



**Participation, training outcomes and patterns in the  
Victorian pre-accredited sector**

*- Final Report -*

Department of Education and Training  
October 2017

# Key findings

This project was tasked with analysing pre-accredited training data in Victoria, in order to understand learner participation, outcomes and patterns.

## Who is participating in pre-accredited training?

Participation in pre-accredited training consists almost exclusively of learners in ACFE priority cohorts – only 3% of pre-accredited learners do not belong to any priority cohort (or 10%, if female alone is not considered a priority cohort; page 15).

- Females (64%), early school leavers (those who did not complete secondary school, 52%), unemployed or underemployed (46%), and CALD learners (42%) are the largest priority cohort groups (noting that there may be overlap between groups).
- Learners are generally older, with 76% of female learners and 66% of male learners aged over 35.

Many of these learners fall into multiple ACFE priority cohorts (page 18)

- 82% of pre-accredited learners are members of two or more cohorts (or 66% when female is not considered a priority cohort)

## What outcomes are achieved by pre-accredited learners?

On average, pre-accredited learners achieve the following outcomes (page 3; Chart 1, page 25):

- 57% of all learners engaging in further education;
- 29% of all learners transition to an accredited program; and
- 23% of all learners attaining an accredited qualification – equivalent to a 79% attainment rate for those that transition (noting that they may enrol in multiple accredited qualifications before completing a qualification).

Variation in outcomes exists by cohort (page 27):

- young disengaged (early school leaver and unemployed) learners, young females and females re-entering the workforce achieve outcomes at a higher rate than the average learner.
- learners with a disability, early school leavers tend to have lower rates.
- learners over the age of 65 have significantly lower rates of transition and attainment.

There is also variation in outcome rates by geography (page 28):

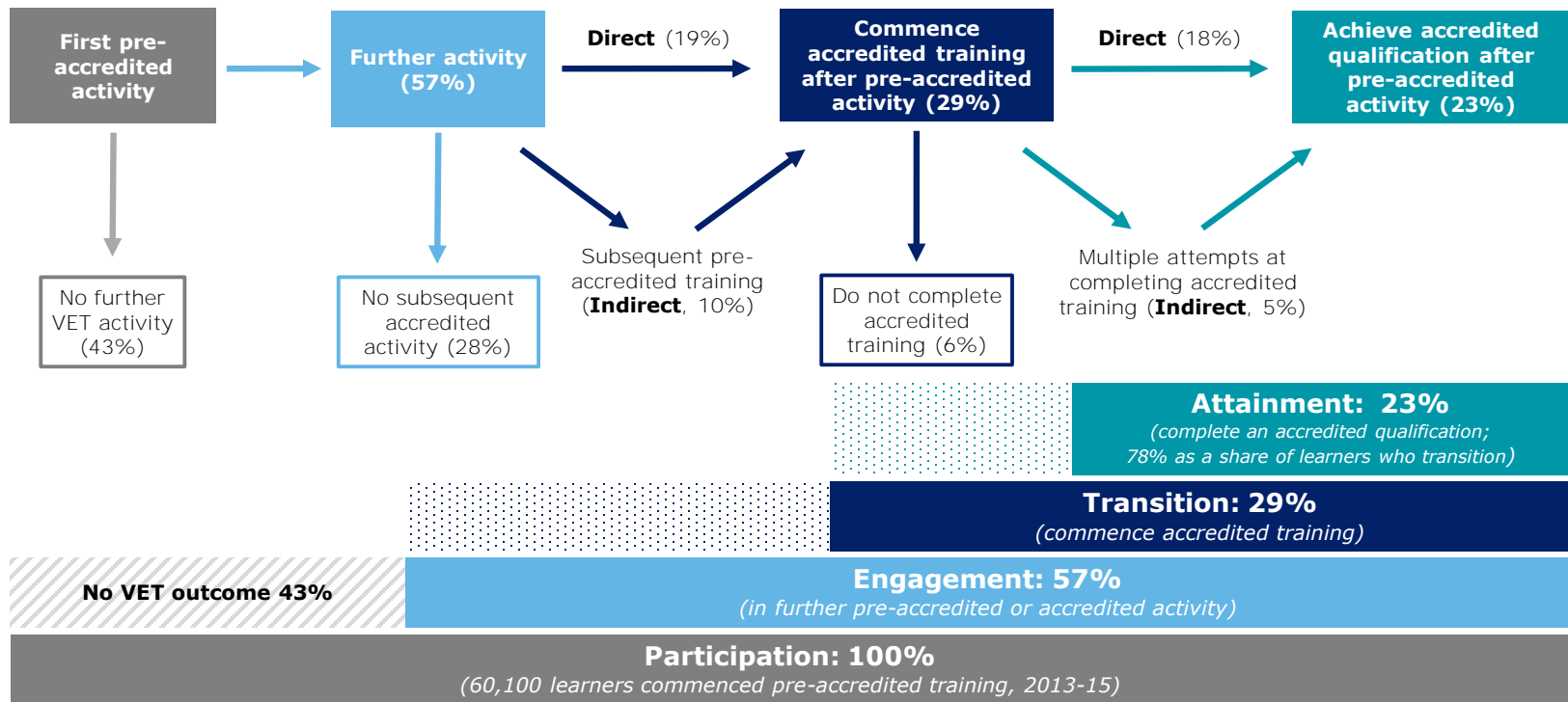
- Metropolitan regions tend to have higher levels of further engagement; however, Eastern Metro has the second lowest attainment rates of any region.
- Gippsland exhibits the lowest rates of engagement, transition and attainment.

## Where to next?

- This analysis provides greater confidence that pre-accredited training is broadly servicing its intended learner types, and that its learners do further engage in education, transition into accredited training and most notably, attain an accredited qualification.
- These headline findings also point to a number of important questions that should be explored further to allow for a deeper understanding of:
  - the outcomes of the 43% of learners who do not re-engage with training following their first pre-accredited program – whether they intended at the outset to further engage, their satisfaction with their training experience, and achievement of other outcomes not captured here (for example, employment or volunteering);
  - the post-training outcomes for the 23% of learners that attain an accredited qualification, which can be instructive as to the value and effectiveness of pre-accredited training for these individuals; and
  - the underlying drivers of variation in learner outcomes (particularly for CALD and learners with a disability – page 27).
- Moreover, there are a number of areas for new exploration and work (both quantitative and qualitative), particularly to:
  - develop an outcomes framework that allows for ongoing monitoring of the sector and achievement of its objectives – from a government perspective (which could include employment, volunteering, student satisfaction and inclusion) and an individual learner perspective (intent) – which can help inform the value proposition of pre-accredited training;
  - understand how training is delivered at a provider level, understanding their priorities and target cohorts, as well as the variation in their program structures and the supports they provide to learners (particularly those with multiple factors of disadvantage); and
  - explore the variation in need for pre-accredited training across regions and communities (beyond the demographics of a local area) – to inform the targeting of existing funding allocations.
- Together, these can inform the development of appropriate and tailored benchmarks and system goals which, in turn, can strengthen accountability **and the system's understanding of** impact – supported by improved data collections and accompanying diagnostic tools (page 41).

# What learning outcomes are achieved by pre-accredited learners?

*Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



Learners participate in **80 hours of pre-accredited training per year** on average, and those who complete more hours are more likely to transition (102 pre-accredited hours) and attain (94 pre-accredited hours)



**58% of learners who transition do so within six months** of commencing their first pre-accredited program, suggesting that pre-accredited training is being used as a 'stepping stone' to accredited training – but 6% take more than two years to transition



**58% of learners who 'indirectly' attain a qualification undertake concurrent accredited qualifications**, which may reflect the use of foundational qualifications to support their learning

Note: Attainment rates are calculated on reported completions from providers, and represent whether an individual learner completes any accredited qualification (noting they may have commenced multiple accredited qualifications before completing one) – and are thus not directly comparable with completion rates. Outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

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# Executive summary (1)

The pre-accredited training sector delivers tailored vocational training to some of the most educationally disadvantaged learners in the State, focused on nine ACFE Priority Learner Groups. The sector seeks to support learners to achieve further education and employment outcomes through developing adult literacy and numeracy skills, employment skills and providing practical training and hands-on learning and work experiences.

The ACFE Board Strategy 2016 to 2019 aims to bring renewal to the sector and enable access to high quality pre-accredited training to all learners. One of the **strategic priorities, 'Accountable ACFE' seeks to:**

- 'Develop robust baselines and build an evidence-base for planning and monitoring regional performance in transitioning learners to further education and employment
- Review and align budget and supports towards programs and initiatives with **high conversion rates to further education and employment.'**

Deloitte Access Economics has been engaged by the Department of Education and Training to explore the pathways for learners in pre-accredited training, in particular, to further education and training, to build the evidence-base for the Department and the ACFE Board, and to help inform next steps for policy makers that will enable the achievement of 'Accountable ACFE'.

## Approach

The approach of this analysis focused on revealing and describing trends and patterns in training activity and learner progression, and is organised around three key objectives, namely:

- 1. Identification:** Defining and quantifying ACFE priority cohorts and non-priority cohorts; exploring the incidence of multiple disadvantage; and examining travel distances for learners.
- 2. Outcomes and journeys:** Defining the most pertinent and tractable learning outcomes for pre-accredited learners; describing a tractable method for describing the journeys that learners take to these outcomes; and quantifying the incidence of these learning outcomes and journeys in aggregate and by each cohort.
- 3. Patterns:** Further characterising and detailing learning outcomes and journeys by learner and course; revealing systematic patterns and trends in outcomes and journeys; and identifying and answering key research questions relevant to understanding learner pathways.

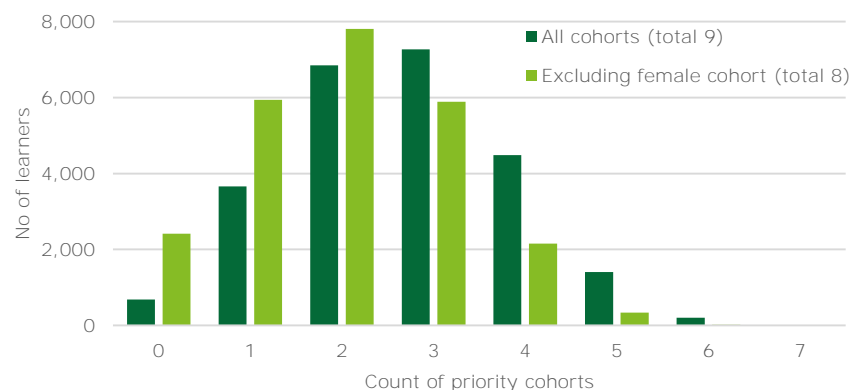
## Identification and targeting

Overall, **only 3% of pre-accredited learners did not belong to any priority cohort** (or 10%, if female alone is not considered a priority cohort), suggesting that the sector is successfully targeting its provision to priority cohorts. In examining whether **certain priority cohorts were more or less frequently participating:**

- females (64%), school leavers (52%), unemployed or underemployed (46%), and CALD learners (42%) (noting that there may be overlap between groups);
- approximately three quarters of female learners and two-thirds of male learners are over the age of 35;
- ATSI, Lower SES and Young females are more common in regional or rural settings, whilst CALD learners are more common in inner and outer metropolitan areas;
- the majority of learners travel less than 5 kilometres (from their home postcode to their provider's postcode), but learners in regional and rural areas travel further, on average; and
- approximately 10% of pre-accredited learners already hold an accredited (or higher) qualification, and 17% are aged 65 and over.

It is also important to understand the **extent to which learners face multiple incidences of disadvantage** (that is, they belong to multiple priority cohorts). 82% of pre-accredited learners are members of two or more priority cohorts, and 66% when female alone is not considered a priority cohort.

**1: Distribution of multiple priority cohort membership (2016)**



# Executive summary (2)

## Outcomes and journeys

Building on existing ACFE frameworks and definitions, work was undertaken to more clearly **define the learning outcomes** following participation in pre-accredited training as:

- Engagement (further participation in pre-accredited or accredited training);
- Transition (commencement of accredited training); and
- Attainment (completion of accredited training).

These learning outcomes can be achieved directly (for example, by moving immediately from participation in one pre-accredited course to commencement of accredited training) or indirectly (for example, by participating in multiple pre-accredited courses before commencing an accredited qualification).

These **outcomes were then measured using training activity data covering 2013 to 2016, both at an aggregate level and by cohort** (Chart 2). This analysis found:

- **57% of all learners engage in further education** – with the highest engagement rates achieved by young disengaged learners, young females, and females re-entering the workforce, and the lowest rates of further engagement from learners with a disability, lower SES learners and school leavers;
- **29% of all learners transition into an accredited program** – with the highest transition rates being achieved by young disengaged learners and young females, and the lowest outcome rates by learners with a disability, CALD learners and school leavers; and

- **23% of all learners attain an accredited qualification** – with the highest attainment rates being achieved by young disengaged learners and young females, and the lowest attainment rates being achieved by learners with a disability, CALD learners and school leavers.

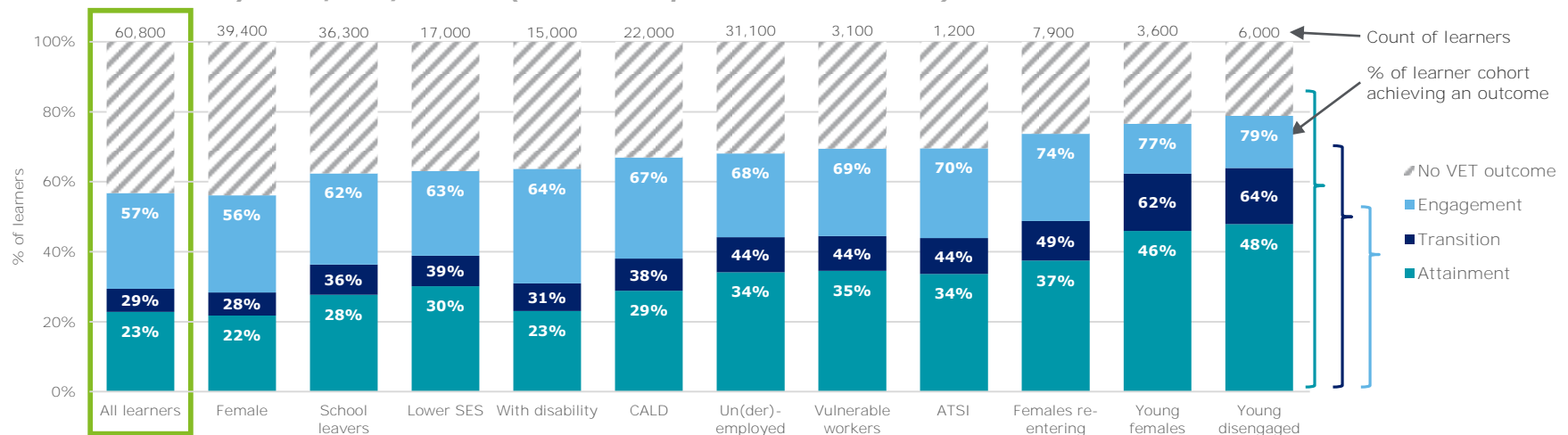
Outcomes by **geography and other, non-priority cohorts** were also explored:

- Metropolitan regions tend to have higher levels of further engagement; however, Eastern Metro has the second-lowest transition and attainment rates of any region. These variations could be driven by geography and learner intentions.
- Older learners achieved significantly lower outcomes (only 7% of learners transitioning and 5% attaining) – which suggests that that this cohort of learners may have different goals to the average pre-accredited learner, and reiterates the **need to understand learner intent** (in addition to government objectives) to be able to fully define success.

Beyond sequentially engaging in further training, pre-accredited training is also undertaken concurrently with accredited training, likely as a means to support or enable their completion of the qualification. Around 4% of learners used pre-accredited training to support transition – pointing to the duality of its purpose:

1. in re-engaging learners and preparing them for further education and training; and
2. in enabling and supporting learners who are already participating in accredited training.

2: Learner outcomes by ACFE priority cohorts (commenced pre-accred in 2013-15)



# Executive summary (3)

## Patterns

In order to more deeply understand which learners are achieving outcomes and whether systematic trends exist, the analysis sought to identify patterns and trends in the participation and journeys of learners, and explore the implications of this in terms of the cohorts that face the greatest levels disadvantage.

An important indicator of alignment across a learner's journey is the level of **relatedness between a learner's pre-accredited and accredited qualification**. There appears to be broad alignment in that:

- Literacy and Numeracy programs tend to lead to Certificate I and VCE/VCAL courses; and
- Employment Skills and Vocational Skills programs tend to lead to Certificate III to Diploma level courses.

However, the **engagement, transition and attainment rates** tend to be relatively low for:

- learners participating in Employment Skills programs, which could reflect different learner intentions (for example, a desire to gain discrete skills relating to CV writing or interviewing, rather than a transition to accredited training);
- for learners aged 65 and over, and those who have previously attained an accredited qualification; and

In addition, the **attainment rates vary by qualification level**. For those who transition to an accredited program, completion rates are:

- highest for those who transition to a Certificate II course; and
- lowest for those transitioning to VCE/VCAL, Certificate I and Diploma-level courses.

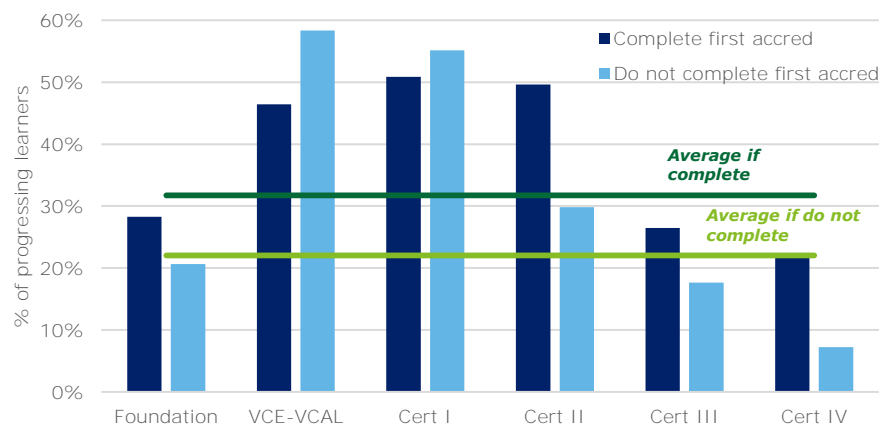
It is important to consider whether certain cohorts are more likely to **transition into certain fields of education or qualification levels**:

- female learners are more likely to commence Society and Culture programs (which includes aged care and child care qualifications); whilst vulnerable workers, CALD learners and learners with a disability are more likely to commence Mixed field programs (which includes foundation courses); and

- female learners and unemployed learners are more likely to commence in higher-level qualifications (Certificate III and above), whilst young disengaged and young female learners are more likely to commence VCE-VCAL programs.

There is also **evidence of progression into higher qualification levels for learners who commence multiple accredited courses** (Chart 3), where learners who complete their first accredited course are more likely to progress to a higher qualification, compared to learners who do not successfully complete that qualification.

**3: Learners who progress to a higher-level second accredited qualification by AQF and completion outcome (commenced pre-accred in 2013-15)**

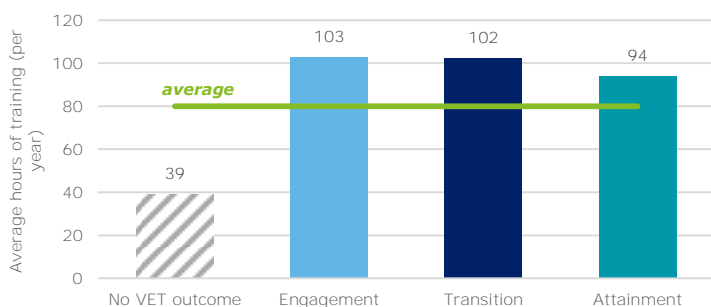


# Executive summary (4)

The **volume of pre-accredited training** undertaken by a learner, the **time it takes for them to transition** and the **number of qualifications taken** to transition may also inform an understanding of where the greatest benefits from pre-accredited training may exist:

- On average, learners participate in 80 hours of pre-accredited training per year (Chart 4). However, the difference in the average volume of training for learners who achieve an engagement outcome versus a transition or attainment outcome are not substantially different (between 94 and 103 hours), which could suggest a non-linearity in the benefits from pre-accredited training
- The majority of learners who transition do so within six months (58%) of commencing their first pre-accredited program, suggesting that pre-accredited training is often used as a 'stepping stone', but some take more than two years to transition (6%)
- 58% of pre-accredited learners who indirectly attain a qualification undertake concurrent accredited qualifications, which may reflect the use of foundational qualifications to support their learning

**4: Average pre-accredited hours of participation by learner outcomes (commenced pre-accred in 2013-15)**



Broader factors such as **learner location (and region), access and linkages between providers** also influence the ability of learners to successfully transition and attain:

- On average, learners are substantially more likely to travel to a different ACE Council Region to access accredited training than for pre-accredited training, which suggests that access can pose a challenge in some regions – particularly in the Grampians, Southern Metro and Eastern Metro
- More pre-accredited learners who subsequently transition attend accredited training at ACE providers (who are also RTOs) than at TAFEs – with the greatest differential in the Grampians and Loddon Mallee (again suggesting

that access can pose a challenge) and equal shares in Gippsland (suggesting the presence of partnerships between providers)

## Where to next?

This analysis provides greater confidence that the pre-accredited sector is supporting its learners to further engage in education, transition into accredited training and most notably, attain an accredited qualification.

However, delving more deeply into cohorts, patterns and journeys suggests that there are certain groups who systematically achieve outcomes at lower rates than their peers. As such, there is a need for future policy and research to target these gaps and challenges – to **understand their drivers and implement policies and supports that effectively drive improvements in outcomes for these pre-accredited learners**. Examples of this include:

- The high incidence of learners having multiple factors of disadvantage (that is, belonging to multiple priority cohorts) suggests that there is an opportunity for further tailoring and targeting of supports for these learners;
- A deeper understanding of what success looks like from a government perspective (whether that be employment, volunteering, student satisfaction or inclusion), which can be used to inform the development of benchmarks and goals and progress against broader government objectives and agendas;
- Analysis of the drivers of outcomes across learners cohorts (including an understanding of learner intent and the ability for learners to access accredited training in their region), which can assist with the targeting and tailoring of interventions (for example, at improving access to training, at certain fields of education, qualification levels or cohorts); and
- Understanding differences across pre-accredited programs (particularly a more systematic and detailed categorisation of program types, and a deeper understanding of differences in duration and intensity), and across providers (how providers operate, their priorities and target cohorts).

Together, these could **inform the development of appropriate and tailored benchmarks and system goals, which in turn, can strengthen accountability and the system's understanding of impact**. This improved understanding should be supported through the development of improved data collections (and accompanying diagnostic tools, such as indicators and dashboards), including:

- more detailed and robust learner characteristics to rigorously identify and define priority cohorts;
- links to employment and tertiary study outcomes, student satisfaction outcomes and learner intent; and
- naturally increasing time horizons of analysis to allow for more robust characterisations of pathways over longer time periods.



# Introduction

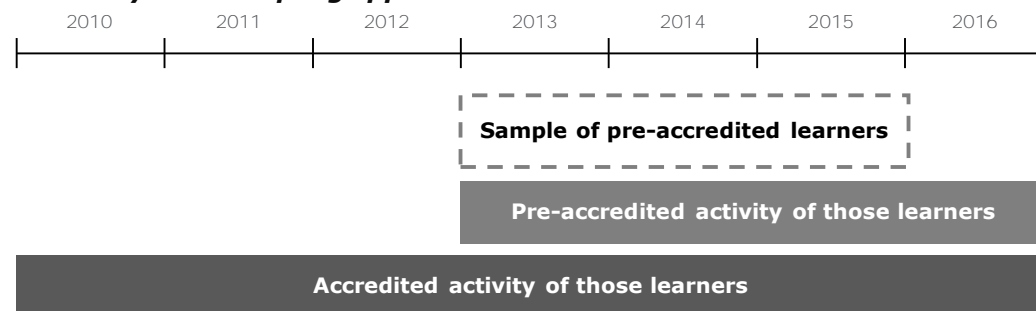
# Background, structure and approach

Deloitte Access Economics has been engaged by the Department of Education and Training (the Department) to explore the pathways for learners in pre-accredited training, in particular, to further education and training. This analysis will help to build the evidence-base for the Department and the ACFE Board, and also inform next steps for policy makers.

The empirical strategy applied in this analysis was developed in close collaboration with the Department after a series of meetings and the agreement of a modelling plan, as well as continued communication between parties. In particular, the data transformations and definitions were considered jointly, and are detailed in the Appendices.

- The approach focuses on describing trends and patterns in activity and learner progression, which importantly is not necessarily causal in nature, but rather observational. That is, readers must be aware and conscious of not attributing these results as casual linkages between learners, courses and providers, but rather as evidence to describe the sector.
- The analysis identifies, using SVTS activity data, learners who first participated in pre-accredited training between 2013-15. It then examines their corresponding pre-accredited activity between 2013-16 and accredited activity between 2010-16.
- The cohort identification (Chapter 1) focuses on point in time snapshot of 2016, whereas the results relating to outcomes, journeys and patterns (Chapters 2 and 3) follow individual learners over time and report results as average proportions of learners over a pooled sample from 2013-2015.

## 1: Activity data sampling approach



- ABS Census data (2011) and Victoria in Future population projections were also used to complement the analysis by providing historical and forward-looking analyses. A detailed description of the methodology is included in the Appendices.

The remainder of this report is structured by the three components of analysis, followed by implications and directions for future research and policy, as well as a number of appendices. Each analysis chapter covers a broad objective and can be described as follows:

- 1. Identification:** Defining and quantifying ACFE priority cohorts and non-priority cohorts; exploring the incidence of multiple disadvantage; and examining travel distances for learners.
- 2. Outcomes and journeys:** Defining the most pertinent and tractable outcomes for pre-accredited learners; describing a tractable method for describing the journeys that learners take to these outcomes; and quantifying the incidence of these outcomes and journeys in aggregate for the sector and each cohort.
- 3. Patterns:** Extending the previous chapter by further characterising and detailing outcomes and journeys by learner and course; revealing systematic patterns and trends in outcomes and journeys; and identifying and answering key research questions relevant to understanding learner pathways.

# Sector snapshot in 2016

## Pre-accredited learners



**24,600 unique students** participated in pre-accredited training; 97% belonged to at least one ACFE priority cohort; 61% belonged three or more cohorts.



**44,600 enrolments**; 36% participated in multiple pre-accredited modules during the year; 46% in Employment Skills.



**2,230 unique qualifications**; 34% of enrolments in General education programmes (Mixed field) and 21% in Office studies (Management and commerce).



**2.1m hours of scheduled training**; with an average of 46 hours per enrolment.



**252 providers**; almost half also deliver accredited training.

## Accredited (with a history of pre-accredited)

**12,300 unique students** with a history of pre-accredited activity partook in accredited training; only 50 students did not belong to a priority cohort.

**16,500 enrolments**; 27% participated in multiple accredited courses during the year; 42% in Certificate I & II and 38% in Certificate III and IV.

**510 unique qualifications**; 49% of enrolments in Mixed field studies and 16% in Society and culture.

**6.9m hours of scheduled training**; with an average of 415 hours per enrolment, where 73% hours were attended.

**390 providers**; including 16 TAFE with 27% of enrolments, and 100 ACE providers.

# Characterising journeys in foundational learning

Many accredited program types are foundation focused and are identified separately in the analysis

Pre-accredited programs are highly customised and tailored by local providers to best suit the needs of learners, and are categorised into three types of ACEF training. Table 1 provides some detail on what characterises each program type. Chart 2 below characterises these program types by exploring fields of education and program titles.

- **Adult Literacy and Numeracy skills and Employment Skills are more foundational** and core skills learning, while Vocational Skills does not include foundational-type courses, and is instead focused on specialised skills.

Specific accredited courses are also explicitly considered and categorised as 'foundation' courses. These courses are less vocationally-focused to other courses and less likely to lead to positive employment outcomes.

- They are spread across a number of different fields and levels of education, which suggests they are not immediately identifiable through standard categorisations – see Chart 2 for levels.
- Furthermore 10% of all accredited transitions for learners with a history of pre-accredited training are in foundation courses, which suggests that this is significant training destination for pre-accredited learners in particular.

Subsequently, **accredited foundation courses are explicitly identified** when examining fields and levels of education in order to observe learners transitioning into these courses.

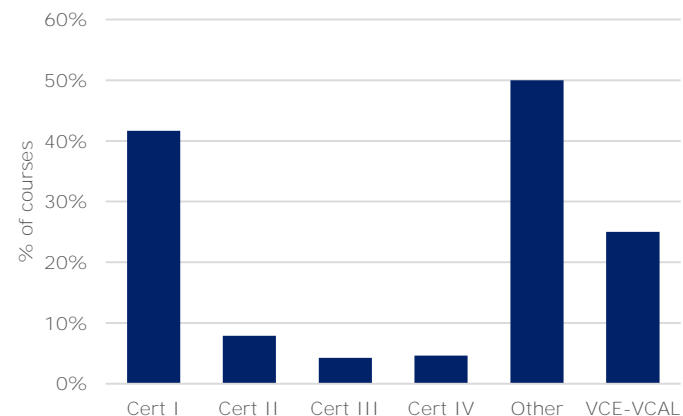
**1: Describing pre-accredited program types by enrolment activity (2016)**

Program type	Field of education	Title analysis
<b>Adult Literacy and Numeracy skills</b>	100% Mixed field of education	50% have literacy-related titles.*
<b>Employment Skills</b>	50% Mixed field of education; 40% Management and commerce, however, they are exclusively 'office skills' (narrow field of education); 10% Information technology.	40% have IT-related titles.^
<b>Vocational Skills</b>	Exclusively non-mixed of education; Largest fields are Creative arts and Food, hospitality and personal services.	15% are literacy-related, while 3% are IT-related.

\* Keywords include: English, writing, reading, language, literacy.

^ Keywords include: computer, digital, iPad.

**2: Foundation courses for learners with a history of pre-accredited training by AQF (2016)**



# Objective 1

## Identification

# Introduction: Identification

## Describing learners currently participating in the pre-accredited sector

This first chapter and component of analysis looks to **understand the learners participating in the pre-accredited sector**, in particular, **identifying and measuring participation among the ACFE priority learner cohorts**.

In order to better characterise these groups of learners, the nine priority cohorts are further disaggregated into 11 groups, which are the focus of this report and analysis. ^

The **primary objectives** of this chapter are to:

1. Understand whether certain priority cohorts are more or less frequently participating in pre-accredited training.
2. Understand the extent to which learners face multiple incidences of disadvantage.

### Key findings:

1. Female, school leavers, unemployed and underemployed and CALD learners are the largest priority cohorts.
2. The majority of learners travel less than 5 kilometres (or within their own postcode) from their home location.
3. Around 10% of pre-accredited learners already hold an accredited (or higher) qualification.
4. 82% of pre-accredited learners are members of at least two priority cohorts, and 66% when female alone is not considered a priority cohort.

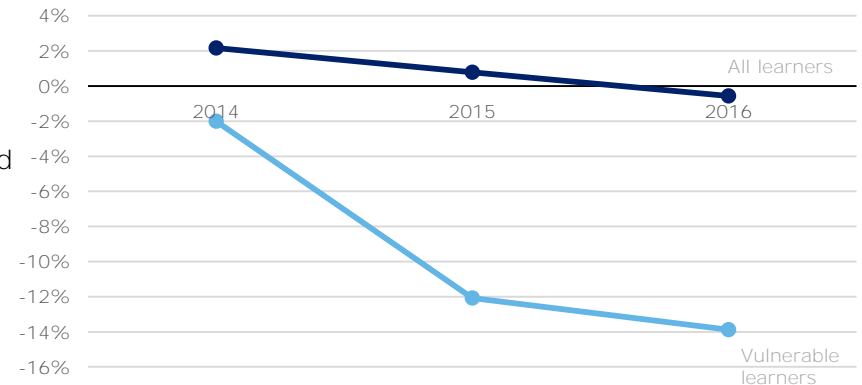
^ The further disaggregation of cohorts involves identifying two subsets of female learners: (1) young females; and (2) females re-entering the workforce.

# Count of priority learners

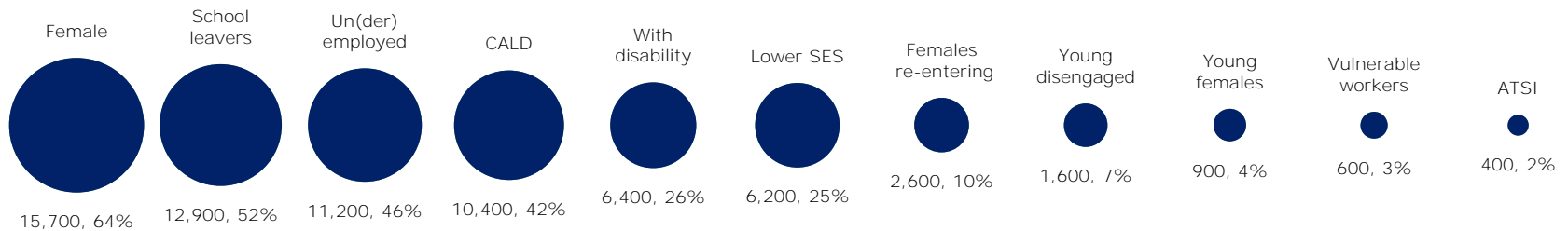
Females composed nearly two thirds of pre-accredited learners while the number of vulnerable workers has declined

- The total number of pre-accredited learners has remained around 25,000 between 2013 and 2016.
- In 2016:
  - 64% of pre-accredited learners were in the female priority learner group**, while the ATSI cohort accounted for only 2% of learners.
  - The vulnerable worker cohort has decreased by 10-15% in 2015 and 2016. Other cohorts have remained relatively stable in their shares in recent years.

2: Year-on-year growth (total learners vs vulnerable learners)



1: Count of pre-accredited learners by ACFE priority cohorts (2016)



Note: That the Y-axes on these two charts above are not the same.

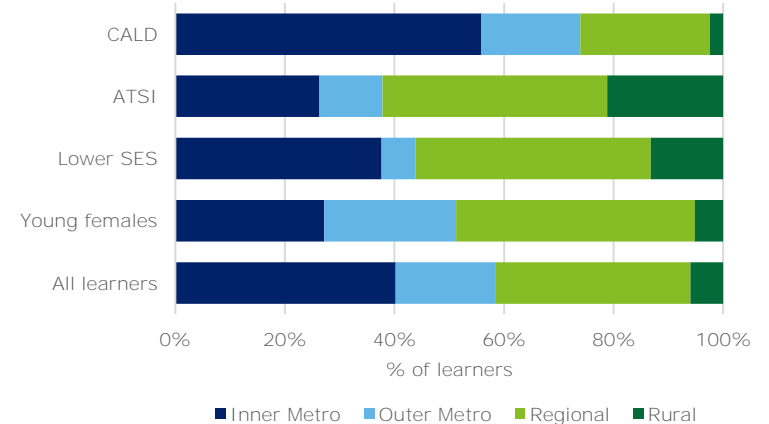
# Characteristics of priority learners

The majority of learners are aged over 35, and learner cohorts vary across geographic settings

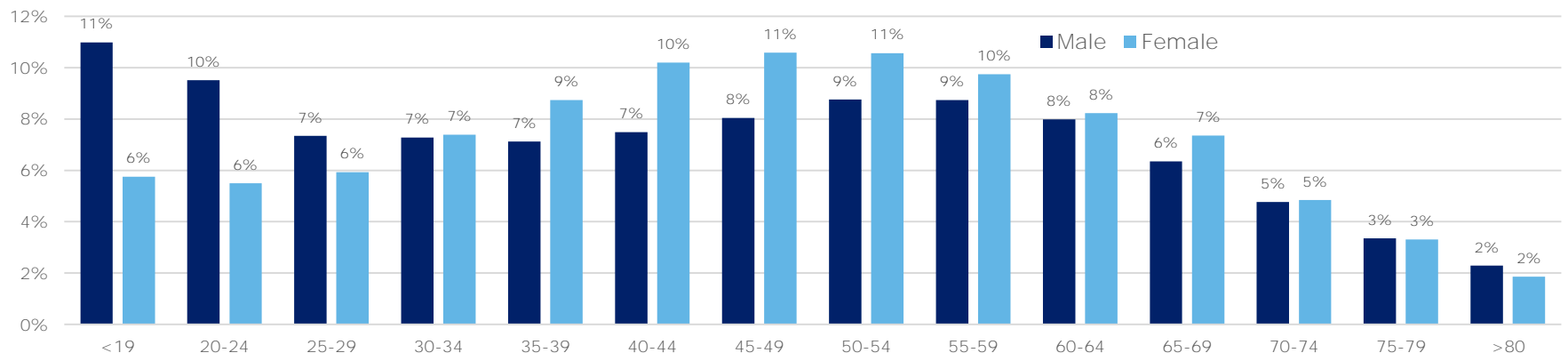
Within ACFE priority learner groups:

- CALD pre-accredited learners are predominately from metropolitan areas (74%).
- ATSI learners predominately reside in regional and rural areas, more so than any other cohort.
- Learners are generally older, with **66% of male learners and 76% of female learners aged over 35.**
- There are more male learners aged 34 or under (35%) than female learners aged 34 or under (25%).

1: Distribution of priority cohorts by geography (2016)



2: Age distribution by gender (2016)





## Other learner groups

10% of pre-accredited learners already hold an accredited qualification (or higher), and 17% are aged 65 plus

In addition to the ACFE priority learner cohorts, four non-priority and potential priority cohorts are explored. These cohorts are identified based on relevant previous research on pre-accredited learners (University of Melbourne, 2013), as well as accredited learners (Deloitte Access Economics, 2014).

These cohorts are defined as:

1. Higher SES learners: residing in the top SEIFA quintiles (IRSAD)
2. Older learners: aged 65 or over
3. Previous accredited qualification (or higher): have attained an accredited vocational education and training (VET) qualification or higher education degree
4. Rural learners: residing in ARIA outer regional, remote or very remote regions

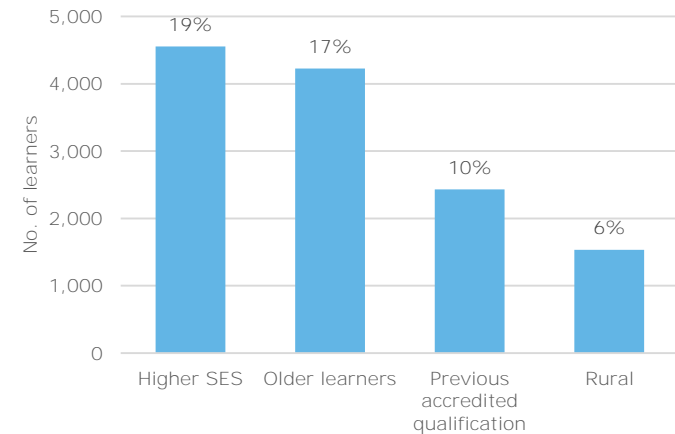
Notably, **some cohorts which may not necessarily be aligned with the primary goals of government funded pre-accredited training (but may potentially be considered as ACFE priority cohorts) represent material counts of learners** (Chart 1), in particular:

- 19% of pre-accredited learners are of higher SES
- 17% of learners are aged over 65

Additionally, **when observing multiple incidence cases within non-priority and potential priority learner groups against priority learner groups** (Table 2):

- 49% of learners with previous accredited qualification are also CALD
- 63% of Rural learners are also school leavers
- 55% of Older learners are also school leavers

**1: Count of pre-accredited learners by non-priority cohorts (2016)**



**2: Non-priority and potential priority multiple incidences with priority learner cohorts**

	School leavers	CALD	With disability
<b>Higher SES</b>	40%	43%	27%
<b>Previous accredited qualification</b>	7%	49%	13%
<b>Rural</b>	63%	17%	24%
<b>Older learners</b>	55%	37%	20%

Note: The values indicate the percentage of the column learner group within the row learner group. For example: 17% of rural learners are also CALD.

# Multiple incidences of disadvantage

82% of pre-accredited learners are members of at least two priority cohorts, and 54% members of three or more

There is **significant overlap in the incidence and coverage of priority cohorts** (Chart 1). In 2016:

- 82% of pre-accredited learners belong to at least two priority cohorts; and 66% when not including the female as a cohort.
- 54% of learners belong to three or more priority cohorts; and 34% after excluding the female cohort.
- On average, a learner belongs to three priority cohorts.

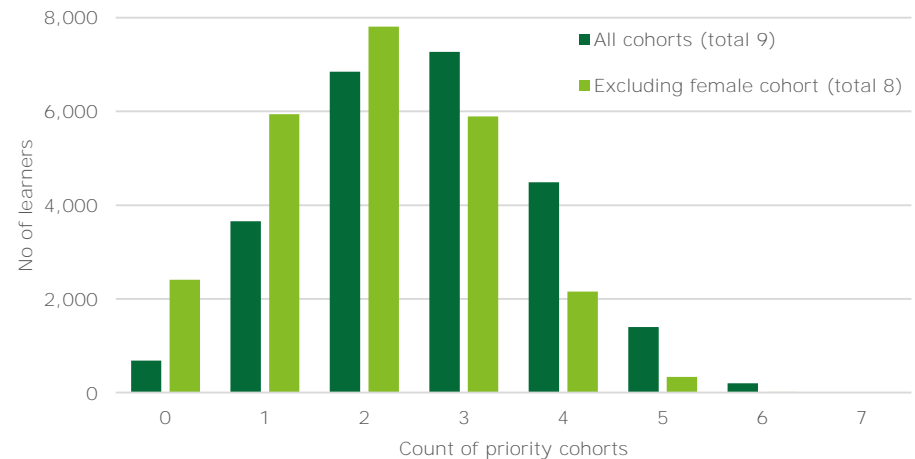
Notably, **very few learners are *not* identified by an ACFE priority learner cohort.**

- Around 700 or 3% of learners do not belong to any priority cohort.
- This increased to 2,400 or 10% of learners after excluding the female cohort.

**School leavers, Un(der)employed and CALD feature consistently in combinations of multiple incidence of disadvantage** (Chart 2):

- Un(der)employed and CALD is the most common multiple incidence with a frequency of 1,788 learners.
- There are three cohorts (excluding female) that are not present in the top 10 (ATSI, vulnerable workers, and young disengaged).
- Although on average a learner belongs to three priority cohorts, the top two combinations of multiple incidence, by frequency belong to two cohorts.

**1: Distribution of multiple priority cohort membership (2016)**



**2: Most common combinations of multiple incidences (excluding female, 2016)**

Rank	Incidence	Number of incidences	Frequency
1	Un(der)employed and CALD	2	1788
2	School leaver and CALD	2	1209
3	School leaver, un(der)employed and CALD	3	1204
4	School leaver and un(der)employed	2	1127
5	School leaver and with disability	2	1031
6	School leaver, un(der)employed and with disability	3	760
7	Low SES, school leaver, un(der)employed, and CALD	4	662
8	Low SES, un(der)employed and CALD	3	611
9	Low SES, School leaver, and CALD	3	570
10	Un(der)employed and with disability	2	563

# Non-priority cohort learners

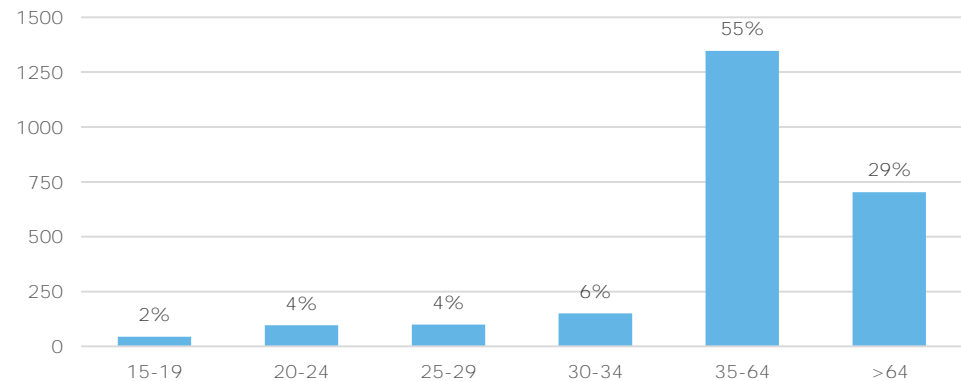
Over three-quarters of non-priority learners are above 35 and over two-thirds reside in metropolitan areas

In observing non-priority cohort learners (including learners who only belong to the female cohort):

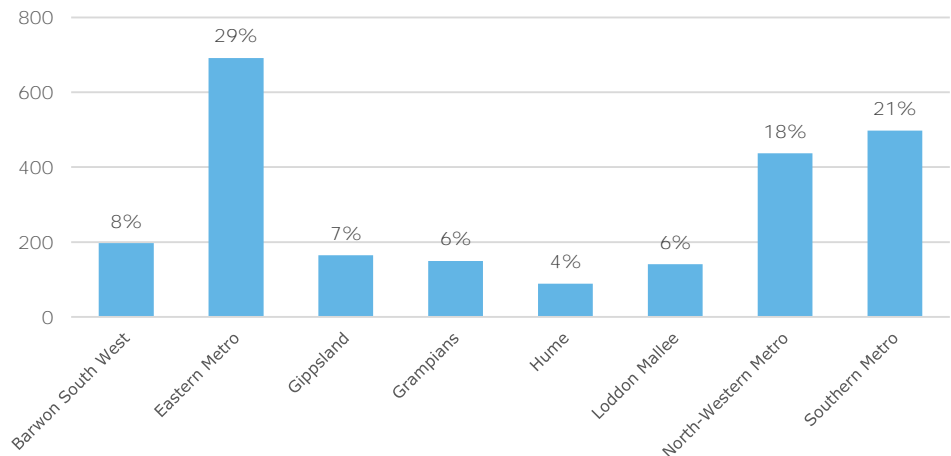
- Whilst the share of learners aged 35 and over broadly align with that of priority cohort learners, **there is a larger proportion that are above 64** - 29%, approximately double the incidence in priority cohort learners (17%).
- Approximately two-thirds (68%) of non-priority learners reside in metropolitan areas, with the **Eastern Metro** having the largest share (29%) of non-priority learners.

These findings remain broadly consistent when learners who only belong to the female cohort are excluded.

**1: Age distribution of learners not in priority cohorts (2016)**  
(including learners who only belong to the female cohort)



**2: Distribution of learners in non-priority cohorts by ACFE council (2016)**  
(including learners who only belong to the female cohort)



# Travel distance to training

## Learners travel relatively short distances to access pre-accredited training

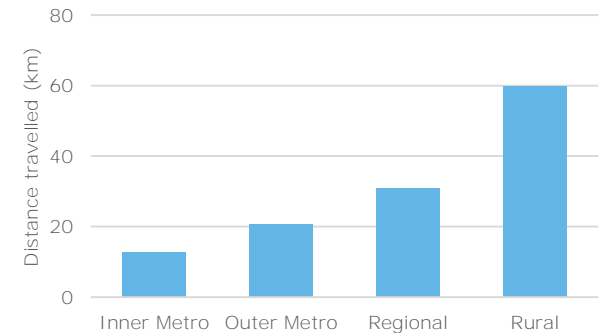
On average, learners are travelling relatively short distances to access training:

- **Over half of learners travel less than 5 km** to access pre-accredited training (Chart 1).\*
- Nearly 40% of learners travel less than 5 km to access subsequent accredited training (Chart 2).

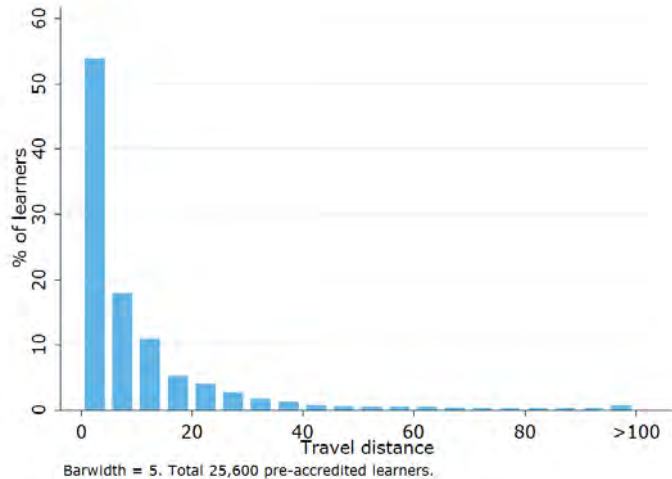
Learners in inner metropolitan areas travel on average 13 km to access pre-accredited training; learners in other regions travel significantly further on average (Chart 3).

- Regional learners travel 2.5 times further than the average inner metropolitan learner, while rural learners travel almost five times as far.

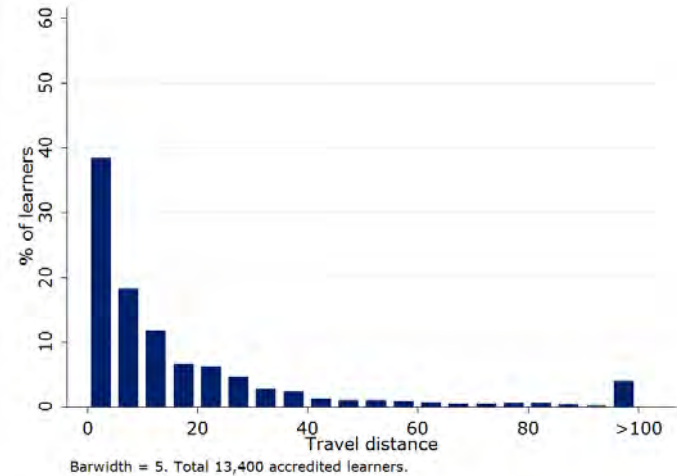
**1: Average travel distance for pre-accredited learners by geography (2016)**



**2: Distribution of travel distances for pre-accredited learners (2016)**



**3: Distribution of travel distances for accredited learners with a history of pre-accredited (2016)**



\* Travel distance is calculated between the centroid positions of each home postcode. Travel within the same postcode is recorded as 0km.

Note: The definition of "remoteness" is primarily based on the ABS Remoteness Area classifications. The Victorian Integrated Survey of Travel and Activity, VISTA, 2012/13 has been used to further split Metropolitan Melbourne into Inner, Middle and Outer Ring suburbs (Inner in the analysis aligns with 'Inner' and 'Middle' of the VISTA classification). Further detail on the methodology applied is included in the Appendix.

# Relative representation of priority learner cohorts

North-Western Metro performs well across multiple learner cohorts whilst the female re-entering learner cohort across the state are consistently underrepresented

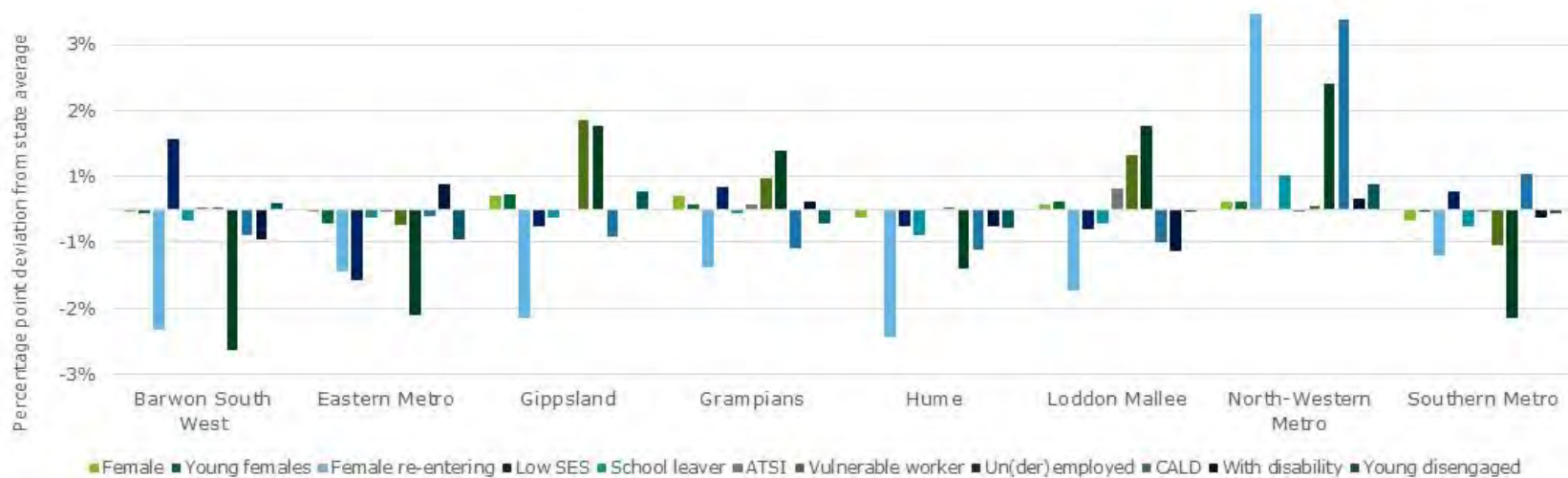
Relative representation of priority cohorts was analysed to understand how each pre-accredited market (ACFE council) performs relative to what is observed at the state level. This may give an indication of where attention should be focused with regard to cohorts and ACFE regions.

In analysing the level of over/under representation, ABS/Census and pre-accredited learner data (priority cohorts) at the ACFE council level were used. For each cohort, the proportion of pre-accredited learners relative to the total population of that cohort was calculated. A deviation (difference) from the same proportion at the state level was then calculated to highlight the level of over/under representation for a given ACFE council.

Key findings for each ACFE councils are (relative to state average):

- **Barwon South West** is one percentage point over represented in Low SES, but approximately two percentage points underrepresented for the female re-entering and un(der)employed learner groups. **Gippsland** is underrepresented in for females re-entering by more than 1.5 percentage points, but does well in overrepresentation of the vulnerable worker and un(der)employed learner cohorts. **Grampians** also follows similar patterns but to a lower quantum, with the CALD learner in particular being underrepresented by 0.5 percentage points. **Hume** performs quite poorly, recording close to a two percentage point underrepresentation for females re-entering the workforce. **Loddon Mallee** over-represents the un(der)employed learner group by approximately 1.5 percentage points and underrepresents the female re-entering learner cohort by over one percentage point.
- **Eastern Metro** is underrepresented by approximately 1.5 percentage points in the Un(der)employed learner group. **North-Western Metro** performs well in most priority cohorts. Notably females re-entering and CALD cohorts are overrepresented by more than 2.5 percentage points and the un(der)employed cohort is overrepresented by approximately two percentage points. The **Southern Metro** ACFE council underrepresents the young disengaged learner group by more than 1.5 percentage points relative to the state average.

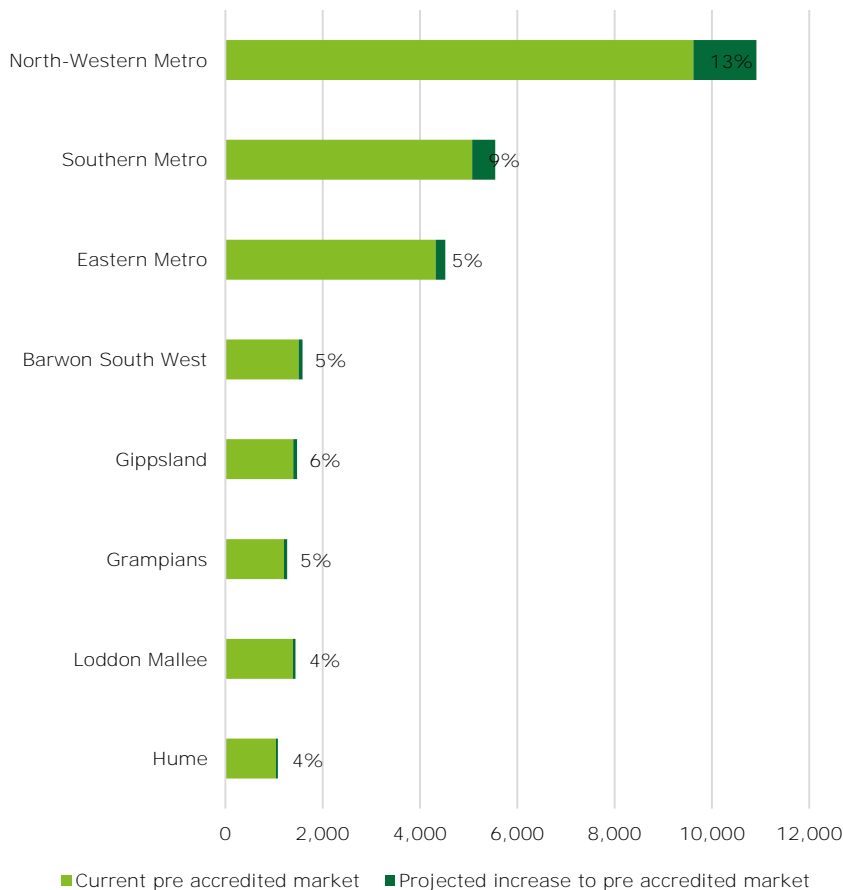
1: Relative (to state average) representation of priority cohorts by ACFE council



# Future projection of pre-accredited market

## Metropolitan areas are projected to grow quicker than regional areas for the pre-accredited market

**1: Five-year projection for pre-accredited learner market in Victoria (2016 to 2021)**



Future projections (to 2021) were conducted on the current number of pre-accredited learners to understand the (i) relative size and (ii) future additions of learners to the LGAs/ACFE councils over the next five years. The analysis was conducted at the LGA level using the five-year Victorian Government *Victoria in the Future population projections*, which were subsequently aggregated up to ACFE council level.

Metropolitan areas are projected to account for 75% of the future pre-accredited market:

- North Western Metro is the **highest** projected growth area with 1,300 additional learners being projected, with Southern Metro and Eastern Metro being second and third largest projected ACFE council.
- The non-metropolitan ACFE regions are projected to account for one quarter of the pre-accredited learner market, with Barwon South West being the **largest** projected learner market (1,600 learners projected) and Hume being **smallest** projected market (1,100 learners projected).

# Objective 2

## Outcomes and journeys

# Introduction: Outcomes and journeys

## Defining engagement, transition and attainment

The purpose of this chapter is to (1) **define the key outcomes** and journeys for pre-accredited learners; and then (2) **quantify the achievement** of these outcomes in aggregate and by cohort.

Three measurable and tractable outcomes are defined along the themes of engagement, transition and attainment – see schematic. Notably, there are other outcomes for pre-accredited learners – including employment, higher education and social connectivity – but are beyond the focus of this analysis. Future analysis and changes to data collections will benefit from exploring these other outcomes.

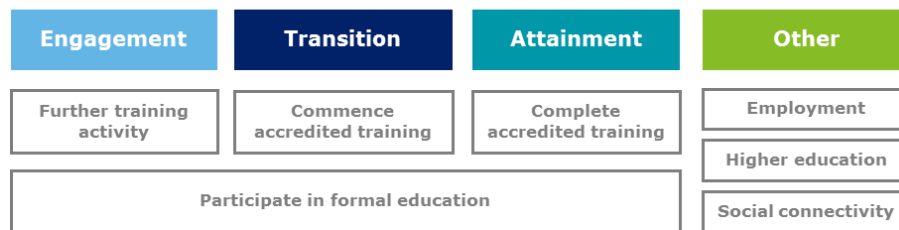
There are two additional ‘filters’ considered on top of these outcomes:

1. Whether learners take a **‘direct’ or ‘indirect’ journey**<sup>^</sup>, where the former describes learners who immediately progress to an outcome from their initial training commencement, and the latter describes learners who undertake multiple programs or courses; and
2. Whether learners achieve outcomes sequentially (i.e., commence programs one after the other) or concurrently (i.e., commence multiple programs at the same date), where the latter are described as **‘enabling’ outcomes**.

The next page further details how these outcomes are defined.

### Pre-accredited training outcomes

#### Focus of this analysis



#### Key findings:

- 57% of all pre-accredited learners **engage** in further education.
- 29% of all learners **transition** into or commence an accredited course.
- 23% of all learners successfully **attain** an accredited qualification.\*
- The highest rates are achieved by young disengaged and young female learners. The lowest rates are achieved by learners with disabilities and school leavers.

<sup>^</sup> Indirect journeys are not necessarily negative or less desirable to direct outcomes. Some learners may genuinely require or desire repeated participation before they are ready to achieve their desired outcomes. Furthermore, it may be difficult to distinguish between undesirable instances where providers are unnecessarily re-enrolling students into multiple enrolments. This is distinctly different to other sectors where indirect pathways are more likely to be considered a negative characteristic.

\* Outcomes (for successful completion of accredited training) are based on provisional results for 2015-16. This arises from NCVET guideline which allows providers two years to finalise their data.



# Introduction: Outcomes and journeys (2)

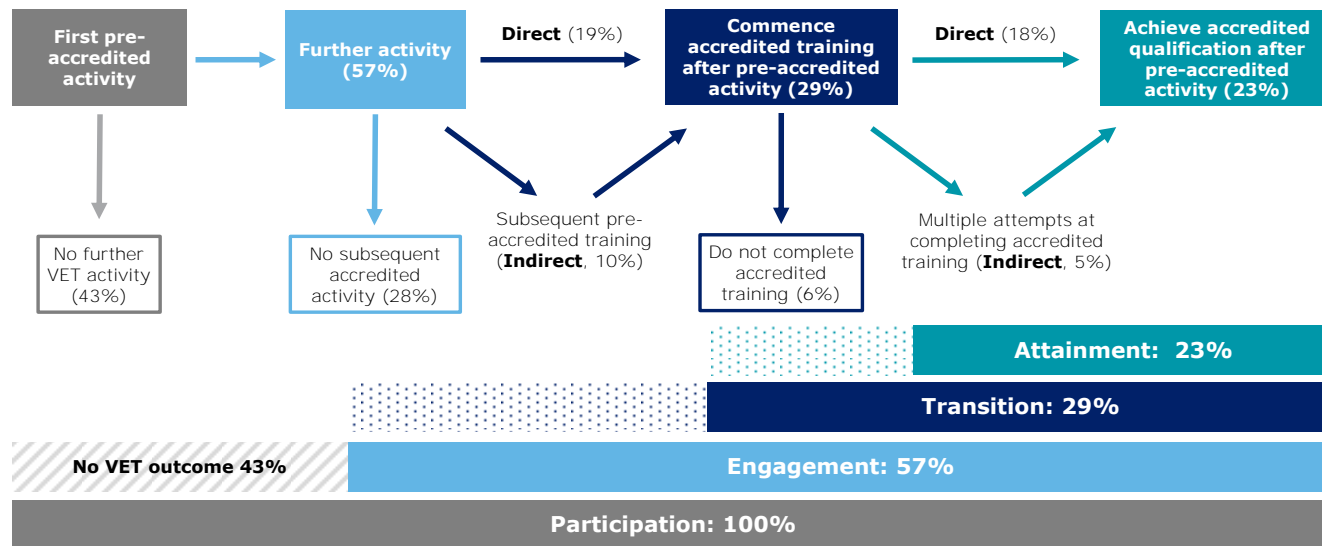
## Quantifying learner outcomes

The schematic below further describes the aggregate pathways for pre-accredited learners. This synthesis of pathways aims to tractably characterise learners into different and **meaningful learner journeys**: where learners have **five potential outcome pathways** and **three exit points**.

Utilising data on pre-accredited learners who commenced between 2013 and 2015, learners are first identified from their initial commencement of a pre-accredited program. From this data it was found (from left to right):

- **43% of all learners did not further engage** in any training activity, be it pre-accredited or accredited.
- In total, **57% of learners engaged in further training**. 28% of learners will do multiple pre-accredited programs, but do not transition into accredited training. **29% transitioned to an accredited program**.
- Of the 29% of all learners who began an accredited course, 19% did so directly after their first pre-accredited program while 10% undertook multiple pre-accredited programs.
- In total, **23% of learners successfully completed an accredited course** after undertaking a pre-accredited program. 18% completed their first accredited enrolment, whereas 5% commenced multiple accredited courses before successfully attaining their qualification.

*Learner journeys and outcomes (% of all learners, who commenced pre-accred in 2013-15)*



# Aggregate outcomes across the sector

## Pre-accredited learners who transition to accredited training experience relatively high rates of attainment

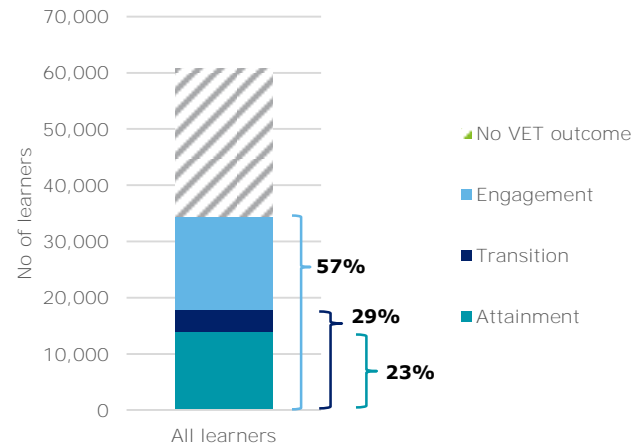
The analysis in this chapter and the next explores aggregate outcomes as percentages of total commencing pre-accredited learners. Only learners with a history of pre-accredited training are considered, and only those who commence their first pre-accredited program between 2013-15. ^ Outcomes from subsequent training commencing in 2016 are, however, considered in defining pathways for these learners. Throughout this report, accredited training refers to only the accredited activity that is commenced by learners with a history of pre-accredited training.

Notably, each outcome can be considered as a progression, from engagement to transition to attainment, such that, attainment outcomes are a **subset of transition outcomes, which are then a subset of engagement outcomes. Learners with 'no VET outcomes' do not achieve a further engagement with education outcome, which is equivalent to not achieving any outcome.**

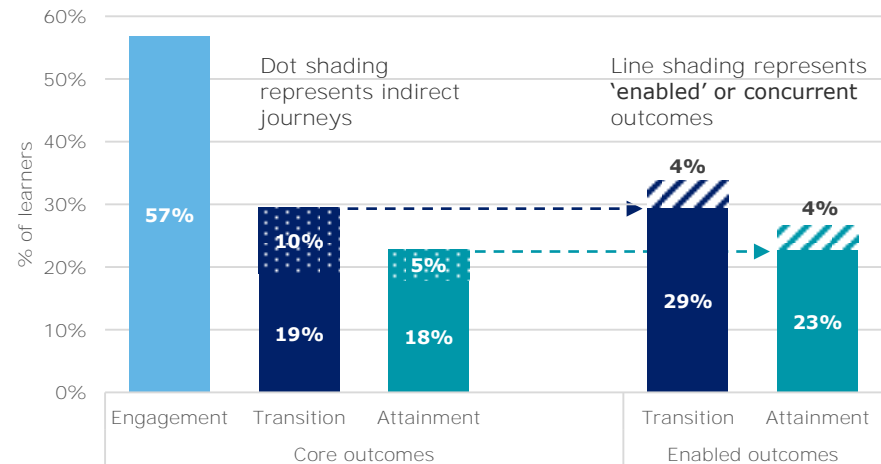
Across the sector, **57% of all learners further engage in education and training, 29% transition into an accredited course, and 23% attain an accredited qualification.**

Notwithstanding that not all learners intend to achieve these outcomes and that other outcomes (such as employment and higher education) exist, these results imply both a level of success, as well as a material number of learners who do not achieve these outcomes.

**1: Total learners achieving each outcome (commenced pre-accred in 2013-15)**



**2: Proportion of learners achieving each outcome, including indirect outcomes and an upper range (commenced pre-accred in 2013-15)**



Note: Figures represent the proportion of learners achieving each cohort. Notably, there is overlap in each outcome.

^ Due to data constraints prior to 2013, the initial pre-accredited activity for some learners may not be accurately identified. However, given the short duration of pre-accredited learning, it is unlikely that this presents a significant issue.

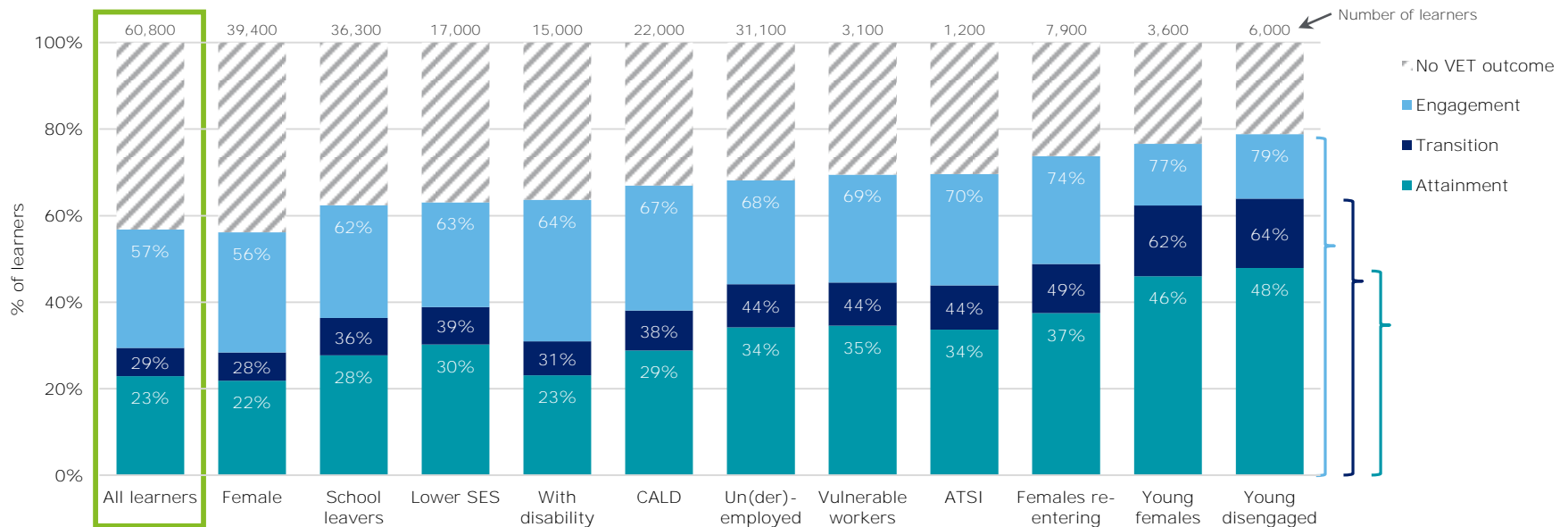
# Outcomes for ACFE priority cohorts

## Engagement, transition, and attainment rates tend to be higher than average for ACFE priority cohorts

A key observation is that **each ACFE priority cohort has a higher rate of achievement of each outcome than pre-accredited learners overall** (except for the female cohort ^). In particular, the two youth cohorts (aged 15-19) – young disengaged and young female learners – achieve transition and attainment outcomes at a rate of more than twice the average.

- Learners with disabilities, lower SES, and school leaver learners have relatively lower outcomes compared to other priority cohorts. This may suggest that greater learner supports are required for these learners and/or the current sector is not adequately meeting their training needs.
- Learner cohorts with similar levels of engagement do not necessarily have similar rates of transition or attainment – for example, CALD learners have similar engagement rates to un(der)employed learners, but significantly lower transition and attainment rates. This suggests that further work to understand why certain groups may engage but not transition or attain is warranted, and enable supports to be tailored to those groups.

### 3: Learner outcomes by ACFE priority cohorts (commenced pre-accred in 2013-15)



Note: Female learners represent more than 60% of learners, such that we would not expect this cohort to vary considerably from the average. Accordingly, the proportion of female learners achieving positive outcomes varies less than 1% from the average learner.

# Outcomes for other learner cohorts

Younger learners and those in metropolitan areas generally achieve outcomes at higher rates

This analysis explores a number of other learner cohorts. Notably, these cohorts are **not mutually exclusive to priority cohorts**: in fact, many of these learners also belong to priority cohorts.

Learner groups with **better** than average outcomes include:

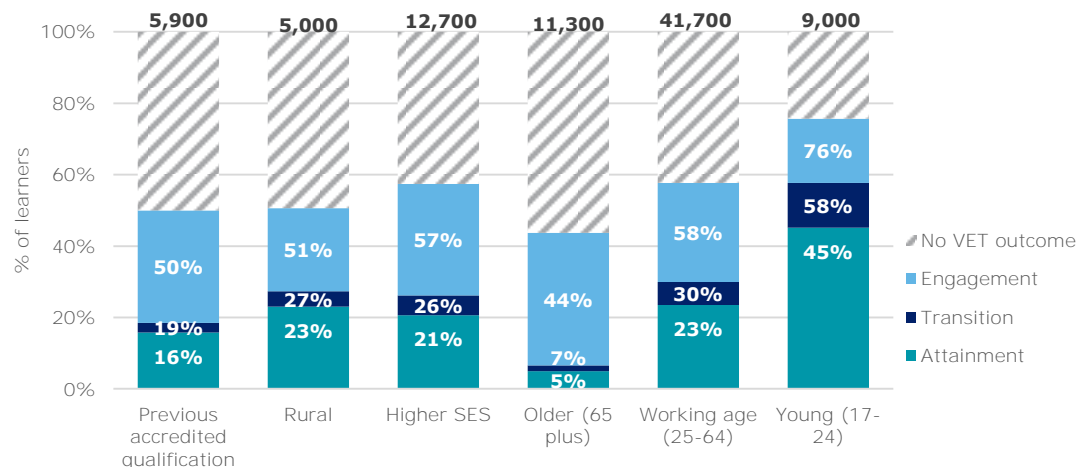
- Young learners (76% engagement, 58% transition, and 45% attainment, compared to 57%, 29%, and 23%, respectively, across all pre-accredited learners; Chart 1).
- Metropolitan regions tend to have higher levels of further engagement, which could relate to the **availability of further education in a learner's local area**; however, Eastern Metro has the second lowest transition and attainment rates of any region, which could relate to the characteristics of its learner cohort, and their corresponding intentions (Chart 2).

Learner groups with **lower** than average outcomes include:

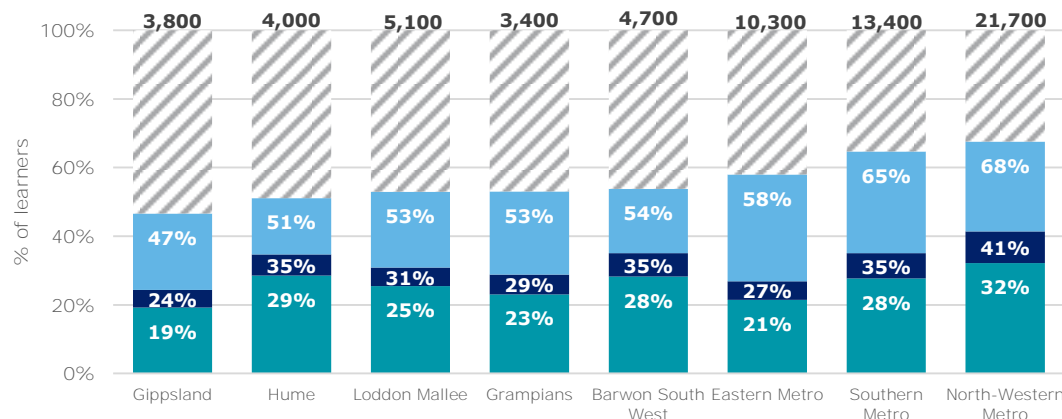
- Older learners (only 7% of learners transitioning and 5% attaining), which suggests that that this cohort of learners may have different goals to the average pre-accredited learner, and reiterates the **need to understand learner intent** (in addition to government objectives) to be able to fully define success (Chart 1).

These findings are likely to warrant further research and analysis into understanding what may be driving this variation and how providers can be supported to achieve positive outcomes.

1: Learner outcomes by other learner cohorts (commenced pre-accred in 2013-15)



2: Learner outcomes by ACFE council (commenced pre-accred in 2013-15)



# Objective 3

## Patterns

# Introduction: Patterns

## Describing and characterising learner journeys to outcomes

The purpose of this chapter is to **more deeply understand and characterise the participation, journeys and outcomes of learners**. The analysis explores patterns and seeks to identify systematic trends in achievement, where they exist.

Notably, the analysis in this chapter is descriptive in nature, as opposed to a causal study using regression analysis or similar. Subsequently, a level of caution is required when attributing results and characteristics, as both the direction and causality cannot be clearly identified, and that this analysis is constrained to learners with a history of pre-accredited learning.

The key learner, course and provider characteristics examined in this analysis are described below, where the primary characteristics are ACFE priority cohorts and ACFE pre-accredited program types.



- **ACFE priority cohorts**

- Non-priority cohorts
- Learner geographies\*



- **ACFE pre-accredited program types<sup>^</sup>**

- Field and level of education
- Foundation courses



- Provider type, in particular TAFE, and Learn Local Organisations (LLOs) that are also RTOs.

- Provider geographies\*

### Key findings:

1. There is some alignment and relatedness between pre-accredited and accredited activity for learners.
2. Young disengaged and young female learners are more likely to transition into VCE-VCAL programs.
3. Outcomes are lower for Employment Skills programs, older learners, learners with previous accredited qualifications, and in the Gippsland region.
4. Attainment rates are highest for Certificate II learners, and lower for VCE-VCAL, Certificate I and Diplomas courses.

\* Geographies include (1) LGAs; (2) regions by inner metro, outer metro, regional and rural; and (3) eight ACFE councils.

<sup>^</sup> Program types include (1) Adult Literacy and Numeracy Skills; (2) Employment Skills; and (3) Vocational Skills.

# Patterns by ACFE program types

Outcomes tend to be lower for Employment Skills programs, but transitions appear to align with ACFE program types

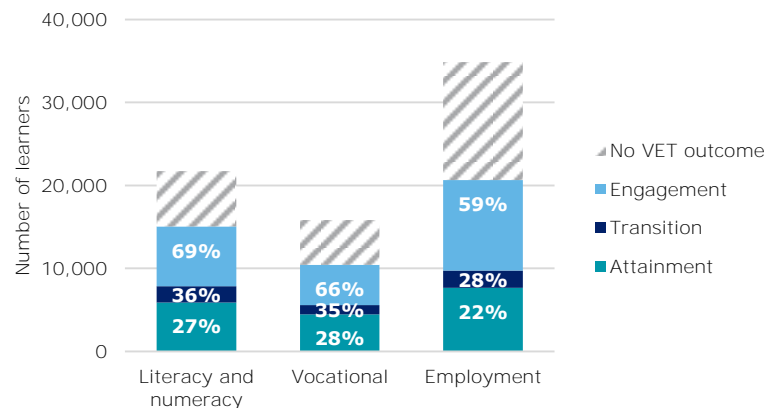
The alignment of learner journeys from pre-accredited to accredited training is an important characteristic of a transition outcome. There appears to be some level of **broad alignment and relatedness of training activity among learners** – see Chart 1:

- **Adult Literacy and Numeracy programs tend to lead to a continuation of core learning skills**, in Foundation programs, rather than higher-level courses.
- **Employment Skills and Vocational Skills programs tend to lead to higher-level qualifications**, in Certificate IIIs and above.

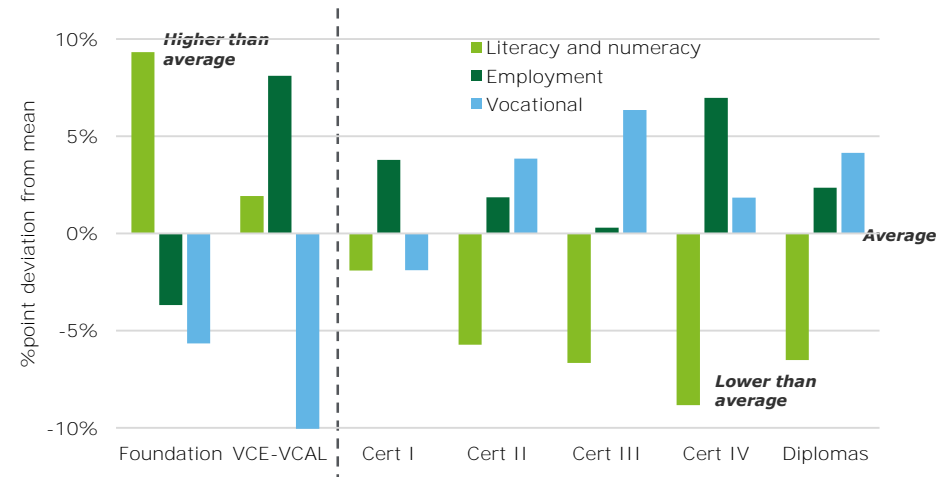
Outcome rates are lower on average for Employment Skills programs – see Chart 2 and Chart 3.

- As many of these programs relate to specific skills and discrete learning (i.e., CV writing or job interviewing), this may reflect different learner intent at the point of commencement; however, further research would be required to further understand these dynamics.

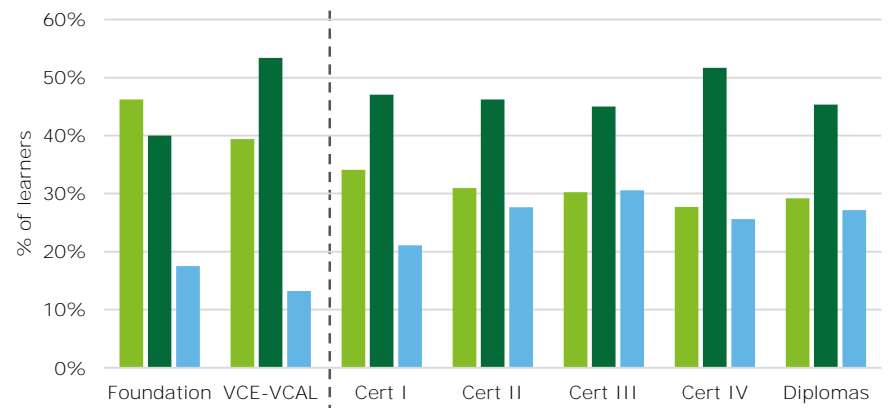
3: Learner outcomes by pre-accredited program type (commenced pre-accred in 2013-15)



1: Relative differences in accredited transitions by AQF level and pre-accredited program type (commenced pre-accred in 2013-15)



2: Accredited transitions by AQF level and pre-accredited program type (commenced pre-accred in 2013-15)



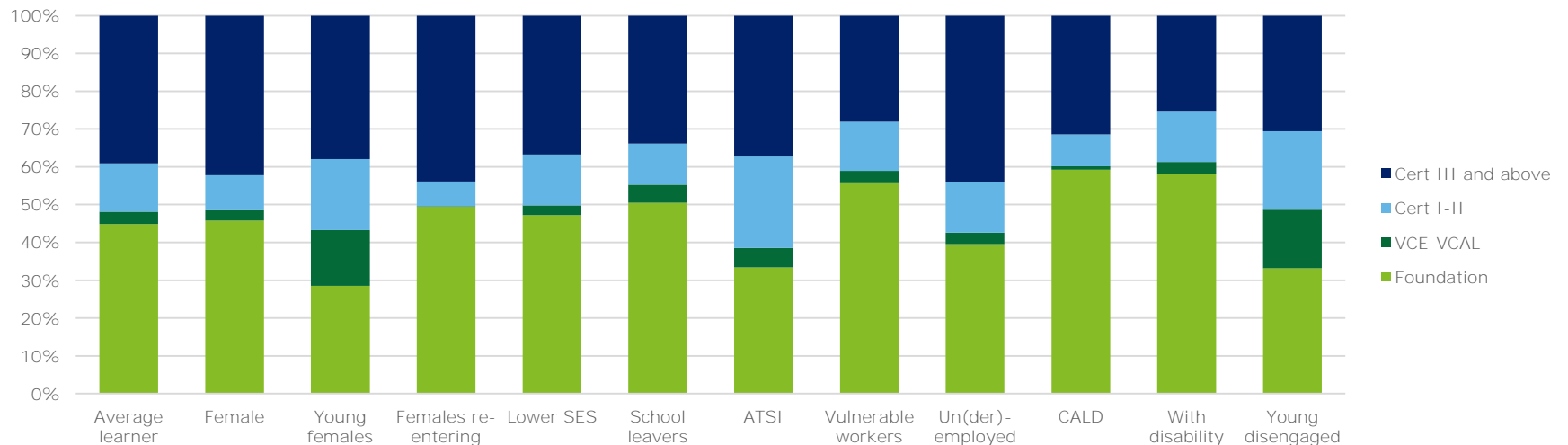
# Patterns by level of education

Female and unemployed cohorts transition into higher-level qualifications, that may be more directly linked to vocations

Many learners achieve their transition and attainment outcomes through lower-level qualifications, such as Foundation and Certificate I-II courses. Although this is still a positive outcome, these are **lower-level qualifications may be less likely to directly lead to employment outcomes** (as Certificate III or IV is the entry-level qualification requirement in many occupations), but may enable a learner to undertake a higher-level qualification in the future.

- **Vulnerable workers, CALD and learners with disabilities have higher commencements in foundation courses** (over half of each group).
- ATSI learners undertake fewer foundation programs, but more Certificate I and II courses.
- **Young disengaged and young female learners undertake fewer higher-level courses; however, these groups have very high rates of participation in VCE-VCAL programs**, which is an understandable outcome for this age demographic.
- Female learners are more likely to commence Society and Culture programs (which include aged care and child care qualifications); whilst vulnerable workers, CALD learners and learners with a disability are more likely to commence Mixed field programs.

*Transitions into accredited education by AQF for ACFE priority cohorts (commenced pre-accred in 2013-15)*





## Patterns by level of education (2)

Completion rates are highest for Certificate III courses and lowest for VCE-VCAL programs

For learners who transition to accredited courses, Chart 1 shows completion rates\* are:

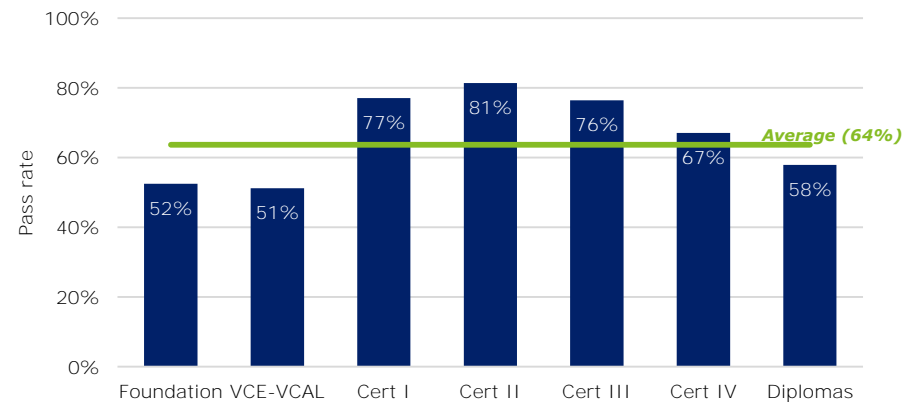
- **Highest for learners in Certificate II courses.**
- **Lower for learners in Diplomas**, which could reflect learners transitioning into courses too advanced for their level of progression and learning, or the time period of analysis being too short to allow for the full observation of outcomes.
- **Lower for learners in Foundation and VCE-VCAL programs**, which could reflect inadequate learner supports for individuals with greater needs who may be self-selecting into lower-level programs.
- Further research is required to more conclusively understand the drivers of variation in completion rates across qualification levels.

There is **evidence of progression into higher qualification levels** for learners who commence multiple accredited courses – see Chart 2.

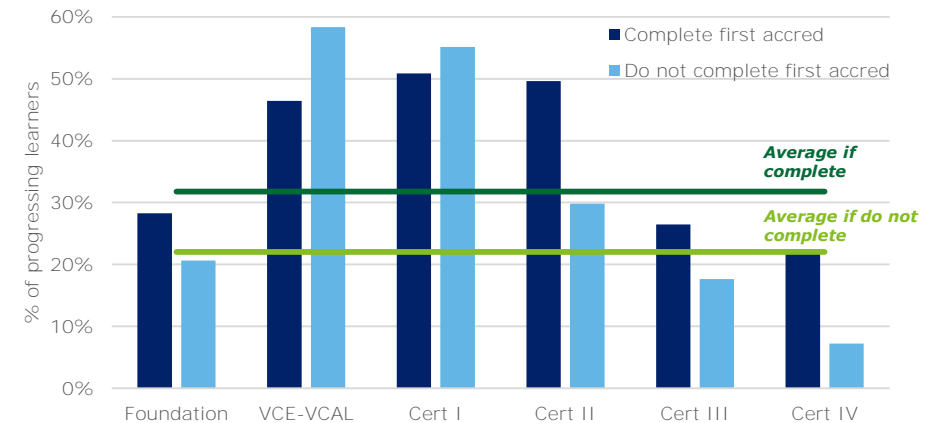
- **Learners who complete their first accredited course are more likely to progress to a higher qualification**, compared to learners who do not successfully complete that qualification.
- This differential is highest for higher-level qualifications. This may be driven by learners inappropriately commencing these qualifications, and subsequently enrolling in lower-level courses.
- Notably, progression rates are significantly lower for foundation courses.

\* These rates are based on reported completions from providers, rather than derived completions. The categories are mutually exclusive, such that a Foundation or VCE-VCAL enrolment will only appear once in Chart 5. Figures represent number of enrolments who successfully completed, rounded to the nearest hundred.

**1: Accredited completion rates by AQF (commenced pre-accred in 2013-15)**



**2: Completion outcome of second, higher level accredited qualification by AQF and completion outcome of first accredited qualification (commenced pre-accred in 2013-15)**



Note: Proportions calculated using only the sample of learners who progress to a second qualification, i.e. excludes learners who only commence one qualification in the sample. Hence, the inverse values of the above represent learners who progress to the same or lower qualification. Foundation and VCE-VCAL are considered the same level.

# Patterns in travel and provider location

## Learners typically participate in local pre-accredited providers

Pre-accredited learning has the advantage of local delivery in terms of proximity (see page 19) and the ability for **providers to tailor their services to the needs of local learners**.

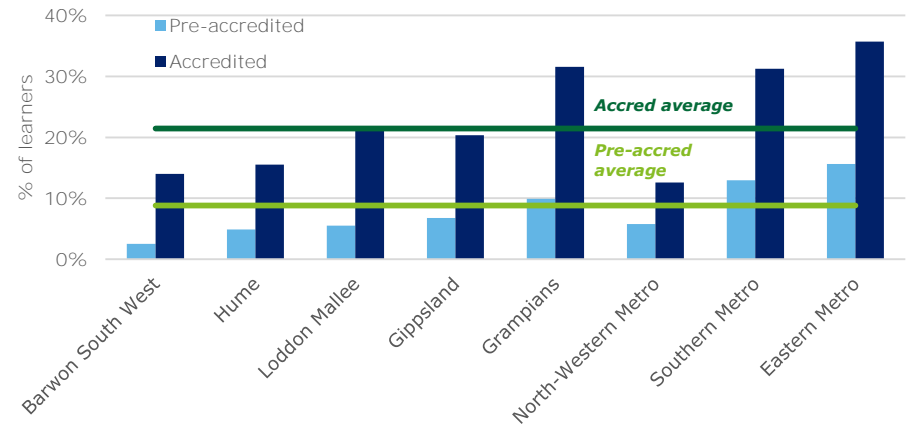
Compared to subsequent accredited qualifications, learners travel shorter distances and are **significantly more likely to access pre-accredited training within their ACFE council** – see Chart 1.

- Metropolitan learners are more likely to travel to a different council; however, this is likely to smaller council regions in metropolitan areas.
- Notably, **learners in the Grampians are significantly more likely to travel to a different council** for training, compared to other regional areas. This could reflect a lack of appropriate local offerings.

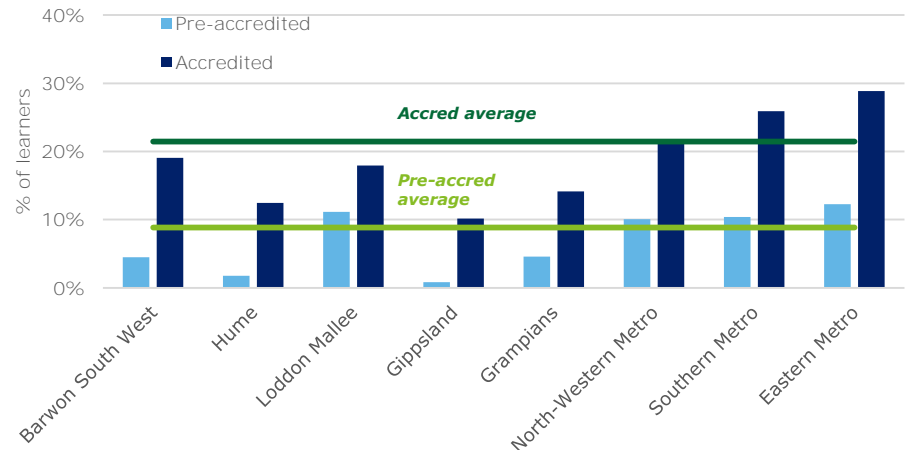
**Barwon South West and Loddon Mallee both service a significant proportion of pre-accredited learners participating in accredited training from other councils**, which could be the result of the large regional centres in these regions (Geelong, Warrnambool and Bendigo) that may have a more diverse range of accredited training offerings drawing learners from neighbouring regions – see Chart 2.

Further analysis of provider location, access and offerings could help unpack the variation in travel patterns and provider choices across regions.

**1: Learners travelling to different councils for training (commenced pre-accredited in 2013-15)**



**2: Providers servicing learners from different councils (commenced pre-accredited in 2013-15)**



# Patterns by provider type

Accredited training is more likely to occur at ACE providers, except in Gippsland where TAFE has a strong presence

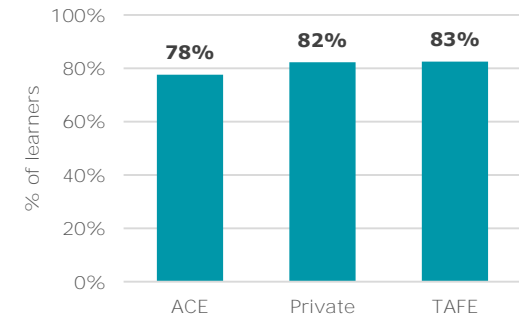
There is limited variation in the attainment levels of learners who attend TAFE or private providers. However, there is a **5 percentage point differential between TAFE and ACE providers** (who are also RTOs) – see Chart 1.

**More learners attend ACE providers** compared to TAFE, which suggests that access and distance to local accredited training can pose a challenge in some regions, particularly in the Grampians and Loddon Mallee (Chart 3).

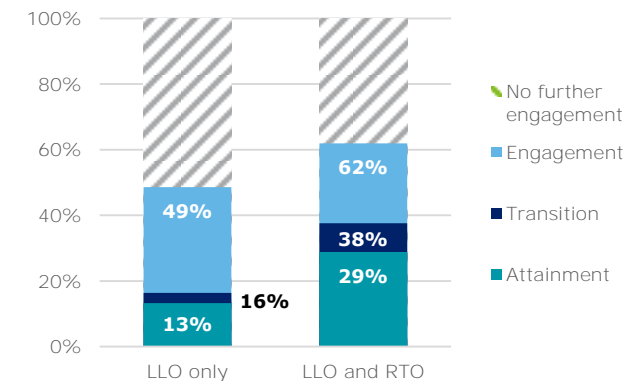
- **Learners in Gippsland equally attend ACE and TAFE institutions**, which may suggest that there are existing partnerships or linkages between providers that lead to more pre-accredited learners subsequently enrolling at TAFEs.
- Learners who commence an accredited qualification at the same ACE provider (where the LLO is also an RTO) do not experience different outcomes when compared to learners who change providers between pre-accredited and accredited training.

There is a differential in aggregate outcomes for learners who undertake their pre-accredited training at LLOs that are also RTOs (relative to those who are LLOs only – Chart 2), which could suggest differences in the programs offered by providers and the extent to which pathways into further training are structured.

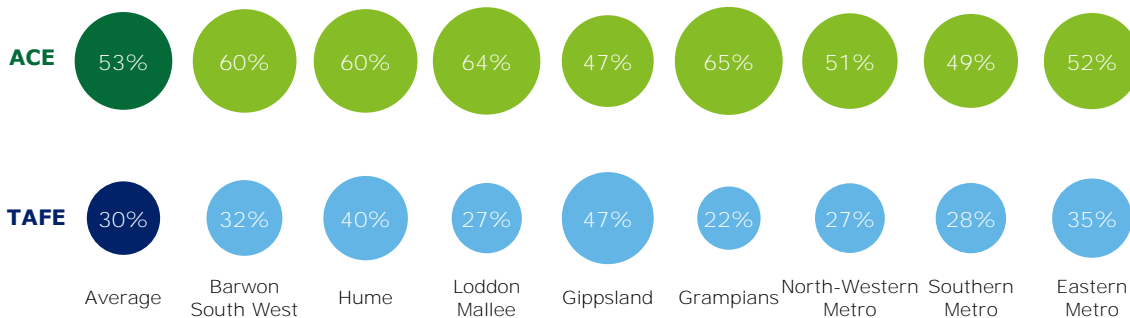
**1: Learners successfully attaining an accredited qualification by provider type (commenced pre-accred in 2013-15)**



**2: Variation in average learner outcomes for LLOs that are also RTOs (commenced pre-accred in 2013-15)**



**3: Provider types for learners who commence accredited training by council (commenced pre-accred in 2013-15)**



# Patterns by volume of pre-accredited training

More hours are likely to be beneficial, but do not always lead to improved outcomes

Pre-accredited modules are locally designed by providers and as a result vary considerably along many dimensions, including volume of training (hours).

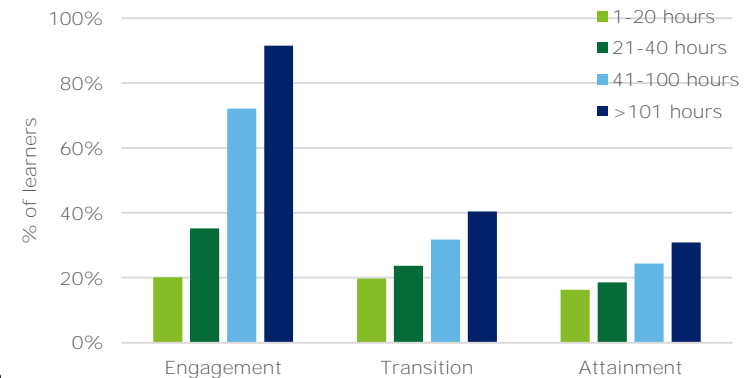
Learners who complete **more hours of pre-accredited training are more likely to achieve better outcomes on average** – see Chart 1.

On average, learners participate in 80 hours of pre-accredited training per year (Chart 2).

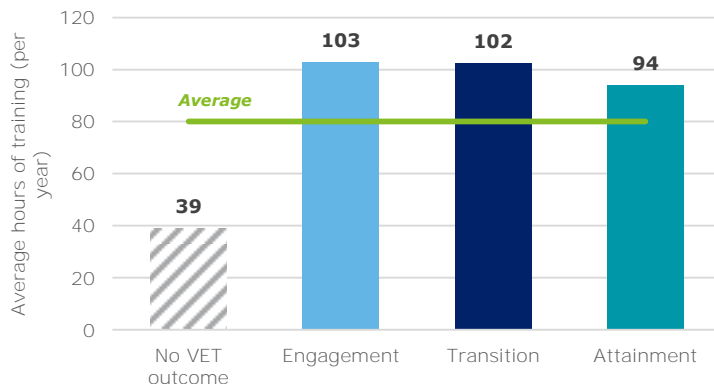
- The **average number of hours does not vary considerably for learners who achieve an engagement, transition or attainment outcome**. This may be evidence of non-linearities in the benefit of more pre-accredited training, or reflect learner motivations to enrol in multiple pre-accredited programs (without progressing). Further research, to understand the variation in program structure and duration across providers could provide greater insight into these dynamics.

Interestingly, the average number of hours of pre-accredited training undertaken by each learner increased by approximately 50% between 2015 and 2016 (Chart 3).

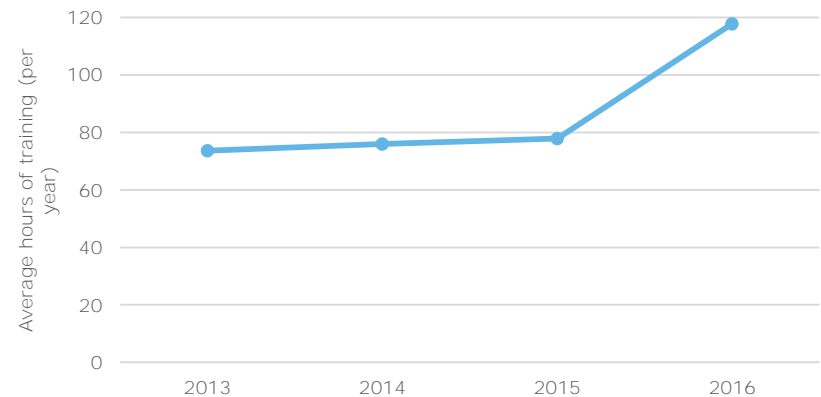
**1: Average outcomes by pre-accredited hours of participation (commenced pre-accred in 2013-15)**



**2: Average pre-accredited hours of participation by learner outcomes (commenced pre-accred in 2013-15)**



**3: Average pre-accredited hours of participation over time**



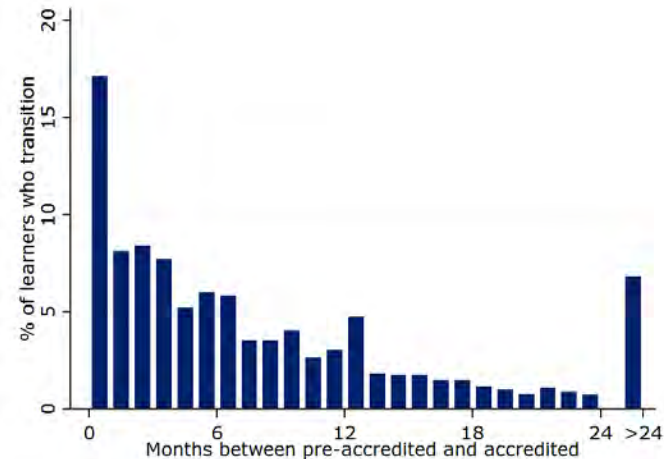
# Patterns by time taken to transition

The majority of transitioning learners progress within six months of commencing pre-accredited training

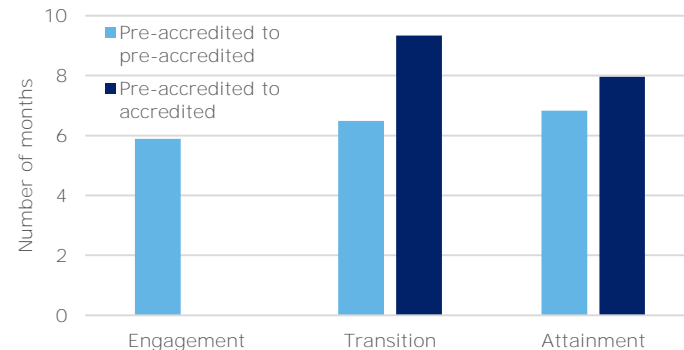
Chart 1 shows the distribution in time between the commencement dates for a learner's first pre-accredited and accredited activity.

- The **majority of learners transition within six months (58%)**, notwithstanding a 'right-skewed' tail of learners that take two years to progress to an accredited qualification (6%).
- Learners who transition sooner from a pre-accredited to accredited course are also more likely to subsequently achieve an attainment outcome (8 months, compared to 9.3 months for all learners who achieve a transition outcome; Chart 2).
- This could be a positive reflection of the **use of pre-accredited training as a 'stepping stone'** to accredited qualifications, but also suggests that there may be a need for greater supports for learners taking longer periods of time to progress, to ensure that they remain engaged.

**1: Distribution of time between commencing first pre-accredited and accredited programs (commenced pre-accred in 2013-15)**



**2: Average time between commencements by outcomes (commenced pre-accred in 2013-15)**



# Incidence of indirect pathways

## Evidence that some learners may require greater support for transitioning to an appropriate accredited qualification

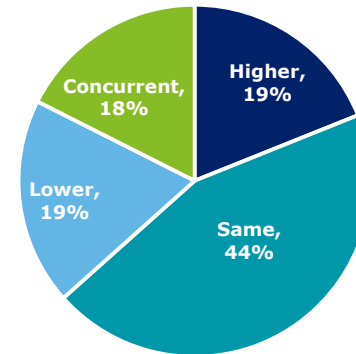
The dynamics of learners who commence multiple accredited courses before attaining a qualification can provide insights into **how learners are transitioning from pre-accredited programs, and whether they commence appropriate courses.**

- Chart 1 shows that **44% of these indirect attainment learners commence a subsequent course at the same AQF level**, which suggests that a significant proportion of learners are not commencing the wrong level of education, but rather a qualification in an unsuitable field or provider.
- However, **almost 40% of these learners change their qualification level in subsequent enrolments**, which suggests they may be commencing an unsuitable level of education (either too high or too low), which suggests that there could be a role for greater information provision and course guidance for learners as transition to the accredited sector.

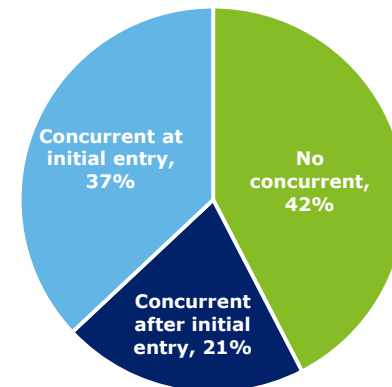
Many learners also undertake concurrent accredited qualifications.

- 37% of indirect attainment learners commence multiple accredited qualifications at their initial point of transition, while 21% commence an additional accredited qualification sometime after their initial commencement, but before they complete that qualification.
- This may reflect **learners successfully using foundational or supplementary qualifications to support their learning** and achieve positive outcomes.

**1: AQF progression from first accredited course for indirect attainment learners (commenced pre-accred in 2013-15)**



**2: Concurrent accredited qualification for indirect attainment learners (commenced pre-accred in 2013-15)**



Note: 3,007 enrolments

# Enabling outcomes

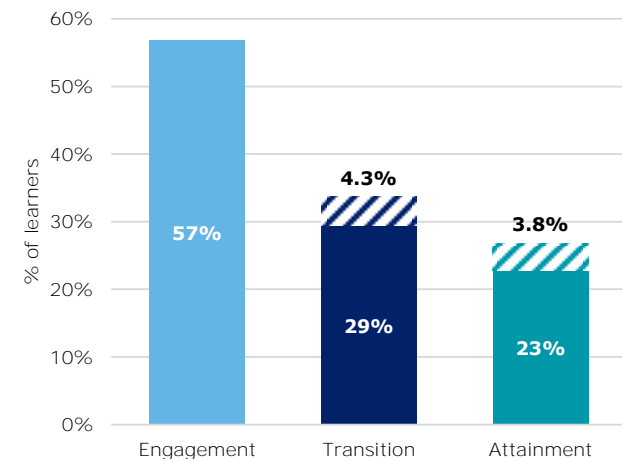
## Some learners commence a pre-accredited program after enrolling in an accredited course

The previous analysis focuses on learners who use and complete pre-accredited training before transitioning into the accredited sector. Other learners will commence a pre-accredited program after enrolling in their accredited course in order to supplement, support and enable their training outcomes.

An **additional 4.3% of learners transition into accredited training**, when previous commencements (i.e., activity that starts before and ends after the first pre-accredited commencement) are considered. An **additional 3.8% of learners then successfully attain an accredited qualification**.

- The **incidence of learners using pre-accredited as an enabler is evenly spread across priority cohorts**, fields of education and qualification levels, although the non-priority learner groups tend to have higher incidence rates.
- The **completion rate**, at an enrolment level (rather than a learner level), is **slightly higher for those who commence accredited prior to pre-accredited** – 67% compared to 64%. This could reflect a difference in the underlying characteristics of learners who transition and attain along this enabling pathway.
- The **completion rate for Certificate I learners is significantly lower for learners who commence accredited prior to pre-accredited training** – 59% compared to 77%. As learners in this group are more likely to be seeking foundational skills, it may suggest that pre-accredited training prior to commencing accredited is a more effective pathway for learners who require greater supports.

*Enabled transition and attainment outcomes (commenced pre-accred in 2013-15)*



# Conclusion



# Policy implications and future research (1)

## This analysis reveals a number of areas and research questions that may warrant further investigation

This analysis provides greater confidence that:

1. Pre-accredited training is **targeting and servicing its priority learner cohorts** (only 3% of learners do not belong to any cohort);
2. Learners are able to **successfully transition into accredited training** (29% of all pre-accredited learners); and
3. A large proportion go onto ultimately **attain a qualification** (23% of all pre-accredited learners).

Together, these findings point to the value that pre-accredited training is providing to its learners (both immediately – in terms of participation, and ongoing – in terms of transition and attainment).

- Going forward, there is the **opportunity to further leverage the strengths of pre-accredited training** – in re-engaging individuals who are not in education or work (and thereby promoting inclusion) and preparing them for further training (in the accredited space) and the changing nature of work (and equipping them with the skills required).

Moreover, the deeper analysis conducted in this report suggests that there are certain groups who systematically achieve learning outcomes at lower rates than their peers. As such, there is a need for future policy and research to target these gaps and challenges – to understand their drivers and implement policies and supports that effectively drive improvements in training outcomes for these learners, particularly to further:

1. Support and inform the value proposition of pre-accredited training;
2. Parameterise and quantify pre-accredited outcomes, including employment and further education transitions; and
3. Observe how the current funding system may be driving outcomes or influencing learner/provider dynamics.

**Further exploration of the current data** (and enhancements to the current data) could allow an examination of:

- Heterogeneity in pre-accredited providers and programs (particularly a more systematic and detailed categorisation of program types, and a deeper understanding of differences in duration and intensity). Specifically:
  - An improved understanding of program types. Exploring additional levels of detail beyond the three pre-accredited program types (Literacy and Numeracy, Employment Skills and Vocational programs) would allow for greater nuance and distinctions to be made in the types of programs that are delivered by providers, and a stronger understanding of the different pathways that programs lead to.
  - An improved understanding course structures. Exploring how providers structure their programs (for example, three short programs at one provider that contain the same content versus one longer program at another provider). In this project, distinctions around course intensity and duration could not be systematically made, and thus, the analysis relied more on the time between commencement of pre-accredited training and accredited training or average hours of pre-accredited training undertaken in a calendar year.
- Regional differences (at both the ACFE Region and LGA level) in greater detail, and the development of regional training activity and outcome dashboards (for internal purposes) could be used to help improve the provider understanding of pre-accredited activity, and could be similar in form to the Training Market Reports produced by the Department.

## Policy implications and future research (2)

This analysis reveals a number of areas and research questions that may warrant further investigation

- Access to training and the impact of distance, through a more sophisticated analysis of provider locations, and how that varies across training types (pre-accredited versus accredited), provider types (particularly TAFEs versus LLOs) and qualifications (breadth of provision within a geography).
- The types of learners undertaking Foundation Skills List and VCE-VCAL qualifications, to understand their role in the learner journey, as well as the use of pre-accredited programs to support learners in their accredited training (through concurrent enrolments).
- Using econometric techniques to identify which factors of disadvantage (given the high incidence of learners belonging to multiple priority cohorts) are the greatest predictors of strong (or weak) training outcomes.

**Future data and research** can be used to inform the development of:

- An outcomes framework, composed of appropriate and tailored indicators and benchmarks, which allow for ongoing monitoring at the sector, region and provider level. This could incorporate existing data collections (relating to training activity) and new collections, such as:
  - Employment (and volunteering) outcomes achieved by learners – to understand whether learners who achieve no further training outcome following participation in a pre-accredited program have found employment;
  - Student satisfaction data – to understand the learner experience; and
  - Learner intent data – to understand potential linkages with learner outcomes (for instance, whether a cohort that achieves lower transition rates is also less likely to have a desire to transition to accredited training, or older learners who are seeking a return to the workforce – particularly relevant given the changing labour market and increasing retirement ages).
- A greater understanding of the need for pre-accredited training in local communities – to inform the targeting of existing funding and the potential quantum of funding required. Whilst this project has used ABS and VIF data to understand the demographics of regions, this does not directly translate to the level of need within a community.
- A clearer value proposition regarding pre-accredited training and an understanding of the counterfactual (that is, what would have occurred if pre-accredited training was not available to learners). This could be pursued through a quantitative approach (examining the costs and benefits of training), or a qualitative approach (that asks learners the benefits they have received from training – both economic and social, and the pathway they would have taken if pre-accredited training was not available – for instance, directly enrolling in accredited training, participating in non-accredited training or not participating in any training).
- A deeper understanding of provider behaviour – particularly what drives the programs they offer (and flexible delivery modes), learner cohorts they serve, and supports they offer to learners (such as career counselling) and pathway options (through partnerships with TAFE) – and the influence of the current funding model on that decision making.
- More targeted and tailored supports for learners – particularly given the high incidence of learners having multiple factors of disadvantage (that is, belonging to multiple priority cohorts).

The opportunities described above suggest that there is a broad scope to build on the current strengths of pre-accredited training – to better leverage existing and new data, to promote performance and accountability in the sector, and enable more sophisticated targeting and interventions over time.

# Appendix A

## Definitions and approach

# Glossary (1)

Term	Definition
Accredited training	A program of study that leads to vocational qualifications and credentials that are recognised across Australia. Accredited programs of study have been endorsed by either national or state/territory registering/accrediting organisations or a delegated authorised body.
ACFE / ACE	Through the Adult, Community and Further Education (ACFE) Board, the Victorian government provides funding to community-based organisations (known as Learn Local organisations) and two adult education institutions, the Centre for Adult Education (CAE) and AMES Australia, for delivery of education and training programs to a broad range of Victorians over compulsory school-leaving age – young people, older people, people with special needs, people from diverse cultural backgrounds – with a special focus on people who have had limited prior access to education.
Adult Literacy and Numeracy Skills programs (ACFE)	Programs to support language, literacy and numeracy skills including, for example, English as an Additional Language (EAL) courses.
Attainment	For the purposes of this report, attainment means completion of an accredited training course, after participation in one or more pre-accredited courses.
Commencement	A commencement is a new enrolment by a student in a nationally accredited course at a registered training provider within a given year.
Employment Skills programs (ACFE)	Programs to support basic skills needed for employment.
Engagement	For the purposes of this report, engagement means participation in pre-accredited or accredited training.
Enrolment	An occurrence of a student undertaking a discernible quantum of training, either in a pre-accredited or nationally <b>accredited course, in a given year. The term 'enrolment' covers both new and continuing</b> training undertaken in a given year. A student can be enrolled in more than one quantum of training in a year.
Foundational training	For the purposes of this report, foundation skills courses help students to gain basic skills gaps for vocational education and training. Base level skills in literacy, numeracy and workforce preparation skills help improve a <b>student's chances to find employment, access opportunities for further education and/or improve their broader social</b> participation.

Source: Department of Education and Training (2017) Pre-accredited Programs; Department of Education and Training (2015) *Victorian Training Market Report 2015*; ACFE Board (2015) *Glossary of terminology commonly used in ACFE*; Deloitte Access Economics (2017)

## Glossary (2)

Term	Definition
Hours	For the purposes of this report, hours of training a pre-accredited learner participates in.
Learner / Student	A person enrolled in at least one quantum of learning.
Pre-accredited training	Pre-accredited training programs are usually short modular courses, designed to give learners confidence and skills, that create pathways to nationally accredited training or employment. Pre-accredited training focuses on learners who have not achieved Year 9 or an equivalent qualification. Programs must address the particular needs of adults who have experienced barriers to education and find it difficult to undertake accredited programs as their first step back into education and training. The ACFE Board purchases specific types of pre-accredited programs.
Priority learner	A learner that <b>belongs to one or more of the ACFE Board's priority cohorts.</b>
Region	One <b>of the ACFE Board's eight regions, identified for the administration of pre-accredited training.</b>
SVTS	SVTS is an online reporting system used by government funded training organisations to report on pre-accredited training and accredited training activity. When reporting, organisations must meet requirements for Victorian VET Student Statistical Data Collection Guidelines, including requirements to maintain AVETMISS compliance (Australian Standards).
Transition	For the purposes of this report, transition means commencement of a nationally accredited course, after participation in pre-accredited training.
VCE-VCAL	Victorian Certificate of Education and Victorian Certificate of Applied Learning programs.
Vocational Skills programs (ACFE)	Programs to support skills acquisition needed for specific occupations.

Source: Department of Education and Training (2017) Pre-accredited Programs; Department of Education and Training (2015) *Victorian Training Market Report 2015*; ACFE Board (2015) *Glossary of terminology commonly used in ACFE*; Deloitte Access Economics (2017)

# Notes on the data

Readers should note the following interpretation guidelines and data caveats when reading the report.

- In summary, the analysis contained in this report considers only trends and patterns of training.
- The analysis does not propose causal factors for the general patterns that are described. The approach taken has focused on describing **trends and patterns in learners' training activity and progression. Its approach to the evidence is observational rather causal** in nature. Readers are advised to not attribute to the findings casual linkages between learners, enrolments, courses and providers based on these results.
- The analysis identifies learners who first participated in pre-accredited training between 2013-15. It uses SVTS activity data provided by the Department of Education and Training to examine corresponding pre-accredited activity between 2013-16 and accredited activity between 2010-16.
- The report assumes that the data is accurate and complete.
- More detail about how specific cohorts, geographies, and pathways have been defined are described in the remainder of this Appendix.
- Student transitions from initial pre-accredited enrolment on to further training have been identified through the use of a statistical linkage key provided by the Department of Education and Training. In its function, the key makes deterministic matches of particular student attributes. This allows probabilistic identification of individuals. The probabilistic identification of learner journeys does not imply direct associations between individual enrolments.
- The ACFE Board priority cohort categories have been derived from the individual student and enrolment data provided by the Department of Education and Training. Students have not self-identified in the priority cohort categories, with the exception of ATSI students and learners with disability. Unless where specifically stated in the report, learners in pre-accredited training may be counted in more than one ACFE Board priority cohort. The ACFE Board priority cohorts are not mutually exclusive.
- ACFE Board program categories are derived from reported fields of education in the data provided by the Department of Education and Training. Learn Local organisations individually assign pre-accredited courses through their curriculum development processes to fields of education. This individual allocation of fields of education means that ACFE Board program category results should not be taken as definitive.
- ABS Census data (2011) and Victoria in Future population projections complemented the report analysis by providing historical and forward-looking information.

# Definitions for ACFE Priority learner cohorts

#	Label	ACFE definition	Analysis definition and notes	ABS definitions of ACFE Priority learner cohorts
1.1	Female	Women, including young mothers, women seeking to re-enter the workforce, and women who have experienced family violence.	Indicator for female gender; likely to represent an upper bound of disadvantage; excludes inconsistent or non-binary entries.	2016 Census – Cultural Diversity LGA (UR) by SEXP Sex and AGE5P - Age in Five Year Groups; Counting: Persons, Place of Usual Residence <b>Sum of Female</b>
1.2	Young females		Indicator for female AND aged between 15 and 19 years old.	2016 Census – Cultural Diversity LGA (UR) by SEXP Sex and AGE5P - Age in Five Year Groups; Counting: Persons, Place of Usual Residence <b>Sum of Female for 15-19 years age bracket</b>
1.3	Females re-entering		Indicator for female AND aged between 35 and 64 years old AND study reason was <b>“To get a job”</b> AND employment status was either not in labour force or unemployed.	2011 Census - Counting Persons, Place of Usual Residence LGA by AGE5P - Age in Five Year Groups and LFHRP Labour Force Status and Hours Worked Not Stated by SEXP Sex; Counting: Persons, Place of Usual Residence <b>Sum of Female for categories (i) Unemployed, looking for part-time work, (ii) Unemployed, looking for full-time work, and (iii) Not in the labour force</b>
1.4	Female family violence <sup>^</sup>		n/a	n/a
2	Lower SES	People in low socioeconomic status localities.	Indicator for bottom two SEIFA IRSAD deciles, which identify the lowest 20% SES areas within the state, based on home postcode.	2011 Census - Counting Persons, Place of Usual Residence LGA by IRSAD Deciles at LGA Level (Pop) and AGE5P - Age in Five Year Groups; Counting: Persons, Place of Usual Residence <b>Sum of persons in Decile 1 and 2</b>
3	School leavers	Early school leavers.	Indicator for learners where highest school education was less than Year 12 AND the learner was not currently attending school.	<b>2011 Census - Education and Qualifications LGA by Highest Year of School Completed (HSCP) and AGE5P - Age in Five Year Groups by Full-Time/Part-Time Student Status (STUP); Counting: Persons, Place of Usual Residence</b> <b>Sum of persons in Highest Year of School Completed (HSCP) categories: (i) Did not go to school, (ii) Year 8 or below, (iii) Year 9 or equivalent, (iv) Year 10 or equivalent, and (v) Year 11 or equivalent</b>
4	ATSI	Aboriginal and Torres Strait Islander (ATSI) identifying learners.	Indicator for ATSI identification; adjustments made for inconsistent identification.	2016 Census - Cultural Diversity LGA (UR) by AGE5P - Age in Five Year Groups and INGP Indigenous Status; Counting: Persons, Place of Usual Residence <b>Sum of persons in INGP Indigenous Status categories: (i) Non-Indigenous, (ii) Aboriginal, (iii) Torres Strait Islander, and (iv) Not stated</b>
5	Vulnerable workers	Low-skilled and vulnerable workers.	Indicator for learners who were employed AND highest previous education was Year 9 or below.	2011 Census - Education and Qualifications Local Government Areas (2011 Boundaries) (UR) by Age in Five Year Groups (AGE5P), Highest Year of School Completed (HSCP) and Labour Force Status (LFSP); Counting: Persons, Place of Usual Residence <b>Sum of persons in Highest Year of School Completed (HSCP) category (Year 8 or below and Did not go to school), and Labour Force Status (LFSP) category (Employed, worked full-time; Employed, worked part-time; and Employed, away from work)</b>

<sup>^</sup> This sub-cohort was not included in the analysis due to identification constraints in the current data.

# Definitions for ACFE Priority learner cohorts

#	Label	ACFE definition	Analysis definition and notes	ABS definitions of ACFE Priority learner cohorts
6	Un(der)employed	Unemployed/underemployed people.	Indicator for unemployed OR part-time employed and reason for study is for a job or a better job OR not in labour force and reason for study was for a job; likely to represent an upper bound.	2011 Census - Education and Qualifications LGA by AGE5P - Age in Five Year Groups and Labour Force Status (LFSP); Counting: Persons, Place of Usual Residence <b>Sum of persons in Labour Force Status (LFSP) categories (i) Unemployed, looking for full-time work, and (ii) Unemployed, looking for part-time work</b>
7	CALD	People from culturally or linguistically diverse backgrounds (CALD)	Indicator for non-English speaking background, based on country of birth OR language spoken at home.	2011 Census - Counting Persons, Place of Usual Residence LGA by LANP - 1 Digit Level and BPLP - 1 Digit Level; Counting: Persons, Place of Usual Residence <b>Calculation within intersection of LANP - 1 Digit Level and BPLP - 1 Digit Level: CALD = Overall Total – (English speaking; Australian born)</b>
8	With disability	People with a disability	Indicator for disability identification; adjustments made for inconsistent identification.	2011 Census - Counting Persons, Place of Usual Residence LGA by ASSNP Core Activity Need for Assistance; Counting: Persons, Place of Usual Residence <b>Sum of persons in ASSNP Core Activity Need for Assistance category (i) Has need for assistance with core activities</b>
9	Young disengaged	Young people who may be at risk of disengaging or who are already disengaged from the community and/or education.	Indicator for learners aged between 15 and 19 years old AND who have not completed Year 12 or entered employment.	2011 Census - Education and Qualifications LGA by Highest Year of School Completed (HSCP) and Labour Force Status (LFSP) by AGE5P - Age in Five Year Groups; Counting: Persons, Place of Usual Residence <b>Sum of persons in Highest Year of School Completed (HSCP) (categories: Year 11 or equivalent, Year 10 or equivalent, Year 9 or equivalent, Year 8 or below, and Did not go to school) and Labour Force Status (LFSP) (categories: Unemployed, looking for full-time work; Unemployed, looking for part-time work; and Not in the labour force)</b>

^ This sub-cohort was not included in the analysis due to identification constraints in the current data.



# Geography concordances

## Matching LGAs to regions and ACFE councils

LGA	Region	ACFE council
Alpine (S)	Rural	Hume
Ararat (RC)	Rural	Grampians
Ballarat (C)	Inner Regional	Grampians
Banyule (C)	Inner Metro	North-Western Metro
Bass Coast (S)	Inner Regional	Gippsland
Baw Baw (S)	Inner Regional	Gippsland
Bayside (C)	Inner Metro	Southern Metro
Benalla (RC)	Inner Regional	Hume
Boroondara (C)	Inner Metro	Eastern Metro
Brimbank (C)	Inner Metro	North-Western Metro
Buloke (S)	Rural	Loddon Mallee
Campaspe (S)	Inner Regional	Loddon Mallee
Cardinia (S)	Inner Regional	Southern Metro
Casey (C)	Outer Metro	Southern Metro
Central Goldfields (S)	Inner Regional	Loddon Mallee
Colac-Otway (S)	Inner Regional	Barwon South West
Corangamite (S)	Inner Regional	Barwon South West
Darebin (C)	Inner Metro	North-Western Metro
East Gippsland (S)	Rural	Gippsland
Frankston (C)	Outer Metro	Southern Metro
Gannawarra (S)	Rural	Loddon Mallee
Glen Eira (C)	Inner Metro	Southern Metro
Glenelg (S)	Rural	Barwon South West
Golden Plains (S)	Inner Regional	Grampians
Greater Bendigo (C)	Inner Regional	Loddon Mallee
Greater Dandenong (C)	Inner Metro	Southern Metro
Greater Geelong (C)	Inner Regional	Barwon South West
Greater Shepparton (C)	Inner Regional	Hume
Hepburn (S)	Inner Regional	Grampians
Hindmarsh (S)	Rural	Grampians
Hobsons Bay (C)	Inner Metro	North-Western Metro
Horsham (RC)	Rural	Grampians
Hume (C)	Inner Regional	Hume
Indigo (S)	Inner Regional	Hume
Kingston (C)	Inner Metro	Southern Metro
Knox (C)	Outer Metro	Eastern Metro
Latrobe (C)	Inner Regional	Gippsland
Loddon (S)	Rural	Loddon Mallee
Macedon Ranges (S)	Inner Regional	Loddon Mallee
Manningham (C)	Inner Metro	Eastern Metro

LGA	Region	ACFE council
Mansfield (S)	Rural	Hume
Maribyrnong (C)	Inner Metro	North-Western Metro
Maroondah (C)	Outer Metro	Eastern Metro
Melbourne (C)	Inner Metro	North-Western Metro
Melton (S)	Inner Regional	North-Western Metro
Mildura (RC)	Rural	Loddon Mallee
Mitchell (S)	Inner Regional	Hume
Moira (S)	Inner Regional	Hume
Monash (C)	Inner Metro	Eastern Metro
Moonee Valley (C)	Inner Metro	North-Western Metro
Moorabool (S)	Inner Regional	Grampians
Moreland (C)	Inner Metro	North-Western Metro
Mornington Peninsula (S)	Inner Regional	Southern Metro
Mount Alexander (S)	Inner Regional	Loddon Mallee
Moyne (S)	Inner Regional	Barwon South West
Murrindindi (S)	Inner Regional	Hume
Nillumbik (S)	Outer Metro	North-Western Metro
Northern Grampians (S)	Rural	Grampians
Port Phillip (C)	Inner Metro	Southern Metro
Pyrenees (S)	Inner Regional	Grampians
Queenscliffe (B)	Inner Regional	Barwon South West
South Gippsland (S)	Inner Regional	Gippsland
Southern Grampians (S)	Rural	Barwon South West
Stonnington (C)	Inner Metro	Southern Metro
Strathbogie (S)	Inner Regional	Hume
Surf Coast (S)	Inner Regional	Barwon South West
Swan Hill (RC)	Rural	Loddon Mallee
Towong (S)	Rural	Hume
Wangaratta (RC)	Inner Regional	Hume
Warrnambool (C)	Inner Regional	Barwon South West
Wellington (S)	Rural	Gippsland
West Wimmera (S)	Rural	Grampians
Whitehorse (C)	Inner Metro	Eastern Metro
Whittlesea (C)	Outer Metro	North-Western Metro
Wodonga (RC)	Inner Regional	Hume
Wyndham (C)	Outer Metro	North-Western Metro
Yarra (C)	Inner Metro	North-Western Metro
Yarra Ranges (S)	Inner Regional	Eastern Metro
Yarriambiack (S)	Rural	Grampians

The definition of "remoteness" is primarily based on the ABS Remoteness Area classifications (ABS Cat. 1270.0.55.005). The Remoteness Area (RA) classifications split Victoria's (and Australia's) landmass into seven sub-regions, based on their relative access to key services. Formally, the RA delimitation criteria are based on the Accessibility/Remoteness Index of Australia (ARIA), which calculates the distance from a point by road, to the nearest urban centre. The RA structure distinguishes between major Cities of Australia, and various levels of regional remoteness. It does not further segment the metropolitan areas within a state (for example, Metropolitan Melbourne) into Inner, Middle and Outer Rings. As such, the Victorian Integrated Survey of Travel and Activity, VISTA, 2012/13 has been used to further split Metropolitan Melbourne into Inner, Middle and Outer Ring suburbs (Inner in the analysis aligns with 'Inner' and 'Middle' of the VISTA classification). VISTA is a household travel survey of 14,250 residents in Melbourne and regional Victoria. It takes into account multiple modes of transport, including private vehicle and various modes of public transport. For the purposes of this project, Inner, Middle and Outer Ring Local Government Areas (LGAs) have been defined visually from VISTA data.

# Pathway timing diagnostics

A pathways analysis necessarily requires the researcher to track learners over time, and thus, bound the analysis appropriately. The full data set available for this analysis includes pre-accredited commencements from 2013 to 2016, and relevant (i.e., student matched) accredited activity from 2010 to 2016.

Preliminary diagnostics and analysis were performed for two different timing options and bounds:

1. A pooled sample of learners who commence their first pre-accredited activity between 2013 and 2015 (method used in this analysis), while retaining subsequent activity data for 2016.
2. Three yearly samples of learners who commence their first pre-accredited activity for each of 2013, 2014 and 2015, while retaining activity data for all subsequent years.

For each option, three key figures were observed: (i) Proportion of learners with previous accredited activity, (ii) Proportion who undertake multiple pre-accredited activity, and (iii) Proportion who transition to accredited training. These diagnostic figures are likely to represent materially important structure characteristics of the data for analysis.

These figures were chosen for the diagnostics as they represent materially important characteristics for the analysis, and characteristics that are likely to be impacted by the scope of data included in the analysis.

Broadly, the below results suggest that the pooled data (method 1) provides a reasonable average of the yearly samples (method 2), where the latter appears to suffer from bias at either ends of the time horizon.

## **Method 1: Pooled sample from 2013 to 2015** (% of learners)

Accredited activity prior to initial pre-accredited	Multiple pre-accredited enrolments	Transitions to accredited training
49%	43%	29%

## **Method 2: Yearly samples for 2013, 2014 and 2015** (% of learners)

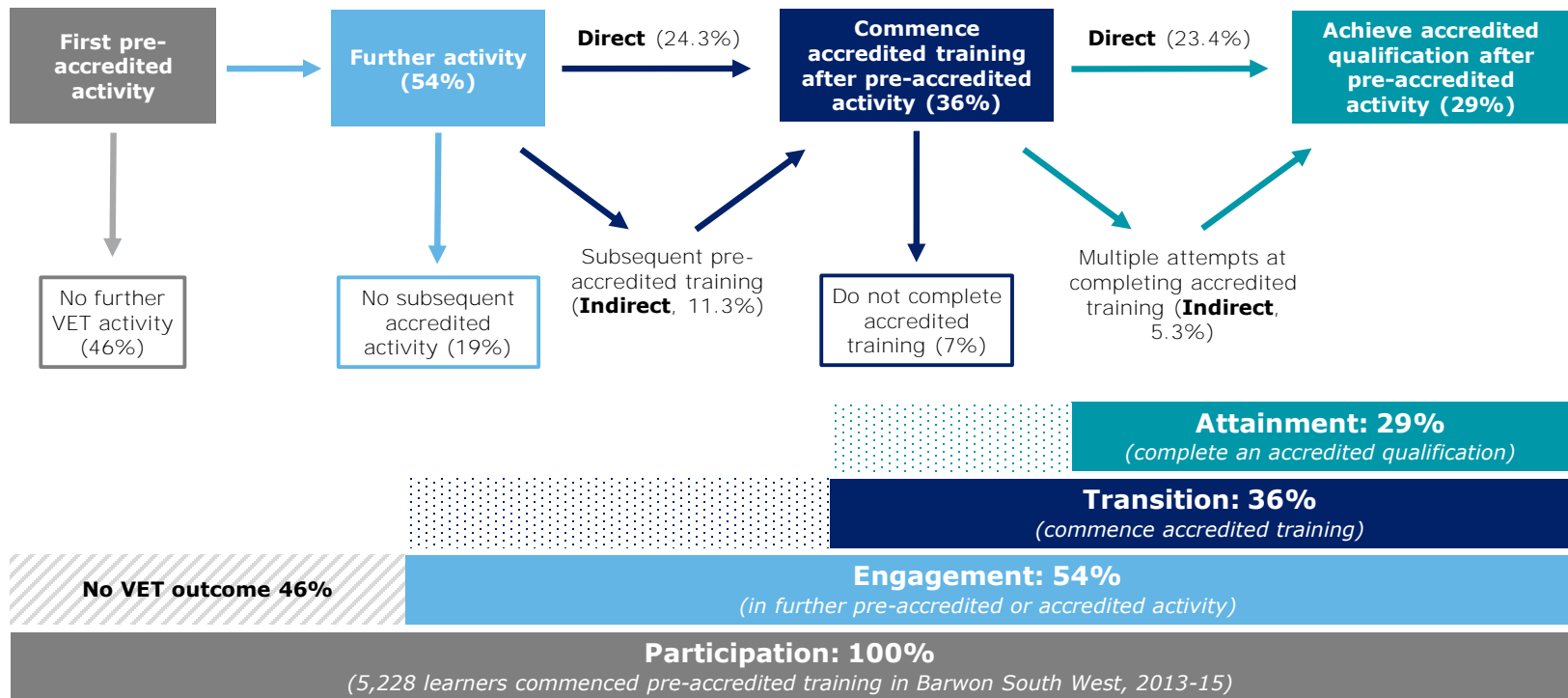
Year	Accredited activity prior to initial pre-accredited	Multiple pre-accredited enrolments	Transitions to accredited training
2013	45%	49%	35%
2014	50%	39%	29%
2015	53%	38%	22%

# **Appendix B**

## Outcomes by ACFE Council Region

# What outcomes are being achieved by pre-accredited learners?

*Barwon South West: Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**5,228 unique learners** participated in pre-accredited training in Barwon South West; 80% belonged to at least one ACFE priority cohort, and 42% belonged to three or more cohorts



**28% of learners who transition attend another ACE provider** (who is also an RTO); and 21% go on to attend a TAFE

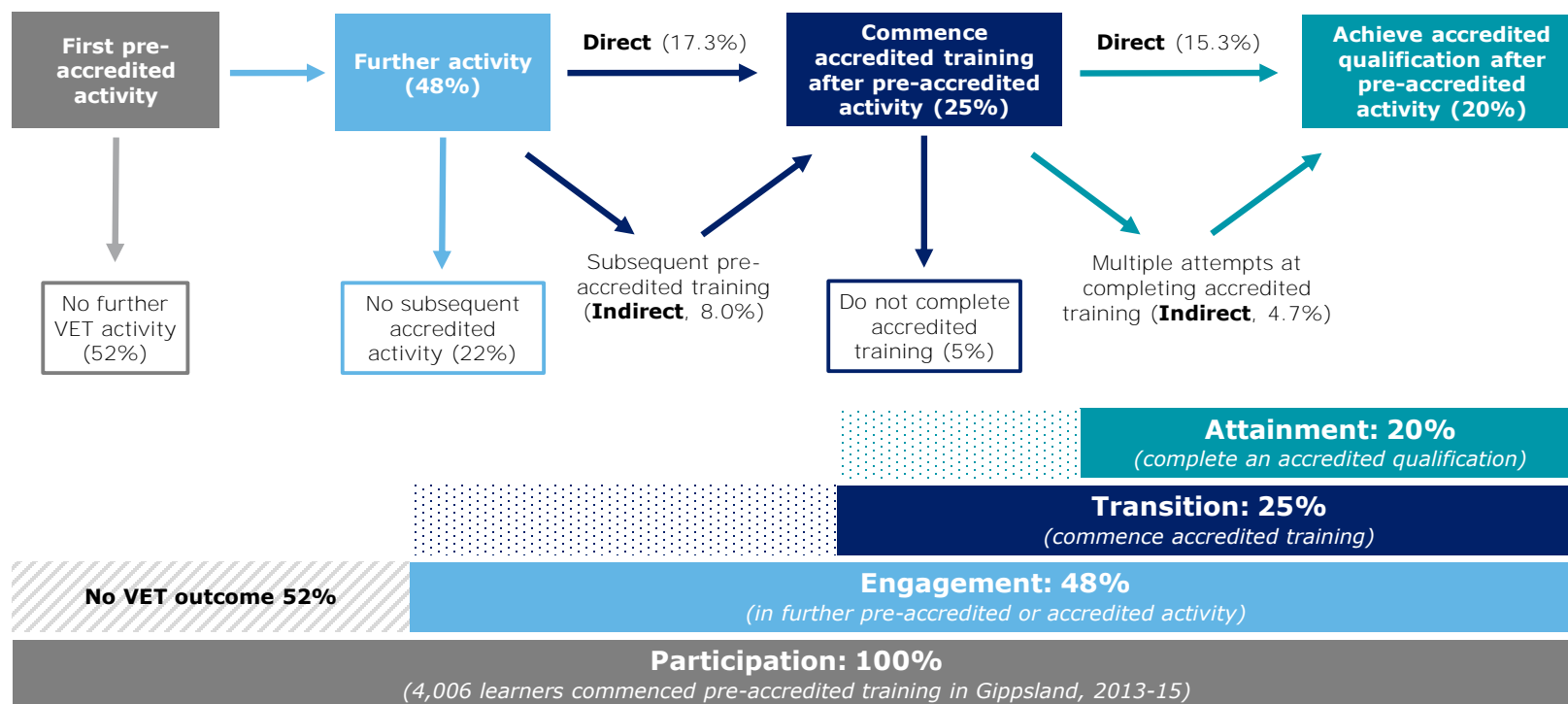


For learners who transition to accredited courses, **completion rates are highest for those in Certificate II, 86%, and lowest for those in Foundation, 76%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

# What outcomes are being achieved by pre-accredited learners?

*Gippsland: Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**4,006 unique learners** participated in pre-accredited training in Gippsland; 87% belonged to at least one ACEF priority cohort, and 48% belonged to three or more cohorts



**21% of learners who transition attend another ACE provider** (who is also an RTO); and 31% go on to attend a TAFE

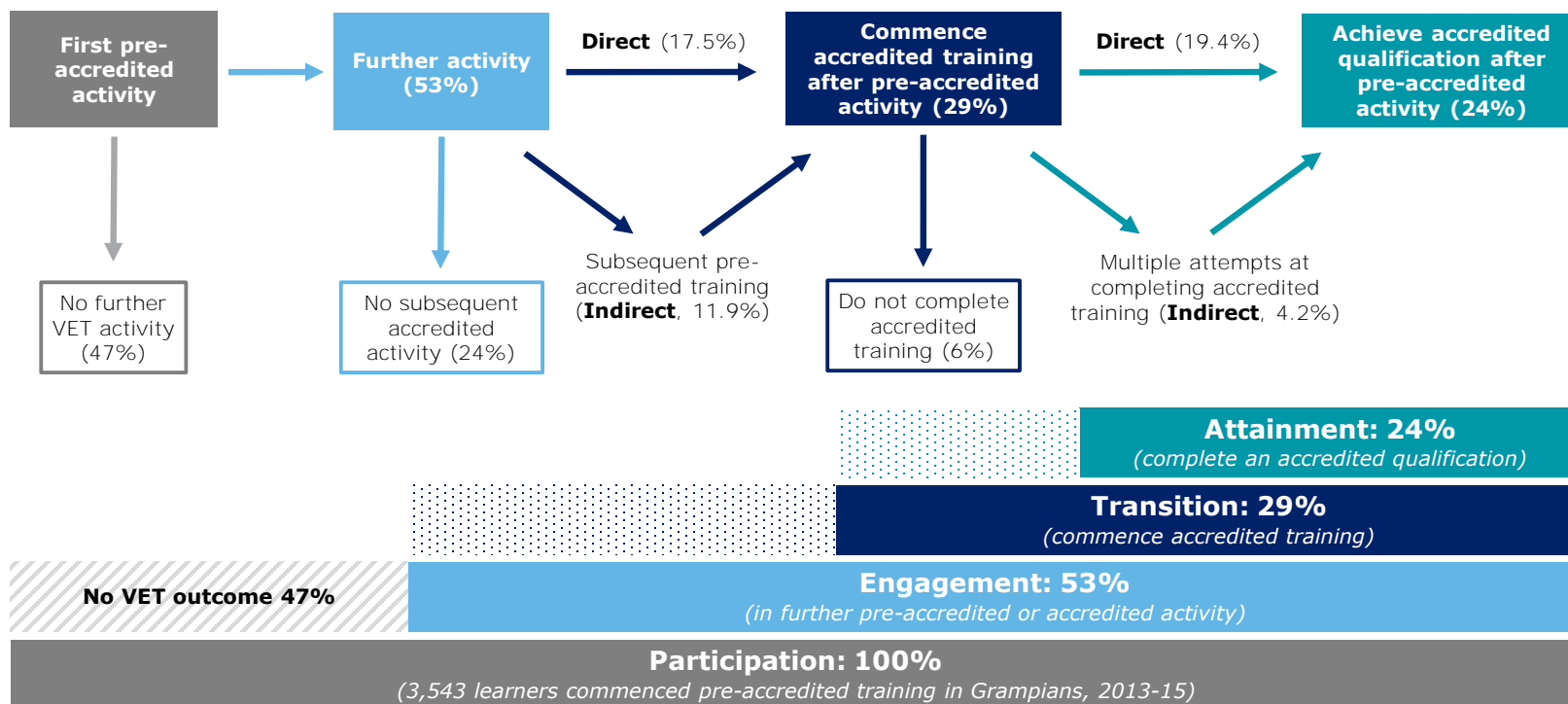


For learners who transition to accredited courses, **completion rates are highest for those in Certificate I, 93%, and lowest for those in VCE-VCAL, 73%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

# What outcomes are being achieved by pre-accredited learners?

*Grampians : Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**3,543 unique learners** participated in pre-accredited training in Grampians; 87% belonged to at least one ACFE priority cohort, and 42% belonged to three or more cohorts



**33% of learners who transition attend another ACE provider** (who is also an RTO); and 20% go on to attend a TAFE

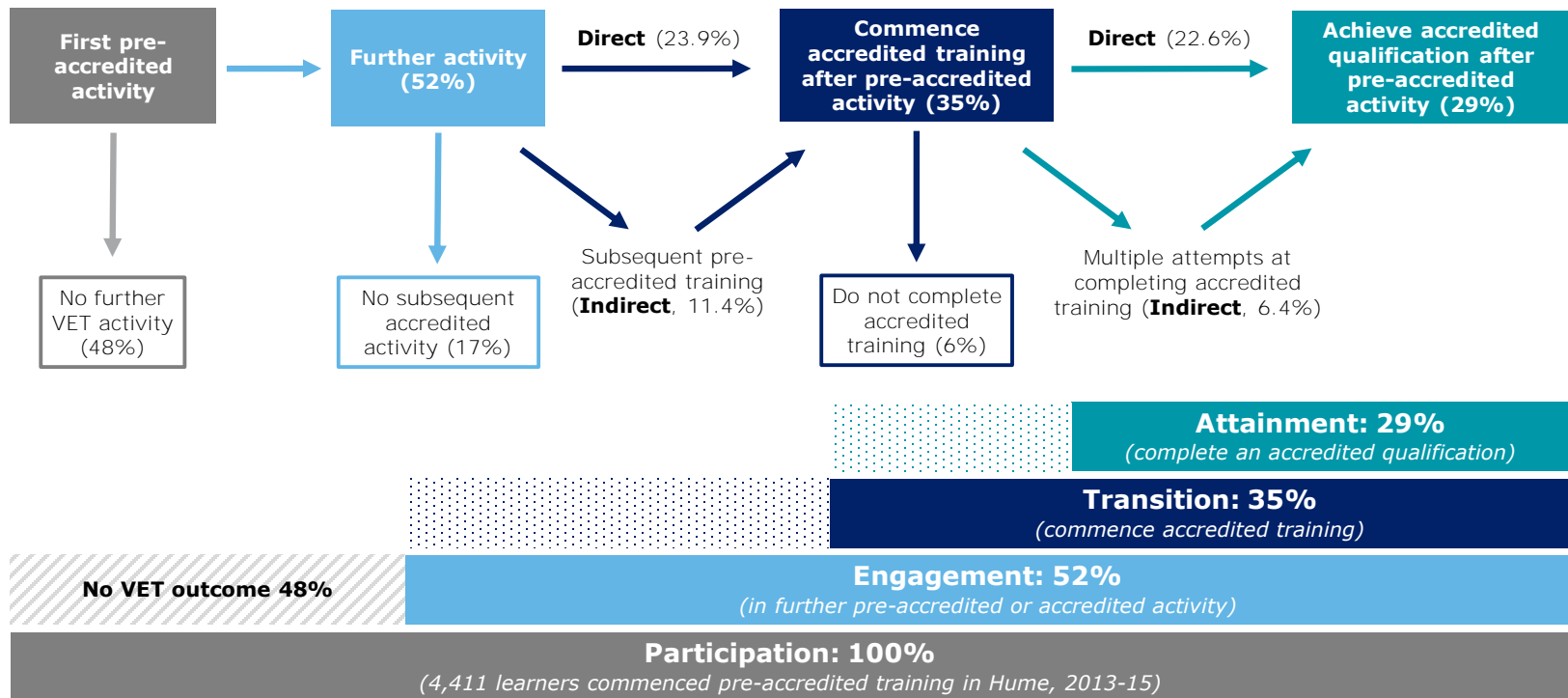


For learners who transition to accredited courses, **completion rates are highest for those in Diplomas, 87%, and lowest for those in VCE-VCAL, 70%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

# What outcomes are being achieved by pre-accredited learners?

*Hume: Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**4,411 unique learners** participated in pre-accredited training in Hume; 83% belonged to at least one ACFE priority cohort, and 45% belonged to three or more cohorts



**43% of learners who transition attend another ACE provider** (who is also an RTO); and 45% go on to attend a TAFE

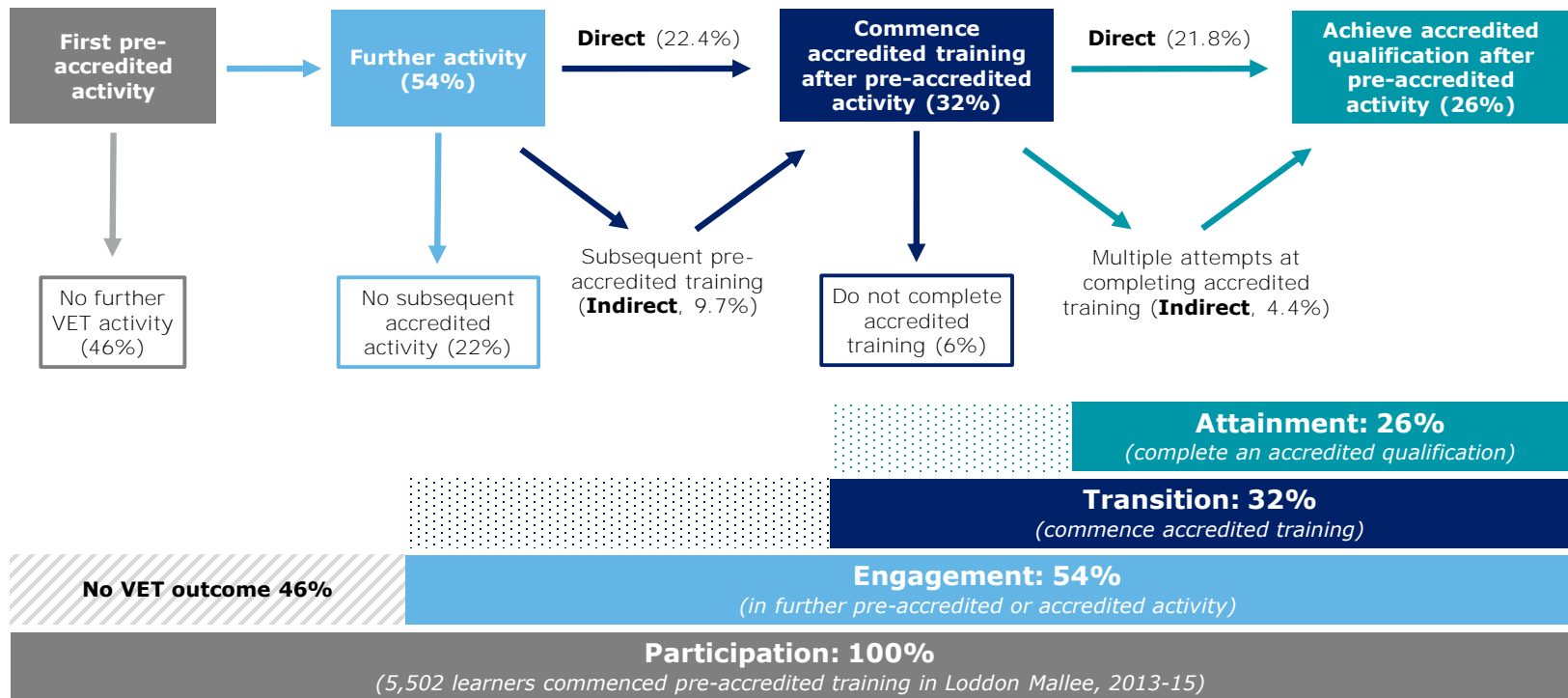


For learners who transition to accredited courses, **completion rates are highest for those in Certificate III, 86%, and lowest for those in VCE-VCAL, 75%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

# What outcomes are being achieved by pre-accredited learners?

*Loddon Mallee: Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**5,502 unique learners** participated in pre-accredited training in Loddon Mallee; 86% belonged to at least one ACFE priority cohort, and 50% belonged to three or more cohorts



**50% of learners who transition attend another ACE provider** (who is also an RTO); and 39% go on to attend a TAFE



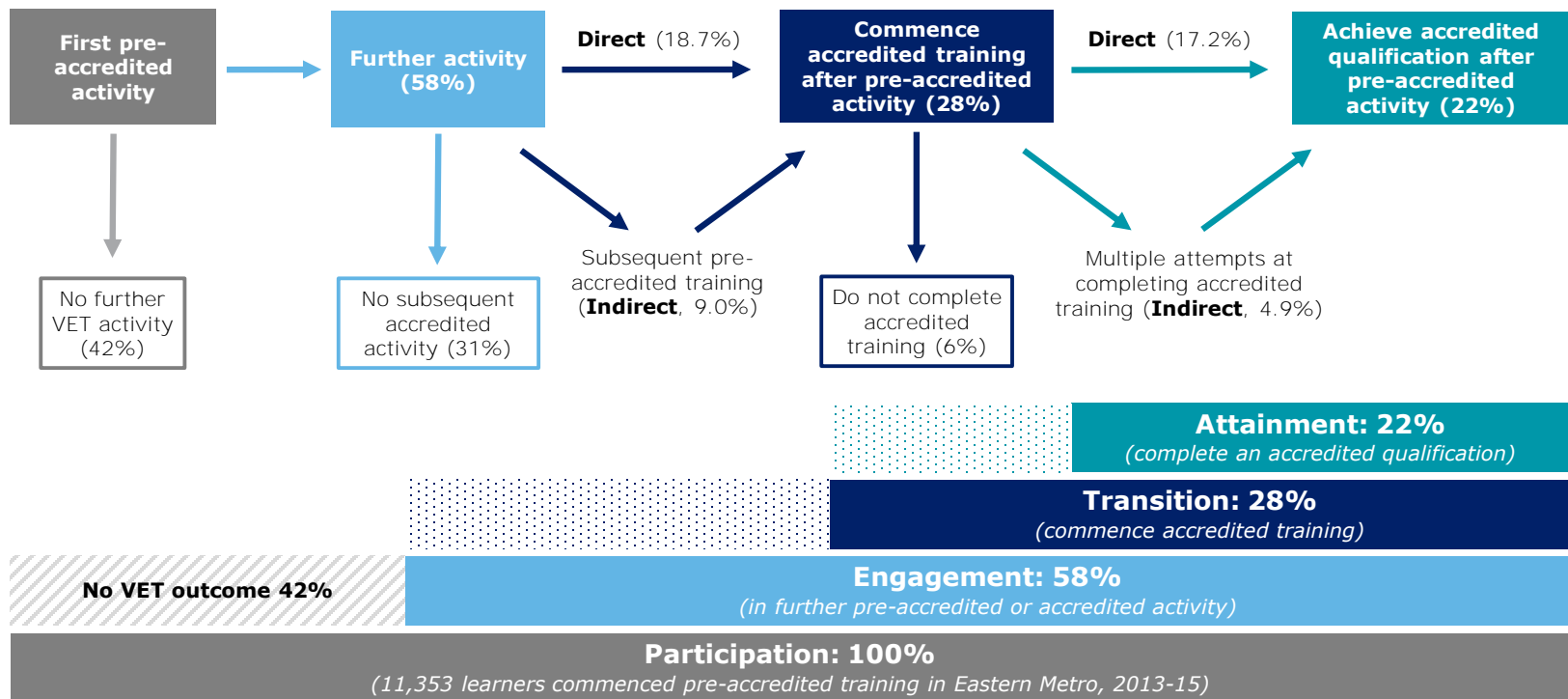
For learners who transition to accredited courses, **completion rates are highest for those in Certificate IV, 87%, and lowest for those in VCE-VCAL, 65%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).



# What outcomes are being achieved by pre-accredited learners?

*Eastern Metro: Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**11,353 unique learners** participated in pre-accredited training in Eastern Metro; 81% belonged to at least one ACFE priority cohort, and 34% belonged to three or more cohorts



**16% of learners who transition attend another ACE provider** (who is also an RTO); and 17% go on to attend a TAFE

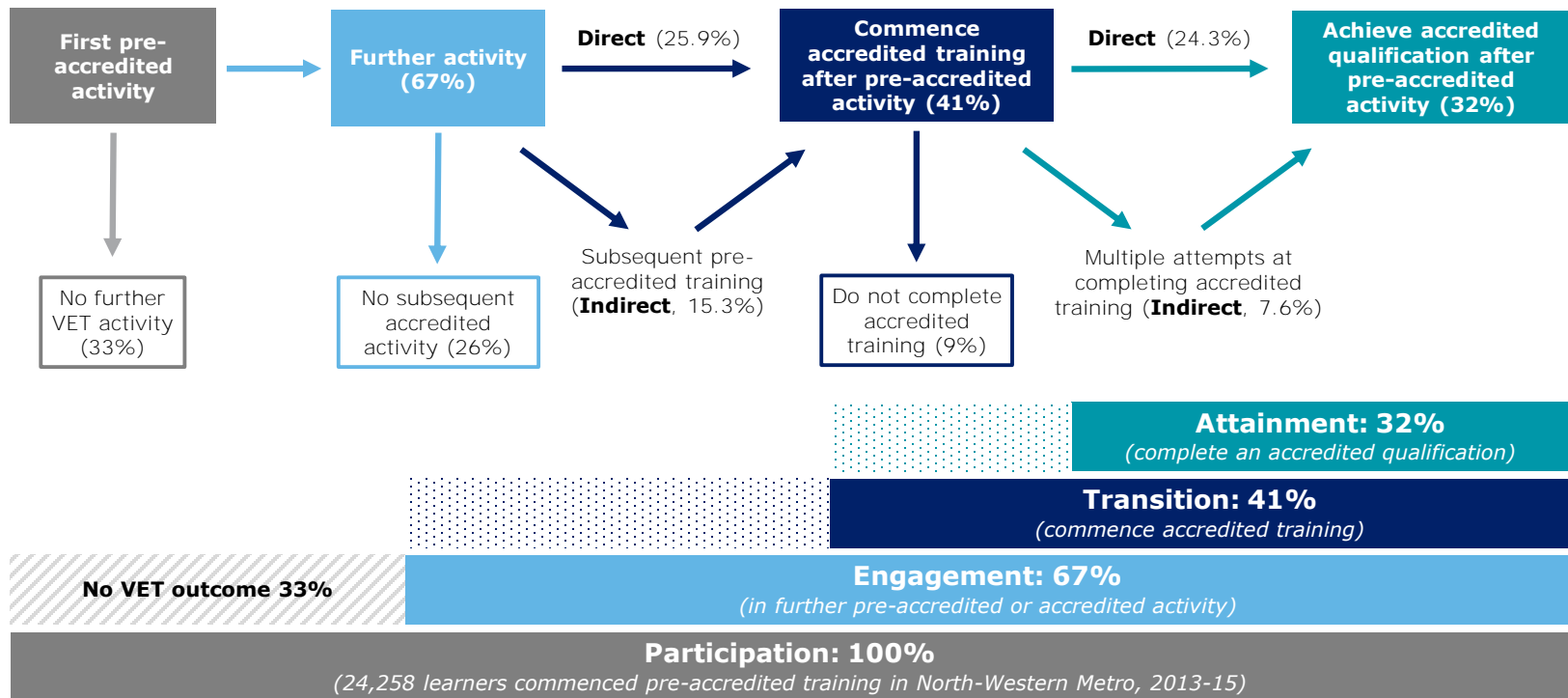


For learners who transition to accredited courses, **completion rates are highest for those in Certificate I, 89%, and lowest for those in Foundation, 77%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

# What outcomes are being achieved by pre-accredited learners?

*North-Western Metro: Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**24,258 unique learners** participated in pre-accredited training in North-Western Metro; 81% belonged to at least one ACEF priority cohort, and 54% belonged to three or more cohorts



**44% of learners who transition attend another ACE provider** (who is also an RTO); and 33% go on to attend a TAFE

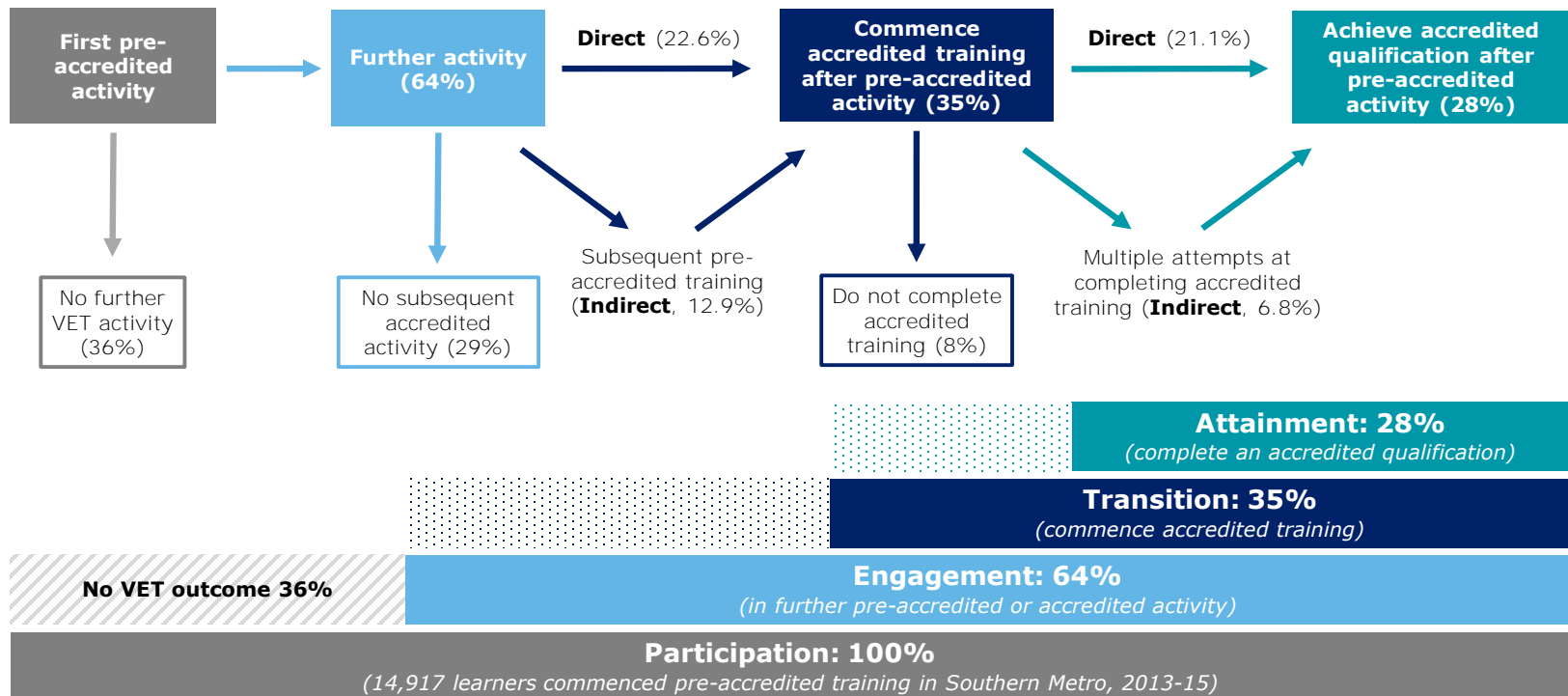


For learners who transition to accredited courses, **completion rates are highest for those in Certificate II, 85%, and lowest for those in VCE-VCAL, 74%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

# What outcomes are being achieved by pre-accredited learners?

*Southern Metro: Learner journeys and outcomes (those who commenced pre-accredited in 2013-15)*



**14,917 unique learners** participated in pre-accredited training in Southern Metro; 80% belonged to at least one ACFE priority cohort, and 42% belonged to three or more cohorts



**37% of learners who transition attend another ACE provider** (who is also an RTO); and 28% go on to attend a TAFE



For learners who transition to accredited courses, **completion rates are highest for those in Certificate I, 87%, and lowest for those in Foundation, 74%**

Note: Attainment rates are calculated based on reported completions from providers, and outcomes could occur outside the timeframe of the analysis (that is, in 2017 and beyond).

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