>Data Group</i>	<i>Purpose</i>	<i>Comment</i>
1 Student characteristics	To record basic student demographics	Allows equity and access issues to be addressed
2 All previous educational attainments	To record qualifications and the years in which these were successfully attained, and their field of study and AQF level	Coupled with basic information such as the nominal hours or proxy such as Full-Year Training Equivalents (FYTEs) and field of education, previous educational attainments can help identify the successful AQF pathways followed by students. Previous educational attainments can also be described based on the field of education, level of the qualification and the timelines over which these have occurred. Where the provider was known it could help identify the more active pathways between individual providers.
3 All previous partial educational attempts	To record attempts at qualifications and the years these were attempted and their field of study and AQF level	Identifies attempts at AQF levels and the timelines involved. Possible risk factors for non completion could be identified.
4 Current qualification enrolment transactions	Activity transactions such as commencement date, whether completed, date of completion	Allows identification of time taken to do this study at the provider and the results
5 Current qualification attributes	AQF level and field of study	Allows identification of the level of AQF and field of education of current qualification studied at the provider. Comparison of the field of education of current and previous enrolments is one of the strongest indicators of the potential for a student to obtain some credit transfer.
6 The current qualification's subjects or units of competence attributes	Data about the subjects in the qualification studied and field of study	Allows more detailed interrogation of subjects studied within the qualification and potentially for which subjects credit transfer or RPL was obtained.
7 Current Enrolment - Credit obtained	Record the amount of credit gained from the current qualification enrolment preferably for the subjects	In conjunction with the data fields above credit obtained can be quantified at a whole of qualification level or for individual subjects.

Table 2 The main national or state data collections that provide information on the movement of students within or between education sectors

<i>Collection</i>	<i>Collection Type</i>	<i>Collection purpose</i>	<i>Sector Covered</i>	<i>Information on Credit Transfer</i>	<i>Main current data limitations</i>
Tertiary Admission Centres (Qld, NSW/ACT, Vic, University of Tasmania, SA/NT, WA) and TAFE Admission Centres in some jurisdictions.	Unit Record	Tertiary Admissions (at state level)	Usually TAFE and Public HE	No	Relatively minimal Field of Education data, Most TACs do not collect VET Certificate I, II or III attainments. Limited use for studying the most current student pathways
University Applications and Offers Data Collection	Unit record	Tertiary Admissions (nationally moderated)	Currently HE only	No	No Field of Education data for previous study, not all standard equity and access collected.
Higher Education Statistics Collections [HEIMS]	Unit record	Qualification Enrolment	Public and Private HE	Yes but we have identified some possible data quality issues	Only highest AQF level participation collected for previous study. Only relatively minimal Field of Education data obtained for previous study
AVETMISS VET Provider collection	Unit record	Qualification or unit Enrolment	Publically funded VET	Yes (more detailed)	No Field of Education and only the AQF levels attained are recorded for previous study
Australian Graduate Survey [GDS & CEQ]	Survey	One off post qualification completion at about 6 months after	Public and Private HE	Yes (very basic)	Only possible to track students who enrol in a second qualification if it is undertaken the year after completing their first qualification. No Field of Education data for previous study. Only highest AQF level participation collected for previous study
AVETMISS Student Outcomes Survey	Survey	One off post unit or qualification completion at about 6 months after	Publically funded VET	Yes (basic)	Only possible to track students who enrol in a second qualification if it is undertaken the year after completing their first qualification.
ABS Survey of Education and Training	Survey	Detailed information on training undertaken for the last 4 qualifications including fees and for public and private providers	Working age population	Yes (basic)	3-4 yearly, limited to 30 000 Households, minimal ability to drill down into Field of Education information
Longitudinal Survey of Australian Youth	Survey	Longitudinal post school destinations		No	Limited numbers of students, minimal ability to drill down into Field of Education information
On Track (Victoria)	Survey	Annual and longitudinal post school destinations	Year 12 completers,	No	

Table 3 All commencing domestic undergraduate students where the basis of admission to current course was a VET Award compared to all basis of admission categories by HE Provider, HEIMS, DEEWR, 2008

State	Provider	Higher Education course	Secondary education	VET award course	Mature Age	Professional Qualification	Other basis	Total Admissions	% VET as basis of Admission
WA	Swan TAFE	*	*	5	*	*	*	5	100.0%
Vic	Holmesglen Institute of TAFE	10	29	54	9	*	*	103	52.4%
Vic	William Angliss Institute of TAFE	5	27	25	*	*	*	59	42.4%
Vic	Swinburne University of Technology	721	1,128	775	*	*	183	2,808	27.6%
Vic	Victoria University	1,164	1,669	1,122	31	18	130	4,134	27.1%
Vic	Holmes Institute	11	9	7	*	*	*	28	25.0%
Vic	Northern Melbourne Institute of TAFE	*	21	18	26	*	9	76	23.7%
NSW	Charles Sturt University	1,755	772	1,565	461	50	2,055	6,658	23.5%
NSW	Tabor College (NSW)	7	*	7	15	*	*	31	22.6%
NSW	Raffles KVB Institute	13	81	26	*	*	*	122	21.3%
Vic	RMIT University	1,186	3,285	1,196	46	*	26	5,739	20.8%
Vic	Box Hill Institute of TAFE	8	126	36	16	*	*	187	19.3%
NSW	Cengage Education	*	*	*	10	*	*	21	19.0%
NT	Charles Darwin University	608	402	307	229	12	82	1,640	18.7%
NSW	University of Western Sydney	1,156	3,513	1,668	450	5	2,483	9,275	18.0%
Multi-State	Australian Catholic University	702	1,917	553	36	12	94	3,314	16.7%
NSW	Sydney College of Divinity	76	52	47	117	*	5	297	15.8%
NSW	International College of Management, Sydney	6	94	18	*	*	*	118	15.3%
NSW	The University of New England	1,696	265	542	770	152	244	3,669	14.8%
Vic	Australian Academy of Design	*	64	11	*	*	*	76	14.5%
WA	Edith Cowan University	931	1,789	672	513	25	754	4,684	14.3%
Qld	Christian Heritage College	58	94	28	16	*	*	197	14.2%
WA	Murdoch University	880	985	411	472	19	127	2,894	14.2%
NSW	The Australian Institute of Music	29	130	35	*	*	63	257	13.6%
Vic	Deakin University	1,365	3,753	868	184	*	273	6,443	13.5%
Vic	La Trobe University	1,532	3,237	759	48	14	139	5,729	13.2%
NSW	University of Technology, Sydney	712	2,866	639	44	*	824	5,085	12.6%
NSW	Southern Cross University	806	843	411	436	23	830	3,349	12.3%
NSW	The University of Newcastle	1,360	2,837	772	1,037	6	291	6,303	12.2%
ACT	University of Canberra	557	989	280	104	7	396	2,333	12.0%
Qld	Brisbane College of Theology	20	*	*	6	*	*	35	11.4%
NSW	University of Wollongong	672	1,984	410	211	*	322	3,601	11.4%
NSW	Wesley Institute	8	51	8	*	*	*	72	11.1%
Qld	University of Southern Queensland	1,188	1,201	406	8	181	752	3,736	10.9%
SA	University of South Australia	833	3,428	547	369	197	199	5,573	9.8%
Qld	Central Queensland University	858	1,055	270	13	124	477	2,797	9.7%

State	Provider	Higher Education course	Secondary education	VET award course	Mature Age	Professional Qualification	Other basis	Total Admissions	% VET as basis of Admission
SA	Adelaide Central School of Art	25	21	6	*	*	9	63	9.5%
Vic	University of Ballarat	360	749	129	152	36	113	1,539	8.4%
Qld	Griffith University	2,208	3,432	622	32	87	1,086	7,467	8.3%
SA	The Flinders University of South Australia	780	1,632	275	334	33	350	3,404	8.1%
WA	The University of Notre Dame Australia	174	725	146	566	6	261	1,878	7.8%
Vic	Monash University	2,037	4,721	543	*	27	145	7,473	7.3%
Qld	Queensland University of Technology	2,526	4,584	626	*	123	942	8,801	7.1%
WA	Curtin University of Technology	1,269	2,815	371	443	11	832	5,741	6.5%
NSW	Macquarie University	750	1,750	257	263	*	980	4,001	6.4%
Qld	University of the Sunshine Coast	351	862	104	*	38	424	1,782	5.8%
NSW	Insearch	*	303	20	13	*	8	348	5.7%
Qld	James Cook University	919	1,424	179	12	86	614	3,234	5.5%
SA	Adelaide College of Divinity	27	5	*	*	*	10	44	4.5%
Vic	Melbourne Institute of Business and Technology	15	153	13	*	*	109	291	4.5%
NSW	Wollongong College Australia	33	11	*	*	*	*	47	4.3%
NSW	Whitehouse Institute of Design	*	50	7	*	*	119	181	3.9%
SA	Australian Lutheran College	23	68	*	7	*	5	108	3.7%
Qld	Bond University	225	427	28	59	*	77	816	3.4%
NSW	The University of New South Wales	942	4,199	215	221	*	730	6,307	3.4%
Vic	Monash College Group	5	87	*	*	*	*	98	3.1%
NSW	Blue Mountains International Hotel Management School	14	72	*	*	*	15	104	2.9%
Multi-State	Australian College of Theology	110	40	12	257	*	20	439	2.7%
NSW	Billy Blue College	17	104	6	5	*	87	220	2.7%
Vic	Tabor College - Victoria	5	13	*	66	*	70	158	2.5%
Qld	Queensland Institute of Business and Technology	*	*	*	*	*	125	131	2.3%
NSW	Sydney Institute of Business and Technology	71	248	9	43	*	32	403	2.2%
Qld	The University of Queensland	2,082	4,731	152	*	63	463	7,492	2.0%
Vic	Harvest Bible College	*	*	*	99	*	*	109	1.8%
NSW	ACPE Limited	94	259	6	10	12	*	385	1.6%
Vic	The University of Melbourne	1,284	3,827	82	12	*	124	5,330	1.5%
WA	Curtin International College	*	25	*	*	*	57	84	1.2%
NSW	The University of Sydney	1,612	5,757	84	129	18	493	8,093	1.0%
ACT	The Australian National University	568	1,341	19	7	*	433	2,368	0.8%
Vic	Australian Institute of Public Safety	*	129	*	*	*	*	136	0.7%
SA	The University of Adelaide	400	2,731	24	224	*	198	3,577	0.7%
Vic	Melbourne College of Divinity	35	21	*	26	*	86	170	0.6%
WA	The University of Western Australia	991	2,280	13	41	*	414	3,739	0.3%

State	Provider	Higher Education course	Secondary education	VET award course	Mature Age	Professional Qualification	Other basis	Total Admissions	% VET as basis of Admission
NSW	SAE Institute	*	71	*	204	*	81	357	0.3%
NSW	Macleay College	45	292	*	42	*	*	380	0.3%
NSW	Australian College of Applied Psychology	389	127	*	978	*	5	1,502	0.1%
NSW	JMC Academy	71	676	*	*	16	116	880	0.1%
NSW	Avondale College	77	149	*	*	*	73	300	0.0%
NSW	Campion Institute Limited	*	*	*	*	*	20	21	0.0%
NSW	International Conservatorium of Music	*	*	*	*	*	35	35	0.0%
NSW	Jansen Newman Institute	*	*	*	41	*	*	43	0.0%
NSW	Moore Theological College	109	*	*	*	6	12	133	0.0%
NSW	National Institute of Dramatic Art	*	*	*	*	*	54	54	0.0%
NSW	Nature Care College	*	*	*	*	*	180	180	0.0%
Vic	Gordon Institute of TAFE	*	5	*	14	*	*	21	0.0%
Vic	Marcus Oldham College	*	76	*	*	*	5	82	0.0%
Vic	Melbourne Institute of Technology	*	*	*	*	*	*	*	0.0%
Vic	Oceania Polytechnic Institute of Education	*	*	*	*	*	39	39	0.0%
Vic	The Australian Guild of Music Education	8	*	*	*	*	*	9	0.0%
Vic	The Southern School of Natural Therapies Limited	*	*	*	*	*	138	138	0.0%
Qld	Australian College of Natural Medicine	*	*	*	*	*	1,449	1,449	0.0%
Qld	Qantm Pty Ltd	205	*	*	*	*	113	319	0.0%
WA	Perth Bible College	*	*	*	13	*	9	25	0.0%
WA	Perth Institute of Business and Technology	*	*	*	*	*	24	25	0.0%
SA	Bradford College	*	10	*	*	*	*	10	0.0%
SA	Educational Enterprises Australia Pty Ltd	*	*	*	*	*	10	11	0.0%
SA	South Australian Institute of Business and Technology	*	*	*	*	*	129	130	0.0%
SA	Tabor College Adelaide	*	*	*	*	*	242	242	0.0%
Tas	Tabor College Tasmania	*	*	*	45	*	*	48	0.0%
Tas	University of Tasmania	1,357	1,605	*	367	6	1,512	4,847	0.0%
NT	Batchelor Institute of Indigenous Tertiary Education	*	*	*	33	9	182	224	0.0%
Total		43,167	91,323	18,485	10,462	1,438	24,641	189,516	9.8%

Table 4 NSW UAC Applicants and offers to applicants for admissions to a HE place by highest prior qualification, 2008-2009

<i>Highest prior qualification</i>	<i>Number Applied</i>	<i>Number Offered</i>	<i>% Offered</i>
Complete HE postgraduate course	720	591	82.1%
Complete HE bachelor course	3 062	2 394	78.2%
Complete HE sub-degree course	1 347	1 106	82.1%
Incomplete HE course	13 114	9 770	74.5%
Complete VET award course	5 924	5 200	87.8%
Incomplete VET award course	1 786	1 197	67.0%
Complete final year secondary education	51 328	42 069	82.0%
Other	1 846	1 203	65.2%
No prior qualification	634	147	23.2%

Table 5 The highest prior education of VET Students and % of total for the last 5 years, AVETMISS Provider Collection, NCVET

<i>Level</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Did not attend school	1,904	2,656	3,312	3,924	4,091	0.1%	0.2%	0.2%	0.2%	0.2%
Year 9 or lower	107,876	111,180	119,586	125,660	127,133	6.7%	6.7%	7.1%	7.5%	7.5%
Year 10	245,649	244,622	279,864	283,420	263,866	15.3%	14.8%	16.7%	17.0%	15.6%
Year 11	137,623	137,563	159,708	162,826	139,229	8.6%	8.3%	9.5%	9.8%	8.2%
Year 12	362,376	366,681	360,967	364,797	295,803	22.6%	22.2%	21.5%	21.9%	17.4%
Certificate I	4,667	3,476	4,110	4,280	33,577	0.3%	0.2%	0.2%	0.3%	2.0%
Certificate II	19,601	21,714	24,220	25,923	85,589	1.2%	1.3%	1.4%	1.6%	5.0%
Certificate III	98,606	109,376	120,668	128,458	140,817	6.1%	6.6%	7.2%	7.7%	8.3%
Certificate IV	43,922	48,249	52,196	57,197	62,985	2.7%	2.9%	3.1%	3.4%	3.7%
Diploma	44,013	47,125	50,173	54,827	59,861	2.7%	2.9%	3.0%	3.3%	3.5%
Advanced diploma or Assoc Degree	19,546	18,917	19,525	20,307	23,272	1.2%	1.1%	1.2%	1.2%	1.4%
Bachelor degree or higher	87,640	94,207	93,398	101,397	112,402	5.5%	5.7%	5.6%	6.1%	6.6%
Miscellaneous education	12,873	13,182	12,086	11,334	70,963	0.8%	0.8%	0.7%	0.7%	4.2%
Highest education level unknown	420,068	431,812	376,151	320,668	276,854	26.2%	26.2%	22.4%	19.3%	16.3%
Total	1,606,364	1,650,760	1,675,964	1,665,018	1,696,442	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6 Further Study with HE Training Providers at the major Field of Education by the major Field of Education of the Qualification recently completed, all domestic HE Graduate respondents, 2008

			Broad Field of Education of most recent qualification completed												
			<i>Natural & Physical Sciences</i>	<i>Information Technology</i>	<i>Engineering and Related Technologies</i>	<i>Architecture and Building</i>	<i>Agriculture, Environmental and Related Studies</i>	<i>Medicine & related</i>	<i>Education</i>	<i>Management & Commerce</i>	<i>Society & Culture</i>	<i>Creative Arts</i>	<i>Food, Hospitality & Personal Services</i>	<i>Mixed Field Programmes</i>	<i>Total</i>
Current Study Broad Field of Education	Natural & Physical Sciences	%	83.3	0.4	1.4	*	1.7	3.4	1.4	1.9	6.0	0.4	*	*	100.0
	Information Technology	%	4.8	62.9	7.6	*	*	*	1.8	9.9	8.6	3.6	*	*	100.0
	Engineering and Related Technologies	%	10.9	5.8	65.4	2.5	1.8	*	*	6.7	3.5	1.6	*	*	100.0
	Architecture and Building	%	1.6	*	1.1	83.1	1.8	*	*	2.5	5.6	3.0	*	*	100.0
	Agriculture, Environmental and Related Studies	%	20.9	*	*	2.2	59.2	*	*	4.0	9.0	*	*	*	100.0
	Medicine & related	%	28.3	0.2	0.5	*	0.3	58.7	1.5	2.1	7.4	0.8	*	*	100.0
	Education	%	7.1	1.1	0.2	0.3	0.8	7.8	33.9	3.8	30.4	14.5	*	*	100.0
	Management & Commerce	%	2.6	2.0	2.1	0.8	0.6	2.1	1.3	75.7	10.3	2.2	*	*	100.0
	Society & Culture	%	2.4	0.6	0.5	0.3	0.4	1.7	3.1	8.0	79.5	3.5	*	*	100.0
	Creative Arts	%	1.0	0.9	0.4	0.9	*	0.9	3.5	2.6	14.3	75.2	*	*	100.0
	Food, Hospitality & Personal Services	%	*	*	*	*	*	*	*	*	*	*	*	*	100.0
	Mixed Field Programmes	%	*	*	*	*	*	9.6	13.5	9.6	28.8	13.5	*	13.5	100.0
	Total	%	16.3	2.1	2.4	2.7	1.4	11.1	5.6	17.5	32.7	8.1	*	0.1	100.0
		n	3 407	444	494	564	299	2 316	1 179	3 671	6 842	1 706	*	16	20 941

Table 7 Further Study with Registered Training Organisations (VET) at the major Field of Education by the major Field of Education of the Qualification recently completed, all domestic HE Graduate respondents, 2008

			Broad Field of Education of most recent qualification completed												
			<i>Natural & Physical Sciences</i>	<i>Information Technology</i>	<i>Engineering and Related Technologies</i>	<i>Architecture and Building</i>	<i>Agriculture, Environmental and Related Studies</i>	<i>Medicine & related</i>	<i>Education</i>	<i>Management & Commerce</i>	<i>Society & Culture</i>	<i>Creative Arts</i>	<i>Food, Hospitality & Personal Services</i>	<i>Mixed Field Programmes</i>	<i>Total</i>
Current Study Broad Field of Education	Natural & Physical Sciences	%	*	*	*	*	*	*	*	*	*	*	*	*	100.0
	Information Technology	%	*	*	*	*	*	*	*	*	*	*	*	*	100.0
	Engineering and Related Technologies	%	*	*	*	*	*	*	*	*	*	*	*	*	100.0
	Architecture and Building	%	*	*	*	25.0	*	*	*	*	*	*	*	*	100.0
	Agriculture, Environmental and Related Studies	%	*	*	*	*	*	*	*	*	*	*	*	*	100.0
	Medicine & related	%	*	*	*	*	*	66.7	*	16.7	*	*	*	*	100.0
	Education	%	*	*	*	*	*	16.7	33.3	10.4	31.3	*	*	*	100.0
	Management & Commerce	%	*	*	*	*	*	10.3	14.7	22.1	30.9	10.3	*	*	100.0
	Society & Culture	%	*	*	*	*	*	9.8	17.6	11.8	33.3	17.6	*	*	100.0
	Creative Arts	%	*	*	*	*	*	*	*	*	20.9	48.8	*	*	100.0
	Food, Hospitality & Personal Services	%	*	*	*	*	*	*	*	*	*	*	*	*	100.0
	Mixed Field Programmes	%	*	*	*	*	*	*	*	*	*	*	*	*	100.0
	Total	%	3.3	2.3	2.0	4.6	2.0	15.3	16.3	13.4	25.4	15.0	*	*	100.0
		n	10	7	6	14	6	47	50	41	78	46	*	*	307

Table 8a Persons currently studying by highest school level completed, level of highest qualification and level of current qualification, weighted numbers, ABS SET 2005

Level of current non-school study for qualification	Completed Year 12					Did not complete Year 12				
	Level of highest non-school qualification					Level of highest non-school qualification				
	<i>Bachelor degree and above</i>	<i>Certificate III to advanced diploma</i>	<i>Certificate I or II</i>	<i>Level not known (includes certificate nfd)</i>	<i>No non-school qual</i>	<i>Bachelor degree and above</i>	<i>Certificate III to advanced diploma</i>	<i>Certificate I or II</i>	<i>Level not known (includes certificate nfd)</i>	<i>No non-school qual</i>
Bachelor degree and above	320 595	108 729	27 368	8 233	383 223	18 244	27 033	4 163	*	15 485
Advanced diploma/Diploma	33 264	56 804	14 078	6 663	61 552	5 346	37 232	4 526	2 732	11 585
Certificate III or IV	31 491	93 354	25 714	13 570	108 163	5 166	83 394	22 514	5 035	129 586
Certificate I or II	11 058	7 960	6 266	*	15 680	*	9 321	20 822	3 970	52 698
Level not known (includes certificate nfd)	57 959	28 140	12 714	5 450	32 601	8 401	31 930	16 774	10 345	61 886
Total	454 367	294 988	86 140	35 089	601 218	37 735	188 911	68 798	22 589	271 240

Note: * indicates that the number is based on less than 5 survey counts

Table 8b Persons currently studying by highest school level completed, level of highest qualification and level of current qualification (%), weighted, ABS SET 2005

Level of current non-school study for qualification	Completed Year 12					Did not complete Year 12				
	Level of highest non-school qualification					Level of highest non-school qualification				
	<i>Bachelor degree and above</i>	<i>Certificate III to advanced diploma</i>	<i>Certificate I or II</i>	<i>Level not known (includes certificate nfd)</i>	<i>No non-school qual</i>	<i>Bachelor degree and above</i>	<i>Certificate III to advanced diploma</i>	<i>Certificate I or II</i>	<i>Level not known (includes certificate nfd)</i>	<i>No non-school qual</i>
Bachelor degree and above	37.8%	12.8%	3.2%	1.0%	45.2%	27.9%	41.3%	6.4%	0.8%	23.7%
Advanced diploma/Diploma	19.3%	33.0%	8.2%	3.9%	35.7%	8.7%	60.6%	7.4%	4.4%	18.9%
Certificate III or IV	11.6%	34.3%	9.4%	5.0%	39.7%	2.1%	33.9%	9.2%	2.0%	52.7%
Certificate I or II	26.2%	18.9%	14.9%	2.8%	37.2%	0.7%	10.7%	23.8%	4.5%	60.3%
Level not known (includes certificate nfd)	42.3%	20.6%	9.3%	4.0%	23.8%	6.5%	24.7%	13.0%	8.0%	47.8%
Total	30.9%	20.0%	5.9%	2.4%	40.8%	6.4%	32.1%	11.7%	3.8%	46.0%

Table 9 All commencing domestic undergraduate students where the basis of admission to current course was a VET Award by Narrow Field of Education, Gender and Level of current Course, 2008

Narrow field of education	Males						Females						Total
	Bachelor's Pass	Associate Degree	Advanced Diploma (AQF)	Diploma (AQF)	Other Award Courses	Total	Bachelor's Pass	Associate Degree	Advanced Diploma (AQF)	Diploma (AQF)	Other Award Courses	Total	
0701 Teacher Education	487	5	0	0	1	493	2,032	4	0	0	71	2,107	2,600
0603 Nursing	299	0	0	0	0	299	2,269	0	0	0	2	2,271	2,570
0803 Business and Management	1,075	7	5	9	5	1,101	1,288	18	5	5	3	1,319	2,420
0905 Human Welfare Studies and Services	127	1	0	1	0	129	663	2	0	7	5	677	806
0911 Justice and Law Enforcement	87	377	0	0	1	465	145	105	0	0	0	250	715
0801 Accounting	263	1	0	5	0	269	326	0	0	1	0	327	596
0800 Management and Commerce	250	0	0	5	0	255	232	0	0	4	0	236	491
0903 Studies in Human Society	126	2	2	0	0	130	333	9	5	0	1	348	478
0699 Other Health	210	0	0	1	0	211	251	0	0	2	0	253	464
1007 Communication and Media Studies	200	2	0	2	0	204	246	1	0	2	0	249	453
0805 Sales and Marketing	157	0	0	0	0	157	251	0	0	1	0	252	409
0900 Society and Culture	158	0	0	0	0	158	249	0	0	0	0	249	407
0401 Architecture and Urban Environment	219	0	4	1	0	224	152	0	10	0	0	162	386
0907 Behavioural Science	97	0	0	0	2	99	269	0	0	0	12	281	380
1005 Graphic and Design Studies	170	3	0	0	6	179	167	3	0	1	1	172	351
0999 Other Society and Culture	95	0	0	2	0	97	213	0	0	0	0	213	310
1003 Visual Arts and Crafts	85	1	0	0	0	86	199	5	0	3	0	207	293
0199 Other Natural and Physical Sciences	97	0	0	0	0	97	186	0	0	3	2	191	288
0899 Other Management and Commerce	140	0	0	4	0	144	140	0	0	4	0	144	288
0203 Information Systems	190	0	0	0	0	190	43	0	0	0	0	43	233
0201 Computer Science	199	2	0	0	0	201	25	0	0	0	0	25	226
1001 Performing Arts	113	0	0	6	0	119	94	0	2	5	0	101	220
0403 Building	184	0	1	0	0	185	30	0	1	0	0	31	216

Narrow field of education	Males						Females						Total
	Bachelor's Pass	Associate Degree	Advanced Diploma (AQF)	Diploma (AQF)	Other Award Courses	Total	Bachelor's Pass	Associate Degree	Advanced Diploma (AQF)	Diploma (AQF)	Other Award Courses	Total	
0509 Environmental Studies	94	2	0	0	0	96	93	1	0	0	0	94	190
0300 Engineering and Related Technologies	156	0	12	5	0	173	10	0	3	0	0	13	186
0109 Biological Sciences	62	2	0	0	1	65	120	0	0	0	0	120	185
0399 Other Engineering and Related Technologies	109	54	0	5	0	168	6	2	0	0	0	8	176
0299 Other Information Technology	133	0	0	1	0	134	30	0	0	0	0	30	164
0909 Law	61	0	0	0	2	63	89	0	0	0	4	93	156
0613 Public Health	55	0	0	0	0	55	97	1	0	0	0	98	153
0313 Electrical and Electronic Engineering and Technology	121	9	0	0	0	130	8	1	0	0	0	9	139
0811 Banking, Finance and Related Fields	83	0	0	0	0	83	51	0	0	0	0	51	134
0100 Natural and Physical Sciences	62	0	0	1	0	63	53	0	0	1	0	54	117
0617 Rehabilitation Therapies	37	0	0	0	0	37	73	0	0	0	0	73	110
0307 Mechanical and Industrial Engineering and Technology	107	1	0	0	0	108	1	0	0	0	0	1	109
0917 Philosophy and Religious Studies	48	0	1	5	1	55	41	0	0	4	2	47	102
0309 Civil Engineering	75	0	0	0	0	75	3	0	0	0	0	3	78
1099 Other Creative Arts	34	0	0	1	0	35	40	0	0	0	0	40	75
0799 Other Education	28	0	0	0	7	35	25	0	0	0	2	27	62
0921 Sport and Recreation	48	0	0	0	3	51	10	0	0	0	0	10	61
0913 Librarianship, Information Management and Curatorial Studies	10	0	0	0	0	10	46	0	0	0	0	46	56
0200 Information Technology	48	0	0	1	0	49	6	0	0	0	0	6	55
0501 Agriculture	18	0	0	3	0	21	30	1	0	1	0	32	53
0919 Economics and Econometrics	35	0	0	0	0	35	18	0	0	0	0	18	53
0807 Tourism	12	0	0	0	0	12	37	0	0	0	0	37	49
0915 Language and Literature	15	0	0	1	0	16	29	0	2	0	0	31	47
0607 Dental Studies	2	0	0	0	0	2	34	1	0	0	0	35	37

Narrow field of education	Males						Females						Total
	Bachelor's Pass	Associate Degree	Advanced Diploma (AQF)	Diploma (AQF)	Other Award Courses	Total	Bachelor's Pass	Associate Degree	Advanced Diploma (AQF)	Diploma (AQF)	Other Award Courses	Total	
0619 Complementary Therapies	8	0	0	0	0	8	29	0	0	0	0	29	37
0315 Aerospace Engineering and Technology	28	0	0	0	0	28	3	0	0	0	0	3	31
0500 Agriculture, Environmental and Related Studies	2	5	0	0	0	7	17	2	0	0	0	19	26
0311 Geomatic Engineering	24	0	0	0	0	24	1	0	0	0	0	1	25
0503 Horticulture and Viticulture	8	5	0	0	0	13	7	1	0	0	0	8	21
0901 Political Science and Policy Studies	14	0	0	0	0	14	6	0	0	0	0	6	20
1000 Creative Arts	12	0	0	1	0	13	4	0	0	3	0	7	20
0301 Manufacturing Engineering and Technology	0	0	0	0	0	0	19	0	0	0	0	19	19
0601 Medical Studies	7	0	0	0	0	7	11	0	0	0	0	11	18
0600 Health	7	0	0	0	0	7	10	0	0	0	0	10	17
0101 Mathematical Sciences	11	0	0	0	0	11	5	0	0	0	0	5	16
0615 Radiography	8	0	0	0	0	8	6	0	0	0	0	6	14
0703 Curriculum and Education Studies	5	0	0	0	0	5	9	0	0	0	0	9	14
0105 Chemical Sciences	9	0	0	0	0	9	3	0	0	0	0	3	12
0303 Process and Resources Engineering	12	0	0	0	0	12	0	0	0	0	0	0	12
0107 Earth Sciences	5	0	0	0	0	5	4	0	0	0	0	4	9
0103 Physics and Astronomy	4	0	0	0	0	4	3	0	0	0	0	3	7
1101 Food and Hospitality	2	0	0	0	0	2	5	0	0	0	0	5	7
0305 Automotive Engineering and Technology	6	0	0	0	0	6	0	0	0	0	0	0	6
0599 Other Agriculture, Environmental and Related Studies	2	0	0	0	0	2	2	0	0	0	0	2	4
0505 Forestry Studies	1	0	0	0	0	1	0	0	0	0	0	0	1
0507 Fisheries Studies	1	0	0	0	0	1	0	0	0	0	0	0	1
0605 Pharmacy	0	0	0	0	0	0	1	0	0	0	0	1	1
Total	6 657	479	25	60	29	7 250	10 898	157	28	47	105	11 235	18 485

Table 10 The number of Enrolments by level of qualification for VET studies undertaken by Students with a Bachelor or higher prior Education, AVETMISS Provider Collection, NCVET

Level of qualification	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Year 11	2	2	2	2	
Year 12	176	183	154	134	
Certificate I	3665	3674	4037	4125	3768
Certificate II	9538	10337	12555	10794	11435
Certificate III	13510	15419	16321	17240	20446
Certificate IV	18537	18782	17998	20746	21898
Advanced diploma	3017	3164	3053	3350	3848
Associate degree			5	9	
Diploma	9966	10262	10363	11512	13547
Bachelor degree (Pass)	72	68	57	7	19
Bachelor degree (Honours)	1	1	2		
Graduate diploma	5	4	22	43	22
Graduate certificate	526	475	290	331	423
Non-award courses	8215	6600	5817	6939	8136
Statement of attainment	11719	12007	12350	13271	13384
Bridging & enabling courses	928	612	582	723	861
Not elsewhere classified	3665	3682	4306	4716	5729
Subject only - no qualification	4098	8935	5484	7455	8886

Table11 The number of enrolments by Field of Education for VET studies undertaken by Students with a Bachelor or higher prior Education, AVETMISS Provider Collection, NCVER

Field of Education	Year				
	2004	2005	2006	2007	2008
0803 - Business and management	6 474	6 830	7 929	9 173	10 626
1201 - General education programmes	5 573	6 526	5 891	9 538	9 273
[Subject only activity]	4 098	8 935	5 484	7 455	8 886
0905 - Human welfare studies and services	3 164	3 566	3 773	5 938	8 855
0799 - Other education	6 167	6 254	5 081	7 085	7 338
1101 - Food and hospitality	3 713	4 316	4 629	4 951	6 453
0915 - Language and literature	8 132	7 495	8 646	5 315	5 414
0809 - Office studies	3 737	3 237	3 783	4 326	4 691
0811 - Banking, finance and related fields	3 030	3 231	3 534	4 087	4 635
0805 - Sales and marketing	2 869	3 214	3 223	3 354	3 998
1205 - Employment skills courses	2 543	2 824	2 886	2 776	3 661
0403 - Building	2 271	2 187	2 193	2 274	2 827
1003 - Visual arts and crafts	1 840	1 823	1 725	1 929	2 281
0699 - Other health	1 890	1 882	2 175	3 139	2 221
0613 - Public health	1 728	1 434	1 626	1 756	2 186
0313 - Electrical and electronic engineering and technology	1 818	1 587	1 503	1 668	1 908
0307 - Mechanical and industrial engineering and technology	1 751	1 607	1 671	1 712	1 782
1299 - Other mixed field programmes	1 588	2 286	2 406	1 595	1 625
0503 - Horticulture and viticulture	1 649	1 639	1 557	1 367	1 491
0301 - Manufacturing engineering and technology	1 175	1 155	1 213	1 279	1 304
0303 - Process and resources engineering	994	1 084	1 133	1 275	1 278
0305 - Automotive engineering and technology	1 314	1 341	2 122	1 163	1 114
0201 - Computer science	1 058	815	821	952	1 096
1007 - Communication and media studies	1 218	1 201	1 019	989	1 077
0501 - Agriculture	1 676	1 496	1 819	1 616	1 013
0203 - Information systems	2 273	2 244	2 021	862	841
0401 - Architecture and urban environment	751	749	688	741	838
0509 - Environmental studies	787	948	1 081	840	833
0911 - Justice and law enforcement	367	469	701	850	791
0921 - Sport and recreation	838	840	722	889	771
1005 - Graphic and design studies	578	644	568	655	737
0603 - Nursing	331	509	547	741	689
0899 - Other management and commerce	813	874	894	753	689
0317 - Maritime engineering and technology	558	495	640	564	672
0703 - Curriculum and education studies	302	237	440	741	669
0701 - Teacher education	758	627	514	494	645
0299 - Information technology - nec	523	615	807	547	644
0913 - Librarianship, information management and curatorial studies	399	486	441	474	560
0801 - Accountancy	873	699	516	396	523
0807 - Tourism	480	545	575	534	518
0199 - Other natural and physical sciences	119	110	312	396	517
1001 - Performing arts	666	545	476	487	458
1103 - Personal services	229	355	279	325	434
0399 - Other engineering and related technologies	691	762	478	475	409
0309 - Civil engineering	317	204	188	371	406
0505 - Forestry studies	373	303	340	325	343
0611 - Veterinary studies	169	208	204	237	288
0619 - Complementary therapies	268	232	209	254	278
0599 - Other agriculture, environmental and related studies	318	314	168	171	253
0901 - Political science and policy studies	449	443	208	154	229
0607 - Dental studies	130	169	157	174	210
0999 - Other society and culture	80	147	214	125	184
0909 - Law	46	37	112	138	150
0315 - Aerospace engineering and technology	99	102	89	81	126
0311 - Geomatic engineering	83	66	73	99	113
0609 - Optical science	86	77	122	87	101

Field of Education	Year				
	2004	2005	2006	2007	2008
0507 - Fisheries studies	65	57	58	68	72
0617 - Rehabilitation therapies	99	105	95	102	67
0109 - Biological sciences	350	336	150	76	65
1203 - Social skills courses	97	160	106	115	49
0601 - Medical studies	69	65	45	65	46
1099 - Other creative arts	93	54	26	14	46
0903 - Studies in human society	543	319	248	204	37
0105 - Chemical sciences	22	4	4	12	23
0107 - Earth sciences	26	26	9	10	14
0101 - Mathematical sciences	19	54	22	20	11
0103 - Physics and astronomy	6	5	3	6	7
0605 - Pharmacy	2		1	7	7
0907 - Behavioural science	22	1	5		6
0917 - Philosophy and religious studies	3	1		6	
	87 640	94 207	93 398	101 397	112 402

Table 12 Main Field of Education for current year non-school study for persons studying at a AQF level higher than any previous AQF attainment. This is expressed as a % of total (weighted) students also with the totals for each Field of Education), ABS SET 2005

Main Field of Education for highest non school qualification	Main Field of Education for current year non-school study													Total
	Natural and physical sciences	Information technology	Engineering and related technologies	Architecture and building	Agriculture, environment and related studies	Health	Education	Management and commerce	Society and culture	Creative arts	Food, hospitality and personal services	Mixed field programmes	Field not determined	
Natural and physical sciences	1.7%	*	*		*	*	*	0.8%	*	*				4.9%
Information technology	*	5.1%				*	*	1.2%	0.8%	*	*		*	8.6%
Engineering and related technologies	*	0.8%	2.7%	*	*	*	*	2.4%	0.9%	*				8.5%
Architecture and building			*	1.2%	*	*		*	*	*	*			2.7%
Agriculture, environment and related studies	*	*		*	0.6%	*		*	*	*			*	2.2%
Health	*			*		5.9%	*	1.8%	*					8.9%
Education		*				*	3.3%	*	1.0%			*	*	5.0%
Management and commerce	0.5%	*	*	*	*	1.4%	1.3%	19.8%	3.3%	1.0%			*	29.2%
Society and culture	*	*	*	*		1.3%	1.0%	1.6%	8.4%	*			*	14.1%
Creative arts		*	*			*	*	1.1%	1.1%	2.5%			*	6.4%
Food, hospitality and personal services			*	*		*	*	2.5%	1.6%	1.4%	1.4%	*	*	8.7%
Mixed field programmes or field not determined							*	*	*	*			*	0.8%
	16 856	34 276	18 151	11 678	9 128	46 121	34 893	140 847	82 280	27 849	7 455	1 177	5 967	436 678
Total	3.9%	7.8%	4.2%	2.7%	2.1%	10.6%	8.0%	32.3%	18.8%	6.4%	1.7%	0.3%	1.4%	100.0%

Legend: Blank = 0; * = Data for less than 5 persons per cell (unweighted)

Table 13 Main Field of Education for current year non-school study for persons studying at a AQF level the same as their previous highest AQF attainment. This is expressed as a % of total (weighted) students also with the totals for each Field of Education, ABS SET 2005

Main Field of Education for highest non school qualification	Main Field of Education for current year non-school study													Total
	Natural and physical sciences	Information technology	Engineering and related technologies	Architecture and building	Agriculture, environment and related studies	Health	Education	Management and commerce	Society and culture	Creative arts	Food, hospitality and personal services	Mixed field programmes	Field not determined	
Natural and physical sciences	2.7%	*				1.8%		*	*					5.5%
Information technology		3.0%				*		*	*		*			4.5%
Engineering and related technologies	*	*	7.5%	*	*	*		3.3%	*	*		*	*	13.1%
Architecture and building			*	3.3%		*		*	*					4.2%
Agriculture, environment and related studies	*	*			1.0%			*	*	*	*			2.2%
Health	*				*	5.9%	*	*	0.9%	*				8.1%
Education							3.5%	*	1.4%					5.4%
Management and commerce	*	*	*	*	*	0.8%	1.1%	22.7%	2.7%	*	*			30.4%
Society and culture	*		*			1.0%	0.7%	1.7%	9.8%	*	*		*	14.5%
Creative arts		*	*	*			*	*	0.4%	2.3%	*			4.4%
Food, hospitality and personal services			*			*	*	1.9%	0.8%	*	2.9%			6.3%
Mixed field programmes or field not determined				*		*	*	*	0.4%				*	1.5%
	15 049	16 056	33 494	16 405	6 659	39 456	22 242	117 661	65 056	13 255	15 910	724	3 064	365 031
Total	4.1%	4.4%	9.2%	4.5%	1.8%	10.8%	6.1%	32.2%	17.8%	3.6%	4.4%	0.2%	0.8%	100.0%

Table 14 Main Field of Education for current year non-school study for persons studying at a AQF level lower than their previous highest AQF attainment. This is expressed as a % of total (weighted) students also with the totals for each Field of Education, ABS SET 2005

Main Field of Education for highest non school qualification	Main Field of Education for current year non-school study													Total
	Natural and physical sciences	Information technology	Engineering and related technologies	Architecture and building	Agriculture, environment and related studies	Health	Education	Management and commerce	Society and culture	Creative arts	Food, hospitality and personal services	Mixed field programmes	Field not determined	
Natural and physical sciences	*		*			*	*	2.3%	*	*				6.4%
Information technology		*	*			*		1.7%	*	*			*	5.6%
Engineering and related technologies		*	2.6%	*		*		2.1%	*					6.6%
Architecture and building		*	*	*				*			*			2.0%
Agriculture, environment and related studies		*	*		*			*	*	*			*	3.2%
Health						3.0%	*	4.0%	4.0%	*	*			12.7%
Education		*	*	*	*	*	2.9%	1.7%	5.0%	*			*	13.4%
Management and commerce		*	*	*		*	1.3%	11.7%	2.5%	*	*		*	19.6%
Society and culture	*	*	*	*		1.5%	*	5.0%	5.3%	*	*		*	15.9%
Creative arts			*		*	*		2.8%	2.2%	*	*		*	7.8%
Food, hospitality and personal services						*	*	1.7%	*	*	*		*	3.9%
Mixed field programmes or field not determined			*	*	*			*	*				*	2.8%
	2 997	8 029	15 903	4 242	4 450	20 995	14 903	77 885	47 882	9 838	7 688	0	3 483	218 293
Total	1.4%	3.7%	7.3%	1.9%	2.0%	9.6%	6.8%	35.7%	21.9%	4.5%	3.5%	0.0%	1.6%	100.0%

Table 15 Persons currently studying by pathway movement direction and main reason for study, weighted, ABS SET 2005

	Pathway movement						Pathway movement					
	<i>Up</i>	<i>Same</i>	<i>Down</i>	<i>No prior qual</i>	<i>Not known</i>	<i>Total</i>	<i>Up</i>	<i>Same</i>	<i>Down</i>	<i>No prior qual</i>	<i>Not known</i>	<i>Total</i>
Main reason for current year non-school study												
To get into another course of study	17 877	10 136	8 228	53 838	8 498	98 578	4.1%	2.8%	3.8%	6.2%	5.0%	4.8%
To get a job	93 721	64 479	26 825	377 415	28 621	591 061	21.5%	17.7%	12.3%	43.3%	17.0%	28.7%
To get a better job or promotion	127 301	69 620	33 568	79 611	21 258	331 357	29.2%	19.1%	15.4%	9.1%	12.6%	16.1%
Was a requirement of job	20 989	34 534	25 482	91 797	23 901	196 702	4.8%	9.5%	11.7%	10.5%	14.2%	9.5%
Wanted extra skills for job	46 981	56 305	43 966	40 198	30 971	218 421	10.8%	15.4%	20.1%	4.6%	18.4%	10.6%
To start own business	16 443	12 627	7 669	24 260	5 659	66 657	3.8%	3.5%	3.5%	2.8%	3.4%	3.2%
To develop existing business	1 843	7 197	8 564	4 165	5 236	27 004	0.4%	2.0%	3.9%	0.5%	3.1%	1.3%
To try for a different career	41 605	43 763	22 258	42 022	12 786	162 434	9.5%	12.0%	10.2%	4.8%	7.6%	7.9%
For interest or personal reasons	62 365	57 297	37 641	145 961	28 603	331 868	14.3%	15.7%	17.2%	16.7%	17.0%	16.1%
Other reason	7 553	9 075	4 093	13 191	3 082	36 993	1.7%	2.5%	1.9%	1.5%	1.8%	1.8%
Total	436 678	365 031	218 293	872 458	168 615	2 061 076	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Pathway movement based on the level of current study compared with the level of the highest non-school qualification

Table 16 All commencing domestic undergraduate students by State, Institution and Percentage of Credit used, HEIMS, DEEWR, 2008

State/Education Provider (Current)		Percentage of Credit used							Enrolment with any Credit
		None	<5%	6% - 10%	11% - 50%	51% - 100%	>100%	Total	
New South Wales	Whitehouse Institute of Design	74	0	2	63	42	0	181	59.1%
	Cengage Education	9	0	0	9	2	1	21	57.1%
	Charles Sturt University	3 942	148	150	1 530	554	334	6 658	40.8%
	Macquarie University	2 703	28	40	1 113	116	1	4 001	32.4%
	University of Technology, Sydney	3 663	56	94	1 232	40	0	5 085	28.0%
	Southern Cross University	2 466	68	89	599	127	0	3 349	26.4%
	The University of New England	2 711	70	112	612	164	0	3 669	26.1%
	University of Western Sydney	7 304	143	142	1 619	67	0	9 275	21.3%
	The University of Newcastle	5 015	127	200	886	75	0	6 303	20.4%
	Billy Blue College	181	2	4	25	1	7	220	17.7%
	University of Wollongong	2 993	37	44	490	36	1	3 601	16.9%
	The University of Sydney	6 766	122	168	848	189	0	8 093	16.4%
	Raffles KVB Institute	102	1	1	15	3	0	122	16.4%
	International College of Management, Sydney	100	1	0	14	3	0	118	15.3%
	The University of New South Wales	5 444	858	6	0	0	0	6 308	13.7%
	Insearch	303	23	5	14	3	0	348	12.9%
Avondale College	267	9	5	19	0	0	300	11.0%	
SAE Institute	324	32	1	0	0	0	357	9.2%	

State/Education Provider (Current)	Percentage of Credit used							Enrolment with any Credit
	None	<5%	6% - 10%	11% - 50%	51% - 100%	>100%	Total	
Sydney College of Divinity	272	3	1	19	2	0	297	8.4%
ACPE Limited	365	0	8	12	0	0	385	5.2%
Sydney Institute of Business and Technology	384	19	0	0	0	0	403	4.7%
Nature Care College	173	2	0	1	2	2	180	3.9%
Tabor College (NSW)	30	1	0	0	0	0	31	3.2%
Australian College of Applied Psychology	1 502	0	0	0	0	0	1 502	0.0%
Blue Mountains International Hotel Management School	104	0	0	0	0	0	104	0.0%
Campion Institute Limited	21	0	0	0	0	0	21	0.0%
International Conservatorium of Music	35	0	0	0	0	0	35	0.0%
JMC Academy	880	0	0	0	0	0	880	0.0%
Jansen Newman Institute	43	0	0	0	0	0	43	0.0%
Macleay College	380	0	0	0	0	0	380	0.0%
Moore Theological College	133	0	0	0	0	0	133	0.0%
National Institute of Dramatic Art	54	0	0	0	0	0	54	0.0%
The Australian Institute of Music	257	0	0	0	0	0	257	0.0%
Wesley Institute	72	0	0	0	0	0	72	0.0%
Wollongong College Australia	49	0	0	0	0	0	49	0.0%
Total	49 121	1 750	1 072	9 120	1 426	346	62 835	21.8%
Victoria								
William Angliss Institute of TAFE	29	0	1	26	3	0	59	50.8%
Northern Melbourne Institute of TAFE	45	0	2	29	0	0	76	40.8%

State/Education Provider (Current)	Percentage of Credit used							Enrolment with any Credit
	None	<5%	6% - 10%	11% - 50%	51% - 100%	>100%	Total	
Holmes Institute	18	2	0	6	2	0	28	35.7%
Holmesglen Institute of TAFE	67	0	1	31	4	0	103	35.0%
Swinburne University of Technology	1 916	49	68	698	77	0	2 808	31.8%
Tabor College - Victoria	121	0	4	21	12	0	158	23.4%
Monash University	5 751	146	278	1 215	83	0	7 473	23.0%
Box Hill Institute of TAFE	146	1	5	31	4	0	187	21.9%
La Trobe University	4 548	127	192	767	95	0	5 729	20.6%
Victoria University	3 295	133	69	556	57	24	4 134	20.3%
RMIT University	4 612	113	142	816	56	0	5 739	19.6%
University of Ballarat	1 237	33	27	138	62	42	1 539	19.6%
Deakin University	5 298	56	110	922	57	0	6 443	17.8%
Australian Academy of Design	68	8	0	0	0	0	76	10.5%
The University of Melbourne	4 792	83	126	293	35	1	5 330	10.1%
Monash College Group	90	0	1	7	0	0	98	8.2%
Melbourne Institute of Business and Technology	273	18	0	0	0	0	291	6.2%
Australian Institute of Public Safety	133	0	0	3	0	0	136	2.2%
The Southern School of Natural Therapies Limited	136	2	0	0	0	0	138	1.4%
Gordon Institute of TAFE	21	0	0	0	0	0	21	0.0%
Harvest Bible College	109	0	0	0	0	0	109	0.0%
Marcus Oldham College	83	0	0	0	0	0	83	0.0%

State/Education Provider (Current)	Percentage of Credit used							Enrolment with any Credit
	None	<5%	6% - 10%	11% - 50%	51% - 100%	>100%	Total	
Melbourne College of Divinity	170	0	0	0	0	0	170	0.0%
Melbourne Institute of Technology	3	0	0	0	0	0	3	0.0%
Oceania Polytechnic Institute of Education	39	0	0	0	0	0	39	0.0%
The Australian Guild of Music Education	9	0	0	0	0	0	9	0.0%
Total	33 009	771	1 026	5 559	547	67	40 979	19.4%
Queensland								
Christian Heritage College	129	14	9	42	3	0	197	34.5%
James Cook University	2 364	99	159	522	90	0	3 234	26.9%
Griffith University	5 627	164	203	1 340	132	4	7 470	24.7%
University of Southern Queensland	2 834	178	118	548	58	0	3 736	24.1%
Queensland University of Technology	6 793	247	241	1 396	124	0	8 801	22.8%
Central Queensland University	2 191	260	112	229	5	0	2 797	21.7%
Bond University	675	43	24	73	1	0	816	17.3%
University of the Sunshine Coast	1 519	36	39	174	14	0	1 782	14.8%
The University of Queensland	6 410	165	200	543	130	46	7 494	14.5%
Brisbane College of Theology	33	0	0	2	0	0	35	5.7%
Queensland Institute of Business and Technology	127	4	0	0	0	0	131	3.1%
Qantrm Pty Ltd	315	0	0	1	0	3	319	1.3%
Australian College of Natural Medicine	1 449	0	0	0	0	0	1 449	0.0%
Total	30 466	1 210	1 105	4 870	557	53	38 261	20.4%
Western Australia								
Curtin University of Technology	4 352	249	193	861	86	0	5 741	24.2%

State/Education Provider (Current)	Percentage of Credit used							Enrolment with any Credit
	None	<5%	6% - 10%	11% - 50%	51% - 100%	>100%	Total	
Murdoch University	2 237	35	45	475	102	0	2 894	22.7%
Edith Cowan University	3 697	102	115	657	113	0	4 684	21.1%
Swan TAFE	4	0	0	1	0	0	5	20.0%
The University of Western Australia	3 002	102	84	499	52	0	3 739	19.7%
Perth Bible College	24	0	0	1	0	0	25	4.0%
Curtin International College	84	0	0	0	0	0	84	0.0%
Perth Institute of Business and Technology	25	0	0	0	0	0	25	0.0%
The University of Notre Dame Australia	1 883	0	0	0	0	0	1 883	0.0%
Total	15 308	488	437	2 494	353	0	19 080	19.8%
South Australia								
Bradford College	0	0	0	0	9	1	10	100.0%
Educational Enterprises Australia Pty Ltd	7	4	0	0	0	0	11	36.4%
The Flinders University of South Australia	2 753	75	92	421	61	2	3 404	19.1%
University of South Australia	4 713	82	107	624	38	9	5 573	15.4%
Adelaide Central School of Art	55	0	1	7	0	0	63	12.7%
The University of Adelaide	3 399	39	46	91	2	0	3 577	5.0%
Australian Lutheran College	104	0	0	3	1	0	108	3.7%
South Australian Institute of Business and Technology	126	4	0	0	0	0	130	3.1%
Adelaide College of Divinity	44	0	0	0	0	0	44	0.0%
Tabor College Adelaide	242	0	0	0	0	0	242	0.0%

State/Education Provider (Current)		Percentage of Credit used						Enrolment with any Credit	
		None	<5%	6% - 10%	11% - 50%	51% - 100%	>100%		Total
	Total	11 443	204	246	1 146	111	12	13 162	13.1%
Tasmania	University of Tasmania	4 078	120	165	432	63	0	4 858	16.1%
	Tabor College Tasmania	48	0	0	0	0	0	48	0.0%
	Total	4 126	120	165	432	63	0	4 906	15.9%
Northern Territory	Charles Darwin University	1 011	89	36	467	37	0	1 640	38.4%
	Batchelor Institute of Indigenous Tertiary Education	183	6	3	21	10	1	224	18.3%
	Total	1 194	95	39	488	47	1	1 864	35.9%
Australian Capital Territory	University of Canberra	1 793	25	78	384	53	0	2 333	23.1%
	The Australian National University	1 918	50	58	272	68	2	2 368	19.0%
	Total	3 711	75	136	656	121	2	4 701	21.1%
Multi-State	Australian Catholic University	2 657	54	118	450	35	0	3 314	19.8%
	Australian College of Theology	428	1	1	4	4	1	439	2.5%
	Total	3 085	55	119	454	39	1	3 753	17.8%
Total		151 463	4 768	4 345	25 219	3 264	482	189 541	20.1%

Table 17 Recognition of prior experience and skills for VET graduates and module completers, 2008, AVETMISS Student Outcomes Survey, NCVET

	Graduates	Module completers
With prior experience and skills related to the training	59.9	57.4
Training shortened	25.6	13.2
Based on both prior study and previous experience and skills	11.3	4.9
Based on prior study only	5.4	3.2
Based on previous experience and skills only	9.0	5.1
Training not shortened	34.2	44.2
Training provider did not offer to assess prior experience and skills	18.1	27.6
Did not accept offer to have prior experience and skills assessed	7.1	7.8
Experience and skills assessed but training not shortened	9.0	8.7
No prior experience and skills related to the training	40.1	42.6
Training provider offered to assess prior experience and skills	23.8	21.6
Training provider did not offer to assess prior experience and skills	16.4	21.0

Table 18 Recognition of prior experience and skills for VET graduates by various personal and training characteristics, 2008 AVETMISS Student Outcomes Survey

	With prior experience and skills related to the training								No prior experience and skills related to the training		
	Training shortened				Training not shortened				Training provider offered to assess	Training provider did not offer to assess	Total with no prior experience and skills
	<i>Based on both prior study and previous experience and skills</i>	<i>Based on prior study only</i>	<i>Based on previous experience and skills only</i>	Total training shortened	<i>Training provider did not offer to assess</i>	<i>Did not accept offer to be assessed</i>	<i>Assessed but training not shortened</i>	Total training not shortened			
%	%	%	%	%	%	%	%	%	%	%	
Age											
15-19 years	6.8	4.9	6.8	18.5	19.5	7.7	6.6	33.8	28.8	18.9	47.7
20-24 years	9.2	7.2	5.8	22.1	16.0	5.8	8.0	29.8	29.1	19.0	48.1
25-44 years	13.6	5.0	10.4	29.0	18.6	7.0	9.4	35.0	20.4	15.5	35.9
45 years +	13.5	4.0	12.5	30.1	19.1	8.6	11.3	39.0	18.6	12.3	30.9
Sex											
Male	12.9	4.5	8.9	26.3	18.6	7.3	9.0	34.8	24.2	14.7	38.9
Female	9.6	6.4	9.0	24.9	17.7	7.0	8.9	33.6	23.1	18.3	41.4
Field of education											
Natural and physical sciences	14.8*	7.1*	15.2*	37.1	7.6*	**	0.0	12.2*	23.5*	27.2*	50.7
Information technology	8.0*	17.8	8.3*	34.1	16.1	8.7	14.1	38.9	18.9	8.1*	27.1
Engineering and related technologies	13.2	3.3	10.8	27.4	19.6	8.2	9.0	36.8	21.4	14.4	35.8
Architecture and building	10.4	4.5*	6.0	20.9	19.6	4.5	7.3	31.4	32.5	15.2	47.7
Agriculture, environmental and related studies	11.8	2.4*	12.9	27.0	23.8	5.4	11.9	41.1	19.0	12.9	31.9
Health	10.7	5.8	4.9	21.4	21.7	8.1	8.8	38.6	17.6	22.4	40.0
Education	25.6	6.4	6.9*	38.9	16.4	7.9*	8.8	33.1	11.8	16.1	28.0
Management and commerce	9.0	6.0	10.5	25.5	19.3	6.8	9.3	35.5	21.8	17.2	39.0
Society and culture	12.2	5.5	8.7	26.5	14.9	6.6	8.9	30.4	26.2	16.9	43.1
Creative arts	2.9*	4.0*	1.0*	8.0	26.1	11.2	10.0	47.3	27.9	16.8	44.7
Food, hospitality and personal services	12.3	5.6	7.2	25.0	12.9	6.5	6.1	25.5	30.5	19.0	49.5
Mixed field programs	7.3*	7.8*	5.0*	20.2	8.8*	8.2*	8.0*	24.9	37.1	17.8	55.0
Qualification											
Diploma and above	12.0	8.8	7.5	28.3	18.4	7.8	7.9	34.1	19.0	18.5	37.5
Certificate IV	15.8	6.8	9.4	32.0	19.2	7.0	10.6	36.8	14.9	16.4	31.3
Certificate III	11.2	4.7	10.4	26.3	17.9	6.4	9.4	33.8	24.9	15.0	40.0

	With prior experience and skills related to the training								No prior experience and skills related to the training		
	Training shortened				Training not shortened				Training provider offered to assess	Training provider did not offer to assess	Total with no prior experience and skills
	<i>Based on both prior study and previous experience and skills</i>	<i>Based on prior study only</i>	<i>Based on previous experience and skills only</i>	Total training shortened	<i>Training provider did not offer to assess</i>	<i>Did not accept offer to be assessed</i>	<i>Assessed but training not shortened</i>	Total training not shortened			
%	%	%	%	%	%	%	%	%	%	%	
Certificate II	7.9	2.6	7.6	18.1	18.6	8.1	8.1	34.8	29.6	17.6	47.2
Certificate I	6.5*	4.9*	4.0*	15.4	12.8	7.8	6.1*	26.7	40.8	17.1	57.9
Intended occupation of training activity											
Managers	10.5	6.7	9.2	26.3	18.8	9.3	9.0	37.1	20.8	15.7	36.6
Professionals	18.1	7.9	7.9	33.9	17.2	5.7	9.8	32.8	16.4	17.0	33.4
Technicians and Trades Workers	13.6	5.2	7.7	26.5	18.6	6.4	8.4	33.3	24.4	15.9	40.3
Community and Personal Service Workers	12.1	4.9	8.7	25.6	14.8	7.8	8.6	31.2	25.2	18.0	43.2
Clerical and Administrative Workers	8.5	7.4	8.3	24.2	19.7	5.1	10.9	35.7	23.5	16.6	40.2
Sales Workers	6.7	2.1*	17.9	26.8	19.5	9.1	10.2	38.8	20.2	14.2	34.4
Machinery Operators and Drivers	6.6*	**	18.5	26.2	19.2	8.8	8.8	36.8	24.2	12.7	37.0
Labourers	12.1	1.4*	11.1	24.7	18.9	9.4	8.1	36.4	27.1	11.8	38.9
All graduates	11.3	5.4	9.0	25.6	18.1	7.1	9.0	34.2	23.8	16.4	40.1

Table 19 The key data variables for a unit record collection based data model compared to the variables currently available in the 4 main post secondary data collections. These can be used to help describe the pathways students follow.

Variables in a Collections based Data Model	<i>TA C</i>	<i>University Applications and Offers Data Collection</i>	<i>HEIMS</i>	<i>AVETMISS - VET Provider</i>
1 Student Attributes				
Student name	y	y	y	n (encrypted at jurisdiction)
Unique Student identification code	n	n	n	n
Sex	y	y	y	y
Date of birth	y	y	y	y
Country of birth	y	y	y	y
Address	y	Postcode	y	p (postcode but SLA is voluntary)
Language spoken at home code	y	y	y	y
Disability [ABS based descriptors]	y	n	y	y
Aboriginal and Torres Strait Islander	y	y	y	y
Tertiary entrance score	y	y	y	n
Citizen/resident indicator	y	y	y	y
Country of Permanent residence	y	y	y	n
Year of arrival in Australia	n	n	y	n
Highest educational attainment of parent/guardian 1	n	n	y	n
Highest educational attainment of parent/guardian 2	n	n	y	n
2 All Previous Educational Attainments				
Highest school level completed	p	p (Year 12 only includes VET pathway)	p (Year 12 only)	y (<Yr 8, 8-12, no school)
Year highest school level completed	p	p (Year 12 only)	p (Year 12 only)	y
Each AQF level completion prior to current commencement	p	p Highest (includes VET - no level)	p Highest (includes VET - no level)	y

Variables in a Collections based Data Model	<i>TA C</i>	<i>University Applications and Offers Data Collection</i>	<i>HEIMS</i>	<i>AVETMISS - VET Provider</i>
Full title of previous qualifications	y	n	p Highest attempted (includes VET - but no level)	n
Provider name for each qualification completed	p	p (Year 12 only - includes VET pathway)	n	n
Provider type for each qualification completed	y	p (Year 12 only - includes VET pathway)	y	n
Year each qualification completed	p	p (just for latest)	n	n
FOE of each qualification	p	n	p (only where credit gained)	n
Unit of study name [each subject studied]	n	n	n	n
Unit of study code	n	n	n	n (i.e. Unit of Competency)
Unit of study completion status	n			p
Informal or vendor training or professional association qualification attained	p	y	n	n
3 All Previous Partial Educational Attempts				
Full title of previous highest qualification attempted	p	n	n	n
AQF Level of each partial qualification attempted	p	p Highest (includes VET - no level)	p Highest (includes VET - no level)	n
FOE of each partial qualification	p	n	n	n
Provider name for each qualification attempted	p	n	n	n
Provider type for each qualification attempted	p	n	n	n
Year each partial qualification was attempted	p	p (HE and VET - no level)	n	n
Full name of each qualification attempted	p	n	n	n

Variables in a Collections based Data Model	<i>TA C</i>	<i>University Applications and Offers Data Collection</i>	<i>HEIMS</i>	<i>AVETMISS - VET Provider</i>
Informal or vendor training or professional association qualification attempted	p	y	n	n
4 Current Qualification Enrolment				
Main criterion used by provider for admission to current enrolment	y	y	y	n
Other criteria used by provider for admission to current enrolment	y	p	y	n
Eligibility score for current enrolment qualification	y	y	y	n
Field of education code (ASCED)	y	y	y	y (nationally agreed)
Course Field of education supplementary code	y	y	y	n
Specialisation Field of education code - [student majors]	n	n	y	n
Commencement date	p	p (likely commencement date)	y	n (commencing course id only)
Reason for Study	n	n	n	y
First Qualification obtained (where part of double degree)	n	n	y	n
Name of Provider where obtained from	p	n	y	n
Current Qualification studied is completed	p	n	y	y
Sector Fee Type	p	p	y	y
5 Qualification attributes (of current enrolment)				
Qualification was part of a combined/double degree	y	n	y	n
Full Qualification Name	p	n	y	y
Qualification identification	y	y	y	y
AQF Level	y	y	y	y
Qualification Field of Education	p	y	y	y

Variables in a Collections based Data Model	<i>TA C</i>	<i>University Applications and Offers Data Collection</i>	<i>HEIMS</i>	<i>AVETMISS - VET Provider</i>
Is this part of an agreed articulation?	p	y	y	n
Hours or proxy such as Full-Year Training Equivalentents (FYTEs)	n	n	y (Course Study load)	y
6 Subjects (that make up Qualification) attributes				
Full Subject Name	n	n	y (Unit of Study)	y (Unit of Competency)
Subject identification	n	n	y	y
Subject Field of Education	n	n	y	y
Commencement date	p	p (likely commencement date)	y	y
Hours or proxy such as Full-Year Training Equivalentents (FYTEs)	n	n	y (Study load)	y
7 Current Enrolment - Credit obtained				
Combined degrees	n	n	y	n
Course of study Level	n	n	y (AQF, no Cert VET) and extras	y
Course completed date	n	n	y	y
Credit offered value	n	n	y (% offered at reporting date)	n
Credit used value	n	n	y (% given at reporting date EFTSL)	y (recorded as a Unit of Study outcome)
Details of prior study for which credit was offered (ie HE, VET or combination or work experience)	n	n	y	n
Did student refuse credit transfer offered?	n	n	n	n
Type of credit transfer	n	n	n	RPL or general CT
Field of education of prior study for which credit was offered	n	n	y	n
Level of education of prior study for which credit was offered	n	n	y	n

Variables in a Collections based Data Model	<i>TA</i>	<i>University Applications and Offers Data Collection</i>	<i>HEIMS</i>	<i>AVETMISS - VET Provider</i>
Type of provider where prior study was undertaken	p	n	y	n
Provider name for study of course for which credit was given	p	n	y	n

Legend:

y - Yes data variable is currently collected in the existing collection

n - No data variable is currently not collected in the existing collection

p - Data is partially currently collected in the existing collection

Table 20 The key data variables for a tracker based surveys data model compared to the variables currently available in the 2 main tertiary surveys. This data model is very much simplified because detailed data on both previous and just completed study could be obtained from the relevant administrative collections according to the data model in Table 19.

Variables in a Tracker based Surveys Data Model	<i>Australian Graduate Survey</i>	<i>VET Student Outcomes survey</i>
1 Student Attributes		
Student name	y	y
Unique Student identification code	n	n
Address (update)	Postcode	Postcode
Language spoken at home code (update)	y	y
Disability [ABS based descriptors] (update)	y	y
Citizen/resident indicator (update)	y	n
Country of Permanent residence (update)	y	n
4 Current post-completion study		
Reason for Study	n	n
Do you intend to complete this current Qualification in which you have enrolled?	n	y
5 Qualification attributes (of current post-completion study enrolment)		
Qualification was part of a combined/double degree	n	n
Full Qualification Name	p	n
Qualification identification	n	y
AQF Level	y	y
Qualification Field of Education	p	y
Where are you studying this qualification?	p	p
Is this part of an agreed articulation?	n	y
Hours or proxy such as Full-Year Training Equivalentents (FYTEs)	n	n
6 Subjects (that make up current post-completion study enrolment) attributes		
Full Subject Name	n	n
Subject identification	n	n

Variables in a Tracker based Surveys Data Model	<i>Australian Graduate Survey</i>	<i>VET Student Outcomes survey</i>
Subject Field of Education	n	n
Hours or proxy such as Full-Year Training Equivalents (FYTEs)	n	n
7 Current post-completion study enrolment - Credit obtained		
Combined degrees	n	n
Course of study Level	n	n
Course completed date	n	n
Credit offered value	n	n
Credit used value	n	n
Details of prior study for which credit was offered	n	n
Did student refuse credit transfer offered?	n	n
Type of credit transfer	n	n
Field of education of prior study for which credit was offered	n	n
Level of education of prior study for which credit was offered	n	n
Type of provider where study was undertaken	p	n
Provider name for study of course for which credit was given	p	n

Legend:

y - Yes data variable is currently collected in the existing collection

n - No data variable is currently not collected in the existing collection

p - Data is partially currently collected in the existing collection

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