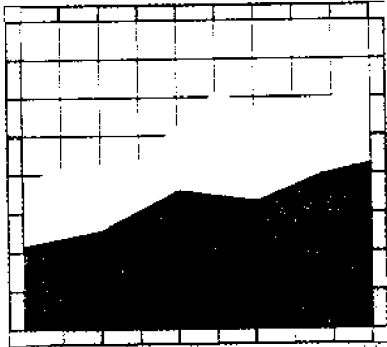




1993



Survey of Commercial Training Providers

STATISTICAL REPORT

Statistics



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**SURVEY OF COMMERCIAL TRAINING PROVIDERS
STATISTICAL REPORT
1993**

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1. Introduction

In December 1991 the Australian Bureau of Statistics (ABS) was asked by the Department of Employment, Education and Training (DEET) to conduct a feasibility study to evaluate the possibility of conducting a survey of Commercial Training Providers (CTP). The survey was designed to investigate private sector organisations conducting vocational training on a fee for service (commercial) basis.

A feasibility pilot survey was conducted in 1992 with approximately 120 providers located in Canberra, Sydney and Melbourne. The survey was designed to: evaluate a proposed survey questionnaire; proposed survey concepts; collection methodology; data availability and respondent burden. In March 1993 a decision was made to proceed with the CTP survey.

A small scale survey of approximately 250 providers was to be conducted in respect of 1993 leading into a comprehensive 1994 survey of providers. The ABS was also asked to construct a national register of private training providers from which a sample could be drawn for the 1994 survey.

This report presents a summary of statistical findings from the small scale survey of commercial training providers conducted by the ABS in respect of 1993. That survey was designed to test: data availability; understanding of the survey questionnaires; the effectiveness of the survey methodology to elicit the required data; and respondent burden. The survey was not designed to produce quality statistics for detailed analysis. In addition, the providers were selected from the national register of private training providers which at the time was still in the process of being compiled by the ABS. At the time of selecting the survey sample, the extent to which the register covered the private training provider sector was considered insufficient to produce representative statistics relating to that sector. In this report, therefore, only summary counts of survey data have been included. No estimates have been provided.

An evaluation of the 1993 CTP Survey was conducted in early 1994 and only items believed to be of an acceptable quality have been included in this report. While the findings from this small scale survey of commercial training providers cannot be considered representative of the whole private training sector for the reasons outlined above, the statistical findings from the survey are indicative if used with caution.

A comprehensive full scale CTP survey will be conducted in respect of 1994. This survey will involve 1000 providers across Australia. A publication containing reliable statistics about this sector and more detailed tables will be produced from this survey and will be available in late 1995.

The aim of the 1994 CTP Survey is to measure the contribution that private training providers make to vocational training in Australia. The provision of vocational education and training is recognised as a key factor in increasing Australia's competitiveness, productivity and economic performance. While existing data collections provide some information about the provision of vocational education and training by public sector providers, no detailed data is available on the contribution made by private training providers. Survey results from the 1994 CTP Survey are expected to be of great value in formulating appropriate policies to improve and extend the contribution made by private training providers.

2. Summary of Findings

Providers and their courses

- Private organisations that were in the business of providing training on a commercial basis made up 56 per cent (96 organisations) of private training providers responding to the 1993 CTP Survey. The remaining 44 per cent of the respondents provided commercial training, but it was not the primary activity of the organisation (74 organisations). A 'commercial basis' is where fees are charged with the objective of at least covering the cost of conducting the training.
- Forty four per cent of providers responding to the survey started operating in the training market before 1987. Nearly 29 per cent of providers started operating in the training market during the period 1990-1992.
- In 1993, 57 per cent of providers conducted courses for specific employers, such as in-house courses, and 31 per cent conducted courses under Government Labour Market Training Programs. Seventy eight per cent of providers responding to the survey conducted 'other' types of courses, such as scheduled or public courses. Twenty five per cent of providers also provided 'other' training services, such as training needs analysis, on a commercial basis.

Trainers and course delivery hours

- Most providers used between 1 and 4 trainers to deliver their courses in 1993.
- Fifty five per cent of providers reported using both external trainers and employee trainers to deliver their courses, while seven per cent reported using only external trainers and 38 per cent only employee trainers.
- Forty four per cent of providers reported that the total course delivery hours for their organisation in 1993 was less than 500 hours.

Fields of training

- In 1993 providers most often reported conducting courses in the following fields: management and administration courses, 'other' vocational training courses, supervisory courses and general computing skills courses. Some of the examples given by respondents for 'other' vocational training courses were: train the trainer courses; customer service courses; and personal development courses.

Course participants

- Forty per cent of providers in the survey reported training fewer than 100 course participants during 1993.
- Participant hours were concentrated in the fields of sales and personal service courses (20%) and clerical/office courses (20%).
- In 1993, 18 per cent of providers provided training to temporary entrants from overseas. Thirty two per cent of these trained between 1 and 4 temporary entrants.

Registration/Accreditation/Endorsement

- Thirty nine per cent of providers (excluding those in NSW) were registered with a State government registration body. New South Wales does not provide registration of providers.
- Twenty five per cent of providers in the survey had their courses accredited with a State government accreditation body. Of those providers with accredited courses, 40 per cent had less than half of their courses accredited.
- Twenty nine per cent of providers had some or all of their courses endorsed by a professional or industry association. Of those providers with their courses endorsed, 57 per cent had all of their courses endorsed.

Revenue and marketing of courses

- Providers in the survey generated most of their revenue through scheduled or public courses conducted for individuals or employers, rather than through courses conducted for specific employers (for example in-house courses) or courses conducted under Government Labour Market Training Programs (GLMTPs).
- Sixty five per cent of providers actively marketed their training to individuals to attend scheduled or public courses. Fifty per cent marketed courses for specific employers (for example in-house courses) and 47 per cent marketed courses to employers for their employees to attend scheduled or public courses.

Factors affecting private training providers' level of training activity

- Thirty six per cent of providers in the survey indicated that increased employer awareness of the importance of training had a major positive effect on their level of training activity in 1993, while 86 per cent indicated that training opportunities provided by Austudy programs had no positive effect on their organisation's level of training activity.
- Forty nine per cent of providers in the survey indicated that lack of investment capital had a negative effect on their level of training activity in 1993, while 73 per cent indicated that shortages of experienced/qualified instructors/trainers had no negative effect on their organisation's level of training activity.

3. Explanatory Notes

3.1 Survey methodology

The 1993 CTP Survey used a 2-phase approach with two forms being sent separately to providers selected in the survey. The first form, the Initial Contact Form, was used to establish a contact within the organisation, to determine the type of provider selected and to determine whether respondents would have any difficulties in providing information for the survey. This form was dispatched at the beginning of October 1993. The second form, the Commercial Training Providers survey form, was designed to collect data on course delivery hours, number of courses conducted, number of participants, participant hours, registration/accreditation/endorsement details and other related items for the period 1 January to 31 December, 1993. This form was dispatched at the beginning of December 1993.

3.2 Sample design

A sample of 247 providers was selected for the 1993 CTP Survey. The sample was allocated so that each State or Territory had a sufficient number of units and there was an adequate number of each of the categories of provider for analytical purposes. The sample was selected from a register of commercial training providers that was being compiled by the ABS. At the time the sample was selected, the register had incomplete coverage of the private training provider sector.

3.3 Response rates

The primary purpose of the 1993 CTP Survey was to test data availability, understanding of the survey questionnaires and the effectiveness of the survey methodology to elicit the required data. The survey was not being undertaken to produce national statistics about the private training provider sector. Consequently, the ABS has not applied normal procedures to follow-up non-response. All non-respondents were, however, contacted several times to try and obtain their training information. The response rate for the Initial Contact Form was 86 per cent while for the survey form the response rate was 77 per cent. Due to the small number of providers in the smaller States and in the two Territories results in this report have not been broken down by State to ensure that confidentiality is preserved. This report only includes providers that returned the survey forms and where data on those forms could be confirmed as correct.

Table 3.3.1 shows the breakdown, by State/Territory, of the providers responding to the 1993 CTP Survey and whose details were confirmed as correct.

Table 3.3.1 Number of providers responding to survey whose details were confirmed correct, State/Territory, 1993

<i>State</i>	<i>Number</i>	<i>Per cent</i>
New South Wales	36	21
Victoria	27	16
Queensland	34	20
South Australia	27	16
Western Australia	23	14
Tasmania	8	5
Northern Territory	6	4
Australian Capital Territory	9	5
Total	170	100

3.4 Register of private training providers

The development of a register of private training providers is one of the major tasks associated with the CTP survey. In order to ensure that the survey results truly reflect the private training sector, the ABS has devoted considerable effort to building a register which accurately represents that sector. The quality of the estimates which will be produced from the 1994 CTP Survey will depend partly on the quality of this register.

Work undertaken on the development of the register involved extensive consultation with private training providers and their industry representatives. A variety of sources has been approached for possible lists of training providers including State Government bodies and industry/professional associations. In addition to this, the ABS has investigated all known registers and directories of training organisations and courses. This included accessing the ABS business register.

Work was completed on the register in September 1994. The register contains nearly 4900 provider names. This will be used to select the sample for the 1994 CTP Survey.

4. Detailed Survey Findings

4.1 Providers

The 1993 CTP Survey was designed to identify a number of different provider types. Table 4.1.1 shows the number of respondents classified by provider type. For the purposes of this analysis, providers have been split into 2 broad categories. Fifty six per cent of providers operated primarily as training providers. Forty four per cent of providers provided commercial training but this was not the primary activity of the organisation. These have been classified as 'other' private training providers.

Due to the small number of providers in some type categories subsequent tables in this report will only provide the two broad categories.

Table 4.1.1. Number of private training organisations in the survey by type of training provider, 1993

<i>Type of training provider</i>	<i>Number</i>	<i>Per cent</i>
Primarily training provider		
Private Training Provider	84	49
Business College	12	7
<i>Total</i>	<i>96</i>	<i>56</i>
Other training provider		
Professional/Industry Association	17	10
In-house trainer	2	1
Equipment Manufacturer/Supplier	16	9
Employment Agency	4	2
Other	35	21
<i>Total</i>	<i>74</i>	<i>44</i>
Total	170	100

The survey established when the provider had started operating in the training market.

Table 4.1.2. Period when private training provider started operating in training market, 1993

<i>Period started operating</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Before 1987	37	39	37	50	74	44
During the period 1987-1989	16	17	14	19	30	18
During the period 1990-1992	30	31	19	26	49	29
After 1992	13	14	4	5	17	10
Total	96	100	74	100	170	100

Table 4.1.2 shows that 44 per cent of providers started operating in the training market before 1987. Twenty-nine per cent of providers started operating in the training market during the period 1990 to 1992. One explanation of the increase in the number of providers in the training market during this period may have been the introduction of the Training Guarantee legislation in 1990.

A greater proportion of private organisations which were primarily training providers commenced in the training market after 1990, than did other training providers (45 % compared to 31%).

4.2 Courses and services

The survey collected data about the types of courses conducted by private training providers during 1993. The types of courses included courses conducted for specific employers, courses conducted under Government Labour Market Training Programs (GLMTP) (for example Jobskills, Jobtrain) and 'other' types of courses, such as scheduled and public courses. The survey also established whether providers provided other training services, for example training needs analysis, skills audits and sale and/or development of training packages.

Table 4.2.1. Types of courses conducted and services provided by private training providers, 1993

Type of course (a)	Primarily training provider		Other training provider		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Courses for specific employers	50	52	47	64	97	57
Courses under GLMTP	37	39	15	20	52	31
Other courses	76	79	57	77	133	78
Other services	22	23	21	28	43	25

(a) Multi-response categories collected.

Seventy eight per cent of providers in 1993 conducted 'other' courses, such as scheduled or public courses and approximately 57 per cent conducted courses for specific employers. Overall 31 per cent of providers conducted courses under GLMTPs. This was more so for organisations that were primarily private training providers than for other private training providers (39% and 20% respectively). Other training providers appeared to concentrate their activities more strongly in conducting courses for specific employers, with 64 per cent conducting these courses, compared to 52 per cent of organisations which were primarily training providers.

Twenty-five per cent of providers provided 'other' training services with the most common services listed being training needs analysis, sale and/or development of training packages and consultancy work.

4.3 Trainers and course delivery hours

The survey identified two types of trainers providers may use to deliver their commercial courses. These were, firstly, those trainers who were employees of the provider and, secondly, external trainers, which included consultants, contractors and guest speakers.

Table 4.3.1 shows the number of each type of trainer used and the total number of trainers used (ie number of employee trainers plus the number of external trainers). Respondents were told to count each trainer once regardless of the number of times they were used during 1993. Where more than one trainer was used from a consulting organisation, respondents were told to count each external trainer separately.

Care should be taken when using figures on the total number of trainers, as these figures may overstate the number of trainers. For example, two different organisations may have used the same external consultant. In the results this would be reported as two different consultants rather than one consultant. This situation does not occur for course delivery hours.

Table 4.3.1. Type and number of trainers used by private training providers, 1993

Number of trainers used	Primarily training provider		Other training provider		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Number of employee trainers used						
1-4	55	60	53	79	108	68
5-9	18	20	9	13	27	17
10 or more	18	20	5	8	23	15
Total	91	100	67	100	158	100
Number of external trainers used						
1-4	34	56	18	41	52	50
5-9	15	25	8	18	23	22
10 or more	12	20	18	41	30	29
Total	61	100	44	100	105	100
Total number of trainers used						
1-4	36	38	36	49	72	42
5-9	25	26	15	20	40	24
10-14	14	15	7	10	21	12
15 or more	21	22	16	22	37	22
Total	96	100	74	100	170	100

Of the providers that reported using employee trainers, the majority used between 1 and 4 trainers in 1993. Of the providers that reported using external trainers, half used between 1 and 4 trainers in 1993. When looking at the total number of trainers used, 42 per cent of providers reported using between 1 and 4 trainers in 1993. Organisations that were primarily training providers tended to use a greater number of trainers than those organisations which were not.

Ninety three providers reported using both external trainers and employee trainers to deliver their courses in 1993. Twelve providers used only external trainers and 65 providers used only employee trainers to deliver their courses in 1993.

Respondents were also asked to report the course delivery hours of employee trainers and external trainers in 1993. Course delivery hours is the time actually spent by trainers delivering the courses. Table 4.3.2 shows the course delivery hours for each type of trainer as well as for the total number of trainers.

Table 4.3.2. Private training providers' course delivery hours, type of trainer, 1993

<i>Number of course delivery hours</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Employee course delivery hours						
1-499	31	34	44	66	75	48
500-999	13	14	8	12	21	13
1000-4999	30	33	10	15	40	25
5000 or more	17	19	5	8	22	14
Total	91	100	67	100	158	100
External course delivery hours						
1-99	35	57	14	32	49	47
100-499	14	23	16	36	30	29
500 or more	12	20	14	32	26	25
Total	61	100	44	100	105	100
Total course delivery hours						
1-499	30	32	44	60	74	44
500-999	11	12	10	14	21	12
1000-4999	38	40	13	18	51	30
5000 or more	17	18	7	10	24	14
Total	96	100	74	100	170	100

When looking at the course delivery hours, 44 per cent of providers reported less than 500 course delivery hours by all trainers in 1993. Of the providers that reported using employee trainers, about half (48%) reported that the course delivery hours by these trainers was less than 500 hours in 1993. Of the providers that reported using external trainers, 76 per cent reported that the course delivery hours by these trainers was less than 500 hours in 1993.

For organisations that were primarily training providers, 32 per cent delivered less than 500 course hours in 1993, whereas 60 per cent of other training providers delivered less than 500 course hours. For organisations that were primarily training providers and also used external trainers, the majority (57%) had less than 100 course hours delivered by external trainers. Around one third of other private training providers who used external trainers had less than 100 hours delivered by the external trainers.

4.4 Fields of training

Providers classified the courses they had conducted in 1993 into 11 broad fields. Providers most often reported conducting management and administration courses, 'other' vocational training courses, supervisory courses and general computing skills courses. Some of the examples of 'other' vocational training courses that were listed by respondents were: train the trainer courses; customer service courses; and personal development courses.

Table 4.4.1. Fields of training for courses conducted by private training providers, 1993

Field of training (a)	Primarily training provider		Other training provider		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Supervisory courses	22	23	17	23	39	23
General Computing Skills courses	20	21	16	22	36	21
Health and Safety courses	7	7	11	15	18	11
Management and Administration courses	30	31	22	30	52	31
Professional courses	10	10	14	19	24	14
Technical and Para-professional courses	19	20	12	16	31	18
Trade and Apprenticeship courses	10	10	16	22	26	15
Sales and Personal Service courses	18	19	13	18	31	18
Clerical/Office courses	23	24	6	8	29	17
Plant and Machinery Operating/Driving, Labouring and Related courses	8	8	4	5	12	7
Other Vocational Training courses	33	34	18	24	51	30

(a) Multi-response categories collected

Nearly half of all providers (47%) involved in the CTP survey conducted training in more than one of the fields listed above. Twenty per cent conducted courses in two fields of training, 11 per cent conducted courses in three fields of training and the remaining 16 per cent conducted courses in four or more fields of training. Generally organisations operating primarily as providers of training conducted courses in more fields than did other training providers.

4.5 Course participants

Forty per cent of providers in the survey reported training fewer than 100 course participants in 1993 (see Table 4.5.1). A greater proportion of providers which were not primarily training providers trained fewer than 100 participants in 1993 (45%) than did those that were (37%).

Table 4.5.1. Number of course participants trained by private training providers, 1993

Number of participants	Primarily training provider		Other training provider		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1-99	35	37	33	45	68	40
100-199	19	20	14	19	33	19
200-499	22	23	11	15	33	19
500 or more	20	21	16	22	36	21
Total	96	100	74	100	170	100

Providers were also asked to report on the total participant hours for their organisation in 1993. Total participant hours is calculated by multiplying the number of participants by the hours that participants attended courses then adding over all courses conducted in 1993.

Fifty six per cent of providers in the survey reported less than 5,000 total participant hours in 1993 (see Table 4.5.2). Forty five per cent of organisations that were primarily involved in training reported less than 5,000 total participant hours whereas 70 per cent of other private training providers reported less than 5,000 total participant hours.

Table 4.5.2. Number of participant hours for courses conducted by private training providers, 1993

Number of participants hours	Primarily training provider		Other training provider		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1-999	17	18	26	35	43	25
1000-4999	26	27	26	35	52	31
5000-14999	16	17	10	14	26	15
15000 or more	37	39	12	16	49	29
Total	96	100	74	100	170	100

Table 4.5.3 shows the percentage breakdown of total participant hours for all fields of training. Sales and Personal Service courses and Clerical/Office courses each represent 21 per cent of total participant hours for all courses. Similar proportions for those courses were reported for organisations operating primarily as training providers, whereas other training providers reported the largest proportion (20 per cent) of their total participant hours on Trade and Apprenticeship courses. These other providers only reported two per cent of total participant hours on Clerical/Office courses, and 12 per cent on Sales and Personal Service courses.

Table 4.5.3. Private training providers, proportion of total participant hours, field of training, 1993

<i>Field of training</i>	<i>Primarily training provider</i>	<i>Other training provider</i>	<i>Total</i>
	— per cent —		
Supervisory courses	1	7	2
General Computing Skills courses	7	16	8
Health and Safety courses	3	5	3
Management and Administration courses	9	15	10
Professional courses	6	6	6
Technical and Para-professional courses	10	9	10
Trade and Apprenticeship courses	7	20	8
Sales and Personal Service courses	22	12	21
Clerical/Office courses	23	2	21
Plant and Machinery Operating/Driving, Labouring and Related courses	1	4	1
Other Vocational Training courses	11	5	10
Total	100	100	100
Total Participant Hours	3,893,645	490,573	4,384,218

4.6 Training for temporary entrants from overseas

Eighteen per cent of providers provided training to people known to be from overseas and temporary entrants into Australia to attend training courses (see Table 4.6.1). Twenty six per cent of organisations that were primarily training providers provided training to temporary entrants while only 8 per cent of other training providers did so.

Table 4.6.1. Whether private training provider provided training for temporary entrants from overseas, 1993

<i>Whether organisation provided training to temporary entrants</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Yes	25	26	6	8	31	18
No	71	74	68	92	139	82
Total	96	100	74	100	170	100

If they did provide training for temporary entrants, providers were asked how many they had trained in 1993. Due to the small number of other training providers providing training to temporary entrants, Table 4.6.2 is unable to be broken down by main type of provider.

Table 4.6.2. Number of temporary entrants trained by private training providers, 1993

<i>Number of temporary entrants trained</i>	<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>
1-4	10	32
5-9	7	23
10-49	8	26
50 or more	6	19
Total	31	100

Fifty five per cent of providers in the survey trained fewer than 10 temporary entrants from overseas during 1993. Nineteen per cent trained more than 50 temporary entrants during 1993. Organisations which were primarily training providers provided training to a greater number of temporary entrants than did other private training providers.

4.7 Registration of providers

In each State, except New South Wales, there is a government body which registers an organisation as a provider of training. Table 4.7.1 indicates that, excluding New South Wales, 39 per cent of private training providers in the survey were registered as providers of training. Organisations operating primarily as providers of training were more likely to be registered with the State government registration body than those organisations that were not primarily providing training. Fifty three per cent of organisations that were primarily training providers and 70 per cent of other training providers were not registered with the State government registration body.

Table 4.7.1. Whether private training provider registered, 1993

<i>Whether organisation registered</i>	<i>Primarily training provider (a)</i>		<i>Other training provider (a)</i>		<i>Total (a)</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Yes	33	47	19	30	52	39
No	37	53	45	70	82	61
Total	70	100	64	100	134	100

(a) Excludes New South Wales

The providers who indicated in the survey that they were not registered with the State government registration body in their State were asked about the reasons for them not obtaining registration.

Of the factors listed in Table 4.7.2, the most common responses for providers not obtaining registration were being unaware of procedures involved in obtaining registration and being unaware of the existence of the registration body. Forty six per cent of providers listed 'other' factors for not obtaining registration of the organisation. The most common responses for these were that they had no need to obtain registration and could see no benefit to their organisation. Organisations that were primarily training providers indicated that the reasons they had not obtained registration of their organisation were that the costs of obtaining registration were too high (30%) and the time taken to get registration was too lengthy (38%). These reasons were given less often by other providers (11% and 9% respectively). Being unaware of the existence of the registration body (42%) and unaware of the procedures involved in obtaining registration (44%) were the most common responses given by other training providers for not obtaining registration.

Table 4.7.2. Reasons private training providers had not obtained registration, 1993

<i>Reasons for not obtaining registration (a)</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Unaware of body	7	19	19	42	26	32
Unaware of procedures	8	22	20	44	28	34
Information not readily available	7	19	9	20	16	20
Consider the costs too high	11	30	5	11	16	20
Consider the time too lengthy	14	38	4	9	18	22
Other	17	46	21	47	38	46

(a) Multi-response categories collected.

4.8 Accreditation of courses

In every State there is a government body with the responsibility to accredit courses delivered by private training providers.

Table 4.8.1 shows that 25 per cent of providers have had courses accredited with the appropriate State government accreditation body. Organisations that were primarily providers of training were more likely to have had courses accredited with the State government accreditation body than those organisations that were not primarily providing training. Eighty one per cent of other training providers hadn't had courses accredited while only 70 per cent of organisations which were primarily training providers hadn't had courses accredited.

Table 4.8.1. Whether courses conducted by private training providers have been accredited, 1993

<i>Whether courses accredited</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Yes	29	30	14	19	43	25
No	67	70	60	81	127	75
Total	96	100	74	100	170	100

Private training providers that indicated in the survey that their courses were accredited with the State government accreditation body were asked to report the number of courses they conducted in 1993 that were accredited. In Table 4.8.2, the number of accredited courses has been presented as a percentage of all courses that were conducted by each provider in 1993.

Table 4.8.2. Percentage of courses conducted by private training providers which have been accredited, 1993

<i>Per cent of courses accredited</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
1-49	9	31	8	57	17	40
50-99	8	28	3	21	11	26
100	12	41	3	21	15	35
Total	29	100	14	100	43	100

Of the providers conducting accredited courses, 40 per cent had less than half of their courses accredited. A greater percentage of other training providers had less than half their courses accredited (57%) than did organisations which were primarily training providers (31%). In fact, over 40 per cent of the latter had all of their courses accredited.

The private training providers who indicated in the survey that their courses were not accredited with the State government accreditation body were asked about their reasons for not obtaining accreditation of their courses.

Of the factors listed in Table 4.8.3 the most common responses for providers not obtaining accreditation of courses were being unaware of the existence of the accreditation body and being unaware of the procedures involved in obtaining accreditation of courses. However, 51 per cent of these providers listed 'other' factors for not obtaining accreditation of courses. The most common responses in the 'other' category were that they had no need to get courses accredited and that they could see no benefit to their organisation.

Organisations that were primarily training providers indicated the reasons for them not obtaining accreditation of courses were that the costs of obtaining accreditation were too high (36%) and the time taken to get accreditation was too lengthy (34%). Being unaware of the existence of the accreditation body (37%) and unaware of procedures involved in obtaining accreditation of courses (40%) were the most common responses given by other private training providers.

Table 4.8.3. Reasons private training providers have not obtained accreditation of courses, 1993

<i>Reasons for not obtaining accreditation of courses (a)</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Unaware of body	13	19	22	37	35	28
Unaware of procedures	10	15	24	40	34	27
Information not readily available	7	10	10	17	17	13
Consider the costs too high	24	36	9	15	33	26
Consider the time too lengthy	23	34	7	12	30	24
Other 35	52	30	50	65	51	

(a) Multi-response categories collected.

4.9 Endorsement of courses

Private providers involved in the survey were also asked if any of their courses had been formally endorsed or recognised by a professional or industry association.

Seventy one per cent of providers did not have their courses endorsed. The percentages were similar for organisations that were primarily training providers and for other training providers (73% and 69% respectively).

Table 4.9.1. Whether private training providers had courses endorsed by professional or industry associations, 1993

<i>Whether courses endorsed</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Yes	26	27	23	31	49	29
No	70	73	51	69	121	71
Total	96	100	74	100	170	100

The organisations that indicated in the survey that their courses were endorsed with a professional or industry association were asked to report the number of courses conducted in 1993 that were endorsed. For each private training provider, the number of endorsed courses has been presented in Table 4.9.2 as a percentage of all courses conducted in 1993.

Table 4.9.2. Percentage of courses endorsed by professional or industry associations, 1993

<i>Per cent of courses endorsed</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
1-49	8	31	9	39	17	35
50-99	3	12	1	4	4	8
100	15	58	13	57	28	57
Total	26	100	23	100	49	100

Table 4.9.2 indicates that of those providers with courses endorsed by a professional or industry association, approximately 57 per cent had all of their courses endorsed. This was so for both types of provider.

4.10 Training revenue

Respondents were asked from which area of training they generated the most revenue in 1993. Table 4.10.1 shows that for both types of providers most of their revenue was generated from individuals or employers for scheduled or public courses. Organisations that were primarily training providers were more likely to obtain revenue from conducting courses under GLMTPs than other training providers (17% compared to 10%), whereas the other providers were more likely to obtain revenue from conducting courses for specific employers (35% compared to 21%).

Table 4.10.1. Main area of revenue for private training providers, 1993

<i>Main area of revenue</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Courses for specific employers	20	21	26	35	46	27
Individuals or employers for scheduled or public courses	60	63	41	55	101	59
Courses conducted under Government Labour Market Training Programs	16	17	7	9	23	14
Total	96	100	74	100	170	100

4.11 Marketing of courses

The survey also established the areas in which private training providers actively marketed their training courses in 1993. Table 4.11.1 shows that 65 per cent of all private training providers actively marketed their training for individuals to attend scheduled or public courses. Whereas organisations that were primarily training providers mainly marketed in this area, other providers marketed evenly to all three areas.

Table 4.11.1. Areas where private training providers market their training courses, 1993

<i>Areas marketed (a)</i>	<i>Primarily training provider</i>		<i>Other training provider</i>		<i>Total</i>	
	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>	<i>Number</i>	<i>Per cent</i>
Courses for specific employers	44	46	41	55	85	50
Employers for their employees to attend scheduled or public courses	37	39	43	58	80	47
Individuals to attend scheduled or public courses	69	72	41	55	110	65

(a) Multi-response categories collected.

4.12 Positive factors on private training providers' level of training activity

Respondents indicated the extent to which the factors listed in Table 4.12.1 had a positive effect on their level of training activity during 1993.

The factor which the most providers indicated as having had a major positive effect on their level of training activity was increased employer awareness of the importance of training (36% indicating major positive effect), although 32 per cent indicated that technological change had a major positive effect. Eighty six per cent of private training providers indicated that training opportunities provided by Austudy programs had no positive effect on their level of training activity and 77 per cent of providers indicated that overflow of students from TAFEs and universities had no positive effect on their level of training activity.

Table 4.12.1. Positive effects on level of training activity, private training providers, 1993

<i>Factors</i>	<i>All providers</i>			<i>Total</i>
	<i>No positive effect (%)</i>	<i>Minor positive effect (%)</i>	<i>Major positive effect (%)</i>	
1. Technological change	38	31	32	100
2. Shortages of skilled labour in workforce	42	30	28	100
3. Multi-skilling/cross occupational training	43	34	24	100
4. Changes in employers' work practices other than multi-skilling	45	32	22	100
5. Increased employer awareness of the importance of training	28	37	36	100
6. Training opportunities provided by Government Labour Market Training Programs	64	17	19	100
7. Training opportunities provided by Austudy programs	86	8	7	100
8. Overflow of students from TAFEs or Universities	77	17	6	100
9. Implementation of government legislation	59	26	15	100
10. Moves towards competency based training	49	26	25	100

Organisations that were primarily training providers indicated that increased employer awareness of the importance of training had the most positive effect on their level of training activity (42% indicated major positive effect) while 77 per cent indicated that training opportunities provided by Austudy programs had no positive effect on their organisation's level of training activity (see Table 4.12.2).

Table 4.12.2. Positive effects on level of training activity, organisations which were primarily training providers, 1993

<i>Factors</i>	<i>Primarily training provider</i>			<i>Total</i>
	<i>No positive effect (%)</i>	<i>Minor positive effect (%)</i>	<i>Major positive effect (%)</i>	
1. Technological change	41	34	25	100
2. Shortages of skilled labour in workforce	38	35	27	100
3. Multi-skilling/cross occupational training	35	38	27	100
4. Changes in employers' work practices other than multi-skilling	46	37	18	100
5. Increased employer awareness of the importance of training	26	32	42	100
6. Training opportunities provided by Government Labour Market Training Programs	56	20	24	100
7. Training opportunities provided by Austudy programs	77	13	10	100
8. Overflow of students from TAFEs or Universities	66	26	8	100
9. Implementation of government legislation	60	27	13	100
10. Moves towards competency based training	52	24	24	100

Organisations that were not primarily involved in training indicated that technological change had the most positive effect on their level of training activity (41% indicating major positive effect). However, increased employer awareness of the importance of training was indicated as having either a minor or major positive effect by 70 per cent of these organisations (compared to 67% indicating technological change having had a minor or major effect). Ninety seven percent indicated that training opportunities provided by Austudy programs had no effect on their organisation's level of training activity and overflow of students from TAFEs and universities was indicated as having no positive effect by 92 per cent of other training providers (see Table 4.12.3).

Table 4.12.3. Positive effects on level of training activity, other training providers, 1993

<i>Factors</i>	<i>Other training provider</i>			<i>Total</i>
	<i>No positive effect (%)</i>	<i>Minor positive effect (%)</i>	<i>Major positive effect (%)</i>	
1. Technological change	34	26	41	100
2. Shortages of skilled labour in workforce	49	23	28	100
3. Multi-skilling/cross occupational training	53	28	19	100
4. Changes in employers' work practices other than multi-skilling	45	27	28	100
5. Increased employer awareness of the importance of training	30	42	28	100
6. Training opportunities provided by Government Labour Market Training Programs	74	14	12	100
7. Training opportunities provided by Austudy programs	97	1	1	100
8. Overflow of students from TAFEs or Universities	92	5	3	100
9. Implementation of government legislation	57	24	19	100
10. Moves towards competency based training	45	28	27	100

4.13 Negative factors on private training providers' level of training activity

Respondents indicated the extent to which the factors listed below (see Table 4.13.1) had a negative effect on their level of training activity during 1993.

Table 4.13.1 indicates that for all providers the factor which had the most negative effect on their level of training activity was lack of investment capital (18% indicated this as having a major negative effect, 31% indicated minor negative effect), while competition from the commercial activities of TAFEs and universities had either a major or minor negative effect for 46 per cent of providers. Shortage of experienced/qualified instructors/trainers and lack of credit transfer or course articulation had no negative effect for 73 per cent and 71 per cent of providers respectively.

Table 4.13.1. Negative effects on level of training activity, private training providers, 1993

Factors	All providers			Total
	No negative effect (%)	Minor negative effect (%)	Major negative effect (%)	
1. Shortage of experienced/qualified instructors/trainers	73	20	7	100
2. Lack of investment capital	51	31	18	100
3. Competition from the commercial activities of TAFEs or Universities	54	34	12	100
4. Lack of national accreditation standards	69	26	5	100
5. Costs of and/or difficulties with access to accreditation procedures	62	21	17	100
6. Lack of credit transfer or course articulation	71	21	8	100

Organisations that were primarily training providers indicated that lack of investment capital had the most negative effect on their level of training activity (22% indicating major negative effect). Costs of and/or difficulties with access to accreditation procedures was considered a major negative effect by 21 per cent of these training providers. Shortage of experienced/qualified instructors/trainers was indicated by 76 per cent as having no negative effect on their level of training activity (see Table 4.13.2).

Table 4.13.2. Negative effects on level of training activity, organisations which were primarily training providers, 1993

Factors	Primarily training provider			Total
	No negative effect (%)	Minor negative effect (%)	Major negative effect (%)	
1. Shortage of experienced/qualified instructors/trainers	76	16	8	100
2. Lack of investment capital	45	33	22	100
3. Competition from the commercial activities of TAFEs or Universities	47	40	14	100
4. Lack of national accreditation standards	67	28	5	100
5. Costs of and/or difficulties with access to accreditation procedures	55	24	21	100
6. Lack of credit transfer or course articulation	67	22	12	100

Organisations that were not primarily training providers also indicated that lack of investment capital had the most negative effect on their level of training activity (14% indicating major negative effect) (see Table 4.13.3). Eleven per cent of these training providers indicated that competition from the commercial activities of TAFEs or universities was a major negative effect and 11 per cent also indicated that costs of and/or difficulties with access to accreditation procedures was a major negative effect on their level of training activity. Lack of credit transfer or course articulation was indicated by 77 per cent as having no negative effect on their level of training activity.

Table 4.13.3. Negative effects on level of training activity, other training providers, 1993

<i>Factors</i>	<i>Other training provider</i>			<i>Total</i>
	<i>No negative effect (%)</i>	<i>Minor negative effect (%)</i>	<i>Major negative effect (%)</i>	
1. Shortage of experienced/qualified instructors/trainers	69	26	5	100
2. Lack of investment capital	58	28	14	100
3. Competition from the commercial activities of TAFEs or Universities	64	26	11	100
4. Lack of national accreditation standards	72	23	5	100
5. Costs of and/or difficulties with access to accreditation procedures	72	18	11	100
6. Lack of credit transfer or course articulation	77	19	4	100

5. Glossary of Terms

<i>Accreditation of courses with State government accreditation body</i>	<p>The formal assessment and recognition of a training course as being of an appropriate standard for the certification to which it leads. Excludes recognition of courses as complying only with the Training Guarantee. Each State government accreditation body is listed below:</p> <p>New South Wales — <i>Vocational Education and Training Accreditation Board (VETAB)</i></p> <p>Victoria — <i>State Training Board</i></p> <p>Queensland — <i>Vocational Education, Training and Employment Commission (VETEC)</i></p> <p>South Australia — <i>SA State Training Recognition Unit</i></p> <p>Western Australia — <i>State Employment and Skills Development Authority (SESDA)</i></p> <p>Tasmania — <i>Training Authority</i></p> <p>Northern Territory — <i>NT Employment and Training Authority</i></p> <p>Australian Capital Territory — <i>ACT Accreditation Agency</i></p>
<i>Business College</i>	An organisation that primarily conducts courses in secretarial and office skills.
<i>Clerical / Office courses</i>	Courses that provide or upgrade skills in shorthand, secretarial, typing, receptionist, telephone, filing and stock purchasing. Excluded are computer courses which are included in <i>General Computing Skills courses</i> .
<i>Commercial training</i>	Training conducted on a commercial or fee for service basis. The fee is charged with the objective of at least covering the cost of the training.
<i>Conduct of a training course</i>	The management and organisation of a course, which includes deciding when and where a course is to be held, marketing of a course and arranging the presenters and participants. It may also involve administering the course and deciding the content and format of a course.
<i>Course delivery hours</i>	These are the hours trainers spend delivering training courses. They do not include course development or preparation time.
<i>Course participants</i>	All persons attending training courses to receive training. It refers to participants for whom a fee is paid, including those who did not complete courses. If a participant attends a number of courses, they are counted for each course. However, when the courses are part of a program the participant is only counted once for the whole program.
<i>Courses conducted under Government Labour Market Training Programs (GLMTP)</i>	These are courses where students are sponsored under a GLMTP by the Department of Employment, Education and Training (DEET). (ie the government pays the fees for the students who are eligible under individual GLMTPs (for example Jobskills, Jobtrain etc)). Courses conducted under GLMTPs do not include courses conducted to train government employees. The organisations delivering the courses may have put in tenders to develop and run courses solely under GLMTPs, or may have allowed GLMTP students to participate in existing scheduled courses.

<i>Courses for specific employers</i>	These courses consist of off-the-shelf courses or courses tailored specifically for an employer. These courses are conducted for a specific employer and can be delivered either at the employer's site or other training venues.
<i>Employees</i>	All persons who received a wage or salary during the survey reference period and were entitled to workers' compensation. All permanent, casual, temporary, full-time, part-time, managerial and executive employees are included.
<i>Employment Agency</i>	An organisation that provides a specialist recruitment service for employers.
<i>Endorsement by an industry or professional association</i>	Formal endorsement by an industry or professional association through an assessment of course objectives, structure, content and methods of assessment to determine if particular standards are being met.
<i>Equipment Manufacturer/Supplier</i>	An organisation which manufactures or supplies equipment and provides training primarily in relation to that equipment. A separate fee is charged for the training.
<i>External trainers</i>	Trainers who are not employees of the training provider. They may include consultants, trainers engaged on a sub-contract basis and guest speakers who deliver training either with or without payment.
<i>Field of training</i>	The field of training classification used for the survey is based on the main content of each course/program. Each field appears as a separate entry in this glossary.
<i>General Computing Skills courses</i>	Courses that provide or upgrade skills in the use of micro, mid-range and mainframe computers and use of software packages (for example spreadsheets, micro databases, desk-top publishing), word processing, computer operations and data processing. Training designed for computing professionals is included under <i>Professional courses</i> .
<i>Health and Safety courses</i>	Courses in general health, fitness, safety and occupational health and safety.
<i>Industry Association</i>	An association of employers or industry representatives who act together for the benefit of member companies or of the industry(ies) they represent. As there was no separate category for Trade Unions in the 1993 CTP Survey, respondents classified their organisation to either an industry or professional association, whichever they felt best fitted the role of their organisation.
<i>In-house trainer</i>	An organisation that delivers training primarily for its own employees. The courses that employees attend are open to others on a commercial or fee for service basis.
<i>Management and Administration courses</i>	Courses that provide or upgrade skills in organising and directing the major functions of an organisation and in specialist management (for example financial, marketing).
<i>Other Vocational Training courses</i>	Examples include train the trainer courses, customer service courses, personal development courses, language and literacy courses, induction courses and trade union training.
<i>Plant and Machinery Operating/ Driving, Labouring and Related courses</i>	Courses that provide or upgrade skills in driving road or rail transport, operation of plant and machinery (for example forklift driving, cranes, drilling plants, chemical plants, metal presses, packaging machines), labouring and other assistance tasks (for example factory hand, cleaning, security).
<i>Private Training Provider</i>	A private (ie non-government) organisation that provides vocational training on a commercial basis. The 1993 CTP Survey did not cover language colleges which provide only language courses, theological colleges, or drama, music and dance schools.
<i>Professional Association</i>	An association which represents the interests of members and associates of a particular profession and/ or acts to further that profession. As there was no separate category for Trade Unions in the 1993 CTP survey, respondents classified their

organisation to either an industry or professional association, whichever they felt best fitted the role of their organisation.

<i>Professional courses</i>	Courses that qualify or upgrade skills in professional occupations (ie those occupations that required at least a three year degree/diploma).
<i>Program of courses</i>	A program consists of a linked set of discrete training courses with a common goal or purpose, for example a management program. Participants can enrol for the whole program, although they may also be able to enrol in component courses separately.
<i>Public courses</i>	These courses are open to the public and are usually scheduled.
<i>Registration of an organisation with State government registration body</i>	Relates to the registration of the organisation to deliver a particular training program, not the accreditation of a particular course. Registration does not include registration as a Registered Industry Training Agent, approval by the Department of Employment, Education and Training or the Commonwealth Employment Service to deliver training under Government Labour Market Training Programs and/or recognition of courses as complying only with the Training Guarantee. Registration does not exist in New South Wales. Each State government registration body is listed below: Victoria — <i>State Training Board</i> Queensland — <i>Vocational Education, Training and Employment Commission (VETEC)</i> South Australia — <i>SA State Training Recognition Unit</i> Western Australia — <i>State Employment and Skills Development Authority (SESDA)</i> Tasmania — <i>Training Authority</i> Northern Territory — <i>NT Employment and Training Authority</i> Australian Capital Territory — <i>ACT Vocational Training Authority</i>
<i>Sales and Personal Service courses</i>	Courses that provide or upgrade skills in waiting, bar service, travel agency, tourist guidance, personal service (for example child care assistance, dental nursing, beauty therapy) and sales (for example insurance, real estate). Excluded are customer service courses and personal development courses (included in Other Vocational Training courses) and computer training (included in <i>General Computing Skills courses</i>).
<i>Scheduled courses</i>	These are courses delivered according to a predetermined timetable. The dates of delivery hours are set and participants usually begin the course on a prescribed starting date.
<i>Supervisory courses</i>	Courses which provide or upgrade skills in supervising staff.
<i>Technical and Para-professional courses</i>	Courses that qualify or upgrade skills in the work performed by technical officers and technicians in the medical, science and engineering fields (for example research, quality control, laboratory tests and drafting), air and sea technical work (for example piloting, air traffic control), registered nursing, community work, police work and child care co-ordination. Excluded are personal service courses such as child care assistance (included in <i>Sales and Personal Service courses</i>) and plant and

machinery operating/driving courses (included in *Plant and Machinery Operating / Driving, Labouring and Related courses*).

Total participant hours

Total hours that participants attended courses. Includes lectures, seminars, tutorials, exam time, workshops and practical sessions. Excludes study time, homework time and travel time. It is calculated by multiplying the length of the course by the number of participants.

Trade and Apprenticeship courses

Courses that provide or upgrade skills in trades. For example, in carpentry; bricklaying; plumbing; vehicle mechanics; printing; metal fitting; electrical fitting; electronics; butchery; chef and hairdressing.

Training course

Training session or series of training sessions which have a structured plan and format designed to develop employment related (ie vocational) skills and competencies. It consists of periods of instruction or a combination of instruction and practical work. Courses may take the form of workshops, lectures, tutorials, training seminars, audio-visual presentations or self-paced training packages.





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