

4A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6. Data in this Report are examined by the Vocational Education and Training Working Group, but have not been formally audited by the Secretariat. A peer review process is also undertaken by the Vocational Education and Training Working Group in the development of the data definitions. Unsourced information was obtained from the Australian, State and Territory governments.

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/gsp). Users without Internet access can contact the Secretariat to obtain these tables (details on the inside front cover of the Report).

When adjustments have been made for inflation in the following tables the gross domestic product (GDP) chain price index has been used.

4A.1 Information on sample data

The results reported in tables 4A.19–4A.30, 4A.35–4A.50 and 4A.66–4.A.67 were estimated by conducting surveys of samples of the group or population in question. These results are subject to sampling error. The data obtained from a sample may differ from the ‘true’ data that would have been obtained from the entire group or population. Consequently, care needs to be taken when using survey results (see section A.12, appendix A for further details).

Most of the tables containing survey data also report the 95 per cent confidence interval for the estimate reported.

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Table 4A.1

Table 4A.1 Government real recurrent expenditure, (2005 dollars) (\$ million)
(a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
2001	1 404.7	924.7	654.4	399.8	272.3	91.4	76.5	80.3	3 903.9
2002	1 427.1	971.6	686.2	406.4	305.3	89.4	79.8	84.1	4 050.0
2003	1 509.3	948.3	672.3	402.9	303.8	95.3	81.1	84.1	4 097.0
2004	1 369.9	941.7	685.9	436.4	324.3	93.4	91.0	83.2	4 025.7
2005	1 446.7	936.6	686.2	439.6	324.1	101.0	93.0	87.6	4 115.0

- (a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEST. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; gains on sales of property, plant and equipment; other operating revenues; and revenue from specific purpose Government funds (DEST and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on VET in schools; redundancy payments funded externally to VET budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by DEST.
- (c) Data for 2001–04 have been adjusted to 2005 dollars using the GDP chain price index.
- (d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$3.5 million in 2001, \$3.6 million in 2002, \$3.7 million in 2003, and \$4.1 million in 2004 and \$4.1 million in 2005.
- (e) Includes ACT payroll tax estimate. Totals may not add as a result of rounding.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.2

Table 4A.2 Government real recurrent expenditure per person aged 15–64 years, (2005 dollars) (\$ per person) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
2001	321.23	287.27	268.84	309.81	272.56	296.78	337.38	576.64	300.52
2002	322.30	296.75	275.42	309.64	303.43	289.61	348.98	603.58	307.03
2003	338.13	286.55	263.00	302.59	300.04	305.37	352.90	602.62	306.75
2004	304.58	281.15	261.91	322.63	318.65	295.25	394.60	591.63	297.64
2005	319.46	276.66	256.35	320.13	316.59	317.35	401.94	613.44	300.75

- (a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEST. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; gains on sales of property, plant and equipment; other operating revenues; and revenue from specific purpose Government funds (DEST and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on VET in schools; redundancy payments funded externally to VET budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by DEST.
- (c) Data for 2001–04 have been adjusted to 2005 dollars using the GDP chain price index.
- (d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$3.5 million in 2001, \$3.6 million in 2002, \$3.7 million in 2003, and \$4.1 million in 2004 and \$4.1 million in 2005.
- (e) Includes ACT payroll tax estimate. Totals may not add as a result of rounding.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra; ABS (various years), *Australian Demographic Statistics*, June Quarter (various years), Cat. no. 3101.0 (unpublished).

Table 4A.3

Table 4A.3 **VET activity, 2005 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of registered training organisations	no.	374	612	282	172	256	102	62	60	1 920
Number of registered training organisation delivery locations	no.	1 907	1 599	2 646	1 479	479	193	91	448	8 842

- (a) Total VET activity for Australia refers to all VET data available for reporting. Total VET students in 2005 is 1.6 million students. This includes all VET delivered by TAFE and other government providers and publicly funded VET programs delivered on a fee-for-service basis. The scope of the current report is limited to VET activity funded through the Commonwealth–State Agreement for Skilling Australia's Workforce (table 4A.4).
- (b) Includes government funded vocational programs of study delivered in TAFE institutes, other government providers, community providers and private registered training organisations that receive government recurrent funding for VET delivery.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.4

Table 4A.4 Commonwealth and State Agreement funded VET activity, 2005 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students (b)	no.	426 939	289 525	194 315	99 987	85 573	28 160	19 317	18 110	1 161 926
Students who gain some recognition of prior learning	no.	22 716	7 516	6 808	2 208	3 683	876	1 149	851	45 807
Annual curriculum hours (c)	million	105.4	76.1	44.4	27.1	19.0	6.2	5.1	3.4	286.6
Average hours per student	no.	246.9	262.8	228.3	270.8	221.5	219.4	266.6	187.5	246.7
TAFE and other government providers	no.	14	20	21	12	3	1	1	2	74
TAFE and other government provider locations	no.	135	167	445	125	48	21	7	181	1 129

- (a) Government funded activity is based Commonwealth and State/Territory recurrent funding for VET only. It excludes government specific purpose funding, activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. VET delivered in schools, where the delivery has been undertaken by schools is also excluded.
- (b) Government funded VET students excluding students participating in VET programs in schools. Students reported only for Course Completions, and for Credit Transfer only are not included.
- (c) Reported hours are adjusted for invalid enrolment rates based on formal advice of the NCVER auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In previous Reports, nominal hours were not calculated on an enrolment activity end date reporting and RPL was discounted on an agreed formula. As a result, care should be taken in making comparisons between these data and previous Reports. Victoria is reporting in Scheduled Hours, while other States and Territories report Annual Curriculum Hours.

Source: NCVER AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.5

Table 4A.5 Real net assets of public VET providers per person aged 15–64 years, (2005 dollars) (\$ per person) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2001	531.48	584.72	389.93	470.69	492.35	501.86	591.67	1 096.88	516.34
2002	499.04	617.01	388.63	457.26	488.75	505.62	571.10	1 114.24	511.41
2003	576.93	658.87	376.22	490.18	451.22	472.84	549.62	981.00	542.60
2004	563.74	671.54	399.50	471.78	441.40	589.08	528.22	1 216.12	546.93
2005	521.97	661.83	382.32	511.42	415.02	575.33	498.24	1 144.93	527.47

(a) Differences exist between the accounting practices applied by the states and territories, particularly in respect of the valuation and measurement of investments and property, and plant and equipment. This can affect comparisons between states and territories.

(b) Data for 2001–04 have been adjusted to 2005 dollars using the GDP chain price index.

Source: NCVET AVETMISS collection (unpublished); ABS (various years), Australian Demographic Statistics, June Quarter (various years), Cat. no. 3101.0 (unpublished).

Table 4A.6

Table 4A.6 **Government payments to non-TAFE providers for VET delivery, 2005 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government payments (2005 dollars)										
2004	\$m	76.4	111.7	79.9	45.7	21.0	6.6	11.5	4.5	357.2
2005	\$m	73.4	114.1	67.4	44.4	20.4	7.0	9.5	6.7	342.8
2005 payments as a proportion of total recurrent expenditure	%	4.2	8.7	8.4	8.6	5.3	5.8	9.2	6.1	6.7
Real change in payments between 2004 and 2005 (b)	%	- 3.9	2.1	- 15.7	- 2.7	- 3.1	6.6	- 17.1	49.5	- 4.0

(a) Payments to non-TAFE providers of VET delivery include payments to secondary schools, other government providers, enterprises, private providers, community providers, industry and local government providers.

(b) The percentage change in real payments between 2004 and 2005 may not match manual calculations due to rounding of reported figures.

Source: NCVET AVETMISS collection (unpublished).

Table 4A.7

Table 4A.7 Allocation of government real funds for VET (2005 dollars) (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Amounts allocated										
Open competitive tendering (e)	\$m	20.0	12.5	15.0	12.1	6.0	2.9	2.6	–	71.1
Limited competitive tendering (f)	\$m	–	–	21.5	–	2.1	–	0.2	–	23.8
User choice	\$m	201.3	190.5	112.5	45.1	37.6	14.4	11.2	11.5	624.1
Total	\$m	221.3	203.0	149.0	57.2	45.7	17.3	14.0	11.5	719.0
Government recurrent funding	\$m	1 258.7	872.6	610.5	449.4	268.7	86.8	76.2	77.2	3 700.1
Proportion of government recurrent funding										
Open competitive tendering (e)	%	1.6	1.4	2.5	2.7	2.2	3.3	3.4	–	1.9
Limited competitive tendering (f)	%	–	–	3.5	–	0.8	–	0.3	–	0.6
User choice	%	16.0	21.8	18.4	10.0	14.0	16.6	14.7	14.9	16.9
2004										
Amounts allocated										
Open competitive tendering (e)	\$m	19.7	13.0	15.7	11.9	2.1	1.7	2.9	–	67.0
Limited competitive tendering (f)	\$m	–	–	17.1	–	11.7	–	0.2	–	29.0
User choice	\$m	215.5	188.6	111.0	42.9	36.5	20.0	12.2	9.3	635.9
Total	\$m	235.2	201.6	143.8	54.8	50.2	21.7	15.3	9.3	731.9
Government recurrent funding	\$m	1 273.8	838.1	596.7	411.9	275.0	82.1	74.0	78.8	3 630.4
Proportion of government recurrent funding										
Open competitive tendering (e)	%	1.5	1.6	2.6	2.9	0.8	2.0	3.9	–	1.8
Limited competitive tendering (f)	%	–	–	2.9	–	4.2	–	0.3	–	0.8
User choice	%	16.9	22.5	18.6	10.4	13.3	24.4	16.5	11.8	17.5

Table 4A.7

Table 4A.7 Allocation of government real funds for VET (2005 dollars) (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003										
Amounts allocated										
Open competitive tendering (e)	\$m	27.0	79.2	15.7	12.3	2.1	1.6	3.0	–	140.9
Limited competitive tendering (f)	\$m	–	–	11.0	–	3.2	–	0.2	–	14.4
User choice	\$m	243.5	128.4	107.0	39.2	41.7	15.5	9.3	9.3	593.9
Total	\$m	270.5	207.6	133.7	51.5	47.1	17.1	12.5	9.3	749.2
Government recurrent funding	\$m	1 291.9	850.6	642.3	415.9	266.1	81.7	70.2	81.0	3 699.7
Proportion of government recurrent funding										
Open competitive tendering (e)	%	2.1	9.3	2.4	3.0	0.8	2.0	4.3	–	3.8
Limited competitive tendering (f)	%	–	–	1.7	–	1.2	–	0.3	–	0.4
User choice	%	18.8	15.1	16.7	9.4	15.7	19.0	13.3	11.5	16.1
2002										
Amounts allocated										
Open competitive tendering (e)	\$m	34.8	15.9	19.1	12.8	7.4	1.9	3.6	–	95.5
Limited competitive tendering (f)	\$m	–	11.5	1.8	–	1.2	–	0.3	–	14.8
User choice	\$m	251.0	192.8	115.8	36.4	40.2	15.9	10.6	9.3	672.1
Total	\$m	285.9	220.2	136.6	49.2	48.9	17.7	14.6	9.3	782.4
Government recurrent funding	\$m	1 235.8	849.9	653.8	396.5	255.0	83.0	67.7	66.4	3 608.1
Proportion of government recurrent funding										
Open competitive tendering (e)	%	2.8	1.9	2.9	3.2	2.9	2.2	5.3	–	2.6
Limited competitive tendering (f)	%	–	1.4	0.3	–	0.5	–	0.5	–	0.4
User choice	%	20.3	22.7	17.7	9.2	15.8	19.1	15.7	14.0	18.6

Table 4A.7

Table 4A.7 Allocation of government real funds for VET (2005 dollars) (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2001										
Amounts allocated										
Open competitive tendering (e)	\$m	44.2	16.4	34.8	16.5	7.1	1.7	3.7	–	124.4
Limited competitive tendering (f)	\$m	–	7.3	2.3	–	1.3	–	–	–	10.9
User choice	\$m	218.9	187.4	216.5	34.4	41.9	16.1	8.2	8.1	731.6
Total	\$m	263.1	211.1	253.6	50.9	50.4	17.8	12.0	8.1	866.9
Government recurrent funding	\$m	1 240.7	848.7	610.2	357.2	244.5	80.4	67.0	76.0	3 524.6
Proportion of government recurrent funding										
Open competitive tendering (e)	%	3.6	1.9	5.7	4.6	2.9	2.1	5.6	–	3.5
Limited competitive tendering (f)	%	–	0.9	0.4	–	0.5	–	–	–	0.3
User choice	%	17.6	22.1	35.5	9.6	17.2	20.1	12.3	10.6	20.8

(a) Data for 2001–04 years have been adjusted to 2005 dollars using the GDP chain price index.

(b) Victorian TAFE institutes and ACE organisations are not eligible to apply for open competitive tendering.

(c) The amounts for 2001 open competitive tendering and limited competitive tendering are for contracts awarded in 2001.

(d) For 2001, user choice data include user choice funding paid to TAFE colleges.

(e) The tendering process is open to both public and private providers, except where otherwise noted.

(f) The tendering process is restricted to community groups that deliver ACE VET programs.

– Nil or rounded to zero.

Source: States and Territories (unpublished); NCVET AVETMISS collection (unpublished).

Table 4A.8 **VET participation by age group (a)**

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Number of students by age										
All students	'000	426.9	289.5	194.3	100.0	85.6	28.2	19.3	18.1	1 161.9
15–19 year olds	'000	107.5	70.1	57.6	34.3	20.6	6.4	4.7	4.1	305.2
20–24 year olds	'000	71.0	57.9	37.2	18.4	15.4	5.4	4.6	2.9	212.7
15–24 year olds	'000	178.4	127.9	94.8	52.7	36.0	11.9	9.3	7.0	517.9
15–64 year olds	'000	400.8	275.2	189.2	97.7	79.5	27.6	19.1	17.2	1 106.1
Number of students through recognition of prior learning										
All students	no.	22 716	7 516	6 808	2 208	3 683	876	1 149	851	45 807
Participation rate by age (b)										
All students	%	6.3	5.8	4.9	5.0	5.5	5.8	5.9	8.9	5.7
15–19 year olds	%	23.6	20.9	20.7	23.6	19.9	18.9	20.0	27.9	22.0
20–24 year olds	%	15.3	16.2	13.0	12.8	14.7	17.5	16.2	17.7	14.9
15–24 year olds	%	19.4	18.5	16.8	18.2	17.3	18.2	17.9	22.6	18.4
15–64 year olds	%	8.8	8.1	7.1	7.1	7.8	8.7	8.3	12.0	8.1
Proportion of students through recognition of prior learning										
All students	%	5.3	2.6	3.5	2.2	4.3	3.1	5.9	4.7	3.9
2004										
Number of students by age										
All students	'000	389.2	302.5	180.2	99.9	81.9	25.6	18.9	18.2	1 116.5
15–19 year olds	'000	102.8	69.1	53.6	33.7	20.1	6.1	4.6	3.6	293.5
20–24 year olds	'000	67.5	58.1	34.7	18.0	15.0	4.9	4.5	2.8	205.6
15–24 year olds	'000	170.3	127.2	88.3	51.7	35.1	11.0	9.1	6.4	499.1
15–64 year olds	'000	368.2	287.9	174.7	97.4	76.9	25.1	18.8	17.3	1 066.4

Table 4A.8 **VET participation by age group (a)**

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students through recognition of prior learning										
All students	no.	26 194	7 563	2 875	2 531	4 287	885	2 468	1 069	47 872
Participation rate by age (b)										
All students	%	5.8	6.1	4.6	5.0	5.3	5.3	5.8	9.1	5.6
15–19 year olds	%	22.7	20.6	19.6	23.3	19.4	17.8	19.1	24.7	21.2
20–24 year olds	%	14.7	16.5	12.5	12.7	14.7	16.2	16.0	17.8	14.6
15–24 year olds	%	18.7	18.5	16.0	18.1	17.0	17.0	17.4	21.1	17.9
15–64 year olds	%	8.2	8.6	6.7	7.2	7.6	7.9	8.1	12.3	7.9
Proportion of students through recognition of prior learning										
All students	%	6.7	2.5	1.6	2.5	5.2	3.5	13.0	5.9	4.3
2003										
Number of students by age										
All students	'000	443.1	317.4	193.9	103.4	78.8	26.0	19.1	17.5	1 199.2
15–19 year olds	'000	87.8	67.7	53.4	32.3	18.0	5.8	4.4	3.5	273.1
20–24 year olds	'000	73.7	60.0	37.5	18.1	14.5	4.9	4.7	2.7	215.9
15–24 year olds	'000	161.5	127.7	90.9	50.4	32.5	10.7	9.1	6.2	488.9
15–64 year olds	'000	407.2	300.1	189.2	100.6	74.5	25.1	18.9	16.8	1 132.5
Number of students through recognition of prior learning										
All students	no.	31 458	7 790	4 931	2 746	4 933	1 159	2 641	1 152	56 810
Participation rate by age (b)										
All students	%	6.6	6.5	5.1	5.3	5.2	5.4	5.9	8.8	6.0
15–19 year olds	%	19.4	20.3	19.8	22.5	17.3	17.0	18.2	24.1	19.8
20–24 year olds	%	16.3	17.4	14.0	13.0	14.5	16.4	16.7	16.9	15.7
15–24 year olds	%	17.9	18.8	16.9	17.9	15.9	16.7	17.4	20.4	17.8
15–64 year olds	%	9.1	9.1	7.4	7.6	7.4	8.0	8.2	12.0	8.5

Table 4A.8 **VET participation by age group (a)**

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of students through recognition of prior learning										
All students	%	7.1	2.5	2.5	2.7	6.3	4.5	13.8	6.6	4.7
2002										
Number of students by age										
All students	'000	417.8	332.1	208.4	101.4	86.6	24.4	16.7	20.1	1 207.4
15–19 year olds	'000	84.9	68.2	55.8	28.3	18.6	5.7	4.2	3.7	269.4
20–24 year olds	'000	71.2	61.8	39.4	17.7	14.8	4.5	4.0	2.9	216.2
15–24 year olds	'000	156.0	130.0	95.2	46.1	33.4	10.2	8.1	6.6	485.6
15–64 year olds	'000	389.9	313.9	203.0	98.5	81.6	23.7	16.5	18.6	1 145.7
Number of students through recognition of prior learning										
All students	no.	29 554	10 758	5 010	3 061	6 835	954	2 858	1 369	60 399
Participation rate by age (b)										
All students	%	6.3	6.8	5.6	5.3	5.7	5.2	5.2	10.1	6.1
15–19 year olds	%	18.7	20.4	20.9	19.9	17.9	16.7	16.9	24.8	19.6
20–24 year olds	%	16.0	18.2	15.3	13.1	15.1	15.8	14.4	18.1	16.1
15–24 year olds	%	17.3	19.3	18.2	16.5	16.5	16.3	15.6	21.3	17.8
15–64 year olds	%	8.8	9.6	8.1	7.5	8.1	7.7	7.2	13.4	8.7
Proportion of students through recognition of prior learning										
All students	%	7.1	3.2	2.4	3.0	7.9	3.9	17.1	6.8	5.0
2001										
Number of students by age										
All students	'000	453.4	321.0	213.6	103.3	89.2	24.3	17.9	19.9	1 242.7
15–19 year olds	'000	87.7	63.3	55.7	28.0	18.1	5.9	4.1	3.7	266.4
20–24 year olds	'000	72.0	58.3	38.4	18.0	15.0	4.4	4.0	2.9	212.9
15–24 year olds	'000	159.7	121.5	94.1	46.0	33.1	10.3	8.0	6.6	479.4

Table 4A.8 VET participation by age group (a)

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
15–64 year olds	'000	418.4	302.6	207.5	100.6	85.0	23.6	17.7	18.5	1 173.9
Number of students through recognition of prior learning										
All students	no.	28 940	9 353	4 221	2 429	6 823	518	2 525	1 122	55 931
Participation rate by age (b)										
All students	%	6.9	6.6	5.9	5.4	5.9	5.2	5.7	10.1	6.4
15–19 year olds	%	19.6	19.2	21.0	19.9	17.6	17.0	16.7	24.7	19.6
20–24 year olds	%	15.8	16.5	14.8	12.7	15.2	15.0	14.0	18.0	15.4
15–24 year olds	%	17.7	17.8	17.9	16.2	16.4	16.1	15.3	21.2	17.5
15–64 year olds	%	9.6	9.3	8.5	7.7	8.5	7.7	7.9	13.3	9.0
Proportion of students through recognition of prior learning										
All students	%	6.4	2.9	2.0	2.4	7.6	2.1	14.1	5.6	4.5

- (a) Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, students participating in VET programs in schools and credit transfer activity.
- (b) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Historical population data are based on data previously sourced from NCVET and may differ from those published elsewhere, depending on whether preliminary or finalised population data are used for reporting.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra; ABS 2006, ABS Australian Demographic Statistics, June Quarter 2005, Cat. no. 3101.0 (unpublished).

Table 4A.9

Table 4A.9 **VET participation of people aged 15–64 years, by sex (a), (b)**This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Number of students										
Male students	'000	189.1	138.5	101.7	52.1	38.9	14.8	9.1	9.6	553.8
Female students	'000	211.1	136.5	87.2	45.6	40.4	12.7	10.0	7.5	551.1
All 15–64 year old students	'000	400.8	275.2	189.2	97.7	79.5	27.6	19.1	17.2	1 106.1
Participation rate (c)										
Male students	%	8.3	8.2	7.6	7.5	7.5	9.4	7.9	12.7	8.1
Female students	%	9.4	8.0	6.6	6.7	8.0	7.9	8.6	11.2	8.1
All 15–64 year old students	%	8.8	8.1	7.1	7.1	7.8	8.7	8.3	12.0	8.1
2004										
Number of students										
Male students	'000	174.1	142.7	94.4	51.3	39.0	13.3	9.0	9.2	533.0
Female students	'000	193.8	144.6	80.2	46.1	38.0	11.7	9.7	8.1	532.1
All 15–64 year old students	'000	368.2	287.9	174.7	97.4	76.9	25.1	18.8	17.3	1 066.4
Participation rate (c)										
Male students	%	7.7	8.6	7.2	7.5	7.6	8.4	7.9	12.4	7.9
Female students	%	8.7	8.6	6.1	6.9	7.5	7.4	8.4	12.3	7.9
All 15–64 year old students	%	8.2	8.6	6.7	7.2	7.6	7.9	8.1	12.3	7.9
2003										
Number of students										
Male students	'000	188.9	147.7	102.2	52.6	38.4	13.0	9.0	8.7	560.6
Female students	'000	217.9	151.5	86.7	47.7	36.1	12.0	9.9	8.1	570.0
All 15–64 year old students	'000	407.2	300.1	189.2	100.6	74.5	25.1	18.9	16.8	1 132.5
Participation rate (c)										
Male students	%	8.4	9.0	8.0	7.8	7.5	8.4	7.9	11.8	8.4

Table 4A.9

Table 4A.9 **VET participation of people aged 15–64 years, by sex (a), (b)**

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Female students	%	9.8	9.1	6.8	7.3	7.2	7.6	8.6	12.3	8.6
All 15–64 year old students	%	9.1	9.1	7.4	7.6	7.4	8.0	8.2	12.0	8.5
2002										
Number of students										
Male students	'000	184.9	156.9	109.4	51.9	41.4	12.7	8.1	9.6	575.0
Female students	'000	204.7	156.6	93.4	46.3	40.1	10.9	8.4	9.0	569.4
All 15–64 year old students	'000	389.9	313.9	203.0	98.5	81.6	23.7	16.5	18.6	1 145.7
Participation rate (c)										
Male students	%	8.3	9.6	8.8	7.8	8.2	8.3	7.2	13.2	8.7
Female students	%	9.3	9.5	7.5	7.1	8.0	7.0	7.3	13.5	8.6
All 15–64 year old students	%	8.8	9.6	8.1	7.5	8.1	7.7	7.2	13.4	8.7
2001										
Number of students										
Male students	'000	196.2	152.4	109.7	52.5	44.0	12.9	9.3	9.6	586.5
Female students	'000	221.7	149.1	97.5	48.0	40.9	10.7	8.4	8.9	585.3
All 15–64 year old students	'000	418.4	302.6	207.5	100.6	85.0	23.6	17.7	18.5	1 173.9
Participation rate (c)										
Male students	%	8.9	9.5	9.0	8.0	8.8	8.4	8.3	13.1	9.0
Female students	%	10.2	9.2	8.0	7.5	8.2	6.9	7.4	13.5	9.0
All 15–64 year old students	%	9.6	9.3	8.5	7.7	8.5	7.7	7.9	13.3	9.0

(a) Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, students participating in VET programs in schools and credit transfer activity.

(b) The sum of male and female students may not add up to the total number of all 15–64 year old students due to students who did not identify their sex.

Table 4A.9

Table 4A.9 VET participation of people aged 15–64 years, by sex (a), (b)

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	The participation rate is the number of 15–64 year old students participating in VET expressed as a proportion of the population aged 15–64 years. Historical population data for all 15–64 year olds are based on data previously sourced from NCVET and may differ from those published elsewhere, depending on whether preliminary or finalised population data are used for reporting.									

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra; ABS Australian Demographic Statistics, June Quarter (various years) Cat. no. 3101.0 (unpublished).

Table 4A.10

Table 4A.10 VET participation, all ages, by region (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Total</i>	<i>Aust (e)</i>
2005											
Number of students											
Major cities	'000	243.7	178.8	86.5	60.8	55.0	..	14.4	..	639.2	645.5
Inner regional	'000	97.3	77.6	37.1	14.8	13.5	14.1	np	..	256.7	263.0
Outer regional	'000	65.9	21.7	48.3	10.4	10.1	12.2	..	7.0	175.6	179.8
Remote and very remote	'000	8.3	2.9	15.5	11.8	4.9	1.6	..	9.7	54.7	55.8
Interstate	'000	6.7	5.2	2.1	0.3	0.8	0.2	1.9	0.7	17.9	..
Unknown, unallocated or overseas	'000	5.1	3.3	4.9	1.9	1.2	0.2	0.6	0.7	17.9	17.9
Total	'000	426.9	289.5	194.3	100.0	85.6	28.2	19.3	18.1	1 161.9	1 161.9
Participation rate (f)											
Major cities	%	5.0	4.9	4.1	4.3	5.0	..	4.4	..	..	4.8
Inner regional	%	6.9	7.2	3.6	5.5	6.8	4.5	np	..	..	6.1
Outer regional	%	13.6	8.4	7.0	5.6	5.7	7.4	..	6.3	..	8.7
Remote and very remote	%	18.1	50.0	10.6	8.4	8.2	14.8	..	10.6	..	11.1
2004											
Number of students											
Major cities	'000	223.4	185.3	79.7	60.9	53.4	..	13.8	..	616.5	622.2
Inner regional	'000	89.6	81.3	34.0	14.1	13.3	12.9	np	..	247.5	254.7
Outer regional	'000	57.2	23.1	44.6	10.3	8.8	11.3	..	7.1	162.3	166.9
Remote and very remote	'000	7.1	3.6	14.4	12.3	4.5	1.1	..	6.6	49.5	50.4
Interstate	'000	7.5	5.6	1.9	0.3	0.8	0.1	1.7	0.5	18.4	..
Unknown, unallocated or overseas	'000	4.5	3.6	5.6	2.1	1.1	0.2	1.2	4.0	22.3	22.3
Total	'000	389.2	302.5	180.2	99.9	81.9	25.6	18.9	18.2	1 116.5	1 116.5
Participation rate (f)											
Major cities	%	4.6	5.1	3.9	4.4	4.8	..	4.3	..	..	4.7
Inner regional	%	6.5	7.7	3.4	5.5	6.8	4.2	np	..	..	6.0

Table 4A.10

Table 4A.10 VET participation, all ages, by region (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Total</i>	<i>Aust (e)</i>
Outer regional	%	11.8	9.0	6.6	5.5	5.0	6.9	..	6.5	..	8.1
Remote and very remote	%	15.3	60.9	9.8	8.7	7.5	10.1	..	7.3	..	10.0
2003											
Number of students											
Major cities	'000	252.8	191.8	89.5	63.7	50.1	..	14.8	..	662.7	669.1
Inner regional	'000	101.0	86.2	35.8	14.1	12.5	13.5	np	..	265.6	273.6
Outer regional	'000	64.5	24.9	47.1	10.6	8.8	11.0	..	6.0	172.8	177.7
Remote and very remote	'000	8.8	3.2	16.4	12.3	4.8	1.1	..	8.7	55.4	56.4
Interstate	'000	8.1	6.0	2.6	0.3	0.9	0.2	1.7	0.6	20.4	..
Unknown, unallocated or overseas	'000	7.9	5.3	2.4	2.3	1.6	0.2	0.2	2.3	22.3	22.3
Total	'000	443.1	317.4	193.9	103.4	78.8	26.0	19.1	17.5	1 199.2	1 199.2
Participation rate (f)											
Major cities	%	5.3	5.3	4.5	4.6	4.6	..	4.6	..	..	5.1
Inner regional	%	7.3	8.2	3.6	5.7	6.5	4.4	np	..	..	6.6
Outer regional	%	13.3	9.8	7.1	5.7	4.9	6.8	..	5.5	..	8.7
Remote and very remote	%	18.9	53.8	11.2	8.7	8.1	10.0	..	9.6	..	11.2

- (a) Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, students participating in VET programs in schools and credit transfer activity.
- (b) VET student participation data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6). This is a change in classifications from previous Reports using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city; other metropolitan; rural; remote; interstate and remote).
- (c) There are no very remote areas in Victoria, remote data for Victoria should be used with caution due to a high proportion of remote areas sharing postcodes with NSW that cannot be disaggregated. There are no major cities in Tasmania. There are no outer regional areas, remote areas or very remote areas in the ACT. There are no major cities or regional areas in the NT.
- (d) The data for the ACT inner regional areas are not published due to a high proportion of inner regional areas sharing postcodes with NSW that cannot be disaggregated.
- (e) The Australia total incorporates the interstate students distributed to a respective accessibility region.

Table 4A.10

Table 4A.10 **VET participation, all ages, by region (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Total</i>	<i>Aust (e)</i>
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(f) The participation rate for students from the various regions is the number of students participating in VET in the specified region expressed as a proportion of the population that resides in that region.

.. Not applicable. **np** Not published.

Source: NCVET AVETMISS collection (unpublished); ABS Australian Demographic Statistics, June Quarter (various years), Cat. no. 3101.0 (unpublished).

Table 4A.11

Table 4A.11 **VET students, all ages, by disability status, 2005 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students									
Reported as having a disability	7.9	7.3	4.9	5.2	7.3	8.8	6.1	7.1	7.0
Reported as not having a disability	74.8	84.7	75.9	75.1	77.4	85.9	89.6	90.6	78.4
Disability status not reported	17.3	8.0	19.2	19.7	15.3	5.3	4.3	2.3	14.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	9.6	7.9	6.1	6.5	8.7	9.2	6.4	7.2	8.2

(a) Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, students participating in VET programs in schools and credit transfer activity.

(b) Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.12

Table 4A.12 **VET students, all ages, by language spoken at home, 2005 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students									
Speaking a language other than English (LOTE) at home	17.1	14.5	4.6	9.2	11.3	3.3	7.9	27.2	12.9
Speaking English at home	56.4	74.2	92.6	76.7	75.4	94.0	89.2	67.2	71.7
Language spoken at home not reported	26.5	11.3	2.8	14.1	13.3	2.8	2.9	5.6	15.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	23.2	16.3	4.8	10.7	13.1	3.3	8.1	28.8	15.3
Proportion of total population speaking a LOTE at home (b)									
	19.0	20.0	7.1	11.3	11.8	3.1	13.6	22.8	15.2
Proportion of all people speaking a LOTE at home studying VET (c)									
	8.3	5.1	3.7	5.2	6.5	6.7	3.7	11.3	6.2

(a) Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, students participating in VET programs in schools and credit transfer activity.

(b) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2001 Census data (see appendix A).

(c) The proportion of all people speaking a LOTE at home studying VET calculated from VET students speaking a LOTE (adjusted for not reported) and ABS 2001 Census data (see appendix A).

Source: NCVET AVETMISS collection (unpublished); ABS (unpublished) Census of Population and Housing: Basic Community Profiles, Australia, Cat. no. 2002.0 (table AA.5); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.13

Table 4A.13 **VET participation by Indigenous status, 2005 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students, all ages									
Reported as Indigenous	3.6	1.2	5.8	7.3	4.4	3.6	1.7	45.2	4.3
Reported as non-Indigenous	79.0	90.9	84.1	74.2	82.5	93.8	91.9	54.0	82.8
Indigenous status not reported	17.5	7.9	10.1	18.5	13.2	2.7	6.5	0.8	12.8
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	4.3	1.3	6.5	8.9	5.0	3.7	1.8	45.6	5.0
Proportion of total population reported as Indigenous									
Proportion of people	2.1	0.6	3.4	3.5	1.8	3.8	1.3	29.8	2.4
Participation rate (c)									
Indigenous students	17.8	18.7	14.0	16.9	22.3	9.1	12.2	21.6	17.1
All 15–64 year old students	8.8	8.1	7.1	7.1	7.8	8.7	8.3	12.0	8.1

- (a) Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, students participating in VET programs in schools and credit transfer activity.
- (b) Care needs to be taken in interpreting these data as the Indigenous population data has a lower age profile than the non-Indigenous population. Participation rates for all ages are likely to differ from participation rates for working age populations.
- (c) The Indigenous participation rate is the number of students of all ages who reported being Indigenous as a percentage of the experimental estimates of Indigenous people aged 15–64 years for 30 June 2005 (ABS Experimental estimates and projections, Indigenous Australians, 3238.0 (30 June 1991 to 30 June 2009); low projection series, tables 25–34, pp. 53–62). The Indigenous participation rate in the 2005 Report and in other VET publications was based on the number of students who reported being Indigenous as a percentage of the total Indigenous population from the ABS experimental projection of all Indigenous people.

Source: NCVET AVETMISS collection (unpublished); ABS Australian Demographic Statistics, Cat. no. 3101.0 (unpublished) (table AA.2); *ABS Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0 (table AA.8).

Table 4A.14 Government real recurrent expenditure per adjusted annual curriculum hour (2005 dollars) (\$ per hour) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2001	14.59	12.14	14.11	14.67	12.76	17.53	14.97	22.65	13.87
2002	14.89	12.24	14.47	15.26	15.12	15.73	15.16	24.05	14.26
2003	15.56	12.23	14.28	14.76	16.42	15.25	15.82	25.01	14.51
2004	14.56	12.33	15.67	15.97	17.51	14.97	16.67	23.75	14.61
2005	14.28	12.26	14.73	15.57	16.94	15.58	18.09	26.26	14.34

- (a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEST. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; gains on sales of property, plant and equipment; other operating revenues; and revenue from specific purpose Government funds (DEST and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on VET in schools; redundancy payments funded externally to VET budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by DEST.
- (c) Reported hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In previous Reports nominal hours were not calculated on an enrolment activity end date reporting and RPL was discounted on an agreed formula. As a result, care should be taken in making comparisons between these data and previous Reports.
- (d) Expenditure per nominal hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings used to adjust hours of activity are based on revised planned activity hours, as reported in state/territory annual vocational and technical education plans for 2000–2004. Actual audited activity hours data are used in the course mix weight calculations for 2005 activity. The reference value is 1.00 for Australia and a weighting greater than 1.00 indicates that the state or territory is offering relatively more expensive programs compared to the national profile. The national cost relativities used to determine the course mix weightings for each state and territory were established by the Unit Cost Working Party in 1995.
- (e) Data for 2001–04 have been adjusted to 2005 dollars using the GDP chain price index.
- (f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$3.5 million in 2001, \$3.6 million in 2002, \$3.7 million in 2003, and \$4.1 million in 2004 and \$4.1 million in 2005.
- (g) Excludes ACT payroll tax estimate.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.15 Government real recurrent expenditure per hour of publicly funded load pass, (2005 dollars) (\$ per hour) (a), (b), (c) (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2001	19.76	18.13	20.23	21.16	16.16	23.00	19.03	29.54	19.42
2002	20.09	17.78	20.01	22.02	19.27	21.79	19.73	30.92	19.72
2003	20.93	18.09	19.98	20.81	20.67	19.77	19.94	33.80	20.10
2004	19.34	17.93	21.38	22.32	22.15	19.62	20.81	33.38	19.98
2005	18.31	18.10	19.73	21.88	21.42	20.59	22.84	34.78	19.37

- (a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEST. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; gains on sales of property, plant and equipment; other operating revenues; and revenue from specific purpose Government funds (DEST and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on VET in schools; redundancy payments funded externally to VET budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by DEST.
- (c) Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, it does not include non-assessable enrolments.
- (d) Data for 2001–04 have been adjusted to 2005 dollars using the GDP chain price index.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$3.5 million in 2001, \$3.6 million in 2002, \$3.7 million in 2003, and \$4.1 million in 2004 and \$4.1 million in 2005.
- (f) Excludes ACT payroll tax estimate.

Source: NCVET AVETMISS collection (unpublished).

Table 4A.16

Table 4A.16 **Cost of capital, 2005**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Physical noncurrent assets										
Land	\$m	541.5	491.0	243.9	113.6	49.9	12.4	7.1	9.1	1 468.5
Buildings	\$m	1 758.5	1 413.5	750.2	492.8	348.1	165.1	115.9	111.8	5 155.9
Plant, equipment and motor vehicles	\$m	53.3	133.2	23.1	36.6	52.9	9.8	3.2	4.6	316.7
Other	\$m	2.3	17.0	24.9	2.5	2.3	1.8	–	11.5	62.4
Total	\$m	2 355.6	2 054.7	1 042.1	645.6	453.1	189.1	126.2	137.0	7 003.4
Capital charge (a)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Cost of capital										
Land	\$m	43.3	39.3	19.5	9.1	4.0	1.0	0.6	0.7	117.5
Buildings	\$m	140.7	113.1	60.0	39.4	27.8	13.2	9.3	8.9	412.5
Plant, equipment and motor vehicles	\$m	4.3	10.7	1.8	2.9	4.2	0.8	0.3	0.4	25.3
Other	\$m	0.2	1.4	2.0	0.2	0.2	0.1	–	0.9	5.0
Total	\$m	188.4	164.4	83.4	51.6	36.3	15.1	10.1	11.0	560.3
Adjusted ACH (b)	million hours	105.42	76.08	44.36	27.07	18.96	6.18	5.15	3.40	286.62
Course mix weight	index	0.961	1.004	1.050	1.043	1.009	1.050	0.998	0.983	1.000
Cost of capital per adjusted ACH (c)										
Land	\$	0.43	0.51	0.42	0.32	0.21	0.15	0.11	0.22	0.41
Buildings	\$	1.39	1.48	1.29	1.40	1.46	2.04	1.80	2.68	1.44
Plant, equipment and motor vehicles	\$	0.04	0.14	0.04	0.10	0.22	0.12	0.05	0.11	0.09
Other	\$	–	0.02	0.04	0.01	0.01	0.02	–	0.28	0.02
Total	\$	1.86	2.15	1.79	1.83	1.90	2.33	1.96	3.28	1.95

ACH = annual curriculum hour

Table 4A.16 **Cost of capital, 2005**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.									
(b)	Reported hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In previous Reports nominal hours were not calculated on an enrolment activity end date reporting and RPL was discounted on an agreed formula. As a result, care should be taken in making comparisons between these data and previous Reports.									
(c)	Expenditure per nominal hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings used to adjust hours of activity are based on revised planned activity hours, as reported in state/territory annual vocational and technical education plans for 2000–2004. Actual audited activity hours data are used in the course mix weight calculations for 2005 activity. The reference value is 1.00 for Australia and a weighting greater than 1.00 indicates that the state or territory is offering relatively more expensive programs compared to the national profile. The national cost relativities used to determine the course mix weightings for each state and territory were established by the Unit Cost Working Party in 1995.									
	– Nil or rounded to zero.									

Source: NCVET AVETMISS collection (unpublished).

Table 4A.17

Table 4A.17 **Total government costs per adjusted annual curriculum hour, 2005 (\$ per hour) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust (d)</i>
Recurrent expenditure	14.28	12.26	14.73	15.57	16.94	15.58	18.09	26.26	14.34
Cost of capital (8%)									
Land	0.43	0.51	0.42	0.32	0.21	0.15	0.11	0.22	0.41
Buildings	1.39	1.48	1.29	1.40	1.46	2.04	1.80	2.68	1.44
Plant, equipment and motor vehicles	0.04	0.14	0.04	0.10	0.22	0.12	0.05	0.11	0.09
Other	–	0.02	0.04	0.01	0.01	0.02	–	0.28	0.02
Total cost of capital	1.86	2.15	1.79	1.83	1.90	2.33	1.96	3.28	1.95
Total cost	16.14	14.41	16.52	17.40	18.83	17.91	20.06	29.54	16.30

- (a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (b) Reported hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In previous Reports nominal hours were not calculated on an enrolment activity end date reporting and RPL was discounted on an agreed formula. As a result, care should be taken in making comparisons between these data and previous Reports.
- (c) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$4.1million in 2005.
- (d) Excludes ACT payroll tax estimate.
– Nil or rounded to zero.

Source: Derived from NCVET AVETMISS collection (unpublished).

Table 4A.18 Total government VET costs per hour of publicly funded load pass, 2005 (\$ per hour) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
Recurrent expenditure (f)	18.31	18.10	19.73	21.88	21.42	20.59	22.84	34.78	19.37
Cost of capital per load pass									
Land	0.55	0.76	0.56	0.45	0.26	0.20	0.14	0.29	0.55
Building	1.78	2.18	1.73	1.96	1.84	2.69	2.28	3.55	1.94
All other capital	0.06	0.23	0.11	0.16	0.29	0.19	0.06	0.51	0.14
Total	2.39	3.18	2.40	2.57	2.40	3.08	2.48	4.35	2.64
Total Cost	20.70	21.27	22.12	24.45	23.82	23.68	25.32	39.13	22.01

- (a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (b) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEST. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; gains on sales of property, plant and equipment; other operating revenues; and revenue from specific purpose Government funds (DEST and other).
- (c) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on VET in schools; redundancy payments funded externally to VET budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by DEST.
- (d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$4.1million in 2005.
- (e) Excludes ACT payroll tax estimate.
- (f) Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, it does not include non-assessable enrolments.

Source: Derived from NCVET AVETMISS collection (unpublished).

Table 4A.19

Table 4A.19 **Proportion of graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed or in further study	87 ± 0.8	90 ± 0.5	87 ± 0.7	89 ± 0.7	91 ± 0.8	90 ± 1.3	93 ± 1.5	90 ± 1.6	89 ± 0.3
Employed after training	75 ± 1.0	82 ± 0.6	79 ± 0.9	80 ± 0.9	83 ± 1.0	84 ± 1.5	85 ± 2.1	84 ± 2.0	79 ± 0.4
In further study after training	35 ± 1.1	29 ± 0.8	28 ± 0.9	35 ± 1.1	33 ± 1.3	28 ± 1.9	33 ± 2.8	32 ± 2.6	32 ± 0.4
At TAFE	65 ± 1.9	50 ± 1.5	49 ± 1.9	58 ± 1.9	56 ± 2.4	52 ± 4.1	35 ± 4.8	23 ± 4.1	55 ± 0.8
At University	17 ± 1.5	28 ± 1.4	25 ± 1.7	20 ± 1.5	18 ± 1.8	16 ± 3.0	29 ± 4.6	43 ± 4.8	22 ± 0.7
At private provider or other registered provider	18 ± 1.5	22 ± 1.3	26 ± 1.7	22 ± 1.6	26 ± 2.1	32 ± 3.8	36 ± 4.9	34 ± 4.6	23 ± 0.7
2005 TAFE									
Employed or in further study	87 ± 0.9	90 ± 0.6	85 ± 0.9	89 ± 0.8	90 ± 1.0	87 ± 2.3	93 ± 2.1	91 ± 1.9	88 ± 0.4
Employed after training	73 ± 1.1	81 ± 0.8	76 ± 1.1	77 ± 1.1	79 ± 1.4	76 ± 2.9	83 ± 3.1	83 ± 2.4	77 ± 0.5
In further study after training	38 ± 1.2	32 ± 1.0	31 ± 1.2	37 ± 1.3	37 ± 1.6	34 ± 3.2	37 ± 4.0	35 ± 3.1	35 ± 0.5
At TAFE	69 ± 1.9	55 ± 1.9	53 ± 2.3	65 ± 2.0	66 ± 2.6	71 ± 5.3	49 ± 6.8	26 ± 5.0	62 ± 0.9
At University	18 ± 1.6	31 ± 1.7	26 ± 2.0	22 ± 1.8	16 ± 2.0	12 ± 3.8	34 ± 6.4	48 ± 5.6	23 ± 0.8
At private provider or other registered provider	13 ± 1.4	14 ± 1.3	21 ± 1.8	14 ± 1.5	17 ± 2.1	17 ± 4.4	17 ± 5.1	26 ± 5.0	15 ± 0.7
2004									
Employed or in further study	84 ± 1.4	85 ± 1.1	86 ± 1.2	89 ± 1.2	91 ± 1.4	84 ± 3.4	89 ± 3.1	87 ± 3.0	86 ± 0.6
Employed after training	71 ± 1.7	76 ± 1.3	76 ± 1.5	76 ± 1.7	82 ± 1.9	72 ± 4.2	82 ± 3.8	80 ± 3.5	75 ± 0.7
In further study after training	33 ± 1.8	29 ± 1.4	30 ± 1.6	38 ± 1.9	33 ± 2.3	31 ± 4.3	38 ± 4.8	33 ± 4.1	32 ± 0.7
At TAFE	69 ± 3.0	57 ± 2.7	56 ± 3.1	71 ± 2.9	70 ± 3.9	70 ± 7.8	51 ± 8.1	34 ± 7.2	64 ± 1.3
At University	19 ± 2.6	30 ± 2.5	30 ± 2.9	17 ± 2.4	15 ± 3.1	17 ± 6.4	37 ± 7.9	52 ± 7.6	23 ± 1.1
At private provider or other registered provider	12 ± 2.2	13 ± 1.8	14 ± 2.2	12 ± 2.0	15 ± 3.0	13 ± 5.8	12 ± 5.2	15 ± 5.4	13 ± 0.9

Table 4A.19

Table 4A.19 **Proportion of graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
Employed or in further study	91 ± 0.7	95 ± 0.4	90 ± 0.7	92 ± 0.7	96 ± 0.6	93 ± 1.7	94 ± 1.8	93 ± 1.5	92 ± 0.3
Employed after training	71 ± 1.0	78 ± 0.8	73 ± 1.0	73 ± 1.2	80 ± 1.2	75 ± 2.8	82 ± 2.7	78 ± 2.5	74 ± 0.4
In further study after training	45 ± 1.3	44 ± 1.3	39 ± 1.3	45 ± 1.6	39 ± 1.8	41 ± 4.2	39 ± 4.2	46 ± 3.7	43 ± 0.6
At TAFE	74 ± 1.7	62 ± 1.9	61 ± 2.0	69 ± 2.3	72 ± 2.7	81 ± 5.2	46 ± 7.1	48 ± 5.5	69 ± 0.9
At University	18 ± 1.4	28 ± 1.8	26 ± 1.8	21 ± 2.0	15 ± 2.2	8 ± 3.6	41 ± 7.1	30 ± 5.1	21 ± 0.8
At private provider or other registered provider	8 ± 1.0	10 ± 1.2	13 ± 1.4	10 ± 1.5	13 ± 2.0	11 ± 4.2	13 ± 4.8	22 ± 4.6	10 ± 0.6
2002									
Employed or in further study	87 ± 0.6	87 ± 0.7	87 ± 0.7	88 ± 0.8	91 ± 1.0	87 ± 1.7	93 ± 1.7	90 ± 3.0	87 ± 0.3
Employed after training	71 ± 0.8	75 ± 0.9	75 ± 0.8	72 ± 1.1	82 ± 1.3	75 ± 1.9	82 ± 2.2	81 ± 2.9	74 ± 0.4
In further study after training	43 ± 0.9	40 ± 1.0	33 ± 0.9	42 ± 1.2	33 ± 1.7	39 ± 2.5	39 ± 3.2	42 ± 4.9	40 ± 0.5
At TAFE	74 ± 1.3	63 ± 1.7	56 ± 1.6	68 ± 1.8	70 ± 2.9	74 ± 3.5	47 ± 5.3	46 ± 7.7	68 ± 0.7
At University	18 ± 1.1	27 ± 1.5	27 ± 1.5	24 ± 1.6	13 ± 2.1	14 ± 2.8	43 ± 5.2	33 ± 7.2	21 ± 0.6
At private provider or other registered provider	9 ± 0.8	11 ± 1.1	16 ± 1.2	8 ± 1.1	16 ± 2.3	13 ± 2.7	11 ± 3.3	21 ± 6.3	11 ± 0.5
2001									
Employed or in further study	88 ± 0.6	88 ± 0.7	86 ± 0.8	88 ± 0.8	91 ± 1.0	89 ± 1.8	92 ± 1.8	92 ± 2.7	88 ± 0.3
Employed after training	72 ± 0.8	77 ± 0.7	74 ± 0.9	71 ± 1.0	82 ± 1.1	78 ± 2.0	80 ± 2.4	79 ± 3.1	74 ± 0.4
In further study after training	42 ± 0.9	38 ± 1.0	33 ± 1.1	42 ± 1.2	34 ± 1.7	38 ± 2.9	42 ± 3.3	40 ± 4.9	39 ± 0.5
At TAFE	71 ± 1.3	63 ± 1.6	54 ± 1.9	68 ± 1.8	70 ± 2.9	72 ± 4.4	53 ± 5.3	43 ± 7.9	66 ± 0.8
At University	19 ± 1.2	26 ± 1.5	29 ± 1.8	23 ± 1.6	15 ± 2.3	12 ± 3.2	34 ± 5.0	33 ± 7.5	23 ± 0.7
At private provider or other registered provider	9 ± 0.9	11 ± 1.1	17 ± 1.5	9 ± 1.1	15 ± 2.3	16 ± 3.6	13 ± 3.5	24 ± 6.8	11 ± 0.5

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.19 **Proportion of graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.20

Table 4A.20 **Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed or in further study	85 ± 1.1	89 ± 0.7	85 ± 1.0	87 ± 1.0	90 ± 1.1	90 ± 1.7	91 ± 2.2	90 ± 2.1	87 ± 0.4
Employed after training	73 ± 1.3	79 ± 0.9	76 ± 1.1	77 ± 1.2	80 ± 1.4	81 ± 2.2	84 ± 2.8	81 ± 2.8	76 ± 0.5
In further study after training	38 ± 1.5	31 ± 1.0	31 ± 1.2	37 ± 1.4	36 ± 1.7	29 ± 2.6	36 ± 3.7	37 ± 3.5	34 ± 0.6
At TAFE	63 ± 2.4	46 ± 2.0	48 ± 2.4	58 ± 2.4	56 ± 3.0	45 ± 5.3	38 ± 6.3	24 ± 5.1	54 ± 1.0
At University	19 ± 1.9	31 ± 1.9	28 ± 2.2	20 ± 1.9	19 ± 2.4	19 ± 4.2	30 ± 5.9	45 ± 5.9	24 ± 0.9
At private provider or other registered provider	19 ± 1.9	23 ± 1.7	25 ± 2.1	22 ± 2.0	25 ± 2.6	36 ± 5.2	31 ± 6.0	31 ± 5.5	23 ± 0.9
2005 TAFE									
Employed or in further study	84 ± 1.2	88 ± 0.9	83 ± 1.2	86 ± 1.1	89 ± 1.4	84 ± 3.3	89 ± 3.4	91 ± 2.4	86 ± 0.5
Employed after training	69 ± 1.5	78 ± 1.2	72 ± 1.5	74 ± 1.4	76 ± 1.8	71 ± 4.1	79 ± 4.4	81 ± 3.2	73 ± 0.6
In further study after training	40 ± 1.6	35 ± 1.3	33 ± 1.5	40 ± 1.6	39 ± 2.1	35 ± 4.4	43 ± 5.4	38 ± 4.1	38 ± 0.7
At TAFE	68 ± 2.4	52 ± 2.4	52 ± 2.8	66 ± 2.5	66 ± 3.3	64 ± 7.5	51 ± 8.6	27 ± 6.1	61 ± 1.1
At University	19 ± 2.0	33 ± 2.3	28 ± 2.5	21 ± 2.1	16 ± 2.6	15 ± 5.6	37 ± 8.3	45 ± 6.9	24 ± 1.0
At private provider or other registered provider	13 ± 1.7	15 ± 1.7	20 ± 2.3	13 ± 1.8	18 ± 2.7	21 ± 6.4	13 ± 5.8	28 ± 6.2	15 ± 0.8
2004									
Employed or in further study	83 ± 1.8	82 ± 1.6	85 ± 1.6	85 ± 1.8	89 ± 2.0	84 ± 4.8	92 ± 3.6	89 ± 3.7	84 ± 0.8
Employed after training	68 ± 2.2	72 ± 1.8	74 ± 2.0	70 ± 2.3	80 ± 2.6	73 ± 5.7	84 ± 4.9	80 ± 4.7	71 ± 0.9
In further study after training	37 ± 2.2	31 ± 1.9	33 ± 2.2	41 ± 2.5	34 ± 3.0	35 ± 6.1	44 ± 6.7	36 ± 5.6	36 ± 1.0
At TAFE	65 ± 3.7	51 ± 3.5	53 ± 4.0	68 ± 3.7	69 ± 5.1	69 ± 10.3	49 ± 10.4	28 ± 8.7	61 ± 1.7
At University	22 ± 3.2	36 ± 3.4	33 ± 3.8	18 ± 3.0	17 ± 4.1	18 ± 8.6	40 ± 10.2	55 ± 9.7	25 ± 1.5
At private provider or other registered provider	14 ± 2.7	13 ± 2.4	14 ± 2.8	14 ± 2.8	14 ± 3.8	13 ± 7.5	12 ± 6.6	17 ± 7.4	14 ± 1.2

Table 4A.20

Table 4A.20 **Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
Employed or in further study	89 ± 0.9	94 ± 0.7	88 ± 1.0	91 ± 1.0	96 ± 0.8	93 ± 2.5	95 ± 2.2	93 ± 2.1	91 ± 0.4
Employed after training	67 ± 1.3	75 ± 1.1	70 ± 1.3	70 ± 1.6	79 ± 1.5	74 ± 4.0	83 ± 3.5	76 ± 3.3	71 ± 0.6
In further study after training	47 ± 1.6	45 ± 1.7	41 ± 1.6	47 ± 2.1	41 ± 2.4	42 ± 6.1	42 ± 5.4	52 ± 4.8	45 ± 0.8
At TAFE	71 ± 2.1	61 ± 2.5	64 ± 2.5	70 ± 2.9	68 ± 3.6	75 ± 8.3	40 ± 8.5	45 ± 6.8	68 ± 1.1
At University	19 ± 1.9	28 ± 2.3	25 ± 2.3	22 ± 2.7	19 ± 3.0	10 ± 5.8	51 ± 8.7	32 ± 6.3	22 ± 1.0
At private provider or other registered provider	10 ± 1.4	11 ± 1.6	11 ± 1.7	8 ± 1.7	13 ± 2.6	15 ± 6.8	9 ± 5.0	23 ± 5.7	10 ± 0.7
2002									
Employed or in further study	85 ± 0.9	84 ± 1.0	86 ± 0.9	86 ± 1.1	90 ± 1.5	89 ± 2.3	93 ± 2.1	89 ± 3.9	86 ± 0.4
Employed after training	66 ± 1.1	73 ± 1.2	74 ± 1.1	68 ± 1.5	80 ± 1.8	73 ± 2.9	81 ± 2.8	80 ± 3.8	70 ± 0.6
In further study after training	45 ± 1.2	41 ± 1.4	36 ± 1.2	45 ± 1.6	37 ± 2.4	42 ± 3.6	40 ± 4.0	41 ± 6.1	42 ± 0.6
At TAFE	73 ± 1.6	61 ± 2.2	56 ± 2.0	68 ± 2.3	67 ± 3.8	68 ± 5.2	42 ± 6.4	51 ± 9.6	67 ± 0.9
At University	17 ± 1.4	26 ± 2.0	28 ± 1.8	25 ± 2.1	15 ± 2.9	17 ± 4.2	47 ± 6.4	35 ± 9.1	22 ± 0.8
At private provider or other registered provider	9 ± 1.1	12 ± 1.5	16 ± 1.5	7 ± 1.3	18 ± 3.1	14 ± 3.9	11 ± 4.0	14 ± 6.5	11 ± 0.6
2001									
Employed or in further study	85 ± 0.9	86 ± 0.9	85 ± 1.1	85 ± 1.2	91 ± 1.4	88 ± 2.8	91 ± 2.6	92 ± 3.3	86 ± 0.5
Employed after training	67 ± 1.1	75 ± 1.0	72 ± 1.2	67 ± 1.4	81 ± 1.5	77 ± 3.0	78 ± 3.2	76 ± 4.3	71 ± 0.5
In further study after training	43 ± 1.2	37 ± 1.3	35 ± 1.4	46 ± 1.6	36 ± 2.4	41 ± 4.3	41 ± 4.3	46 ± 6.3	40 ± 0.6
At TAFE	71 ± 1.7	61 ± 2.2	54 ± 2.5	67 ± 2.3	67 ± 3.9	68 ± 6.5	47 ± 7.0	42 ± 9.4	65 ± 1.0
At University	19 ± 1.5	28 ± 2.0	29 ± 2.2	26 ± 2.1	17 ± 3.1	14 ± 4.8	41 ± 6.9	32 ± 8.9	23 ± 0.9
At private provider or other registered provider	10 ± 1.1	12 ± 1.5	16 ± 1.8	8 ± 1.3	16 ± 3.0	18 ± 5.4	12 ± 4.5	25 ± 8.3	12 ± 0.7

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.20 **Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.21

Table 4A.21 **Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2005 VET									
Employed or in further study	88 ± 1.8	91 ± 1.3	87 ± 1.4	89 ± 1.9	90 ± 2.2	89 ± 2.0	93 ± 8.6	89 ± 2.6	89 ± 0.7
Employed after training	74 ± 1.4	81 ± 0.9	76 ± 1.4	78 ± 1.3	82 ± 1.4	97 ± 7.0	85 ± 2.3	77 ± 14.6	78 ± 0.5
In further study after training	37 ± 1.6	31 ± 1.1	31 ± 1.5	38 ± 1.6	34 ± 1.7	25 ± 17.7	33 ± 3.1	31 ± 16.3	34 ± 0.6
At TAFE	64 ± 2.6	48 ± 2.2	47 ± 2.8	57 ± 2.5	54 ± 3.1	np	34 ± 5.4	np	55 ± 1.1
At University	19 ± 2.1	32 ± 2.0	31 ± 2.6	22 ± 2.1	19 ± 2.4	np	29 ± 5.1	np	25 ± 1.0
At private provider or other registered provider	17 ± 2.0	20 ± 1.7	22 ± 2.3	21 ± 2.1	27 ± 2.7	np	36 ± 5.4	54 ± 30.9	20 ± 0.9
2005 TAFE									
Employed or in further study	86 ± 1.2	90 ± 0.9	85 ± 1.4	88 ± 1.2	91 ± 1.3	100	92 ± 2.5	84 ± 15.0	88 ± 0.5
Employed after training	71 ± 1.6	80 ± 1.2	73 ± 1.7	75 ± 1.6	78 ± 1.8	np	83 ± 3.5	74 ± 17.9	75 ± 0.7
In further study after training	40 ± 1.7	34 ± 1.4	35 ± 1.9	41 ± 1.8	39 ± 2.2	np	38 ± 4.6	35 ± 19.9	37 ± 0.8
At TAFE	68 ± 2.6	54 ± 2.6	50 ± 3.3	64 ± 2.7	65 ± 3.4	np	48 ± 7.6	np	61 ± 1.3
At University	20 ± 2.3	34 ± 2.5	33 ± 3.1	24 ± 2.4	18 ± 2.8	–	34 ± 7.2	np	26 ± 1.2
At private provider or other registered provider	12 ± 1.8	12 ± 1.7	17 ± 2.5	13 ± 1.9	17 ± 2.7	–	18 ± 5.9	np	13 ± 0.9
2004									
Employed or in further study	85 ± 1.8	83 ± 1.4	88 ± 1.7	88 ± 1.6	89 ± 1.9	–	91 ± 3.1	76 ± 20.2	86 ± 0.7
Employed after training	71 ± 2.2	74 ± 1.7	77 ± 2.1	74 ± 2.2	80 ± 2.4	–	83 ± 4.1	65 ± 22.7	74 ± 0.9
In further study after training	35 ± 2.3	30 ± 1.7	32 ± 2.4	41 ± 2.5	33 ± 2.9	–	40 ± 5.3	31 ± 22.0	34 ± 1.0
At TAFE	68 ± 3.9	52 ± 3.2	53 ± 4.5	70 ± 3.6	65 ± 5.1	–	46 ± 8.6	np	63 ± 1.7
At University	20 ± 3.3	35 ± 3.1	34 ± 4.3	18 ± 3.0	18 ± 4.1	–	41 ± 8.5	np	25 ± 1.5
At private provider or other registered provider	12 ± 2.7	13 ± 2.1	13 ± 3.0	12 ± 2.5	18 ± 4.1	–	13 ± 5.9	np	13 ± 1.2

Table 4A.21

Table 4A.21 **Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2003									
Employed or in further study	91 ± 0.9	94 ± 0.6	88 ± 1.1	92 ± 1.1	96 ± 0.7	np	94 ± 2.0	96 ± 6.3	92 ± 0.4
Employed after training	70 ± 1.4	76 ± 1.1	71 ± 1.5	71 ± 1.7	79 ± 1.4	np	80 ± 3.2	92 ± 9.0	72 ± 0.6
In further study after training	47 ± 1.9	45 ± 1.7	40 ± 1.9	47 ± 2.3	40 ± 2.4	np	41 ± 4.8	47 ± 18.2	45 ± 0.9
At TAFE	75 ± 2.4	61 ± 2.5	56 ± 3.1	68 ± 3.1	70 ± 3.5	np	48 ± 7.8	np	68 ± 1.2
At University	19 ± 2.2	30 ± 2.3	30 ± 2.9	23 ± 2.8	17 ± 2.9	–	40 ± 7.6	65 ± 25.0	23 ± 1.1
At private provider or other registered provider	7 ± 1.4	9 ± 1.5	14 ± 2.1	9 ± 1.9	13 ± 2.6	–	12 ± 5.1	np	9 ± 0.8
2002									
Employed or in further study	87 ± 0.9	86 ± 0.9	87 ± 0.9	88 ± 1.0	91 ± 1.4	85 ± 22.2	93 ± 1.8	71 ± 31.4	87 ± 0.4
Employed after training	69 ± 1.1	73 ± 1.1	75 ± 1.2	69 ± 1.4	81 ± 1.7	79 ± 22.1	80 ± 2.6	55 ± 23.0	72 ± 0.6
In further study after training	44 ± 1.3	41 ± 1.3	35 ± 1.3	45 ± 1.5	34 ± 2.3	np	41 ± 3.6	np	42 ± 0.6
At TAFE	74 ± 1.7	63 ± 2.0	53 ± 2.3	65 ± 2.2	69 ± 3.8	np	46 ± 5.8	np	67 ± 0.9
At University	19 ± 1.5	27 ± 1.8	32 ± 2.1	26 ± 2.0	15 ± 2.9	np	42 ± 5.7	np	23 ± 0.9
At private provider or other registered provider	7 ± 1.0	10 ± 1.3	15 ± 1.6	8 ± 1.3	16 ± 3.0	np	12 ± 3.8	–	9 ± 0.6
2001									
Employed or in further study	88 ± 0.8	87 ± 0.9	85 ± 1.1	87 ± 1.0	91 ± 1.3	np	91 ± 2.1	np	87 ± 0.4
Employed after training	71 ± 1.1	75 ± 1.0	73 ± 1.2	68 ± 1.3	81 ± 1.4	np	79 ± 2.7	84 ± 23.7	73 ± 0.5
In further study after training	42 ± 1.3	39 ± 1.2	34 ± 1.5	45 ± 1.5	33 ± 2.2	–	44 ± 3.8	np	40 ± 0.6
At TAFE	71 ± 1.8	62 ± 2.0	51 ± 2.6	65 ± 2.2	66 ± 3.8	–	54 ± 5.9	np	65 ± 1.0
At University	21 ± 1.6	28 ± 1.9	33 ± 2.5	26 ± 2.0	17 ± 3.1	–	34 ± 5.6	–	25 ± 0.9
At private provider or other registered provider	8 ± 1.1	10 ± 1.2	17 ± 2.0	9 ± 1.3	16 ± 3.0	–	12 ± 3.8	–	10 ± 0.6

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.21 **Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
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(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

(c) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Data for Tasmania and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.22

Table 4A.22 **Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
2005 VET									
Employed or in further study	89 ± 1.5	89 ± 0.9	86 ± 1.5	91 ± 1.6	91 ± 1.8	91 ± 1.7	95 ± 3.1	100	89 ± 0.6
Employed after training	78 ± 1.9	81 ± 1.1	79 ± 1.8	81 ± 2.2	85 ± 2.2	85 ± 2.2	86 ± 4.9	93 ± 12.9	81 ± 0.7
In further study after training	34 ± 2.3	27 ± 1.3	26 ± 2.0	33 ± 2.7	29 ± 2.9	29 ± 2.8	33 ± 6.8	np	30 ± 0.8
At TAFE	64 ± 3.8	52 ± 2.6	47 ± 4.1	58 ± 4.8	57 ± 5.7	49 ± 5.8	40 ± 12.3	np	55 ± 1.6
At University	16 ± 2.9	22 ± 2.2	23 ± 3.5	17 ± 3.7	18 ± 4.4	21 ± 4.7	29 ± 11.4	np	20 ± 1.3
At private provider or other registered provider	21 ± 3.2	26 ± 2.3	30 ± 3.8	26 ± 4.3	25 ± 5.0	30 ± 5.3	31 ± 11.6	np	25 ± 1.4
2005 TAFE									
Employed or in further study	88 ± 1.6	89 ± 1.1	84 ± 2.1	90 ± 1.9	91 ± 2.2	88 ± 3.2	94 ± 4.5	100	88 ± 0.7
Employed after training	75 ± 2.2	82 ± 1.4	75 ± 2.4	78 ± 2.7	84 ± 2.8	79 ± 4.0	82 ± 7.3	87 ± 22.0	78 ± 0.9
In further study after training	37 ± 2.5	30 ± 1.7	29 ± 2.6	36 ± 3.1	31 ± 3.6	35 ± 4.8	37 ± 9.3	np	33 ± 1.1
At TAFE	70 ± 3.8	59 ± 3.2	55 ± 4.9	66 ± 5.1	65 ± 6.4	71 ± 7.7	47 ± 15.5	np	64 ± 1.8
At University	17 ± 3.1	24 ± 2.8	24 ± 4.2	19 ± 4.2	16 ± 4.9	15 ± 6.0	40 ± 15.2	np	20 ± 1.5
At private provider or other registered provider	13 ± 2.8	17 ± 2.4	21 ± 4.0	15 ± 3.8	19 ± 5.3	15 ± 6.0	13 ± 10.4	np	16 ± 1.4
2004									
Employed or in further study	85 ± 2.8	87 ± 2.1	83 ± 2.7	87 ± 3.2	91 ± 3.3	86 ± 4.6	83 ± 9.9	75 ± 24.3	86 ± 1.2
Employed after training	73 ± 3.5	80 ± 2.5	70 ± 3.3	74 ± 4.2	84 ± 4.3	73 ± 5.8	78 ± 11.1	75 ± 24.3	75 ± 1.5
In further study after training	32 ± 3.6	29 ± 2.9	32 ± 3.4	38 ± 4.7	31 ± 5.4	34 ± 6.2	30 ± 12.2	np	32 ± 1.6
At TAFE	67 ± 6.5	66 ± 5.3	56 ± 6.5	72 ± 6.9	73 ± 9.4	72 ± 10.3	90 ± 14.5	np	66 ± 2.8
At University	19 ± 5.4	21 ± 4.5	26 ± 5.7	18 ± 5.9	17 ± 7.9	14 ± 8.0	np	np	20 ± 2.4
At private provider or other registered provider	14 ± 4.8	13 ± 3.8	18 ± 5.0	10 ± 4.6	10 ± 6.3	14 ± 7.9	–	np	14 ± 2.1

Table 4A.22

Table 4A.22 **Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
2003									
Employed or in further study	90 ± 1.3	96 ± 0.7	91 ± 1.5	92 ± 1.7	96 ± 1.3	93 ± 2.4	94 ± 4.3	79 ± 17.9	92 ± 0.5
Employed after training	72 ± 1.9	80 ± 1.3	75 ± 2.1	75 ± 2.7	82 ± 2.4	73 ± 3.9	88 ± 5.7	65 ± 19.1	76 ± 0.8
In further study after training	42 ± 2.4	42 ± 2.3	38 ± 2.8	43 ± 3.8	34 ± 4.2	42 ± 5.9	29 ± 9.8	np	41 ± 1.2
At TAFE	75 ± 3.2	65 ± 3.4	65 ± 4.3	74 ± 5.1	67 ± 7.3	82 ± 7.0	46 ± 21.3	np	72 ± 1.8
At University	15 ± 2.6	24 ± 3.1	23 ± 3.8	17 ± 4.4	11 ± 4.9	8 ± 4.9	44 ± 21.2	np	18 ± 1.5
At private provider or other registered provider	10 ± 2.2	11 ± 2.3	12 ± 2.9	9 ± 3.3	22 ± 6.4	10 ± 5.5	np	–	11 ± 1.2
2002									
Employed or in further study	88 ± 1.2	89 ± 1.3	85 ± 1.6	87 ± 2.1	93 ± 2.2	87 ± 2.4	94 ± 3.6	100	88 ± 0.7
Employed after training	74 ± 1.6	78 ± 1.6	73 ± 1.9	74 ± 2.6	83 ± 3.0	73 ± 2.8	87 ± 4.5	78 ± 28.8	75 ± 0.8
In further study after training	41 ± 1.8	36 ± 1.9	35 ± 2.1	38 ± 3.0	28 ± 3.9	41 ± 3.5	32 ± 7.3	np	38 ± 1.0
At TAFE	74 ± 2.5	64 ± 3.2	57 ± 3.6	74 ± 4.4	70 ± 7.3	74 ± 4.7	49 ± 13.7	np	69 ± 1.5
At University	16 ± 2.1	25 ± 2.9	26 ± 3.2	18 ± 3.8	9 ± 4.6	17 ± 4.1	43 ± 13.6	np	19 ± 1.3
At private provider or other registered provider	10 ± 1.7	11 ± 2.1	17 ± 2.7	8 ± 2.8	21 ± 6.5	8 ± 3.0	8 ± 7.6	np	11 ± 1.0
2001									
Employed or in further study	88 ± 1.2	88 ± 1.2	86 ± 1.7	87 ± 2.3	94 ± 2.4	87 ± 2.7	95 ± 3.4	90 ± 20.5	88 ± 0.7
Employed after training	73 ± 1.5	79 ± 1.3	73 ± 2.0	72 ± 2.8	87 ± 2.3	79 ± 2.8	86 ± 4.7	89 ± 17.4	76 ± 0.8
In further study after training	41 ± 1.8	35 ± 1.9	33 ± 2.4	39 ± 3.3	32 ± 4.6	38 ± 4.0	37 ± 7.5	np	38 ± 1.0
At TAFE	71 ± 2.6	66 ± 3.2	57 ± 4.3	74 ± 4.8	75 ± 7.4	63 ± 6.5	49 ± 13.0	–	67 ± 1.6
At University	18 ± 2.2	19 ± 2.6	27 ± 3.8	20 ± 4.4	11 ± 5.3	17 ± 5.1	32 ± 12.1	–	20 ± 1.4
At private provider or other registered provider	11 ± 1.8	15 ± 2.4	17 ± 3.2	6 ± 2.7	14 ± 5.9	19 ± 5.4	18 ± 10.1	–	13 ± 1.2

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.22 **Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
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(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

(c) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in those jurisdictions. Data for the ACT and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.23

Table 4A.23 **Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed or in further study	88 ± 1.8	91 ± 1.3	87 ± 1.4	89 ± 1.9	90 ± 2.2	89 ± 2.0	93 ± 8.6	89 ± 2.6	89 ± 0.7
Employed after training	76 ± 2.3	83 ± 1.8	81 ± 1.6	79 ± 2.4	83 ± 2.7	81 ± 2.5	90 ± 10.1	81 ± 3.3	80 ± 0.8
In further study after training	32 ± 2.5	27 ± 2.1	26 ± 1.8	28 ± 2.7	33 ± 3.4	26 ± 2.8	22 ± 13.9	31 ± 3.9	28 ± 1.0
At TAFE	66 ± 4.3	51 ± 4.3	51 ± 4.0	70 ± 5.0	61 ± 6.0	53 ± 6.1	np	21 ± 5.9	56 ± 1.9
At University	12 ± 2.9	21 ± 3.5	18 ± 3.0	14 ± 3.8	16 ± 4.5	11 ± 3.8	–	46 ± 7.2	17 ± 1.4
At private provider or other registered provider	21 ± 3.7	29 ± 3.9	31 ± 3.7	16 ± 4.0	23 ± 5.2	36 ± 5.9	61 ± 33.8	33 ± 6.8	27 ± 1.7
2005 TAFE									
Employed or in further study	89 ± 1.8	90 ± 1.7	86 ± 1.7	87 ± 2.2	90 ± 2.6	86 ± 3.4	92 ± 14.2	89 ± 3.2	88 ± 0.8
Employed after training	77 ± 2.4	83 ± 2.2	78 ± 2.0	76 ± 2.7	81 ± 3.4	72 ± 4.4	86 ± 18.2	77 ± 4.3	78 ± 1.0
In further study after training	35 ± 2.7	29 ± 2.7	28 ± 2.2	31 ± 3.0	39 ± 4.2	32 ± 4.6	np	36 ± 4.9	32 ± 1.2
At TAFE	72 ± 4.2	56 ± 5.3	55 ± 4.5	73 ± 5.1	71 ± 6.4	69 ± 8.0	np	24 ± 7.3	63 ± 2.1
At University	12 ± 3.0	24 ± 4.6	18 ± 3.5	16 ± 4.2	15 ± 5.0	9 ± 5.0	–	56 ± 8.5	17 ± 1.6
At private provider or other registered provider	16 ± 3.4	20 ± 4.3	27 ± 4.0	11 ± 3.6	14 ± 4.9	21 ± 7.1	–	20 ± 6.8	20 ± 1.8
2004									
Employed or in further study	83 ± 3.8	91 ± 3.8	86 ± 2.4	91 ± 3.4	93 ± 3.4	83 ± 5.3	74 ± 32.4	78 ± 5.7	85 ± 1.4
Employed after training	71 ± 4.6	85 ± 4.7	79 ± 2.8	81 ± 4.5	81 ± 5.2	71 ± 6.4	np	72 ± 6.2	75 ± 1.8
In further study after training	31 ± 4.7	23 ± 5.4	26 ± 3.1	33 ± 5.4	37 ± 6.5	27 ± 6.2	np	33 ± 6.5	29 ± 1.9
At TAFE	73 ± 8.0	72 ± 11.6	63 ± 6.2	70 ± 9.3	81 ± 9.1	72 ± 12.5	–	31 ± 11.1	69 ± 3.4
At University	17 ± 6.7	14 ± 8.8	25 ± 5.6	15 ± 7.2	08 ± 6.2	18 ± 10.6	–	54 ± 12.0	19 ± 3.0
At private provider or other registered provider	10 ± 5.3	15 ± 9.1	12 ± 4.2	15 ± 7.2	11 ± 7.3	10 ± 8.5	–	15 ± 8.7	11 ± 2.4

Table 4A.23

Table 4A.23 **Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2003									
Employed or in further study	92 ± 1.4	98 ± 0.9	90 ± 1.3	92 ± 1.8	96 ± 1.4	94 ± 2.5	93 ± 11.0	92 ± 2.5	93 ± 0.6
Employed after training	71 ± 2.2	84 ± 2.1	75 ± 1.8	75 ± 2.7	82 ± 2.6	76 ± 4.3	88 ± 14.4	72 ± 3.9	75 ± 1.0
In further study after training	43 ± 2.7	37 ± 4.5	37 ± 2.4	39 ± 3.8	39 ± 4.4	37 ± 6.4	np	47 ± 5.6	40 ± 1.4
At TAFE	76 ± 3.6	70 ± 7.2	67 ± 3.8	78 ± 5.2	78 ± 5.9	77 ± 8.9	–	45 ± 8.0	72 ± 2.0
At University	12 ± 2.8	20 ± 6.2	20 ± 3.3	14 ± 4.4	14 ± 4.9	10 ± 6.4	np	42 ± 7.9	17 ± 1.7
At private provider or other registered provider	12 ± 2.7	11 ± 4.8	13 ± 2.8	8 ± 3.4	8 ± 3.8	12 ± 7.0	np	13 ± 5.3	12 ± 1.4
2002									
Employed or in further study	87 ± 1.6	92 ± 2.5	87 ± 1.3	87 ± 2.6	91 ± 2.8	87 ± 2.6	83 ± 17.0	84 ± 5.5	87 ± 0.8
Employed after training	74 ± 2.0	88 ± 2.8	76 ± 1.6	74 ± 3.2	82 ± 3.5	76 ± 2.9	82 ± 15.5	76 ± 4.8	76 ± 1.0
In further study after training	40 ± 2.2	34 ± 4.2	30 ± 1.8	39 ± 3.7	35 ± 4.7	37 ± 3.7	26 ± 19.7	38 ± 7.2	35 ± 1.1
At TAFE	71 ± 3.4	63 ± 7.4	62 ± 3.3	77 ± 5.1	77 ± 6.9	71 ± 5.7	np	37 ± 11.4	67 ± 1.9
At University	16 ± 2.7	25 ± 6.6	20 ± 2.8	15 ± 4.3	9 ± 4.6	9 ± 3.7	np	44 ± 11.7	18 ± 1.5
At private provider or other registered provider	13 ± 2.5	13 ± 5.1	18 ± 2.6	8 ± 3.3	14 ± 5.7	19 ± 5.0	–	19 ± 9.2	15 ± 1.4
2001									
Employed or in further study	87 ± 1.5	91 ± 2.4	84 ± 1.7	88 ± 2.6	91 ± 2.7	91 ± 2.6	96 ± 7.5	91 ± 4.1	87 ± 0.8
Employed after training	72 ± 1.9	84 ± 2.1	75 ± 1.8	76 ± 2.9	81 ± 2.8	77 ± 3.2	90 ± 10.9	76 ± 4.7	76 ± 0.9
In further study after training	40 ± 2.1	32 ± 3.8	30 ± 2.2	40 ± 4.0	37 ± 4.4	37 ± 4.4	28 ± 17.6	51 ± 7.0	36 ± 1.2
At TAFE	74 ± 3.1	71 ± 6.9	61 ± 4.1	79 ± 5.2	74 ± 6.5	80 ± 6.0	np	38 ± 9.9	69 ± 1.9
At University	14 ± 2.4	18 ± 5.9	22 ± 3.5	13 ± 4.2	12 ± 4.9	8 ± 4.0	np	47 ± 10.1	18 ± 1.6
At private provider or other registered provider	12 ± 2.2	11 ± 4.8	17 ± 3.2	9 ± 3.6	14 ± 5.1	12 ± 4.9	np	15 ± 7.2	13 ± 1.4

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.23 **Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
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(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

(c) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in those jurisdictions. Data for the ACT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.24

Table 4A.24 **Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed or in further study	88 ± 5.3	94 ± 3.3	88 ± 2.5	92 ± 1.8	86 ± 3.6	92 ± 5.2	–	87 ± 4.1	89 ± 1.2
Employed after training	84 ± 5.9	81 ± 5.5	85 ± 2.7	87 ± 2.2	79 ± 4.2	89 ± 6.0	–	81 ± 4.7	84 ± 1.4
In further study after training	20 ± 6.6	22 ± 5.8	26 ± 3.4	26 ± 2.9	30 ± 4.8	23 ± 8.2	–	35 ± 5.9	26 ± 1.7
At TAFE	80 ± 12.4	58 ± 13.4	56 ± 7.2	62 ± 6.1	64 ± 8.9	68 ± 19.1	–	27 ± 9.6	58 ± 3.6
At University	np	10 ± 8.2	15 ± 5.2	13 ± 4.2	13 ± 6.3	np	–	33 ± 10.2	15 ± 2.6
At private provider or other registered provider	16 ± 11.4	32 ± 12.7	29 ± 6.6	24 ± 5.4	23 ± 7.8	26 ± 17.9	–	40 ± 10.6	27 ± 3.2
2005 TAFE									
Employed or in further study	87 ± 6.0	91 ± 5.1	87 ± 3.1	91 ± 2.1	86 ± 4.4	87 ± 10.3	–	92 ± 3.7	89 ± 1.4
Employed after training	77 ± 7.5	81 ± 7.0	81 ± 3.6	87 ± 2.5	75 ± 5.5	78 ± 12.8	–	88 ± 4.4	82 ± 1.7
In further study after training	28 ± 8.2	29 ± 8.2	30 ± 4.3	25 ± 3.2	36 ± 6.2	34 ± 14.9	–	36 ± 6.7	29 ± 2.1
At TAFE	87 ± 11.0	63 ± 15.8	63 ± 7.9	62 ± 6.8	79 ± 9.0	83 ± 20.4	–	30 ± 11.3	64 ± 4.0
At University	np	14 ± 11.3	11 ± 5.1	16 ± 5.2	6 ± 5.2	np	–	36 ± 11.9	14 ± 2.9
At private provider or other registered provider	np	23 ± 13.7	27 ± 7.3	22 ± 5.8	15 ± 7.9	np	–	34 ± 11.7	23 ± 3.5
2004									
Employed or in further study	82 ± 11.2	76 ± 15.9	85 ± 5.0	89 ± 4.5	96 ± 3.5	77 ± 18.8	–	95 ± 4.3	87 ± 2.5
Employed after training	72 ± 13.3	66 ± 17.5	80 ± 5.6	83 ± 5.5	93 ± 4.6	63 ± 21.7	–	89 ± 5.9	80 ± 3.0
In further study after training	23 ± 12.4	14 ± 12.9	23 ± 5.9	29 ± 6.7	25 ± 7.9	38 ± 21.8	–	28 ± 8.5	25 ± 3.2
At TAFE	91 ± 15.6	np	53 ± 13.7	78 ± 11.5	84 ± 12.0	np	–	38 ± 16.3	72 ± 6.3
At University	np	np	25 ± 11.9	12 ± 9.0	np	np	–	33 ± 15.8	14 ± 4.8
At private provider or other registered provider	np	–	22 ± 11.3	10 ± 8.4	np	np	–	28 ± 15.1	14 ± 4.8

Table 4A.24

Table 4A.24 **Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
Employed or in further study	91 ± 4.2	93 ± 4.8	96 ± 1.8	96 ± 1.7	96 ± 2.2	91 ± 8.2	–	95 ± 2.4	95 ± 1.0
Employed after training	69 ± 6.6	79 ± 7.1	83 ± 3.1	83 ± 2.9	83 ± 3.9	83 ± 10.2	–	83 ± 4.2	81 ± 1.6
In further study after training	38 ± 7.8	40 ± 12.4	38 ± 5.0	36 ± 5.1	41 ± 6.8	52 ± 17.0	–	42 ± 6.8	39 ± 2.6
At TAFE	71 ± 11.7	74 ± 17.2	72 ± 7.5	65 ± 8.4	76 ± 9.2	80 ± 19.6	–	50 ± 10.8	68 ± 4.0
At University	26 ± 11.3	np	16 ± 6.1	19 ± 7.0	10 ± 6.4	np	–	19 ± 8.4	17 ± 3.2
At private provider or other registered provider	np	np	12 ± 5.4	16 ± 6.4	14 ± 7.5	np	–	32 ± 10.0	15 ± 3.0
2002									
Employed or in further study	88 ± 4.4	93 ± 7.2	91 ± 2.3	93 ± 2.4	91 ± 3.3	95 ± 5.0	–	96 ± 4.0	92 ± 1.3
Employed after training	58 ± 6.7	95 ± 5.9	87 ± 2.6	89 ± 2.9	83 ± 4.1	84 ± 7.3	–	86 ± 5.6	84 ± 1.7
In further study after training	40 ± 6.8	42 ± 13.7	31 ± 3.7	28 ± 4.4	38 ± 5.6	36 ± 10.4	–	39 ± 9.8	33 ± 2.2
At TAFE	78 ± 8.7	54 ± 20.8	61 ± 6.9	65 ± 8.6	69 ± 8.7	89 ± 11.4	–	61 ± 16.2	67 ± 3.8
At University	7 ± 5.4	25 ± 18.1	14 ± 4.9	26 ± 7.9	13 ± 6.3	np	–	9 ± 9.5	15 ± 2.9
At private provider or other registered provider	15 ± 7.4	np	25 ± 6.1	9 ± 5.2	18 ± 7.2	np	–	31 ± 15.3	18 ± 3.1
2001									
Employed or in further study	88 ± 4.3	89 ± 6.6	91 ± 3.2	91 ± 3.6	91 ± 3.9	94 ± 6.7	np	93 ± 4.5	90 ± 1.6
Employed after training	75 ± 5.4	78 ± 6.6	82 ± 3.7	85 ± 3.2	85 ± 3.9	75 ± 9.8	np	78 ± 5.7	81 ± 1.8
In further study after training	33 ± 6.2	37 ± 10.2	34 ± 5.3	29 ± 5.7	34 ± 6.5	56 ± 14.0	np	30 ± 8.0	33 ± 2.6
At TAFE	86 ± 7.7	64 ± 17.8	49 ± 9.4	81 ± 8.7	82 ± 8.9	86 ± 13.1	np	55 ± 15.8	68 ± 4.4
At University	8 ± 6.0	16 ± 13.7	23 ± 7.9	15 ± 7.8	8 ± 6.3	np	np	np	15 ± 3.3
At private provider or other registered provider	6 ± 5.2	np	28 ± 8.5	np	10 ± 7.0	np	–	38 ± 15.4	17 ± 3.6

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.24 **Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

(c) There are no remote areas in Victoria and the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in Victoria. Data for NSW, Victoria, SA, Tasmania and the ACT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.25

Table 4A.25 **Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed or in further study	74 ± 3.3	76 ± 2.4	69 ± 3.1	79 ± 3.2	81 ± 3.5	75 ± 6.1	82 ± 7.3	79 ± 8.0	75 ± 1.3
Employed after training	56 ± 3.7	63 ± 2.7	53 ± 3.3	58 ± 3.8	62 ± 4.3	62 ± 6.7	65 ± 9.0	70 ± 8.9	59 ± 1.5
In further study after training	37 ± 3.7	30 ± 2.6	30 ± 3.0	39 ± 3.8	40 ± 4.4	32 ± 6.6	35 ± 9.1	24 ± 8.5	34 ± 1.4
At TAFE	73 ± 5.4	55 ± 5.0	53 ± 5.9	59 ± 6.1	64 ± 6.7	62 ± 12.4	45 ± 16.3	18 ± 13.1	61 ± 2.5
At University	12 ± 3.9	19 ± 3.9	16 ± 4.3	14 ± 4.3	14 ± 4.9	9 ± 7.3	14 ± 11.3	35 ± 16.3	15 ± 1.8
At private provider or other registered provider	15 ± 4.3	26 ± 4.4	30 ± 5.4	27 ± 5.5	22 ± 5.8	29 ± 11.6	41 ± 16.1	47 ± 17.0	24 ± 2.2
2005 TAFE									
Employed or in further study	73 ± 3.5	74 ± 3.0	70 ± 3.7	78 ± 3.6	83 ± 3.9	75 ± 8.5	81 ± 10.0	83 ± 8.7	74 ± 1.5
Employed after training	49 ± 4.0	59 ± 3.4	53 ± 4.0	53 ± 4.4	57 ± 5.2	56 ± 9.6	53 ± 12.7	71 ± 10.6	54 ± 1.8
In further study after training	42 ± 4.0	33 ± 3.3	34 ± 3.8	42 ± 4.3	47 ± 5.3	37 ± 9.6	42 ± 12.6	35 ± 11.3	38 ± 1.7
At TAFE	79 ± 5.0	63 ± 5.8	55 ± 6.7	69 ± 6.2	74 ± 6.8	74 ± 14.5	59 ± 20.1	21 ± 16.0	69 ± 2.6
At University	11 ± 3.9	22 ± 5.0	19 ± 5.3	17 ± 5.1	12 ± 5.1	np	np	37 ± 18.9	16 ± 2.1
At private provider or other registered provider	10 ± 3.7	15 ± 4.3	26 ± 5.9	14 ± 4.7	14 ± 5.4	17 ± 12.4	32 ± 19.1	43 ± 19.4	15 ± 2.0
2004									
Employed or in further study	67 ± 6.0	64 ± 5.2	66 ± 5.8	74 ± 6.1	81 ± 7.2	71 ± 14.0	69 ± 17.4	68 ± 16.1	68 ± 2.6
Employed after training	47 ± 6.3	51 ± 5.5	54 ± 6.2	57 ± 6.9	54 ± 9.2	46 ± 15.4	53 ± 18.8	61 ± 16.9	51 ± 2.8
In further study after training	35 ± 6.0	27 ± 4.8	25 ± 5.4	40 ± 6.9	44 ± 9.2	40 ± 15.2	34 ± 17.9	32 ± 16.1	33 ± 2.6
At TAFE	76 ± 9.0	70 ± 8.7	68 ± 10.8	78 ± 9.3	75 ± 12.8	61 ± 24.7	58 ± 30.6	33 ± 25.6	73 ± 4.2
At University	11 ± 6.6	17 ± 7.1	17 ± 8.7	8 ± 6.0	17 ± 11.0	np	np	np	13 ± 3.2
At private provider or other registered provider	12 ± 7.0	13 ± 6.4	15 ± 8.3	15 ± 7.9	8 ± 8.1	np	np	np	14 ± 3.3

Table 4A.25

Table 4A.25 **Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
Employed or in further study	83 ± 3.2	88 ± 2.8	80 ± 3.4	82 ± 4.2	87 ± 4.0	93 ± 7.1	82 ± 12.7	88 ± 8.7	84 ± 1.5
Employed after training	47 ± 4.0	51 ± 3.8	51 ± 3.9	46 ± 5.1	59 ± 5.3	48 ± 11.3	49 ± 15.3	61 ± 11.7	50 ± 1.9
In further study after training	52 ± 4.6	47 ± 5.2	44 ± 4.6	46 ± 6.2	40 ± 6.7	57 ± 15.5	37 ± 18.2	44 ± 15.6	48 ± 2.3
At TAFE	81 ± 5.1	74 ± 6.6	73 ± 6.3	79 ± 7.4	73 ± 9.8	84 ± 15.3	65 ± 31.2	52 ± 23.1	78 ± 2.8
At University	12 ± 4.2	16 ± 5.5	14 ± 4.9	10 ± 5.5	6 ± 5.2	np	np	25 ± 20.0	13 ± 2.3
At private provider or other registered provider	7 ± 3.4	10 ± 4.5	13 ± 4.7	10 ± 5.6	21 ± 8.9	np	np	np	10 ± 2.0
2002									
Employed or in further study	71 ± 3.6	69 ± 4.4	70 ± 3.9	72 ± 5.2	81 ± 6.8	70 ± 9.8	76 ± 12.5	81 ± 18.2	71 ± 1.9
Employed after training	36 ± 3.8	51 ± 4.6	47 ± 4.1	41 ± 5.5	59 ± 7.6	36 ± 8.6	57 ± 12.6	45 ± 18.4	43 ± 2.0
In further study after training	44 ± 4.0	42 ± 4.7	33 ± 4.0	45 ± 5.8	32 ± 8.1	48 ± 10.8	40 ± 14.5	31 ± 21.4	41 ± 2.1
At TAFE	84 ± 4.5	78 ± 6.0	69 ± 6.4	79 ± 6.9	80 ± 12.0	88 ± 10.1	39 ± 22.0	76 ± 31.5	80 ± 2.7
At University	9 ± 3.4	12 ± 4.7	18 ± 5.4	15 ± 6.1	13 ± 10.0	np	37 ± 21.7	np	12 ± 2.1
At private provider or other registered provider	7 ± 3.2	10 ± 4.4	12 ± 4.6	6 ± 3.9	np	np	np	–	8 ± 1.8
2001									
Employed or in further study	74 ± 3.6	70 ± 4.4	64 ± 5.1	74 ± 5.4	77 ± 7.7	83 ± 10.9	75 ± 13.9	61 ± 28.8	72 ± 2.1
Employed after training	43 ± 3.8	46 ± 3.8	40 ± 4.5	52 ± 5.5	57 ± 6.8	45 ± 11.9	59 ± 13.9	75 ± 19.0	45 ± 2.0
In further study after training	46 ± 4.1	41 ± 4.7	40 ± 5.2	50 ± 6.2	39 ± 8.9	61 ± 14.1	38 ± 15.6	np	44 ± 2.3
At TAFE	78 ± 5.3	81 ± 6.1	61 ± 8.2	76 ± 7.7	62 ± 14.5	85 ± 13.5	62 ± 25.4	–	75 ± 3.1
At University	12 ± 4.1	11 ± 4.8	22 ± 7.0	11 ± 5.7	20 ± 12.0	np	np	–	14 ± 2.5
At private provider or other registered provider	10 ± 3.7	8 ± 4.3	17 ± 6.3	13 ± 6.1	18 ± 11.4	np	np	np	11 ± 2.3

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.25 **Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.									
(c) Students with disabilities are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.									
(d) Care needs to be taken in comparing outcomes for students reporting a disability because of the high non-identification rates.									
(e) Data for SA, Tasmania, the ACT and the NT are not published due to 5 or less responses. – Nil or rounded to zero. np Not published.									

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.26

Table 4A.26 Proportion of graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed or in further study	82 ± 2.0	86 ± 1.4	81 ± 2.6	86 ± 2.2	86 ± 3.0	89 ± 6.7	87 ± 5.1	84 ± 5.4	84 ± 0.9
Employed after training	64 ± 2.5	72 ± 1.8	64 ± 3.1	70 ± 2.8	74 ± 3.8	72 ± 9.5	74 ± 6.7	71 ± 6.7	68 ± 1.1
In further study after training	39 ± 2.6	31 ± 1.9	34 ± 3.1	41 ± 3.1	35 ± 4.2	40 ± 10.5	35 ± 7.4	37 ± 7.3	36 ± 1.2
At TAFE	65 ± 4.0	49 ± 3.7	46 ± 5.7	59 ± 4.8	57 ± 7.5	49 ± 17.3	30 ± 12.1	28 ± 10.7	57 ± 2.0
At University	22 ± 3.5	34 ± 3.5	33 ± 5.4	29 ± 4.5	20 ± 6.1	20 ± 13.9	33 ± 12.4	42 ± 11.7	28 ± 1.9
At private provider or other registered provider	13 ± 2.8	17 ± 2.8	22 ± 4.7	12 ± 3.2	22 ± 6.3	31 ± 16.0	37 ± 12.8	30 ± 10.9	16 ± 1.5
2005 TAFE									
Employed or in further study	81 ± 2.1	87 ± 1.7	82 ± 3.1	86 ± 2.4	85 ± 3.9	88 ± 11.1	80 ± 8.6	95 ± 3.7	83 ± 1.1
Employed after training	59 ± 2.7	72 ± 2.3	63 ± 3.9	67 ± 3.2	68 ± 5.0	66 ± 15.9	62 ± 10.4	79 ± 6.9	65 ± 1.4
In further study after training	42 ± 2.7	35 ± 2.5	38 ± 4.0	44 ± 3.4	41 ± 5.4	51 ± 17.1	43 ± 10.8	46 ± 8.5	40 ± 1.4
At TAFE	68 ± 4.0	53 ± 4.4	47 ± 6.7	64 ± 5.0	65 ± 8.3	55 ± 24.4	41 ± 16.3	29 ± 11.6	61 ± 2.2
At University	23 ± 3.6	37 ± 4.2	39 ± 6.5	30 ± 4.8	19 ± 6.8	np	35 ± 15.8	48 ± 12.7	29 ± 2.1
At private provider or other registered provider	9 ± 2.5	10 ± 2.6	14 ± 4.6	6 ± 2.5	15 ± 6.2	np	24 ± 14.1	23 ± 10.7	10 ± 1.4
2004									
Employed or in further study	78 ± 3.1	76 ± 2.6	82 ± 4.2	83 ± 3.7	83 ± 5.6	82 ± 16.7	84 ± 8.7	87 ± 7.8	79 ± 1.5
Employed after training	59 ± 3.7	63 ± 3.0	63 ± 5.2	65 ± 4.8	70 ± 6.8	71 ± 19.9	76 ± 10.3	80 ± 9.2	61 ± 1.8
In further study after training	36 ± 3.6	28 ± 2.8	34 ± 5.1	37 ± 4.8	30 ± 6.8	32 ± 20.5	40 ± 11.8	42 ± 11.3	34 ± 1.8
At TAFE	67 ± 5.8	52 ± 5.3	59 ± 9.3	70 ± 7.5	75 ± 11.5	84 ± 29.3	65 ± 18.0	29 ± 16.6	64 ± 3.0
At University	22 ± 5.1	33 ± 5.0	31 ± 8.7	22 ± 6.8	8 ± 7.2	–	35 ± 18.0	51 ± 18.2	25 ± 2.7
At private provider or other registered provider	11 ± 3.8	15 ± 3.8	10 ± 5.7	9 ± 4.6	17 ± 9.9	np	–	np	12 ± 2.0

Table 4A.26

Table 4A.26 Proportion of graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
Employed or in further study	88 ± 1.7	91 ± 1.3	83 ± 2.5	91 ± 2.2	97 ± 1.7	88 ± 10.6	92 ± 4.9	89 ± 4.8	88 ± 0.8
Employed after training	58 ± 2.3	66 ± 2.0	58 ± 3.1	60 ± 3.5	75 ± 3.7	60 ± 14.4	73 ± 7.6	66 ± 6.7	61 ± 1.2
In further study after training	52 ± 2.8	50 ± 2.7	43 ± 3.7	56 ± 4.4	42 ± 6.0	59 ± 18.9	49 ± 10.4	51 ± 8.7	51 ± 1.5
At TAFE	74 ± 3.5	62 ± 3.7	60 ± 5.6	67 ± 5.8	66 ± 9.1	61 ± 23.9	59 ± 15.1	39 ± 12.3	70 ± 2.0
At University	22 ± 3.3	32 ± 3.6	30 ± 5.2	22 ± 5.1	24 ± 8.2	np	35 ± 14.6	35 ± 12.1	24 ± 1.9
At private provider or other registered provider	4 ± 1.6	6 ± 1.9	9 ± 3.3	11 ± 3.9	10 ± 5.7	np	np	25 ± 11.0	6 ± 1.0
2002									
Employed or in further study	82 ± 1.5	78 ± 1.7	82 ± 2.3	85 ± 2.3	83 ± 4.3	87 ± 8.4	90 ± 5.0	90 ± 6.6	82 ± 0.9
Employed after training	58 ± 1.8	58 ± 2.0	62 ± 2.8	63 ± 3.0	71 ± 4.6	62 ± 10.4	70 ± 6.3	71 ± 8.3	60 ± 1.1
In further study after training	49 ± 1.9	45 ± 2.1	41 ± 3.0	47 ± 3.2	36 ± 5.6	49 ± 12.9	42 ± 8.3	43 ± 10.8	47 ± 1.1
At TAFE	76 ± 2.3	63 ± 3.0	53 ± 4.6	63 ± 4.5	65 ± 9.2	69 ± 16.8	42 ± 13.0	42 ± 16.8	70 ± 1.5
At University	18 ± 2.1	27 ± 2.8	31 ± 4.3	31 ± 4.3	22 ± 8.0	18 ± 14.0	47 ± 13.2	33 ± 16.0	22 ± 1.4
At private provider or other registered provider	6 ± 1.3	10 ± 1.8	16 ± 3.4	7 ± 2.4	13 ± 6.6	np	10 ± 8.1	25 ± 14.8	8 ± 0.9
2001									
Employed or in further study	83 ± 1.5	81 ± 1.5	74 ± 2.7	82 ± 2.3	90 ± 3.2	86 ± 9.2	87 ± 5.1	90 ± 6.1	84 ± 0.9
Employed after training	60 ± 1.8	62 ± 1.7	54 ± 2.8	57 ± 2.8	73 ± 3.8	69 ± 10.7	68 ± 6.4	68 ± 7.7	65 ± 1.0
In further study after training	47 ± 2.0	43 ± 2.0	37 ± 3.0	51 ± 3.0	34 ± 5.1	45 ± 13.3	44 ± 7.6	46 ± 10.1	45 ± 1.1
At TAFE	74 ± 2.6	63 ± 3.0	58 ± 5.2	59 ± 4.2	68 ± 8.5	72 ± 18.0	55 ± 11.9	35 ± 14.6	68 ± 1.6
At University	20 ± 2.4	29 ± 2.8	28 ± 4.7	33 ± 4.1	18 ± 7.0	21 ± 16.3	39 ± 11.7	32 ± 14.3	24 ± 1.5
At private provider or other registered provider	6 ± 1.4	8 ± 1.7	14 ± 3.6	9 ± 2.4	15 ± 6.4	np	7 ± 6.0	33 ± 14.4	8 ± 0.9

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.26 **Proportion of graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

(c) Care needs to be taken in comparing outcomes for students speaking a language other than English at home because of the high non-identification rates.

(d) Data for Tasmania, the ACT and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.27

Table 4A.27 **Labour force status after the course of graduates who were unemployed prior to the course and took the course for vocational reasons (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed	48 ± 3.2	58 ± 2.5	54 ± 3.0	57 ± 3.6	53 ± 4.4	59 ± 5.9	60 ± 10.1	49 ± 9.9	54 ± 1.4
Unemployed	43 ± 3.2	34 ± 2.4	38 ± 2.9	34 ± 3.5	37 ± 4.2	34 ± 5.7	35 ± 9.9	43 ± 9.8	38 ± 1.3
Not in the labour force	9 ± 1.9	8 ± 1.4	8 ± 1.6	8 ± 2.0	10 ± 2.6	6 ± 2.9	4 ± 4.0	7 ± 5.1	8 ± 0.7
2005 TAFE									
Employed	44 ± 3.4	59 ± 3.1	50 ± 3.5	57 ± 4.0	49 ± 5.1	57 ± 7.7	53 ± 14.3	58 ± 11.1	51 ± 1.6
Unemployed	47 ± 3.4	32 ± 2.9	41 ± 3.4	34 ± 3.8	41 ± 5.0	36 ± 7.5	38 ± 13.9	30 ± 10.3	40 ± 1.5
Not in the labour force	8 ± 1.8	9 ± 1.8	8 ± 1.9	8 ± 2.2	10 ± 3.1	6 ± 3.7	np	12 ± 7.3	8 ± 0.9
2004									
Employed	40 ± 4.8	46 ± 4.6	55 ± 4.5	55 ± 6.2	58 ± 7.4	54 ± 11.0	50 ± 20.0	38 ± 15.4	47 ± 2.3
Unemployed	43 ± 4.9	41 ± 4.6	35 ± 4.3	32 ± 5.8	26 ± 6.6	35 ± 10.5	37 ± 19.3	31 ± 14.8	39 ± 2.2
Not in the labour force	14 ± 3.4	12 ± 3.1	10 ± 2.6	12 ± 4.0	15 ± 5.4	11 ± 6.8	np	30 ± 14.6	13 ± 1.5
2003									
Employed	41 ± 3.0	47 ± 2.8	48 ± 2.9	44 ± 3.9	55 ± 4.2	49 ± 8.8	52 ± 12.5	44 ± 12.1	45 ± 1.4
Unemployed	43 ± 3.0	40 ± 2.7	38 ± 2.8	39 ± 3.9	33 ± 4.0	37 ± 8.5	29 ± 11.4	33 ± 11.4	40 ± 1.4
Not in the labour force	13 ± 2.1	10 ± 1.6	10 ± 1.8	15 ± 2.8	10 ± 2.5	13 ± 5.8	18 ± 9.6	22 ± 10.1	12 ± 0.9
2002									
Employed	35 ± 2.2	41 ± 2.6	46 ± 2.4	42 ± 3.3	57 ± 4.9	50 ± 5.2	56 ± 9.1	43 ± 12.9	41 ± 1.2
Unemployed	44 ± 2.3	42 ± 2.6	34 ± 2.2	43 ± 3.3	28 ± 4.4	35 ± 4.9	33 ± 8.6	32 ± 12.1	40 ± 1.2
Not in the labour force	19 ± 1.8	15 ± 1.9	19 ± 1.9	15 ± 2.4	15 ± 3.5	13 ± 3.5	11 ± 5.6	24 ± 11.1	18 ± 0.9
2001									
Employed	43 ± 2.3	48 ± 2.3	44 ± 2.7	44 ± 3.3	57 ± 4.2	55 ± 5.6	54 ± 9.1	42 ± 15.1	46 ± 1.2
Unemployed	37 ± 2.2	37 ± 2.3	39 ± 2.6	38 ± 3.2	32 ± 3.9	29 ± 5.1	28 ± 8.2	36 ± 14.7	37 ± 1.1
Not in the labour force	19 ± 1.8	13 ± 1.6	16 ± 2.0	17 ± 2.5	10 ± 2.6	15 ± 4.1	18 ± 7.1	21 ± 12.4	16 ± 0.9

Table 4A.27 **Labour force status after the course of graduates who were unemployed prior to the course and took the course for vocational reasons (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) The data for the ACT are not published due to 5 or less responses. The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.

(b) Numbers may not add to 100 due to unknown responses and to rounding.

np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.28

Table 4A.28 **Labour force status after the course of graduates who were employed prior to the course and took the course for vocational reasons, 2005 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed	90 ± 0.9	92 ± 0.5	91 ± 0.7	91 ± 0.8	93 ± 0.8	94 ± 1.2	93 ± 1.7	92 ± 1.6	92 ± 0.3
Unemployed	5 ± 0.6	4 ± 0.4	5 ± 0.5	4 ± 0.5	4 ± 0.6	3 ± 0.8	3 ± 1.1	3 ± 1.0	4 ± 0.2
Not in the labour force	4 ± 0.6	4 ± 0.4	4 ± 0.5	5 ± 0.6	3 ± 0.5	3 ± 0.8	4 ± 1.3	4 ± 1.2	4 ± 0.2
2005 TAFE									
Employed	90 ± 0.9	92 ± 0.7	89 ± 1.0	90 ± 0.9	91 ± 1.1	92 ± 2.3	93 ± 2.4	92 ± 2.0	90 ± 0.4
Unemployed	6 ± 0.7	5 ± 0.5	5 ± 0.7	4 ± 0.6	5 ± 0.9	4 ± 1.7	4 ± 1.9	3 ± 1.3	5 ± 0.3
Not in the labour force	4 ± 0.6	4 ± 0.5	5 ± 0.7	6 ± 0.7	4 ± 0.8	4 ± 1.7	3 ± 1.6	4 ± 1.4	4 ± 0.3
2004									
Employed	89 ± 1.5	89 ± 1.2	88 ± 1.3	89 ± 1.5	93 ± 1.4	89 ± 3.7	92 ± 3.0	89 ± 3.0	89 ± 0.6
Unemployed	5 ± 1.0	6 ± 0.9	6 ± 1.0	4 ± 1.0	3 ± 0.9	5 ± 2.5	4 ± 2.3	5 ± 2.1	5 ± 0.4
Not in the labour force	6 ± 1.1	5 ± 0.8	6 ± 1.0	7 ± 1.2	5 ± 1.2	6 ± 2.7	3 ± 2.0	6 ± 2.3	6 ± 0.4
2003									
Employed	88 ± 0.9	90 ± 0.7	87 ± 0.9	88 ± 1.0	92 ± 0.9	89 ± 2.5	91 ± 2.4	89 ± 2.1	89 ± 0.4
Unemployed	6 ± 0.6	6 ± 0.5	7 ± 0.7	6 ± 0.7	5 ± 0.7	6 ± 1.8	5 ± 1.8	5 ± 1.5	6 ± 0.3
Not in the labour force	5 ± 0.6	4 ± 0.4	5 ± 0.6	6 ± 0.7	3 ± 0.5	4 ± 1.6	4 ± 1.5	5 ± 1.4	4 ± 0.2
2002									
Employed	89 ± 0.7	90 ± 0.8	88 ± 0.7	87 ± 1.0	92 ± 1.0	89 ± 1.7	91 ± 1.9	90 ± 2.4	89 ± 0.4
Unemployed	6 ± 0.5	5 ± 0.6	6 ± 0.5	6 ± 0.7	5 ± 0.8	6 ± 1.4	4 ± 1.3	2 ± 1.3	6 ± 0.3
Not in the labour force	5 ± 0.5	4 ± 0.5	6 ± 0.5	6 ± 0.7	3 ± 0.7	4 ± 1.1	4 ± 1.3	6 ± 2.0	5 ± 0.2
2001									
Employed	89 ± 0.7	90 ± 0.6	89 ± 0.8	87 ± 1.0	92 ± 0.9	89 ± 1.9	89 ± 2.2	92 ± 2.4	89 ± 0.3
Unemployed	6 ± 0.5	5 ± 0.5	6 ± 0.6	7 ± 0.7	4 ± 0.7	5 ± 1.4	5 ± 1.5	4 ± 1.7	5 ± 0.2
Not in the labour force	5 ± 0.5	5 ± 0.4	5 ± 0.5	6 ± 0.7	4 ± 0.7	5 ± 1.4	6 ± 1.7	4 ± 1.8	5 ± 0.2

Table 4A.28

Table 4A.28 Labour force status after the course of graduates who were employed prior to the course and took the course for vocational reasons, 2005 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Numbers may not add to 100 due to unknown responses and to rounding.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.29

Table 4A.29 Graduates employed after who undertook their course for employment related reasons, relevance of course to main job (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Highly relevant	46 ± 1.6	48 ± 1.1	48 ± 1.4	48 ± 1.5	49 ± 1.7	44 ± 2.6	47 ± 3.6	47 ± 3.4	47 ± 0.6
Some relevance	32 ± 1.5	33 ± 1.0	30 ± 1.2	28 ± 1.4	31 ± 1.5	32 ± 2.4	31 ± 3.3	35 ± 3.3	31 ± 0.5
Very little relevance	10 ± 0.9	9 ± 0.6	9 ± 0.8	10 ± 0.9	10 ± 1.0	10 ± 1.5	9 ± 2.0	7 ± 1.7	9 ± 0.3
Not relevant at all	13 ± 1.1	10 ± 0.6	13 ± 0.9	15 ± 1.1	10 ± 1.0	13 ± 1.7	13 ± 2.4	11 ± 2.1	12 ± 0.4
2005 TAFE									
Highly relevant	48 ± 1.7	48 ± 1.4	49 ± 1.7	49 ± 1.8	52 ± 2.1	51 ± 4.4	53 ± 5.4	44 ± 4.2	48 ± 0.7
Some relevance	29 ± 1.6	30 ± 1.2	29 ± 1.5	26 ± 1.5	27 ± 1.9	25 ± 3.8	26 ± 4.7	37 ± 4.0	29 ± 0.7
Very little relevance	10 ± 1.0	9 ± 0.8	8 ± 0.9	10 ± 1.1	9 ± 1.2	9 ± 2.5	8 ± 2.9	9 ± 2.4	9 ± 0.4
Not relevant at all	14 ± 1.2	12 ± 0.9	14 ± 1.2	16 ± 1.3	12 ± 1.4	15 ± 3.1	13 ± 3.6	10 ± 2.5	13 ± 0.5
2004									
Highly relevant	53 ± 2.6	51 ± 2.2	56 ± 2.3	52 ± 2.6	55 ± 2.9	53 ± 6.3	52 ± 6.7	51 ± 5.7	53 ± 1.1
Some relevance	28 ± 2.3	28 ± 1.9	23 ± 1.9	24 ± 2.3	26 ± 2.5	28 ± 5.7	28 ± 6.0	30 ± 5.2	27 ± 1.0
Very little relevance	7 ± 1.3	6 ± 1.0	7 ± 1.2	7 ± 1.3	8 ± 1.6	7 ± 3.2	7 ± 3.3	9 ± 3.2	7 ± 0.5
Not relevant at all	12 ± 1.7	15 ± 1.5	14 ± 1.6	17 ± 2.1	11 ± 1.8	12 ± 4.1	13 ± 4.5	10 ± 3.4	13 ± 0.7
2003									
Highly relevant	54 ± 1.5	54 ± 1.2	56 ± 1.5	49 ± 1.8	56 ± 1.7	60 ± 4.1	60 ± 4.5	52 ± 4.0	54 ± 0.7
Some relevance	26 ± 1.3	26 ± 1.1	23 ± 1.3	26 ± 1.6	28 ± 1.5	22 ± 3.4	19 ± 3.6	31 ± 3.7	25 ± 0.6
Very little relevance	8 ± 0.8	8 ± 0.7	8 ± 0.8	8 ± 1.0	6 ± 0.8	6 ± 2.0	6 ± 2.3	6 ± 1.9	8 ± 0.3
Not relevant at all	13 ± 1.0	13 ± 0.8	13 ± 1.0	16 ± 1.4	10 ± 1.0	12 ± 2.7	15 ± 3.3	10 ± 2.4	13 ± 0.4
2002									
Highly relevant	55 ± 1.3	56 ± 1.4	55 ± 1.3	50 ± 1.7	56 ± 2.0	57 ± 2.8	57 ± 3.8	52 ± 4.8	55 ± 0.6
Some relevance	26 ± 1.1	23 ± 1.2	27 ± 1.1	26 ± 1.5	28 ± 1.8	26 ± 2.5	21 ± 3.1	30 ± 4.4	26 ± 0.5
Very little relevance	7 ± 0.6	8 ± 0.7	7 ± 0.6	7 ± 0.9	6 ± 0.9	7 ± 1.4	7 ± 2.0	7 ± 2.5	7 ± 0.3
Not relevant at all	12 ± 0.8	14 ± 1.0	11 ± 0.8	16 ± 1.3	10 ± 1.2	10 ± 1.7	15 ± 2.7	11 ± 3.0	12 ± 0.4
2001									
Highly relevant	56 ± 1.2	55 ± 1.1	56 ± 1.3	56 ± 1.6	59 ± 1.7	60 ± 3.0	59 ± 3.7	55 ± 4.9	56 ± 0.6
Some relevance	25 ± 1.0	26 ± 1.0	25 ± 1.2	22 ± 1.3	25 ± 1.5	23 ± 2.6	20 ± 3.0	31 ± 4.6	25 ± 0.5
Very little relevance	7 ± 0.6	7 ± 0.6	8 ± 0.8	6 ± 0.8	6 ± 0.8	7 ± 1.5	6 ± 1.7	7 ± 2.5	7 ± 0.3
Not relevant at all	12 ± 0.8	12 ± 0.7	11 ± 0.8	16 ± 1.2	10 ± 1.0	10 ± 1.8	16 ± 2.8	7 ± 2.6	12 ± 0.4

(a) Numbers may not add to 100 due to unknown responses and to rounding.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.30

Table 4A.30 **Graduates who undertook their course for employment related reasons, job related benefits (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Obtained a job	29 ± 1.4	25 ± 0.9	32 ± 1.3	34 ± 1.5	33 ± 1.6	27 ± 2.3	27 ± 3.2	27 ± 3.0	29 ± 0.5
An increase in earnings	25 ± 1.4	23 ± 0.9	29 ± 1.2	25 ± 1.3	30 ± 1.5	26 ± 2.3	26 ± 3.1	30 ± 3.1	26 ± 0.5
A promotion (or increased status at work)	30 ± 1.4	29 ± 1.0	27 ± 1.2	27 ± 1.4	31 ± 1.6	30 ± 2.4	30 ± 3.3	37 ± 3.3	29 ± 0.5
Change of job or new job	18 ± 1.2	15 ± 0.8	17 ± 1.0	18 ± 1.2	17 ± 1.3	15 ± 1.8	18 ± 2.8	16 ± 2.5	17 ± 0.4
Ability to start own business	8 ± 0.9	9 ± 0.6	8 ± 0.7	8 ± 0.8	5 ± 0.7	6 ± 1.2	6 ± 1.7	5 ± 1.5	8 ± 0.3
At least one benefit	80 ± 1.3	78 ± 0.9	80 ± 1.1	80 ± 1.2	83 ± 1.3	75 ± 2.2	76 ± 3.1	81 ± 2.7	79 ± 0.5
2005 TAFE									
Obtained a job	32 ± 1.6	34 ± 1.3	35 ± 1.6	38 ± 1.7	37 ± 2.0	39 ± 4.3	36 ± 5.2	28 ± 3.8	34 ± 0.7
An increase in earnings	28 ± 1.6	27 ± 1.2	29 ± 1.6	26 ± 1.5	28 ± 1.9	30 ± 4.1	29 ± 4.9	29 ± 3.8	28 ± 0.6
A promotion (or increased status at work)	29 ± 1.6	25 ± 1.2	26 ± 1.5	24 ± 1.5	29 ± 1.9	23 ± 3.7	28 ± 4.8	37 ± 4.0	27 ± 0.6
Change of job or new job	18 ± 1.3	19 ± 1.1	16 ± 1.3	18 ± 1.4	19 ± 1.6	18 ± 3.4	22 ± 4.5	18 ± 3.2	18 ± 0.6
Ability to start own business	9 ± 1.0	8 ± 0.7	7 ± 0.9	7 ± 0.9	6 ± 1.0	9 ± 2.5	12 ± 3.5	6 ± 2.0	8 ± 0.4
At least one benefit	82 ± 1.3	82 ± 1.0	80 ± 1.4	82 ± 1.4	84 ± 1.5	84 ± 3.3	84 ± 3.9	81 ± 3.3	82 ± 0.6
2004									
Obtained a job	26 ± 2.3	27 ± 1.9	31 ± 2.1	34 ± 2.6	31 ± 2.7	38 ± 6.2	38 ± 6.5	16 ± 4.2	28 ± 1.0
An increase in earnings	26 ± 2.3	28 ± 1.9	31 ± 2.1	28 ± 2.4	31 ± 2.7	32 ± 5.9	33 ± 6.3	22 ± 4.7	28 ± 1.0
A promotion (or increased status at work)	29 ± 2.4	26 ± 1.9	26 ± 2.0	26 ± 2.4	28 ± 2.7	24 ± 5.4	24 ± 5.8	32 ± 5.3	27 ± 0.9
Change of job or new job	19 ± 2.1	20 ± 1.7	20 ± 1.8	20 ± 2.2	20 ± 2.4	16 ± 4.7	26 ± 5.9	15 ± 4.1	19 ± 0.8
Ability to start own business	9 ± 1.5	9 ± 1.1	6 ± 1.0	7 ± 1.2	6 ± 1.3	7 ± 2.8	7 ± 3.2	6 ± 2.7	8 ± 0.5
At least one benefit	75 ± 2.3	74 ± 1.9	77 ± 1.9	74 ± 2.4	75 ± 2.6	78 ± 5.3	78 ± 5.6	66 ± 5.4	75 ± 0.9
2003									
Obtained a job	28 ± 1.4	27 ± 1.1	34 ± 1.4	32 ± 1.7	30 ± 1.5	33 ± 4.0	33 ± 4.4	20 ± 3.2	29 ± 0.6
An increase in earnings	27 ± 1.4	27 ± 1.1	30 ± 1.4	27 ± 1.6	27 ± 1.5	31 ± 3.9	33 ± 4.4	24 ± 3.4	28 ± 0.6
A promotion (or increased status at work)	21 ± 1.3	24 ± 1.1	20 ± 1.2	24 ± 1.6	22 ± 1.4	21 ± 3.4	20 ± 3.8	26 ± 3.6	22 ± 0.5
Change of job or new job	18 ± 1.2	17 ± 0.9	20 ± 1.2	18 ± 1.4	18 ± 1.3	18 ± 3.3	26 ± 4.1	18 ± 3.1	18 ± 0.5

Table 4A.30

Table 4A.30 **Graduates who undertook their course for employment related reasons, job related benefits (per cent)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Ability to start own business	5 ± 0.7	5 ± 0.5	4 ± 0.6	4 ± 0.7	3 ± 0.6	3 ± 1.3	6 ± 2.2	3 ± 1.5	4 ± 0.3
At least one benefit	71 ± 1.4	68 ± 1.2	74 ± 1.3	71 ± 1.7	72 ± 1.5	74 ± 3.7	73 ± 4.1	65 ± 3.9	71 ± 0.6
2002									
Obtained a job	25 ± 1.1	28 ± 1.3	28 ± 1.2	38 ± 1.7	30 ± 1.8	32 ± 2.7	31 ± 3.5	14 ± 3.4	28 ± 0.6
An increase in earnings	26 ± 1.1	28 ± 1.3	25 ± 1.1	28 ± 1.5	31 ± 1.9	31 ± 2.6	32 ± 3.6	19 ± 3.9	27 ± 0.6
A promotion (or increased status at work)	25 ± 1.1	25 ± 1.2	23 ± 1.1	22 ± 1.4	29 ± 1.8	25 ± 2.5	26 ± 3.3	32 ± 4.6	25 ± 0.5
Change of job or new job	18 ± 1.0	18 ± 1.1	15 ± 0.9	18 ± 1.3	20 ± 1.6	14 ± 2.0	22 ± 3.2	15 ± 3.5	18 ± 0.5
Ability to start own business	6 ± 0.6	4 ± 0.6	4 ± 0.5	7 ± 0.9	2 ± 0.6	2 ± 0.8	6 ± 1.8	2 ± 1.5	5 ± 0.3
At least one benefit	70 ± 1.2	70 ± 1.3	66 ± 1.2	70 ± 1.6	74 ± 1.8	73 ± 2.5	74 ± 3.4	61 ± 4.8	70 ± 0.6
2001									
Obtained a job	28 ± 1.1	28 ± 1.0	28 ± 1.3	33 ± 1.5	29 ± 1.6	29 ± 2.9	35 ± 3.7	18 ± 3.9	28 ± 0.5
An increase in earnings	30 ± 1.1	29 ± 1.0	26 ± 1.2	26 ± 1.4	28 ± 1.6	31 ± 2.9	36 ± 3.7	25 ± 4.4	28 ± 0.5
A promotion (or increased status at work)	23 ± 1.1	20 ± 0.9	20 ± 1.1	19 ± 1.3	23 ± 1.5	22 ± 2.6	22 ± 3.2	27 ± 4.5	21 ± 0.5
Change of job or new job	20 ± 1.0	17 ± 0.9	16 ± 1.0	16 ± 1.2	18 ± 1.3	16 ± 2.3	26 ± 3.4	15 ± 3.6	18 ± 0.5
Ability to start own business	na	na	na	na	na	na	na	na	na
At least one benefit	71 ± 1.1	70 ± 1.1	64 ± 1.3	69 ± 1.5	70 ± 1.6	70 ± 2.9	76 ± 3.3	66 ± 4.8	69 ± 0.6

na Not available

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.31

Table 4A.31	Load pass rates by sex (per cent) (a)								
	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005									
Female students	77.5	77.3	79.0	73.6	86.5	79.6	82.2	70.6	77.9
Male students	77.5	75.7	81.7	75.0	86.1	80.0	77.2	74.2	78.1
All students	77.5	76.5	80.4	74.3	86.3	79.8	79.7	72.5	78.0
2004									
Female students	77.3	77.4	77.5	73.6	87.1	80.7	82.5	71.4	77.7
Male students	77.2	75.2	78.7	73.6	85.9	78.2	77.6	67.0	77.0
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
Female students	76.9	77.9	78.1	73.2	87.2	82.1	82.5	72.9	77.8
Male students	76.4	75.4	76.0	72.6	86.2	78.4	76.7	70.5	76.3
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Female students	75.2	77.2	78.6	72.9	88.0	78.5	82.0	71.3	77.0
Male students	74.8	74.9	77.0	72.1	86.6	74.3	75.9	73.0	75.7
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Female students	74.5	76.2	77.1	72.4	88.1	81.2	82.8	71.2	76.3
Male students	73.6	73.5	75.5	72.3	88.0	77.3	76.0	73.2	75.0
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

(a) Government recurrent funded VET students.

Source: NCVER AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.32

Table 4A.32 Load pass rates by region (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005									
Major cities	77.4	75.4	78.2	73.6	84.5	82.5	79.3	78.2	77.1
Inner regional	78.3	78.1	81.8	76.2	89.3	77.6	79.8	84.9	79.1
Outer regional	77.4	81.3	83.0	77.1	91.4	82.2	82.1	76.8	80.4
Remote and very remote	73.8	82.2	84.3	73.1	92.2	85.8	80.8	68.0	77.9
All students	77.5	76.5	80.4	74.3	86.3	79.8	79.7	72.5	78.0
2004									
Major cities	77.1	75.4	75.7	73.2	84.5	79.1	79.7	84.3	76.6
Inner regional	77.9	77.6	79.6	75.4	89.3	77.9	81.4	77.7	78.5
Outer regional	77.3	80.6	80.7	75.2	92.4	81.4	81.1	72.0	79.3
Remote and very remote	75.2	77.9	82.9	71.2	92.3	81.2	71.1	61.4	76.7
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
Major cities	76.3	76.0	74.9	72.7	84.9	81.1	79.3	74.4	76.3
Inner regional	77.5	77.8	78.6	74.8	88.7	79.5	81.7	85.4	78.3
Outer regional	76.8	79.9	79.3	72.0	91.8	81.3	81.9	74.6	78.5
Remote and very remote	76.8	78.8	82.2	72.2	93.2	82.0	79.0	67.5	77.8
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Major cities	75.0	75.1	75.6	72.2	85.5	78.5	77.9	82.8	75.7
Inner regional	75.8	77.6	79.4	75.2	89.5	75.8	80.0	77.2	77.6
Outer regional	73.8	79.9	80.2	72.7	92.2	76.4	82.5	73.7	77.6
Remote and very remote	72.4	77.3	81.6	69.1	92.1	81.6	73.4	69.2	76.2
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Major cities	73.8	73.5	74.8	71.5	86.4	80.9	79.1	77.8	74.7
Inner regional	74.9	77.6	78.5	75.3	90.2	78.6	80.8	78.0	77.3
Outer regional	74.0	80.3	77.9	74.1	92.4	79.5	83.8	73.9	77.3
Remote and very remote	71.4	75.7	74.2	71.9	93.0	83.0	77.3	68.9	74.4
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

(a) Government recurrent funded VET students.

(b) Load pass rates by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6). This is a change in classifications from previous Reports using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city, other metropolitan, rural; remote, interstate and overseas).

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.33

Table 4A.33 **Load pass rates by disability status (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Reported as having a disability	71.0	67.1	72.3	64.5	79.8	68.6	73.0	67.4	70.2
Reported as not having a disability	78.3	77.1	82.1	75.3	86.6	80.4	80.0	73.0	78.8
Not reported disability	77.8	78.5	75.0	72.5	88.9	94.1	82.8	70.8	77.3
All students	77.5	76.5	80.4	74.3	86.3	79.8	79.7	72.5	78.0
2004									
Reported as having a disability	70.0	66.4	69.2	63.6	79.7	68.3	73.6	59.4	69.0
Reported as not having a disability	77.9	76.8	78.6	74.3	87.0	80.2	80.6	69.3	78.0
Not reported disability	78.6	78.9	77.7	73.2	86.5	86.7	76.2	76.8	78.2
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
Reported as having a disability	69.9	65.9	67.1	64.2	81.4	69.0	72.6	70.3	68.9
Reported as not having a disability	77.3	77.1	77.6	73.6	87.0	81.0	80.1	71.6	77.7
Not reported disability	77.3	81.5	76.6	72.3	87.3	86.2	83.4	80.5	77.7
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Reported as having a disability	67.6	66.9	66.7	63.5	81.6	66.7	74.4	68.0	67.7
Reported as not having a disability	75.6	76.4	78.3	73.4	87.6	76.6	79.0	72.2	76.9
Not reported disability	75.3	79.7	79.2	70.8	86.8	88.0	91.1	80.5	76.4
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Reported as having a disability	66.4	65.9	67.0	63.6	81.7	67.8	73.6	70.9	67.2
Reported as not having a disability	74.6	74.9	76.7	73.8	88.4	81.3	79.9	71.6	76.1
Not reported disability	74.1	84.2	–	67.8	87.3	61.3	74.6	80.8	75.2
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

(a) Government recurrent funded VET students.

Table 4A.33

Table 4A.33 **Load pass rates by disability status (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) Students with disabilities are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

(c) Care needs to be taken in comparing 'load pass rates' for students reporting a disability because the non-identification rates for these groups are high and there is a time-series break in the data for students with a disability prior to 2002.

– Nil or rounded to zero.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.34

Table 4A.34 Load pass rates by language spoken at home (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Language other than English	74.9	68.4	69.9	64.4	80.5	67.1	76.3	60.9	72.0
English	78.2	78.8	81.3	76.1	86.8	80.2	79.9	76.7	79.5
Not reported	78.2	74.8	70.5	71.4	87.8	83.9	83.5	70.9	76.9
All students	77.5	76.5	80.4	74.3	86.3	79.8	79.7	72.5	78.0
2004									
Language other than English	74.1	67.9	65.8	64.0	79.6	68.9	75.7	61.1	71.2
English	78.0	78.7	78.9	75.1	87.3	79.8	80.2	69.9	78.7
Not reported	78.7	74.7	70.9	72.8	85.9	78.5	85.4	73.2	76.7
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
Language other than English	73.5	67.7	64.5	64.5	80.3	73.8	73.4	56.6	70.6
English	77.6	79.1	77.7	74.4	87.4	80.7	79.9	77.9	78.5
Not reported	77.3	75.6	74.7	71.3	85.5	75.0	86.5	81.7	76.3
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Language other than English	72.1	67.3	66.6	64.2	82.1	71.6	71.3	59.6	70.0
English	75.9	78.0	78.4	73.8	88.0	76.4	79.0	77.0	77.8
Not reported	75.1	76.7	72.2	71.0	86.0	74.7	86.0	75.6	75.6
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Language other than English	71.9	66.4	63.4	63.1	82.7	78.4	72.9	59.5	69.3
English	74.5	77.0	77.3	74.3	88.7	80.3	80.5	76.7	76.9
Not reported	74.3	74.1	68.7	67.9	87.5	66.5	71.5	79.8	73.8
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

(a) Government recurrent funded VET students.

Table 4A.34

Table 4A.34 Load pass rates by language spoken at home (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) Care needs to be taken in comparing 'load pass rates' for students speaking a language other than English at home because the non-identification rates for these groups are high.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.35

Table 4A.35 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	7 044	14 073	8 786	7 317	5 174	2 180	1 141	1 317	47 032
Helped achieve main reason	%	69 ± 1.1	73 ± 0.7	73 ± 0.9	70 ± 1.1	72 ± 1.2	74 ± 1.8	73 ± 2.6	76 ± 2.3	71 ± 0.4
Partly helped achieve main reason	%	16 ± 0.9	14 ± 0.6	14 ± 0.7	15 ± 0.8	14 ± 0.9	11 ± 1.3	13 ± 2.0	13 ± 1.8	15 ± 0.3
Did not help achieve main reason	%	6 ± 0.6	5 ± 0.4	6 ± 0.5	6 ± 0.5	5 ± 0.6	8 ± 1.1	4 ± 1.1	4 ± 1.1	6 ± 0.2
Did not know yet	%	10 ± 0.7	8 ± 0.4	7 ± 0.5	9 ± 0.7	10 ± 0.8	7 ± 1.1	9 ± 1.7	7 ± 1.4	8 ± 0.2
2005 TAFE										
Sample size	no.	6 031	8 654	5 829	5 809	3 444	861	562	934	32 124
Helped achieve main reason	%	66 ± 1.2	71 ± 1.0	72 ± 1.2	69 ± 1.2	69 ± 1.5	71 ± 3.0	72 ± 3.7	74 ± 2.8	69 ± 0.5
Partly helped achieve main reason	%	17 ± 0.9	14 ± 0.7	14 ± 0.9	15 ± 0.9	14 ± 1.2	12 ± 2.2	14 ± 2.9	13 ± 2.2	15 ± 0.4
Did not help achieve main reason	%	6 ± 0.6	6 ± 0.5	7 ± 0.7	6 ± 0.6	5 ± 0.7	8 ± 1.8	2 ± 1.2	5 ± 1.4	6 ± 0.3
Did not know yet	%	11 ± 0.8	9 ± 0.6	7 ± 0.7	10 ± 0.8	11 ± 1.0	9 ± 1.9	12 ± 2.7	9 ± 1.8	10 ± 0.3
2004										
Sample size	no.	2 695	3 883	3 226	2 503	1 640	440	384	496	15 267
Helped achieve main reason	%	65 ± 1.8	66 ± 1.5	69 ± 1.6	63 ± 1.9	71 ± 2.2	70 ± 4.3	75 ± 4.4	80 ± 3.5	66 ± 0.7
Partly helped achieve main reason	%	15 ± 1.3	16 ± 1.2	13 ± 1.2	16 ± 1.4	11 ± 1.5	12 ± 3.1	10 ± 3.0	9 ± 2.6	14 ± 0.6
Did not help achieve main reason	%	8 ± 1.0	7 ± 0.8	9 ± 1.0	9 ± 1.1	8 ± 1.3	7 ± 2.4	6 ± 2.4	6 ± 2.0	8 ± 0.4
Did not know yet	%	12 ± 1.2	12 ± 1.0	9 ± 1.0	13 ± 1.3	10 ± 1.5	10 ± 2.8	10 ± 3.0	5 ± 2.0	11 ± 0.5
2003										
Sample size	no.	7 886	10 839	7 733	5 608	5 223	932	754	1 085	40 060
Helped achieve main reason	%	60 ± 1.1	63 ± 0.9	64 ± 1.1	62 ± 1.3	65 ± 1.3	66 ± 3.0	67 ± 3.4	74 ± 2.6	62 ± 0.5
Partly helped achieve main reason	%	16 ± 0.8	15 ± 0.7	15 ± 0.8	15 ± 0.9	13 ± 0.9	12 ± 2.1	13 ± 2.4	8 ± 1.6	15 ± 0.4
Did not help achieve main reason	%	9 ± 0.6	8 ± 0.5	10 ± 0.7	9 ± 0.7	8 ± 0.8	10 ± 2.0	6 ± 1.7	7 ± 1.6	9 ± 0.3
Did not know yet	%	14 ± 0.8	13 ± 0.6	11 ± 0.7	14 ± 0.9	13 ± 0.9	12 ± 2.1	14 ± 2.5	10 ± 1.8	13 ± 0.3

Table 4A.35

Table 4A.35 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	11 199	9 115	10 641	6 558	3 534	1 938	1 179	693	44 857
Helped achieve main reason	%	59 ± 0.9	62 ± 1.0	68 ± 0.9	63 ± 1.2	66 ± 1.6	62 ± 2.2	66 ± 2.7	72 ± 3.4	62 ± 0.4
Partly helped achieve main reason	%	16 ± 0.7	15 ± 0.7	13 ± 0.6	15 ± 0.9	14 ± 1.1	14 ± 1.5	12 ± 1.9	12 ± 2.4	15 ± 0.3
Did not help achieve main reason	%	8 ± 0.5	9 ± 0.6	10 ± 0.6	9 ± 0.7	9 ± 1.0	10 ± 1.4	9 ± 1.6	6 ± 1.8	9 ± 0.3
Did not know yet	%	17 ± 0.7	14 ± 0.7	9 ± 0.5	13 ± 0.8	11 ± 1.0	14 ± 1.5	13 ± 1.9	10 ± 2.2	14 ± 0.3
2001										
Sample size	no.	12 408	13 130	9 327	7 311	4 764	1 585	1 103	651	50 279
Helped achieve main reason	%	66 ± 0.8	66 ± 0.8	67 ± 1.0	62 ± 1.1	68 ± 1.3	66 ± 2.3	69 ± 2.7	73 ± 3.4	66 ± 0.4
Partly helped achieve main reason	%	14 ± 0.6	14 ± 0.6	13 ± 0.7	14 ± 0.8	14 ± 1.0	13 ± 1.6	12 ± 1.9	11 ± 2.4	14 ± 0.3
Did not help achieve main reason	%	8 ± 0.5	8 ± 0.5	9 ± 0.6	10 ± 0.7	8 ± 0.8	10 ± 1.5	8 ± 1.6	5 ± 1.7	8 ± 0.2
Did not know yet	%	12 ± 0.6	12 ± 0.6	11 ± 0.6	13 ± 0.8	10 ± 0.8	11 ± 1.5	11 ± 1.8	11 ± 2.4	12 ± 0.3

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.36

Table 4A.36 Whether course helped graduates achieve their main reason for undertaking training, female graduates (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	4 356	7 904	5 427	4 463	3 099	1 203	665	766	27 883
Helped achieve main reason	%	67 ± 1.4	71 ± 1.0	70 ± 1.2	68 ± 1.4	71 ± 1.6	72 ± 2.5	73 ± 3.4	76 ± 3.0	69 ± 0.5
Partly helped achieve main reason	%	18 ± 1.1	16 ± 0.8	16 ± 1.0	16 ± 1.1	14 ± 1.2	13 ± 1.9	14 ± 2.6	14 ± 2.5	16 ± 0.4
Did not help achieve main reason	%	6 ± 0.7	5 ± 0.5	7 ± 0.7	6 ± 0.7	5 ± 0.8	9 ± 1.6	5 ± 1.7	4 ± 1.4	6 ± 0.3
Did not know yet	%	9 ± 0.8	8 ± 0.6	7 ± 0.7	10 ± 0.9	9 ± 1.0	6 ± 1.3	8 ± 2.1	7 ± 1.8	9 ± 0.3
2005 TAFE										
Sample size	no.	3 755	4 942	3 656	3 674	2 082	477	323	572	19 481
Helped achieve main reason	%	64 ± 1.5	66 ± 1.3	69 ± 1.5	65 ± 1.5	67 ± 2.0	68 ± 4.2	69 ± 5.0	75 ± 3.5	66 ± 0.7
Partly helped achieve main reason	%	19 ± 1.3	16 ± 1.0	15 ± 1.2	17 ± 1.2	15 ± 1.5	14 ± 3.1	17 ± 4.1	14 ± 2.8	17 ± 0.5
Did not help achieve main reason	%	6 ± 0.8	6 ± 0.7	7 ± 0.8	6 ± 0.8	6 ± 1.0	8 ± 2.4	3 ± 1.9	4 ± 1.6	6 ± 0.3
Did not know yet	%	11 ± 1.0	11 ± 0.9	8 ± 0.9	11 ± 1.0	11 ± 1.3	10 ± 2.7	11 ± 3.4	8 ± 2.2	11 ± 0.4
2004										
Sample size	no.	1 770	2 296	1 846	1 546	940	233	212	284	9 127
Helped achieve main reason	%	62 ± 2.3	63 ± 2.0	67 ± 2.1	61 ± 2.4	70 ± 2.9	69 ± 5.9	72 ± 6.1	80 ± 4.7	64 ± 1.0
Partly helped achieve main reason	%	17 ± 1.8	16 ± 1.5	14 ± 1.6	17 ± 1.9	12 ± 2.1	14 ± 4.5	10 ± 4.0	10 ± 3.5	16 ± 0.7
Did not help achieve main reason	%	9 ± 1.3	8 ± 1.1	9 ± 1.3	9 ± 1.5	6 ± 1.4	8 ± 3.4	6 ± 3.2	4 ± 2.4	8 ± 0.6
Did not know yet	%	11 ± 1.5	13 ± 1.4	10 ± 1.3	13 ± 1.7	12 ± 2.1	9 ± 3.7	13 ± 4.5	6 ± 2.8	11 ± 0.7
2003										
Sample size	no.	4 889	5 863	4 500	3 254	2 939	459	449	664	23 017
Helped achieve main reason	%	60 ± 1.4	61 ± 1.2	61 ± 1.4	62 ± 1.7	64 ± 1.7	66 ± 4.3	64 ± 4.4	73 ± 3.4	61 ± 0.6
Partly helped achieve main reason	%	18 ± 1.1	17 ± 1.0	18 ± 1.1	16 ± 1.3	15 ± 1.3	13 ± 3.1	15 ± 3.3	9 ± 2.2	17 ± 0.5
Did not help achieve main reason	%	9 ± 0.8	9 ± 0.7	11 ± 0.9	8 ± 0.9	9 ± 1.0	9 ± 2.6	6 ± 2.2	8 ± 2.1	9 ± 0.4
Did not know yet	%	13 ± 0.9	13 ± 0.9	10 ± 0.9	14 ± 1.2	12 ± 1.2	12 ± 2.9	15 ± 3.3	10 ± 2.3	13 ± 0.4

Table 4A.36

Table 4A.36 **Whether course helped graduates achieve their main reason for undertaking training, female graduates (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	6 785	5 150	6 396	3 885	1 880	917	744	418	26 175
Helped achieve main reason	%	57 ± 1.2	61 ± 1.3	67 ± 1.2	62 ± 1.5	64 ± 2.2	59 ± 3.2	66 ± 3.4	73 ± 4.3	61 ± 0.6
Partly helped achieve main reason	%	18 ± 0.9	17 ± 1.0	13 ± 0.8	16 ± 1.2	14 ± 1.6	16 ± 2.4	13 ± 2.4	12 ± 3.1	16 ± 0.4
Did not help achieve main reason	%	9 ± 0.7	8 ± 0.7	10 ± 0.7	9 ± 0.9	10 ± 1.4	12 ± 2.1	8 ± 2.0	6 ± 2.3	9 ± 0.3
Did not know yet	%	17 ± 0.9	15 ± 1.0	10 ± 0.7	13 ± 1.1	12 ± 1.5	14 ± 2.2	13 ± 2.4	9 ± 2.7	14 ± 0.4
2001										
Sample size	no.	7 431	7 222	5 451	4 322	2 625	772	640	377	28 840
Helped achieve main reason	%	64 ± 1.1	65 ± 1.1	66 ± 1.3	62 ± 1.5	70 ± 1.8	65 ± 3.4	68 ± 3.6	74 ± 4.5	65 ± 0.5
Partly helped achieve main reason	%	15 ± 0.8	15 ± 0.8	14 ± 0.9	16 ± 1.1	13 ± 1.3	14 ± 2.4	14 ± 2.7	12 ± 3.3	15 ± 0.4
Did not help achieve main reason	%	8 ± 0.6	8 ± 0.6	9 ± 0.8	10 ± 0.9	8 ± 1.0	10 ± 2.1	7 ± 2.0	6 ± 2.5	9 ± 0.3
Did not know yet	%	13 ± 0.8	12 ± 0.7	10 ± 0.8	12 ± 1.0	9 ± 1.1	11 ± 2.2	11 ± 2.4	8 ± 2.7	12 ± 0.4

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.37

Table 4A.37 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	3 626	6 945	3 862	3 800	3 065	23	907	32	22 260
Helped achieve main reason	%	68 ± 1.5	71 ± 1.1	71 ± 1.4	68 ± 1.5	70 ± 1.6	79 ± 16.6	73 ± 2.9	75 ± 15.0	70 ± 0.6
Partly helped achieve main reason	%	16 ± 1.2	15 ± 0.8	16 ± 1.2	16 ± 1.2	14 ± 1.2	np	13 ± 2.2	np	16 ± 0.5
Did not help achieve main reason	%	5 ± 0.7	5 ± 0.5	6 ± 0.7	7 ± 0.8	5 ± 0.8	–	4 ± 1.3	np	6 ± 0.3
Did not know yet	%	10 ± 1.0	8 ± 0.6	7 ± 0.8	10 ± 1.0	11 ± 1.1	np	10 ± 2.0	np	9 ± 0.4
2005 TAFE										
Sample size	no.	3 152	4 242	2 516	2 965	2 000	np	439	23	15 342
Helped achieve main reason	%	65 ± 1.7	68 ± 1.4	71 ± 1.8	66 ± 1.7	66 ± 2.1	np	71 ± 4.2	66 ± 19.4	67 ± 0.7
Partly helped achieve main reason	%	17 ± 1.3	15 ± 1.1	14 ± 1.4	17 ± 1.4	16 ± 1.6	np	14 ± 3.2	np	16 ± 0.6
Did not help achieve main reason	%	6 ± 0.8	6 ± 0.7	6 ± 0.9	6 ± 0.9	6 ± 1.0	–	2 ± 1.3	np	6 ± 0.4
Did not know yet	%	12 ± 1.1	11 ± 0.9	8 ± 1.1	11 ± 1.1	13 ± 1.5	np	13 ± 3.1	np	11 ± 0.5
2004										
Sample size	no.	1 629	2 653	1 494	1 547	1 031	–	324	17	8 695
Helped achieve main reason	%	63 ± 2.3	63 ± 1.8	68 ± 2.4	59 ± 2.4	68 ± 2.8	–	74 ± 4.8	57 ± 23.5	64 ± 1.0
Partly helped achieve main reason	%	16 ± 1.8	17 ± 1.4	13 ± 1.7	16 ± 1.8	12 ± 2.0	–	10 ± 3.3	np	15 ± 0.8
Did not help achieve main reason	%	9 ± 1.4	6 ± 0.9	9 ± 1.5	10 ± 1.5	9 ± 1.7	–	5 ± 2.5	np	9 ± 0.6
Did not know yet	%	12 ± 1.6	13 ± 1.3	9 ± 1.5	14 ± 1.7	11 ± 1.9	–	11 ± 3.4	np	12 ± 0.7
2003										
Sample size	no.	3 865	5 879	3 387	2 780	2 990	np	600	34	19 539
Helped achieve main reason	%	58 ± 1.6	60 ± 1.3	61 ± 1.6	59 ± 1.8	63 ± 1.7	np	65 ± 3.8	85 ± 12.1	60 ± 0.7
Partly helped achieve main reason	%	17 ± 1.2	16 ± 0.9	17 ± 1.3	15 ± 1.3	14 ± 1.2	–	14 ± 2.8	np	16 ± 0.5
Did not help achieve main reason	%	9 ± 0.9	9 ± 0.7	11 ± 1.0	11 ± 1.1	9 ± 1.0	–	6 ± 1.9	np	10 ± 0.4
Did not know yet	%	15 ± 1.1	14 ± 0.9	11 ± 1.1	15 ± 1.3	14 ± 1.3	np	15 ± 2.8	np	14 ± 0.5

Table 4A.37

Table 4A.37 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	6 206	5 973	5 276	4 249	2 118	13	926	18	24 779
Helped achieve main reason	%	57 ± 1.2	60 ± 1.2	66 ± 1.3	60 ± 1.5	65 ± 2.0	75 ± 23.5	64 ± 3.1	74 ± 20.4	60 ± 0.6
Partly helped achieve main reason	%	17 ± 0.9	16 ± 0.9	14 ± 0.9	15 ± 1.1	14 ± 1.5	–	13 ± 2.2	–	16 ± 0.5
Did not help achieve main reason	%	9 ± 0.7	9 ± 0.7	11 ± 0.8	11 ± 0.9	10 ± 1.3	–	9 ± 1.9	np	10 ± 0.4
Did not know yet	%	17 ± 0.9	15 ± 0.9	9 ± 0.8	14 ± 1.0	11 ± 1.3	np	14 ± 2.2	24 ± 19.8	15 ± 0.4
2001										
Sample size	no.	6 677	7 875	4 922	4 805	2 847	np	843	9	27 982
Helped achieve main reason	%	65 ± 1.1	64 ± 1.1	66 ± 1.3	60 ± 1.4	67 ± 1.7	np	68 ± 3.1	80 ± 26.4	65 ± 0.6
Partly helped achieve main reason	%	14 ± 0.8	15 ± 0.8	14 ± 1.0	15 ± 1.0	13 ± 1.2	–	12 ± 2.2	–	14 ± 0.4
Did not help achieve main reason	%	8 ± 0.6	8 ± 0.6	9 ± 0.8	11 ± 0.9	9 ± 1.1	–	8 ± 1.8	np	9 ± 0.3
Did not know yet	%	13 ± 0.8	13 ± 0.7	11 ± 0.9	14 ± 1.0	11 ± 1.1	np	12 ± 2.2	np	13 ± 0.4

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

(b) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Data for Tasmania and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.38

Table 4A.38 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	1 833	4 949	1 949	1 217	981	1 051	188	15	12 183
Helped achieve main reason	%	67 ± 2.2	73 ± 1.2	75 ± 1.9	74 ± 2.5	73 ± 2.8	72 ± 2.7	72 ± 6.4	88 ± 16.4	72 ± 0.8
Partly helped achieve main reason	%	17 ± 1.7	14 ± 1.0	13 ± 1.5	13 ± 1.9	14 ± 2.2	12 ± 2.0	17 ± 5.4	np	15 ± 0.6
Did not help achieve main reason	%	7 ± 1.2	5 ± 0.6	5 ± 1.0	5 ± 1.2	5 ± 1.4	8 ± 1.6	5 ± 3.1	–	6 ± 0.4
Did not know yet	%	9 ± 1.3	8 ± 0.8	7 ± 1.1	8 ± 1.5	9 ± 1.8	8 ± 1.6	6 ± 3.4	–	8 ± 0.5
2005 TAFE										
Sample size	no.	1 527	3 024	1 224	939	664	399	105	9	7 891
Helped achieve main reason	%	66 ± 2.4	73 ± 1.6	72 ± 2.5	71 ± 2.9	73 ± 3.4	69 ± 4.5	75 ± 8.3	95 ± 14.2	70 ± 1.0
Partly helped achieve main reason	%	17 ± 1.9	13 ± 1.2	15 ± 2.0	14 ± 2.2	13 ± 2.6	12 ± 3.2	13 ± 6.4	np	15 ± 0.8
Did not help achieve main reason	%	6 ± 1.2	6 ± 0.8	6 ± 1.3	6 ± 1.5	4 ± 1.5	7 ± 2.5	np	–	6 ± 0.5
Did not know yet	%	11 ± 1.6	9 ± 1.0	7 ± 1.4	9 ± 1.8	9 ± 2.2	12 ± 3.2	9 ± 5.5	–	9 ± 0.6
2004										
Sample size	no.	631	945	739	417	277	224	54	11	3 298
Helped achieve main reason	%	66 ± 3.7	68 ± 3.0	65 ± 3.4	64 ± 4.6	71 ± 5.4	71 ± 5.9	80 ± 10.6	85 ± 21.3	67 ± 1.6
Partly helped achieve main reason	%	16 ± 2.8	15 ± 2.3	13 ± 2.4	15 ± 3.5	10 ± 3.6	11 ± 4.1	7 ± 6.7	–	14 ± 1.2
Did not help achieve main reason	%	6 ± 1.9	8 ± 1.7	11 ± 2.3	7 ± 2.4	8 ± 3.2	6 ± 3.2	np	–	8 ± 0.9
Did not know yet	%	12 ± 2.5	9 ± 1.8	11 ± 2.2	14 ± 3.3	11 ± 3.7	12 ± 4.2	np	np	11 ± 1.1
2003										
Sample size	no.	2 140	3 553	1 612	982	993	489	125	24	9 918
Helped achieve main reason	%	64 ± 2.0	67 ± 1.5	63 ± 2.4	66 ± 3.0	69 ± 2.9	64 ± 4.3	73 ± 7.8	49 ± 20.0	65 ± 0.9
Partly helped achieve main reason	%	14 ± 1.5	14 ± 1.1	15 ± 1.7	15 ± 2.2	12 ± 2.0	13 ± 3.0	9 ± 5.1	np	14 ± 0.7
Did not help achieve main reason	%	10 ± 1.3	8 ± 0.9	11 ± 1.6	7 ± 1.6	8 ± 1.7	11 ± 2.8	6 ± 4.3	np	9 ± 0.6
Did not know yet	%	12 ± 1.4	11 ± 1.0	11 ± 1.5	12 ± 2.1	11 ± 1.9	12 ± 2.9	11 ± 5.5	19 ± 15.7	11 ± 0.6

Table 4A.38

Table 4A.38 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	2 885	2 516	2 074	1 057	616	976	220	8	10 352
Helped achieve main reason	%	62 ± 1.8	64 ± 1.9	66 ± 2.0	64 ± 2.9	71 ± 3.6	59 ± 3.1	71 ± 6.0	83 ± 25.7	64 ± 0.9
Partly helped achieve main reason	%	16 ± 1.3	14 ± 1.3	14 ± 1.5	14 ± 2.1	12 ± 2.6	14 ± 2.2	10 ± 3.9	–	14 ± 0.7
Did not help achieve main reason	%	7 ± 0.9	8 ± 1.1	10 ± 1.3	8 ± 1.6	8 ± 2.2	12 ± 2.0	9 ± 3.8	np	8 ± 0.5
Did not know yet	%	15 ± 1.3	14 ± 1.4	10 ± 1.3	14 ± 2.1	9 ± 2.2	15 ± 2.2	11 ± 4.1	np	14 ± 0.7
2001										
Sample size	no.	3 164	3 839	1 844	1 006	837	818	219	12	11 739
Helped achieve main reason	%	67 ± 1.6	68 ± 1.5	68 ± 2.1	64 ± 3.0	70 ± 3.1	63 ± 3.3	73 ± 5.9	90 ± 17.2	67 ± 0.8
Partly helped achieve main reason	%	13 ± 1.2	14 ± 1.1	13 ± 1.5	13 ± 2.1	16 ± 2.5	16 ± 2.5	11 ± 4.1	np	14 ± 0.6
Did not help achieve main reason	%	9 ± 1.0	8 ± 0.8	9 ± 1.3	9 ± 1.8	7 ± 1.7	10 ± 2.1	8 ± 3.5	np	8 ± 0.5
Did not know yet	%	11 ± 1.1	11 ± 1.0	10 ± 1.4	13 ± 2.1	7 ± 1.7	11 ± 2.1	9 ± 3.8	–	11 ± 0.6

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

(b) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Data for the ACT and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.39

Table 4A.39 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	1 382	1 778	2 230	1 105	747	986	35	552	8 815
Helped achieve main reason	%	73 ± 2.3	79 ± 1.9	73 ± 1.8	71 ± 2.7	78 ± 3.0	75 ± 2.7	89 ± 10.4	73 ± 3.7	74 ± 0.9
Partly helped achieve main reason	%	14 ± 1.8	11 ± 1.5	14 ± 1.4	14 ± 2.0	10 ± 2.2	11 ± 2.0	np	16 ± 3.1	13 ± 0.7
Did not help achieve main reason	%	6 ± 1.3	4 ± 0.9	7 ± 1.1	5 ± 1.3	4 ± 1.4	9 ± 1.8	–	5 ± 1.8	6 ± 0.5
Did not know yet	%	8 ± 1.4	6 ± 1.1	6 ± 1.0	9 ± 1.7	7 ± 1.8	5 ± 1.4	np	6 ± 2.0	7 ± 0.5
2005 TAFE										
Sample size	no.	1 187	1 144	1 590	939	529	409	15	382	6 195
Helped achieve main reason	%	72 ± 2.6	81 ± 2.3	72 ± 2.2	72 ± 2.9	78 ± 3.5	72 ± 4.4	92 ± 13.7	72 ± 4.5	74 ± 1.1
Partly helped achieve main reason	%	13 ± 1.9	10 ± 1.7	14 ± 1.7	15 ± 2.3	11 ± 2.7	12 ± 3.1	–	14 ± 3.5	13 ± 0.8
Did not help achieve main reason	%	4 ± 1.1	4 ± 1.1	8 ± 1.3	4 ± 1.3	3 ± 1.5	9 ± 2.8	–	5 ± 2.2	6 ± 0.6
Did not know yet	%	10 ± 1.7	4 ± 1.1	6 ± 1.2	9 ± 1.8	8 ± 2.3	7 ± 2.5	np	8 ± 2.7	8 ± 0.7
2004										
Sample size	no.	373	228	790	291	212	196	6	201	2 297
Helped achieve main reason	%	70 ± 4.6	77 ± 5.4	72 ± 3.1	60 ± 5.6	81 ± 5.3	69 ± 6.5	np	74 ± 6.0	71 ± 1.9
Partly helped achieve main reason	%	10 ± 3.0	12 ± 4.2	12 ± 2.3	16 ± 4.2	5 ± 3.0	13 ± 4.8	–	11 ± 4.3	11 ± 1.3
Did not help achieve main reason	%	7 ± 2.6	6 ± 3.1	8 ± 1.9	9 ± 3.3	6 ± 3.2	10 ± 4.1	np	7 ± 3.5	8 ± 1.1
Did not know yet	%	13 ± 3.4	5 ± 2.8	8 ± 1.9	14 ± 4.0	8 ± 3.7	8 ± 3.8	–	8 ± 3.8	10 ± 1.2
2003										
Sample size	no.	1 652	1 171	2 131	1 006	846	381	20	517	7 724
Helped achieve main reason	%	66 ± 2.3	71 ± 2.6	66 ± 2.0	65 ± 3.0	70 ± 3.1	67 ± 4.7	78 ± 18.2	68 ± 4.0	67 ± 1.1
Partly helped achieve main reason	%	14 ± 1.7	14 ± 2.0	15 ± 1.5	16 ± 2.3	11 ± 2.1	10 ± 3.0	–	11 ± 2.7	14 ± 0.8
Did not help achieve main reason	%	8 ± 1.3	6 ± 1.3	9 ± 1.2	7 ± 1.5	8 ± 1.9	11 ± 3.1	np	9 ± 2.4	8 ± 0.6
Did not know yet	%	12 ± 1.6	9 ± 1.6	10 ± 1.3	12 ± 2.0	11 ± 2.1	12 ± 3.3	np	12 ± 2.8	11 ± 0.7

Table 4A.39

Table 4A.39 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	1 860	521	2 631	709	470	842	24	311	7 368
Helped achieve main reason	%	61 ± 2.2	71 ± 3.9	71 ± 1.7	67 ± 3.5	67 ± 4.2	63 ± 3.3	76 ± 17.1	67 ± 5.2	67 ± 1.1
Partly helped achieve main reason	%	14 ± 1.6	11 ± 2.6	10 ± 1.2	17 ± 2.7	13 ± 3.0	14 ± 2.4	np	14 ± 3.9	13 ± 0.8
Did not help achieve main reason	%	9 ± 1.3	5 ± 1.9	9 ± 1.1	7 ± 1.8	8 ± 2.4	10 ± 2.0	–	9 ± 3.2	9 ± 0.6
Did not know yet	%	16 ± 1.6	13 ± 2.9	9 ± 1.1	9 ± 2.1	12 ± 3.0	13 ± 2.3	np	10 ± 3.3	12 ± 0.7
2001										
Sample size	no.	2 265	1 161	2 145	807	728	684	30	312	8 132
Helped achieve main reason	%	69 ± 1.9	72 ± 2.6	68 ± 2.0	64 ± 3.3	69 ± 3.4	69 ± 3.5	78 ± 14.7	66 ± 5.3	69 ± 1.0
Partly helped achieve main reason	%	12 ± 1.4	14 ± 2.0	12 ± 1.4	15 ± 2.4	14 ± 2.5	9 ± 2.2	14 ± 12.3	15 ± 4.0	13 ± 0.7
Did not help achieve main reason	%	9 ± 1.2	6 ± 1.4	9 ± 1.2	10 ± 2.0	8 ± 1.9	11 ± 2.3	np	5 ± 2.5	8 ± 0.6
Did not know yet	%	10 ± 1.2	7 ± 1.5	11 ± 1.3	11 ± 2.2	9 ± 2.1	11 ± 2.3	np	14 ± 3.8	10 ± 0.7

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

(b) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Data for the ACT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.40

Table 4A.40 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	149	197	674	889	357	108	–	268	2 642
Helped achieve main reason	%	84 ± 5.9	86 ± 4.8	79 ± 3.1	77 ± 2.8	75 ± 4.5	76 ± 8.1	–	75 ± 5.2	79 ± 1.6
Partly helped achieve main reason	%	4 ± 3.1	8 ± 3.8	11 ± 2.4	12 ± 2.1	11 ± 3.2	12 ± 6.1	–	10 ± 3.6	10 ± 1.1
Did not help achieve main reason	%	7 ± 4.1	2 ± 2.0	5 ± 1.6	3 ± 1.1	4 ± 2.0	6 ± 4.5	–	5 ± 2.6	4 ± 0.7
Did not know yet	%	5 ± 3.5	4 ± 2.7	5 ± 1.6	8 ± 1.8	10 ± 3.1	6 ± 4.5	–	9 ± 3.4	7 ± 1.0
2005 TAFE										
Sample size	no.	122	120	458	717	236	42	–	211	1 906
Helped achieve main reason	%	79 ± 7.2	82 ± 6.9	77 ± 3.9	78 ± 3.0	74 ± 5.6	76 ± 12.9	–	73 ± 6.0	77 ± 1.9
Partly helped achieve main reason	%	6 ± 4.2	9 ± 5.1	12 ± 3.0	11 ± 2.3	11 ± 4.0	18 ± 11.6	–	14 ± 4.7	11 ± 1.4
Did not help achieve main reason	%	5 ± 3.9	5 ± 3.9	4 ± 1.8	3 ± 1.2	5 ± 2.8	np	–	6 ± 3.2	4 ± 0.9
Did not know yet	%	10 ± 5.3	4 ± 3.5	6 ± 2.2	8 ± 2.0	10 ± 3.8	np	–	6 ± 3.2	7 ± 1.1
2004										
Sample size	no.	44	28	199	178	116	19	–	107	691
Helped achieve main reason	%	67 ± 13.9	62 ± 18.0	75 ± 6.0	81 ± 5.8	75 ± 7.9	66 ± 21.3	–	89 ± 5.9	75 ± 3.2
Partly helped achieve main reason	%	15 ± 10.6	10 ± 11.1	11 ± 4.3	11 ± 4.6	16 ± 6.7	22 ± 18.6	–	7 ± 4.8	13 ± 2.5
Did not help achieve main reason	%	np	np	4 ± 2.7	3 ± 2.5	np	–	–	np	3 ± 1.3
Did not know yet	%	16 ± 10.8	np	10 ± 4.2	6 ± 3.5	6 ± 4.3	np	–	np	9 ± 2.1
2003										
Sample size	no.	190	128	567	646	361	52	–	301	2 245
Helped achieve main reason	%	63 ± 6.9	71 ± 7.9	73 ± 3.7	73 ± 3.4	68 ± 4.8	79 ± 11.1	–	79 ± 4.6	72 ± 1.9
Partly helped achieve main reason	%	19 ± 5.6	13 ± 5.8	10 ± 2.5	11 ± 2.4	13 ± 3.5	9 ± 7.8	–	5 ± 2.5	11 ± 1.3
Did not help achieve main reason	%	9 ± 4.1	6 ± 4.1	8 ± 2.2	4 ± 1.5	7 ± 2.6	np	–	9 ± 3.2	7 ± 1.1
Did not know yet	%	9 ± 4.1	10 ± 5.2	9 ± 2.4	12 ± 2.5	11 ± 3.2	11 ± 8.5	–	8 ± 3.1	10 ± 1.2

Table 4A.40

Table 4A.40 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	206	52	629	428	316	99	–	148	1 878
Helped achieve main reason	%	51 ± 6.8	86 ± 9.3	78 ± 3.2	74 ± 4.2	63 ± 5.3	79 ± 8.0	–	77 ± 6.8	72 ± 2.0
Partly helped achieve main reason	%	24 ± 5.8	6 ± 6.5	11 ± 2.4	14 ± 3.3	19 ± 4.3	12 ± 6.4	–	11 ± 5.1	14 ± 1.6
Did not help achieve main reason	%	16 ± 5.0	np	6 ± 1.8	4 ± 1.9	10 ± 3.3	np	–	3 ± 2.9	7 ± 1.1
Did not know yet	%	9 ± 3.9	5 ± 6.0	6 ± 1.8	8 ± 2.5	8 ± 3.1	np	–	9 ± 4.6	7 ± 1.2
2001										
Sample size	no.	249	155	409	480	319	75	np	206	1 896
Helped achieve main reason	%	71 ± 5.6	69 ± 7.3	76 ± 4.1	75 ± 3.9	75 ± 4.8	76 ± 9.6	np	79 ± 5.6	75 ± 2.0
Partly helped achieve main reason	%	13 ± 4.1	12 ± 5.1	9 ± 2.8	12 ± 2.9	10 ± 3.2	np	np	6 ± 3.3	10 ± 1.3
Did not help achieve main reason	%	5 ± 2.7	9 ± 4.6	6 ± 2.3	5 ± 1.9	7 ± 2.8	9 ± 6.5	np	5 ± 3.1	6 ± 1.1
Did not know yet	%	11 ± 3.9	10 ± 4.7	9 ± 2.8	9 ± 2.5	8 ± 3.1	9 ± 6.6	–	10 ± 4.1	9 ± 1.3

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

(b) There are no remote areas in Victoria and the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. Data for NSW, Victoria, SA, Tas, the ACT and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.41

Table 4A.41 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	684	1 253	886	648	491	202	107	101	4 372
Helped achieve main reason	%	60 ± 3.7	62 ± 2.7	66 ± 3.1	61 ± 3.8	66 ± 4.2	69 ± 6.4	59 ± 9.3	61 ± 9.5	62 ± 1.4
Partly helped achieve main reason	%	20 ± 3.0	19 ± 2.2	17 ± 2.5	17 ± 2.9	18 ± 3.4	14 ± 4.8	17 ± 7.1	18 ± 7.5	18 ± 1.1
Did not help achieve main reason	%	9 ± 2.1	9 ± 1.6	8 ± 1.8	9 ± 2.2	7 ± 2.3	9 ± 3.9	13 ± 6.4	6 ± 4.6	9 ± 0.8
Did not know yet	%	12 ± 2.4	10 ± 1.7	9 ± 1.9	14 ± 2.7	10 ± 2.7	8 ± 3.7	10 ± 5.7	14 ± 6.8	11 ± 0.9
2005 TAFE										
Sample size	no.	610	817	607	516	359	104	58	71	3 142
Helped achieve main reason	%	59 ± 3.9	64 ± 3.3	66 ± 3.8	58 ± 4.3	62 ± 5.0	68 ± 9.0	61 ± 12.6	75 ± 10.1	62 ± 1.7
Partly helped achieve main reason	%	19 ± 3.1	17 ± 2.6	16 ± 2.9	18 ± 3.3	18 ± 4.0	14 ± 6.7	22 ± 10.7	8 ± 6.3	18 ± 1.3
Did not help achieve main reason	%	7 ± 2.0	8 ± 1.9	10 ± 2.4	7 ± 2.2	8 ± 2.8	10 ± 5.8	np	7 ± 5.9	8 ± 0.9
Did not know yet	%	15 ± 2.8	11 ± 2.1	9 ± 2.3	17 ± 3.2	13 ± 3.5	8 ± 5.2	12 ± 8.4	10 ± 7.0	12 ± 1.1
2004										
Sample size	no.	240	323	251	196	112	40	27	32	1 221
Helped achieve main reason	%	48 ± 6.3	53 ± 5.4	61 ± 6.0	57 ± 6.9	49 ± 9.3	55 ± 15.4	60 ± 18.4	81 ± 13.7	53 ± 2.8
Partly helped achieve main reason	%	16 ± 4.7	16 ± 4.0	12 ± 4.0	17 ± 5.2	14 ± 6.4	20 ± 12.5	np	np	16 ± 2.0
Did not help achieve main reason	%	14 ± 4.3	10 ± 3.2	12 ± 4.0	11 ± 4.4	12 ± 6.1	–	np	np	12 ± 1.8
Did not know yet	%	21 ± 5.2	21 ± 4.5	15 ± 4.4	15 ± 5.0	25 ± 8.0	25 ± 13.4	np	np	20 ± 2.2
2003										
Sample size	no.	605	652	636	374	336	74	42	65	2 784
Helped achieve main reason	%	48 ± 4.0	49 ± 3.8	54 ± 3.9	53 ± 5.1	53 ± 5.3	47 ± 11.4	53 ± 15.1	65 ± 11.6	51 ± 1.9
Partly helped achieve main reason	%	17 ± 3.0	17 ± 2.9	17 ± 3.0	17 ± 3.8	19 ± 4.2	17 ± 8.6	21 ± 12.3	15 ± 8.7	17 ± 1.4
Did not help achieve main reason	%	15 ± 2.8	16 ± 2.8	13 ± 2.6	14 ± 3.5	11 ± 3.4	21 ± 9.3	12 ± 9.7	9 ± 7.1	14 ± 1.3
Did not know yet	%	20 ± 3.2	19 ± 3.0	15 ± 2.8	16 ± 3.7	17 ± 4.1	15 ± 8.2	14 ± 10.6	10 ± 7.4	18 ± 1.4

Table 4A.41

Table 4A.41 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	626	465	561	301	160	119	58	28	2 318
Helped achieve main reason	%	50 ± 3.9	46 ± 4.5	53 ± 4.1	52 ± 5.6	54 ± 7.7	42 ± 8.9	47 ± 12.8	67 ± 17.4	50 ± 2.0
Partly helped achieve main reason	%	12 ± 2.6	26 ± 4.0	15 ± 3.0	18 ± 4.3	15 ± 5.5	18 ± 6.9	22 ± 10.6	–	16 ± 1.5
Did not help achieve main reason	%	15 ± 2.8	10 ± 2.8	16 ± 3.0	13 ± 3.8	20 ± 6.2	18 ± 6.8	11 ± 8.0	np	15 ± 1.4
Did not know yet	%	22 ± 3.3	17 ± 3.4	16 ± 3.0	17 ± 4.2	12 ± 5.0	22 ± 7.5	20 ± 10.3	23 ± 15.6	19 ± 1.6
2001										
Sample size	no.	668	650	461	316	201	66	47	20	2 429
Helped achieve main reason	%	53 ± 3.8	51 ± 3.8	54 ± 4.6	52 ± 5.5	55 ± 6.9	43 ± 11.9	59 ± 14.1	67 ± 20.6	52 ± 2.0
Partly helped achieve main reason	%	15 ± 2.7	22 ± 3.2	17 ± 3.5	17 ± 4.1	13 ± 4.6	22 ± 10.0	16 ± 10.6	np	17 ± 1.5
Did not help achieve main reason	%	13 ± 2.6	13 ± 2.6	14 ± 3.2	16 ± 4.0	24 ± 5.9	30 ± 11.0	11 ± 9.0	np	15 ± 1.4
Did not know yet	%	19 ± 3.0	15 ± 2.7	14 ± 3.2	15 ± 4.0	8 ± 3.8	5 ± 5.5	13 ± 9.7	np	16 ± 1.4

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

(b) Students with disabilities are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

(c) Data for the ACT and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.42

Table 4A.42 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	1 436	2 395	901	1 012	523	87	166	185	6 705
Helped achieve main reason	%	61 ± 2.5	67 ± 1.9	67 ± 3.1	66 ± 2.9	70 ± 3.9	73 ± 9.3	67 ± 7.2	71 ± 6.5	65 ± 1.1
Partly helped achieve main reason	%	21 ± 2.1	17 ± 1.5	18 ± 2.5	18 ± 2.4	17 ± 3.2	10 ± 6.3	16 ± 5.6	16 ± 5.3	19 ± 0.9
Did not help achieve main reason	%	6 ± 1.2	6 ± 1.0	6 ± 1.6	5 ± 1.3	4 ± 1.7	np	6 ± 3.6	3 ± 2.5	6 ± 0.6
Did not know yet	%	12 ± 1.7	10 ± 1.2	9 ± 1.9	11 ± 1.9	10 ± 2.6	11 ± 6.6	12 ± 4.9	11 ± 4.5	11 ± 0.7
2005 TAFE										
Sample size	no.	1 300	1 502	590	844	340	35	84	140	4 835
Helped achieve main reason	%	57 ± 2.7	63 ± 2.4	68 ± 3.8	65 ± 3.2	67 ± 5.0	69 ± 15.3	65 ± 10.2	69 ± 7.7	61 ± 1.4
Partly helped achieve main reason	%	22 ± 2.3	16 ± 1.9	16 ± 3.0	19 ± 2.6	17 ± 4.0	np	21 ± 8.7	18 ± 6.4	20 ± 1.1
Did not help achieve main reason	%	7 ± 1.4	8 ± 1.4	6 ± 1.9	4 ± 1.3	5 ± 2.3	np	np	4 ± 3.2	7 ± 0.7
Did not know yet	%	14 ± 1.9	12 ± 1.6	9 ± 2.3	11 ± 2.1	11 ± 3.3	18 ± 12.7	11 ± 6.7	9 ± 4.7	12 ± 0.9
2004										
Sample size	no.	695	1 014	331	386	174	20	66	73	2 759
Helped achieve main reason	%	56 ± 3.7	56 ± 3.1	65 ± 5.1	55 ± 5.0	62 ± 7.2	58 ± 21.6	64 ± 11.6	82 ± 8.8	58 ± 1.8
Partly helped achieve main reason	%	19 ± 2.9	22 ± 2.5	16 ± 3.9	19 ± 3.9	18 ± 5.7	27 ± 19.5	13 ± 8.1	8 ± 6.1	19 ± 1.5
Did not help achieve main reason	%	10 ± 2.2	8 ± 1.7	10 ± 3.3	11 ± 3.1	13 ± 5.0	np	13 ± 8.0	np	10 ± 1.1
Did not know yet	%	15 ± 2.6	14 ± 2.1	9 ± 3.0	15 ± 3.5	8 ± 4.0	np	11 ± 7.5	np	14 ± 1.3
2003										
Sample size	no.	1 699	2 224	990	764	514	44	133	189	6 557
Helped achieve main reason	%	52 ± 2.4	57 ± 2.1	55 ± 3.1	55 ± 3.5	55 ± 4.3	67 ± 13.9	54 ± 8.5	68 ± 6.7	54 ± 1.2
Partly helped achieve main reason	%	20 ± 1.9	18 ± 1.6	22 ± 2.6	18 ± 2.7	18 ± 3.3	19 ± 11.5	17 ± 6.3	11 ± 4.5	19 ± 1.0
Did not help achieve main reason	%	11 ± 1.5	9 ± 1.2	10 ± 1.9	10 ± 2.1	10 ± 2.6	np	7 ± 4.3	8 ± 3.8	10 ± 0.7
Did not know yet	%	17 ± 1.8	16 ± 1.5	13 ± 2.1	17 ± 2.7	17 ± 3.3	11 ± 9.2	22 ± 7.1	13 ± 4.9	16 ± 0.9

Table 4A.42

Table 4A.42 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	2 749	2 393	1 135	999	370	86	203	113	8 048
Helped achieve main reason	%	51 ± 1.9	53 ± 2.0	58 ± 2.9	56 ± 3.1	58 ± 5.0	55 ± 10.5	58 ± 6.8	72 ± 8.3	53 ± 1.1
Partly helped achieve main reason	%	20 ± 1.5	16 ± 1.5	18 ± 2.2	18 ± 2.4	16 ± 3.8	15 ± 7.6	11 ± 4.2	8 ± 5.1	18 ± 0.8
Did not help achieve main reason	%	10 ± 1.1	14 ± 1.4	13 ± 1.9	12 ± 2.0	16 ± 3.7	14 ± 7.4	12 ± 4.5	7 ± 4.6	11 ± 0.7
Did not know yet	%	19 ± 1.5	17 ± 1.5	11 ± 1.8	14 ± 2.2	10 ± 3.0	15 ± 7.6	19 ± 5.4	13 ± 6.3	17 ± 0.8
2001										
Sample size	no.	2 846	3 107	1 206	1 238	526	71	202	143	9 339
Helped achieve main reason	%	60 ± 1.8	60 ± 1.7	56 ± 2.8	56 ± 2.8	57 ± 4.2	58 ± 11.5	63 ± 6.7	71 ± 7.4	59 ± 1.0
Partly helped achieve main reason	%	16 ± 1.3	16 ± 1.3	18 ± 2.2	15 ± 2.0	17 ± 3.2	13 ± 7.9	11 ± 4.4	11 ± 5.1	16 ± 0.7
Did not help achieve main reason	%	9 ± 1.0	9 ± 1.0	11 ± 1.8	13 ± 1.9	14 ± 3.0	15 ± 8.2	10 ± 4.2	np	9 ± 0.6
Did not know yet	%	16 ± 1.3	16 ± 1.3	15 ± 2.0	16 ± 2.0	12 ± 2.8	14 ± 8.0	15 ± 4.9	18 ± 6.2	15 ± 0.7

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.

(b) Data for Tasmania, the ACT and the NT are not published due to 5 or less responses.

np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.43

Table 4A.43 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	7 039	14 096	8 803	7 331	5 164	2 174	1 144	1 308	47 059
Satisfied with the quality of their training	%	87 ± 0.8	87 ± 0.6	88 ± 0.7	86 ± 0.8	87 ± 0.9	87 ± 1.4	85 ± 2.1	88 ± 1.8	87 ± 0.3
Seeking employment related outcomes	%	86 ± 1.0	86 ± 0.7	87 ± 0.8	86 ± 1.0	87 ± 1.0	85 ± 1.7	84 ± 2.5	87 ± 2.2	86 ± 0.4
Seeking further study outcomes	%	89 ± 3.2	88 ± 2.6	90 ± 2.9	87 ± 2.8	88 ± 4.8	86 ± 12.0	84 ± 11.2	86 ± 12.6	88 ± 1.3
Seeking personal development outcomes	%	89 ± 1.8	89 ± 1.3	89 ± 1.6	87 ± 1.9	89 ± 2.4	91 ± 3.1	89 ± 4.8	90 ± 3.8	89 ± 0.7
2005 TAFE										
Sample size	no.	6 022	8 674	5 838	5 815	3 433	855	564	924	32 125
Satisfied with the quality of their training	%	89 ± 0.8	88 ± 0.7	88 ± 0.8	87 ± 0.9	89 ± 1.0	88 ± 2.2	87 ± 2.8	88 ± 2.1	88 ± 0.4
Seeking employment related outcomes	%	88 ± 1.0	87 ± 0.8	88 ± 1.0	87 ± 1.1	89 ± 1.2	87 ± 2.6	86 ± 3.5	87 ± 2.6	88 ± 0.4
Seeking further study outcomes	%	91 ± 3.0	89 ± 2.9	88 ± 3.4	86 ± 3.0	86 ± 5.7	89 ± 13.7	83 ± 12.3	83 ± 14.4	89 ± 1.4
Seeking personal development outcomes	%	87 ± 2.1	91 ± 1.7	89 ± 2.0	88 ± 2.0	89 ± 2.9	90 ± 4.8	91 ± 5.6	89 ± 4.5	89 ± 0.9
2004										
Sample size	no.	2 780	4 133	3 268	2 626	1 688	457	396	499	15 847
Satisfied with the quality of their training	%	86 ± 1.3	83 ± 1.1	85 ± 1.2	83 ± 1.4	86 ± 1.7	87 ± 3.1	82 ± 3.7	86 ± 3.0	85 ± 0.6
Seeking employment related outcomes	%	87 ± 1.5	83 ± 1.4	85 ± 1.5	84 ± 1.8	85 ± 1.9	87 ± 3.7	83 ± 4.7	84 ± 4.0	85 ± 0.7
Seeking further study outcomes	%	88 ± 4.8	83 ± 4.3	86 ± 5.0	80 ± 5.1	84 ± 10.3	76 ± 28.1	88 ± 10.4	86 ± 17.6	86 ± 2.2
Seeking personal development outcomes	%	85 ± 3.3	83 ± 2.9	84 ± 3.2	84 ± 3.5	87 ± 4.6	85 ± 7.5	79 ± 8.1	94 ± 4.4	84 ± 1.4
2003										
Sample size	no.	7 814	10 716	7 640	5 533	5 151	929	739	1 055	39 577
Satisfied with the quality of their training	%	83 ± 0.8	83 ± 0.7	81 ± 0.9	82 ± 1.0	83 ± 1.0	83 ± 2.4	80 ± 2.9	79 ± 2.5	82 ± 0.4
Seeking employment related outcomes	%	83 ± 1.0	83 ± 0.8	80 ± 1.1	81 ± 1.3	83 ± 1.2	84 ± 2.7	78 ± 3.6	76 ± 3.2	82 ± 0.4
Seeking further study outcomes	%	86 ± 3.3	82 ± 3.0	81 ± 3.7	82 ± 3.6	88 ± 4.8	81 ± 14.0	90 ± 7.9	84 ± 11.7	84 ± 1.5
Seeking personal development outcomes	%	84 ± 1.8	83 ± 1.8	83 ± 2.1	83 ± 2.2	83 ± 2.9	81 ± 6.0	82 ± 6.3	84 ± 4.4	83 ± 0.9

Table 4A.43

Table 4A.43 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	10 737	8 817	10 340	6 405	3 475	1 927	1 239	675	43 615
Satisfied with the quality of their training	%	78 ± 0.8	76 ± 0.9	78 ± 0.8	71 ± 1.1	77 ± 1.4	74 ± 2.0	71 ± 2.5	78 ± 3.1	77 ± 0.4
Seeking employment related outcomes	%	77 ± 0.9	77 ± 1.0	78 ± 0.9	69 ± 1.4	77 ± 1.6	74 ± 2.2	70 ± 3.2	78 ± 3.8	76 ± 0.5
Seeking further study outcomes	%	75 ± 3.4	75 ± 3.6	78 ± 3.4	71 ± 3.6	85 ± 6.7	72 ± 15.1	85 ± 7.5	78 ± 16.9	75 ± 1.7
Seeking personal development outcomes	%	82 ± 1.7	73 ± 2.4	81 ± 1.9	79 ± 2.3	82 ± 3.8	71 ± 6.1	79 ± 5.5	77 ± 7.0	79 ± 1.0
2001										
Sample size	no.	12 334	13 509	9 357	7 398	4 864	1 612	1 156	654	50 884
Satisfied with the quality of their training	%	83 ± 0.7	79 ± 0.7	80 ± 0.8	76 ± 1.0	81 ± 1.1	77 ± 2.1	77 ± 2.4	80 ± 3.1	80 ± 0.3
Seeking employment related outcomes	%	83 ± 0.8	79 ± 0.8	81 ± 0.9	76 ± 1.2	80 ± 1.3	77 ± 2.3	77 ± 2.9	78 ± 3.9	80 ± 0.4
Seeking further study outcomes	%	83 ± 2.9	78 ± 3.2	78 ± 3.8	74 ± 3.4	89 ± 4.9	89 ± 13.1	75 ± 10.7	80 ± 18.0	80 ± 1.5
Seeking personal development outcomes	%	83 ± 1.4	81 ± 1.5	79 ± 1.9	80 ± 2.1	82 ± 3.0	77 ± 5.4	79 ± 5.4	82 ± 6.0	81 ± 0.8

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006 *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.44

Table 4A.44 **Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	4 360	7 913	5 431	4 475	3 093	1 201	668	761	27 902
Satisfied with the quality of their training	%	88 ± 1.0	87 ± 0.7	87 ± 0.9	86 ± 1.0	87 ± 1.2	86 ± 2.0	84 ± 2.8	88 ± 2.3	87 ± 0.4
Seeking employment related outcomes	%	86 ± 1.3	86 ± 0.9	86 ± 1.1	86 ± 1.3	87 ± 1.4	85 ± 2.3	82 ± 3.4	87 ± 2.9	86 ± 0.5
Seeking further study outcomes	%	93 ± 3.2	88 ± 3.2	91 ± 3.5	87 ± 3.3	88 ± 5.6	89 ± 13.7	79 ± 16.6	83 ± 18.4	90 ± 1.5
Seeking personal development outcomes	%	90 ± 2.1	90 ± 1.7	88 ± 2.1	84 ± 2.5	88 ± 3.1	90 ± 4.2	90 ± 5.8	92 ± 4.3	89 ± 0.9
2005 TAFE										
Sample size	no.	3 754	4 948	3 658	3 678	2 076	473	324	566	19 477
Satisfied with the quality of their training	%	89 ± 1.0	88 ± 0.9	87 ± 1.1	86 ± 1.1	88 ± 1.4	90 ± 2.7	88 ± 3.5	89 ± 2.6	88 ± 0.5
Seeking employment related outcomes	%	89 ± 1.2	87 ± 1.1	86 ± 1.4	86 ± 1.4	89 ± 1.6	89 ± 3.4	86 ± 4.7	88 ± 3.3	88 ± 0.6
Seeking further study outcomes	%	93 ± 3.3	90 ± 3.4	90 ± 3.9	87 ± 3.4	84 ± 7.0	89 ± 17.0	82 ± 16.4	87 ± 17.6	90 ± 1.6
Seeking personal development outcomes	%	88 ± 2.4	91 ± 2.2	90 ± 2.4	85 ± 2.7	87 ± 3.9	91 ± 5.7	91 ± 7.0	92 ± 4.9	89 ± 1.1
2004										
Sample size	no.	1 832	2 428	1 863	1 618	957	242	222	290	9 452
Satisfied with the quality of their training	%	87 ± 1.5	84 ± 1.5	84 ± 1.7	85 ± 1.7	85 ± 2.3	89 ± 3.9	82 ± 5.1	89 ± 3.6	86 ± 0.7
Seeking employment related outcomes	%	88 ± 1.9	85 ± 1.8	85 ± 1.9	86 ± 2.1	85 ± 2.6	89 ± 4.8	82 ± 6.7	85 ± 5.2	86 ± 0.9
Seeking further study outcomes	%	86 ± 6.1	87 ± 4.9	84 ± 6.7	86 ± 5.5	81 ± 13.2	100	82 ± 14.2	100	86 ± 2.7
Seeking personal development outcomes	%	85 ± 3.8	82 ± 3.7	82 ± 4.4	81 ± 4.6	87 ± 5.7	91 ± 7.8	79 ± 10.6	97 ± 4.0	84 ± 1.8
2003										
Sample size	no.	4 851	5 794	4 445	3 213	2 895	456	441	647	22 742
Satisfied with the quality of their training	%	85 ± 1.0	83 ± 1.0	82 ± 1.1	84 ± 1.3	84 ± 1.3	82 ± 3.5	79 ± 3.8	78 ± 3.2	83 ± 0.5
Seeking employment related outcomes	%	84 ± 1.3	84 ± 1.1	81 ± 1.4	83 ± 1.7	84 ± 1.5	82 ± 4.2	76 ± 4.9	75 ± 4.2	83 ± 0.6
Seeking further study outcomes	%	87 ± 3.9	78 ± 4.3	86 ± 4.2	82 ± 4.5	89 ± 5.3	88 ± 15.4	88 ± 10.1	88 ± 12.3	85 ± 1.9
Seeking personal development outcomes	%	85 ± 2.1	84 ± 2.2	84 ± 2.5	84 ± 2.7	81 ± 3.8	81 ± 7.5	79 ± 8.4	85 ± 5.4	84 ± 1.1

Table 4A.44

Table 4A.44 **Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	6 429	4 948	6 191	3 785	1 839	914	763	405	25 274
Satisfied with the quality of their training	%	77 ± 1.0	75 ± 1.2	77 ± 1.0	72 ± 1.4	77 ± 1.9	71 ± 2.9	70 ± 3.3	75 ± 4.2	76 ± 0.5
Seeking employment related outcomes	%	76 ± 1.3	76 ± 1.4	76 ± 1.3	69 ± 1.9	76 ± 2.2	72 ± 3.4	71 ± 4.1	73 ± 5.3	75 ± 0.7
Seeking further study outcomes	%	69 ± 4.4	77 ± 4.6	77 ± 4.2	72 ± 4.3	81 ± 8.8	58 ± 21.6	80 ± 10.1	78 ± 21.7	73 ± 2.1
Seeking personal development outcomes	%	83 ± 2.1	72 ± 3.0	81 ± 2.4	77 ± 2.9	80 ± 5.1	73 ± 7.5	70 ± 7.5	82 ± 7.9	80 ± 1.2
2001										
Sample size	no.	7 294	7 377	5 456	4 339	2 650	780	658	383	28 937
Satisfied with the quality of their training	%	82 ± 0.9	78 ± 0.9	81 ± 1.0	76 ± 1.3	82 ± 1.5	74 ± 3.1	78 ± 3.2	78 ± 4.1	80 ± 0.5
Seeking employment related outcomes	%	83 ± 1.9	78 ± 1.8	81 ± 1.9	76 ± 2.1	81 ± 2.6	75 ± 4.8	76 ± 6.7	78 ± 5.2	81 ± 0.9
Seeking further study outcomes	%	82 ± 6.1	76 ± 4.9	77 ± 6.7	74 ± 5.5	89 ± 13.2	79 ± 0.0	84 ± 14.2	61 ± 0.0	79 ± 2.7
Seeking personal development outcomes	%	82 ± 3.8	80 ± 3.7	78 ± 4.4	79 ± 4.6	82 ± 5.7	71 ± 7.8	82 ± 10.6	77 ± 4.0	80 ± 1.8

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.45

Table 4A.45 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	3 618	6 950	3 866	3 807	3 061	23	910	32	22 267
Satisfied with the quality of their training	%	87 ± 1.1	87 ± 0.8	87 ± 1.1	86 ± 1.1	87 ± 1.2	76 ± 17.5	84 ± 2.4	94 ± 8.2	87 ± 0.4
Seeking employment related outcomes	%	86 ± 1.4	86 ± 1.0	87 ± 1.3	86 ± 1.4	87 ± 1.4	74 ± 20.3	83 ± 2.8	91 ± 11.4	86 ± 0.5
Seeking further study outcomes	%	89 ± 3.9	89 ± 3.0	91 ± 3.4	89 ± 3.1	90 ± 5.5	–	82 ± 13.5	np	89 ± 1.6
Seeking personal development outcomes	%	87 ± 2.7	89 ± 2.0	86 ± 2.9	86 ± 2.8	87 ± 3.4	np	88 ± 5.5	np	87 ± 1.2
2005 TAFE										
Sample size	no.	3 145	4 250	2 521	2 964	1 993	np	442	23	15 343
Satisfied with the quality of their training	%	88 ± 1.1	87 ± 1.0	87 ± 1.3	87 ± 1.2	89 ± 1.4	np	86 ± 3.2	91 ± 11.7	88 ± 0.5
Seeking employment related outcomes	%	89 ± 1.3	86 ± 1.2	87 ± 1.6	87 ± 1.5	90 ± 1.5	np	85 ± 4.1	86 ± 17.0	88 ± 0.6
Seeking further study outcomes	%	90 ± 3.8	90 ± 3.3	90 ± 3.8	88 ± 3.4	89 ± 6.2	–	78 ± 15.6	np	90 ± 1.6
Seeking personal development outcomes	%	85 ± 3.0	90 ± 2.6	88 ± 3.3	86 ± 3.2	87 ± 4.1	–	91 ± 6.1	np	87 ± 1.4
2004										
Sample size	no.	1 677	2 841	1 530	1 645	1 060	–	334	15	9 102
Satisfied with the quality of their training	%	87 ± 1.6	84 ± 1.3	83 ± 1.9	82 ± 1.9	85 ± 2.1	–	84 ± 3.9	90 ± 15.2	85 ± 0.7
Seeking employment related outcomes	%	85 ± 2.1	84 ± 1.7	82 ± 2.3	82 ± 2.4	84 ± 2.5	–	84 ± 5.1	87 ± 19.2	84 ± 0.9
Seeking further study outcomes	%	91 ± 4.8	81 ± 4.8	83 ± 6.5	78 ± 6.1	92 ± 8.5	–	87 ± 11.3	np	86 ± 2.4
Seeking personal development outcomes	%	90 ± 3.7	83 ± 3.5	86 ± 4.5	82 ± 4.6	90 ± 5.3	–	80 ± 8.5	np	87 ± 1.8
2003										
Sample size	no.	3 830	5 816	3 343	2 751	2 954	np	591	32	19 321
Satisfied with the quality of their training	%	82 ± 1.2	81 ± 1.0	80 ± 1.4	82 ± 1.4	82 ± 1.4	np	79 ± 3.3	71 ± 15.7	82 ± 0.5
Seeking employment related outcomes	%	81 ± 1.5	82 ± 1.2	79 ± 1.7	81 ± 1.8	82 ± 1.5	np	76 ± 4.1	60 ± 20.4	81 ± 0.7
Seeking further study outcomes	%	87 ± 4.0	82 ± 3.6	82 ± 4.6	83 ± 4.4	88 ± 5.7	–	93 ± 7.4	–	85 ± 1.9
Seeking personal development outcomes	%	83 ± 2.7	82 ± 2.5	82 ± 3.1	83 ± 3.2	81 ± 4.2	–	84 ± 6.7	100	83 ± 1.3

Table 4A.45

Table 4A.45 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	5 874	5 739	5 110	4 143	2 095	12	982	17	23 972
Satisfied with the quality of their training	%	77 ± 1.1	74 ± 1.1	77 ± 1.1	70 ± 1.4	76 ± 1.8	100	70 ± 2.9	77 ± 20.1	75 ± 0.5
Seeking employment related outcomes	%	76 ± 1.3	75 ± 1.3	77 ± 1.4	68 ± 1.8	75 ± 2.1	100	69 ± 3.7	77 ± 23.0	75 ± 0.7
Seeking further study outcomes	%	76 ± 4.0	73 ± 4.0	78 ± 4.1	70 ± 4.0	88 ± 7.0	–	84 ± 9.0	–	75 ± 1.9
Seeking personal development outcomes	%	80 ± 2.5	71 ± 3.0	78 ± 2.9	78 ± 3.0	82 ± 5.1	np	78 ± 6.1	np	78 ± 1.3
2001										
Sample size	no.	6 605	8 039	4 929	4 808	2 915	6	882	8	28 192
Satisfied with the quality of their training	%	81 ± 0.9	78 ± 0.9	80 ± 1.1	76 ± 1.2	80 ± 1.4	np	77 ± 2.8	77 ± 28.9	80 ± 0.5
Seeking employment related outcomes	%	82 ± 1.1	77 ± 1.1	81 ± 1.3	75 ± 1.5	80 ± 1.6	np	77 ± 3.4	np	80 ± 0.6
Seeking further study outcomes	%	82 ± 3.7	76 ± 3.6	74 ± 4.6	76 ± 3.8	87 ± 6.2	–	75 ± 12.6	–	79 ± 1.8
Seeking personal development outcomes	%	82 ± 2.0	80 ± 2.0	78 ± 2.6	80 ± 2.6	82 ± 4.0	–	79 ± 6.1	np	80 ± 1.1

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.
- (d) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Data for Tasmania and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.46

Table 4A.46 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	1 835	4 971	1 957	1 218	977	1 046	188	15	12 207
Satisfied with the quality of their training	%	86 ± 1.6	87 ± 0.9	87 ± 1.5	88 ± 1.8	87 ± 2.1	85 ± 2.2	88 ± 4.6	92 ± 13.7	87 ± 0.6
Seeking employment related outcomes	%	85 ± 1.9	87 ± 1.1	86 ± 1.8	88 ± 2.2	86 ± 2.5	85 ± 2.5	86 ± 5.8	100	86 ± 0.7
Seeking further study outcomes	%	90 ± 6.9	84 ± 6.0	90 ± 6.8	75 ± 9.2	98 ± 5.3	80 ± 17.1	88 ± 21.2	–	86 ± 3.3
Seeking personal development outcomes	%	89 ± 3.7	86 ± 2.4	90 ± 3.3	89 ± 4.7	92 ± 5.0	87 ± 5.5	93 ± 9.1	np	88 ± 1.5
2005 TAFE										
Sample size	no.	1 525	3 036	1 231	940	663	394	104	9	7 902
Satisfied with the quality of their training	%	88 ± 1.6	87 ± 1.2	89 ± 1.7	88 ± 2.1	89 ± 2.4	88 ± 3.2	91 ± 5.5	86 ± 22.7	88 ± 0.7
Seeking employment related outcomes	%	87 ± 2.0	87 ± 1.4	88 ± 2.2	89 ± 2.4	88 ± 2.8	88 ± 3.7	90 ± 6.8	100	87 ± 0.9
Seeking further study outcomes	%	90 ± 7.3	86 ± 6.8	86 ± 8.7	76 ± 9.4	98 ± 6.3	84 ± 19.9	100	–	87 ± 3.5
Seeking personal development outcomes	%	90 ± 3.7	90 ± 2.9	91 ± 4.0	91 ± 4.8	94 ± 5.1	89 ± 7.8	88 ± 16.4	np	90 ± 1.7
2004										
Sample size	no.	659	999	741	430	285	233	54	12	3 413
Satisfied with the quality of their training	%	88 ± 2.5	83 ± 2.3	86 ± 2.5	83 ± 3.6	87 ± 3.9	84 ± 4.7	81 ± 10.5	91 ± 16.2	86 ± 1.2
Seeking employment related outcomes	%	90 ± 2.8	83 ± 2.8	87 ± 2.9	84 ± 4.2	89 ± 4.1	85 ± 5.4	83 ± 11.8	94 ± 16.0	87 ± 1.3
Seeking further study outcomes	%	65 ± 19.5	89 ± 10.4	96 ± 6.2	87 ± 10.5	np	np	np	–	78 ± 6.8
Seeking personal development outcomes	%	91 ± 5.6	82 ± 6.4	81 ± 6.9	73 ± 10.9	80 ± 13.3	77 ± 12.5	68 ± 26.3	np	84 ± 3.1
2003										
Sample size	no.	2 113	3 511	1 595	963	970	488	119	24	9 783
Satisfied with the quality of their training	%	85 ± 1.5	84 ± 1.2	80 ± 1.9	81 ± 2.5	84 ± 2.3	80 ± 3.6	80 ± 7.2	44 ± 19.9	83 ± 0.7
Seeking employment related outcomes	%	85 ± 1.9	84 ± 1.4	80 ± 2.3	79 ± 3.1	83 ± 2.7	82 ± 4.0	82 ± 8.3	42 ± 22.2	83 ± 0.9
Seeking further study outcomes	%	88 ± 6.4	82 ± 6.6	75 ± 9.8	75 ± 9.4	86 ± 12.1	72 ± 19.7	82 ± 26.9	–	82 ± 3.5
Seeking personal development outcomes	%	83 ± 3.4	85 ± 2.9	84 ± 4.6	89 ± 4.8	86 ± 6.1	78 ± 8.3	69 ± 18.6	np	83 ± 1.8

Table 4A.46

Table 4A.46 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	2 816	2 471	2 048	1 033	608	974	223	6	10 179
Satisfied with the quality of their training	%	79 ± 1.5	80 ± 1.6	79 ± 1.8	72 ± 2.7	79 ± 3.2	72 ± 2.8	74 ± 5.8	87 ± 26.9	78 ± 0.8
Seeking employment related outcomes	%	77 ± 1.8	79 ± 1.9	79 ± 2.0	70 ± 3.3	80 ± 3.6	72 ± 3.2	71 ± 7.3	np	77 ± 0.9
Seeking further study outcomes	%	86 ± 5.8	91 ± 6.7	82 ± 7.2	76 ± 10.2	np	75 ± 19.4	88 ± 14.1	–	84 ± 3.5
Seeking personal development outcomes	%	86 ± 3.0	75 ± 4.4	80 ± 4.7	74 ± 6.3	83 ± 8.5	70 ± 8.7	81 ± 12.8	–	81 ± 2.0
2001										
Sample size	no.	3 167	3 994	1 870	1 012	868	819	232	12	11 974
Satisfied with the quality of their training	%	84 ± 1.3	81 ± 1.2	80 ± 1.8	78 ± 2.6	80 ± 2.7	77 ± 2.9	76 ± 5.5	87 ± 18.7	81 ± 0.7
Seeking employment related outcomes	%	85 ± 1.5	81 ± 1.4	80 ± 2.1	78 ± 3.1	81 ± 3.0	77 ± 3.2	78 ± 6.3	100	82 ± 0.8
Seeking further study outcomes	%	87 ± 5.4	85 ± 7.3	82 ± 8.9	73 ± 9.9	81 ± 19.2	100	70 ± 24.0	–	84 ± 3.5
Seeking personal development outcomes	%	84 ± 2.7	81 ± 2.7	78 ± 4.2	81 ± 5.6	81 ± 7.1	74 ± 8.0	70 ± 14.5	np	81 ± 1.6

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.
- (d) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Data for SA, Tasmania, the ACT and the NT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.47

Table 4A.47 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	1 383	1 776	2 236	1 112	742	987	35	549	8 820
Satisfied with the quality of their training	%	87 ± 1.8	89 ± 1.5	89 ± 1.3	86 ± 2.0	88 ± 2.3	88 ± 2.0	89 ± 10.4	86 ± 2.9	88 ± 0.7
Seeking employment related outcomes	%	84 ± 2.3	88 ± 1.8	88 ± 1.6	86 ± 2.5	88 ± 2.7	86 ± 2.5	87 ± 12.0	84 ± 3.6	86 ± 0.9
Seeking further study outcomes	%	90 ± 8.6	87 ± 10.3	87 ± 9.8	84 ± 9.7	77 ± 18.0	100	np	72 ± 25.4	87 ± 4.3
Seeking personal development outcomes	%	95 ± 2.7	94 ± 2.7	93 ± 2.5	85 ± 4.5	93 ± 5.0	94 ± 3.7	np	93 ± 5.1	93 ± 1.3
2005 TAFE										
Sample size	no.	1 187	1 146	1 590	946	526	408	15	378	6 196
Satisfied with the quality of their training	%	90 ± 1.7	90 ± 1.7	89 ± 1.5	88 ± 2.1	89 ± 2.7	88 ± 3.2	89 ± 15.8	86 ± 3.5	89 ± 0.8
Seeking employment related outcomes	%	89 ± 2.1	88 ± 2.2	88 ± 1.9	88 ± 2.6	90 ± 2.9	86 ± 4.0	86 ± 20.5	84 ± 4.5	88 ± 1.0
Seeking further study outcomes	%	95 ± 6.4	95 ± 8.9	85 ± 11.4	84 ± 10.3	72 ± 22.0	100	np	76 ± 25.2	89 ± 4.5
Seeking personal development outcomes	%	92 ± 3.7	95 ± 3.3	91 ± 3.3	88 ± 4.4	91 ± 6.5	92 ± 6.1	np	92 ± 6.2	91 ± 1.7
2004										
Sample size	no.	381	230	795	294	220	203	7	198	2 328
Satisfied with the quality of their training	%	83 ± 3.8	83 ± 4.9	86 ± 2.4	86 ± 4.0	90 ± 4.0	90 ± 4.1	np	83 ± 5.2	85 ± 1.5
Seeking employment related outcomes	%	88 ± 4.3	82 ± 6.1	86 ± 2.8	86 ± 4.7	91 ± 4.5	90 ± 5.0	np	78 ± 7.1	86 ± 1.7
Seeking further study outcomes	%	92 ± 14.0	100	88 ± 15.3	82 ± 18.4	np	100	–	100	91 ± 6.7
Seeking personal development outcomes	%	71 ± 9.1	84 ± 10.5	86 ± 6.2	89 ± 9.2	84 ± 13.3	91 ± 8.7	np	93 ± 7.7	79 ± 3.9
2003										
Sample size	no.	1 647	1 159	2 108	998	839	380	20	505	7 656
Satisfied with the quality of their training	%	86 ± 1.7	85 ± 2.0	82 ± 1.6	84 ± 2.3	85 ± 2.4	86 ± 3.5	85 ± 15.8	75 ± 3.8	84 ± 0.8
Seeking employment related outcomes	%	86 ± 2.0	85 ± 2.4	81 ± 1.9	84 ± 2.8	84 ± 2.8	86 ± 4.0	88 ± 15.7	71 ± 4.8	83 ± 1.0
Seeking further study outcomes	%	74 ± 11.6	78 ± 14.2	89 ± 7.8	84 ± 10.9	84 ± 16.5	100	np	88 ± 13.2	82 ± 4.8
Seeking personal development outcomes	%	88 ± 3.4	89 ± 4.2	84 ± 4.0	82 ± 5.1	94 ± 4.2	85 ± 9.2	np	83 ± 6.9	87 ± 1.8

Table 4A.47

Table 4A.47 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	1 813	504	2 545	693	455	834	25	303	7 172
Satisfied with the quality of their training	%	82 ± 1.8	84 ± 3.2	78 ± 1.6	76 ± 3.2	77 ± 3.8	74 ± 3.0	76 ± 16.8	73 ± 5.0	79 ± 0.9
Seeking employment related outcomes	%	83 ± 2.0	85 ± 3.6	76 ± 1.9	74 ± 4.0	77 ± 4.3	76 ± 3.2	82 ± 19.4	73 ± 6.1	79 ± 1.1
Seeking further study outcomes	%	42 ± 13.5	96 ± 10.9	69 ± 11.0	65 ± 14.2	91 ± 15.3	64 ± 27.2	np	75 ± 20.5	58 ± 6.5
Seeking personal development outcomes	%	86 ± 3.7	80 ± 9.0	86 ± 3.4	86 ± 5.5	77 ± 10.6	69 ± 9.5	np	69 ± 11.8	83 ± 2.1
2001										
Sample size	no.	2 261	1 199	2 140	837	733	706	31	314	8 221
Satisfied with the quality of their training	%	87 ± 1.4	83 ± 2.1	81 ± 1.7	77 ± 2.9	83 ± 2.7	77 ± 3.1	93 ± 8.7	78 ± 4.6	82 ± 0.8
Seeking employment related outcomes	%	88 ± 1.6	82 ± 2.6	81 ± 1.9	77 ± 3.5	80 ± 3.3	76 ± 3.6	90 ± 13.2	77 ± 5.8	82 ± 1.0
Seeking further study outcomes	%	80 ± 9.1	85 ± 15.8	89 ± 10.1	60 ± 14.3	94 ± 9.8	79 ± 24.1	np	74 ± 23.0	81 ± 5.1
Seeking personal development outcomes	%	87 ± 2.9	86 ± 4.1	81 ± 3.8	79 ± 5.9	85 ± 6.4	79 ± 7.8	100	81 ± 8.8	84 ± 1.8

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.
- (d) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Data for the ACT are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.48

Table 4A.48 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	149	196	673	885	359	106	–	266	2 634
Satisfied with the quality of their training	%	91 ± 4.6	93 ± 3.6	89 ± 2.4	87 ± 2.2	90 ± 3.1	92 ± 5.2	–	92 ± 3.3	89 ± 1.2
Seeking employment related outcomes	%	90 ± 5.6	95 ± 3.6	88 ± 3.0	86 ± 2.8	91 ± 3.5	91 ± 6.5	–	91 ± 4.1	89 ± 1.4
Seeking further study outcomes	%	np	72 ± 31.1	82 ± 23.8	90 ± 13.1	55 ± 29.4	np	–	96 ± 14.5	84 ± 9.4
Seeking personal development outcomes	%	94 ± 8.8	93 ± 9.8	90 ± 5.2	93 ± 3.5	89 ± 8.0	94 ± 11.3	–	96 ± 5.4	92 ± 2.4
2005 TAFE										
Sample size	no.	122	118	455	714	236	42	–	209	1 896
Satisfied with the quality of their training	%	91 ± 5.1	89 ± 5.6	87 ± 3.1	88 ± 2.4	86 ± 4.4	93 ± 7.7	–	92 ± 3.7	88 ± 1.5
Seeking employment related outcomes	%	90 ± 6.3	89 ± 6.6	86 ± 3.8	87 ± 3.0	89 ± 4.6	92 ± 10.6	–	91 ± 4.7	88 ± 1.8
Seeking further study outcomes	%	np	np	79 ± 26.6	88 ± 15.4	34 ± 32.8	np	–	91 ± 22.9	79 ± 11.6
Seeking personal development outcomes	%	95 ± 8.4	90 ± 17.0	88 ± 6.9	93 ± 3.9	83 ± 12.8	90 ± 17.7	–	95 ± 6.6	91 ± 2.9
2004										
Sample size	no.	45	31	198	182	119	20	–	112	707
Satisfied with the quality of their training	%	87 ± 9.8	69 ± 16.3	91 ± 4.0	89 ± 4.5	80 ± 7.2	94 ± 10.4	–	93 ± 4.7	87 ± 2.5
Seeking employment related outcomes	%	92 ± 9.5	64 ± 19.6	93 ± 4.1	87 ± 6.0	80 ± 8.2	91 ± 15.3	–	93 ± 6.0	88 ± 2.8
Seeking further study outcomes	%	np	np	np	np	np	–	–	np	73 ± 23.3
Seeking personal development outcomes	%	67 ± 26.7	np	72 ± 17.6	94 ± 8.2	84 ± 19.0	np	–	98 ± 5.2	82 ± 6.9
2003										
Sample size	no.	187	124	560	630	355	51	–	293	2 200
Satisfied with the quality of their training	%	87 ± 4.8	85 ± 6.3	85 ± 3.0	82 ± 3.0	85 ± 3.7	95 ± 6.0	–	82 ± 4.4	85 ± 1.5
Seeking employment related outcomes	%	86 ± 5.9	87 ± 6.9	86 ± 3.4	84 ± 3.6	89 ± 3.7	92 ± 8.7	–	81 ± 5.6	85 ± 1.8
Seeking further study outcomes	%	100	np	70 ± 28.4	86 ± 13.6	100	np	–	79 ± 25.2	83 ± 9.3
Seeking personal development outcomes	%	88 ± 10.3	81 ± 16.8	85 ± 6.9	80 ± 6.1	71 ± 11.4	100	–	85 ± 7.8	83 ± 3.4

Table 4A.48

Table 4A.48 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	196	50	606	423	304	98	–	145	1 822
Satisfied with the quality of their training	%	75 ± 6.1	91 ± 7.9	82 ± 3.1	71 ± 4.3	82 ± 4.3	85 ± 7.1	–	82 ± 6.3	78 ± 1.9
Seeking employment related outcomes	%	87 ± 5.8	90 ± 9.4	79 ± 3.7	71 ± 5.3	83 ± 4.8	83 ± 8.9	–	82 ± 7.6	79 ± 2.2
Seeking further study outcomes	%	np	np	81 ± 31.4	49 ± 29.5	np	np	–	np	70 ± 16.1
Seeking personal development outcomes	%	47 ± 14.7	100	90 ± 5.9	79 ± 8.7	96 ± 5.9	96 ± 9.9	–	85 ± 12.0	79 ± 4.4
2001										
Sample size	no.	248	173	411	525	313	77	np	205	1 955
Satisfied with the quality of their training	%	87 ± 4.1	77 ± 6.3	81 ± 3.8	75 ± 3.7	81 ± 4.4	75 ± 9.7	np	81 ± 5.4	80 ± 1.8
Seeking employment related outcomes	%	86 ± 5.3	73 ± 8.7	79 ± 4.7	74 ± 4.6	79 ± 5.2	75 ± 11.0	np	78 ± 6.8	78 ± 2.2
Seeking further study outcomes	%	89 ± 23.4	np	100	89 ± 18.3	100	–	–	np	95 ± 6.7
Seeking personal development outcomes	%	90 ± 7.2	78 ± 12.1	82 ± 7.9	79 ± 7.9	81 ± 10.5	80 ± 23.5	–	84 ± 10.8	82 ± 3.7

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.
- (d) There are no remote areas in Victoria and the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. Data for some jurisdictions are not published due to 5 or less responses.

– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.49

Table 4A.49 **Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	683	1 259	897	649	494	201	106	100	4 389
Satisfied with the quality of their training	%	83 ± 2.8	85 ± 2.0	87 ± 2.2	87 ± 2.6	88 ± 2.9	89 ± 4.3	87 ± 6.4	90 ± 5.9	86 ± 1.0
Seeking employment related outcomes	%	82 ± 3.6	82 ± 2.6	85 ± 3.1	85 ± 3.6	89 ± 3.3	87 ± 5.9	81 ± 9.1	89 ± 7.4	84 ± 1.4
Seeking further study outcomes	%	90 ± 12.3	87 ± 9.2	87 ± 10.2	89 ± 8.7	98 ± 6.1	np	np	np	89 ± 4.4
Seeking personal development outcomes	%	87 ± 5.3	91 ± 3.4	91 ± 3.7	91 ± 4.5	81 ± 8.2	90 ± 8.2	100	96 ± 8.0	89 ± 2.0
2005 TAFE										
Sample size	no.	608	822	614	515	360	104	58	70	3 151
Satisfied with the quality of their training	%	87 ± 2.7	87 ± 2.3	88 ± 2.6	87 ± 2.9	89 ± 3.2	88 ± 6.2	91 ± 7.4	91 ± 6.7	88 ± 1.1
Seeking employment related outcomes	%	88 ± 3.3	86 ± 3.0	87 ± 3.5	86 ± 4.0	91 ± 3.6	86 ± 8.7	85 ± 11.8	98 ± 4.0	87 ± 1.5
Seeking further study outcomes	%	90 ± 12.3	88 ± 9.9	84 ± 12.1	88 ± 9.6	97 ± 8.4	np	np	–	88 ± 4.9
Seeking personal development outcomes	%	86 ± 5.6	88 ± 4.9	93 ± 4.1	90 ± 5.2	83 ± 8.9	92 ± 9.7	100	90 ± 14.3	89 ± 2.3
2004										
Sample size	no.	239	320	245	194	113	40	26	30	1 207
Satisfied with the quality of their training	%	86 ± 4.4	88 ± 3.6	80 ± 5.0	77 ± 5.9	79 ± 7.5	85 ± 11.1	91 ± 11.0	89 ± 11.2	84 ± 2.1
Seeking employment related outcomes	%	89 ± 5.0	90 ± 4.2	82 ± 5.9	77 ± 7.4	79 ± 8.6	79 ± 14.8	100	93 ± 11.8	86 ± 2.4
Seeking further study outcomes	%	100	75 ± 22.7	87 ± 19.9	75 ± 21.9	np	–	–	–	88 ± 8.6
Seeking personal development outcomes	%	79 ± 10.1	86 ± 7.5	78 ± 10.7	72 ± 13.4	83 ± 19.7	100	90 ± 22.2	100	81 ± 4.6
2003										
Sample size	no.	593	636	623	365	331	75	41	62	2 726
Satisfied with the quality of their training	%	80 ± 3.2	82 ± 3.0	84 ± 2.9	77 ± 4.3	84 ± 3.9	78 ± 9.4	83 ± 11.5	86 ± 8.6	81 ± 1.5
Seeking employment related outcomes	%	81 ± 4.1	84 ± 3.5	83 ± 3.8	75 ± 5.7	83 ± 4.8	81 ± 11.2	83 ± 15.0	81 ± 12.8	81 ± 1.9
Seeking further study outcomes	%	86 ± 11.8	87 ± 10.8	88 ± 11.6	74 ± 17.5	79 ± 23.0	–	100	np	84 ± 6.0
Seeking personal development outcomes	%	75 ± 6.6	81 ± 6.5	89 ± 4.8	78 ± 8.6	87 ± 8.6	75 ± 17.7	68 ± 28.9	100	80 ± 3.0

Table 4A.49

Table 4A.49 **Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	580	430	534	279	153	114	57	25	2 172
Satisfied with the quality of their training	%	81 ± 3.2	78 ± 3.9	79 ± 3.5	76 ± 5.0	68 ± 7.4	72 ± 8.2	72 ± 11.7	81 ± 15.4	78 ± 1.8
Seeking employment related outcomes	%	81 ± 4.1	72 ± 5.4	78 ± 4.4	71 ± 7.5	72 ± 8.2	74 ± 10.1	61 ± 17.5	76 ± 19.2	77 ± 2.3
Seeking further study outcomes	%	78 ± 13.9	93 ± 9.3	67 ± 19.2	74 ± 14.7	83 ± 27.8	np	np	–	79 ± 6.9
Seeking personal development outcomes	%	81 ± 6.3	74 ± 8.6	86 ± 5.9	83 ± 8.6	32 ± 21.6	66 ± 18.2	84 ± 18.6	np	79 ± 3.5
2001										
Sample size	no.	640	614	436	298	189	65	44	16	2 302
Satisfied with the quality of their training	%	82 ± 3.0	79 ± 3.2	76 ± 4.0	74 ± 5.0	83 ± 5.4	71 ± 11.0	72 ± 13.3	62 ± 23.8	79 ± 1.7
Seeking employment related outcomes	%	81 ± 3.9	78 ± 4.1	77 ± 5.1	74 ± 6.3	84 ± 6.1	70 ± 13.7	66 ± 15.9	76 ± 27.9	79 ± 2.1
Seeking further study outcomes	%	87 ± 12.9	75 ± 14.3	60 ± 22.0	51 ± 20.9	100	np	np	–	76 ± 7.9
Seeking personal development outcomes	%	84 ± 4.9	82 ± 5.6	75 ± 6.9	79 ± 8.5	82 ± 11.6	68 ± 20.4	92 ± 18.8	np	80 ± 2.9

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.
- (d) Students with disabilities are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (e) Data for Tasmania, the ACT and the NT are not published due to 5 or less responses.
– Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.50

Table 4A.50 Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	1 437	2 390	901	1 018	522	86	165	181	6 700
Satisfied with the quality of their training	%	89 ± 1.6	89 ± 1.3	90 ± 2.0	89 ± 1.9	90 ± 2.6	82 ± 8.1	86 ± 5.3	88 ± 4.7	89 ± 0.7
Seeking employment related outcomes	%	89 ± 2.1	90 ± 1.5	89 ± 2.7	89 ± 2.6	92 ± 2.8	79 ± 9.8	84 ± 6.9	87 ± 6.5	89 ± 0.9
Seeking further study outcomes	%	92 ± 4.6	90 ± 4.4	93 ± 5.2	91 ± 5.0	92 ± 11.6	np	93 ± 17.7	93 ± 17.7	92 ± 2.2
Seeking personal development outcomes	%	85 ± 4.3	87 ± 3.5	91 ± 4.2	84 ± 5.0	81 ± 7.9	100	88 ± 12.3	89 ± 8.5	86 ± 2.0
2005 TAFE										
Sample size	no.	1 302	1 499	590	848	337	35	84	136	4 831
Satisfied with the quality of their training	%	89 ± 1.7	89 ± 1.6	89 ± 2.5	90 ± 2.0	88 ± 3.5	88 ± 10.8	88 ± 6.9	88 ± 5.5	89 ± 0.9
Seeking employment related outcomes	%	89 ± 2.2	89 ± 2.0	88 ± 3.4	90 ± 2.7	93 ± 3.4	83 ± 15.0	86 ± 10.0	88 ± 7.5	89 ± 1.1
Seeking further study outcomes	%	92 ± 4.6	90 ± 5.0	90 ± 6.7	91 ± 5.1	91 ± 12.9	np	np	85 ± 28.6	91 ± 2.5
Seeking personal development outcomes	%	86 ± 4.4	89 ± 4.2	91 ± 5.4	86 ± 5.1	74 ± 10.4	100	88 ± 13.6	89 ± 9.2	87 ± 2.2
2004										
Sample size	no.	681	999	326	383	174	20	66	65	2 714
Satisfied with the quality of their training	%	88 ± 2.4	85 ± 2.2	84 ± 4.0	78 ± 4.1	87 ± 5.0	81 ± 17.2	79 ± 9.8	91 ± 7.0	86 ± 1.3
Seeking employment related outcomes	%	86 ± 3.2	85 ± 2.8	83 ± 5.1	76 ± 5.3	84 ± 6.4	79 ± 21.3	82 ± 12.4	87 ± 11.1	85 ± 1.7
Seeking further study outcomes	%	96 ± 4.4	75 ± 7.4	83 ± 12.3	75 ± 11.9	92 ± 20.1	–	72 ± 27.8	100	89 ± 3.4
Seeking personal development outcomes	%	89 ± 5.6	84 ± 5.3	82 ± 9.7	83 ± 9.2	92 ± 9.7	85 ± 28.6	73 ± 20.5	94 ± 10.4	87 ± 3.0
2003										
Sample size	no.	1 676	2 185	968	758	512	43	129	184	6 455
Satisfied with the quality of their training	%	84 ± 1.8	81 ± 1.6	81 ± 2.5	83 ± 2.7	85 ± 3.1	86 ± 10.4	84 ± 6.3	88 ± 4.7	83 ± 0.9
Seeking employment related outcomes	%	82 ± 2.3	81 ± 2.0	80 ± 3.3	81 ± 3.7	85 ± 3.5	95 ± 8.5	78 ± 9.1	88 ± 5.9	82 ± 1.2
Seeking further study outcomes	%	89 ± 4.8	82 ± 4.8	85 ± 6.5	84 ± 7.7	83 ± 15.7	np	88 ± 14.6	91 ± 15.0	87 ± 2.5
Seeking personal development outcomes	%	86 ± 3.7	81 ± 4.1	81 ± 5.1	84 ± 5.5	82 ± 10.3	67 ± 24.6	94 ± 9.9	92 ± 8.5	84 ± 2.1

Table 4A.50

Table 4A.50 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	2 477	2 174	1 058	938	348	83	193	105	7 376
Satisfied with the quality of their training	%	73 ± 1.7	70 ± 1.9	75 ± 2.6	69 ± 3.0	80 ± 4.2	74 ± 9.4	74 ± 6.2	78 ± 7.9	73 ± 1.0
Seeking employment related outcomes	%	72 ± 2.2	70 ± 2.4	73 ± 3.3	67 ± 3.9	78 ± 5.1	78 ± 10.8	72 ± 7.9	80 ± 10.1	72 ± 1.3
Seeking further study outcomes	%	76 ± 5.2	67 ± 6.0	74 ± 8.5	67 ± 7.7	83 ± 15.4	np	80 ± 20.2	np	73 ± 3.1
Seeking personal development outcomes	%	75 ± 4.0	69 ± 4.8	83 ± 5.1	73 ± 6.5	90 ± 9.3	71 ± 22.2	81 ± 12.2	76 ± 14.6	75 ± 2.4
2001										
Sample size	no.	2 651	2 929	1 128	1 159	498	69	195	124	8 753
Satisfied with the quality of their training	%	79 ± 1.6	77 ± 1.5	78 ± 2.4	77 ± 2.4	80 ± 3.5	73 ± 10.5	80 ± 5.6	84 ± 6.5	78 ± 0.9
Seeking employment related outcomes	%	79 ± 1.9	77 ± 1.9	79 ± 3.0	76 ± 3.1	80 ± 4.1	73 ± 11.3	80 ± 6.7	84 ± 8.1	78 ± 1.1
Seeking further study outcomes	%	82 ± 4.9	77 ± 4.8	82 ± 7.4	77 ± 6.5	87 ± 12.0	np	84 ± 16.9	75 ± 30.0	80 ± 2.7
Seeking personal development outcomes	%	78 ± 3.3	75 ± 3.3	74 ± 4.8	80 ± 4.9	82 ± 7.5	75 ± 28.3	79 ± 12.6	84 ± 12.0	77 ± 1.8

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.
- (d) Data for Tasmania, the ACT and the NT are not published due to 5 or less responses.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.51

Table 4A.51 **Number of VET qualifications completed by students, by sex (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004										
Male students	'000	46.9	34.3	12.3	12.7	9.3	3.8	2.9	1.2	123.5
Female students	'000	57.3	41.4	17.0	15.5	10.3	4.4	3.6	1.5	151.0
All students	'000	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
Change between 2003 and 2004	%	-1.4	-2.0	-14.6	21.3	-15.0	-15.0	15.5	-9.0	-2.6
2003										
Male students	'000	46.7	35.8	14.4	10.3	10.6	4.7	2.3	1.4	126.3
Female students	'000	58.9	41.4	20.0	12.9	12.5	4.9	3.3	1.5	155.4
All students	'000	105.7	77.4	34.4	23.3	23.1	9.7	5.6	2.9	282.2
Change between 2002 and 2003	%	14.0	1.4	-25.3	-12.8	-26.0	9.1	5.5	12.4	-2.7
2002										
Male students	'000	39.9	35.5	20.7	12.6	14.8	4.4	2.5	1.2	131.5
Female students	'000	52.9	40.7	25.4	14.0	16.4	4.5	2.9	1.3	158.1
All students	'000	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
Change between 2001 and 2002	%	-0.0	21.9	-7.0	3.2	49.5	5.9	7.5	-15.5	8.1
2001										
Male students	'000	42.4	29.2	22.6	12.2	10.4	4.3	2.2	1.5	124.7
Female students	'000	50.3	33.3	26.9	13.7	10.5	4.0	2.8	1.6	143.1
All students	'000	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1
Change between 2000 and 2001	%	-8.9	-4.9	19.9	12.3	8.6	53.5	27.5	-0.8	1.7
2000										
Male students	'000	47.6	32.2	19.6	11.1	9.1	2.6	1.7	1.5	125.1
Female students	'000	54.2	33.3	21.7	12.0	9.9	2.8	2.2	1.6	137.8
All students	'000	101.8	65.8	41.3	23.0	19.2	5.5	3.9	3.1	263.7

Table 4A.51 **Number of VET qualifications completed by students, by sex (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2005 are not available. Only preliminary data are available from the 2005 national provider collection. Final data for 2005 will not be available until 2007 when late notification of qualifications completed are received as part of the 2006 data collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.52

Table 4A.52 **Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004									
Major cities	64.6	44.6	14.1	18.0	12.8	0.1	4.8	–	159.1
Inner regional	22.5	20.3	5.8	3.7	3.1	4.3	0.9	–	60.7
Outer regional	12.8	5.0	6.5	2.6	2.0	3.3	0.1	1.3	33.6
Remote and very remote	1.5	0.7	1.8	2.0	0.9	0.4	–	0.7	8.0
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Major cities	65.4	46.3	16.9	15.1	14.7	0.1	4.3	–	162.8
Inner regional	22.6	19.7	6.9	3.2	3.6	5.3	0.8	–	62.2
Outer regional	13.3	5.3	7.5	2.0	2.5	3.7	0.1	1.4	35.8
Remote and very remote	1.6	0.7	2.1	1.7	1.2	0.3	–	1.1	8.6
All students	105.7	77.4	34.4	23.3	23.1	9.7	5.6	2.9	282.2
2002									
Major cities	58.5	44.2	23.1	17.2	20.0	0.1	3.5	0.1	166.6
Inner regional	19.4	19.3	9.1	3.6	5.0	4.9	0.8	–	62.1
Outer regional	11.1	4.9	9.5	2.5	3.7	3.3	0.1	1.1	36.1
Remote and very remote	1.2	0.6	2.6	1.9	1.4	0.5	–	1.1	9.2
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Major cities	57.5	34.9	24.5	17.0	13.5	0.0	3.5	0.1	151.0
Inner regional	20.0	17.3	9.6	3.5	3.5	4.5	0.8	–	59.3
Outer regional	11.7	4.9	10.5	2.3	2.2	3.2	0.1	1.6	36.5
Remote and very remote	1.3	0.5	3.3	1.9	1.1	0.4	–	1.1	9.7
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1

Table 4A.52

Table 4A.52 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2005 are not available. Only preliminary data are available from the 2005 national provider collection. Final data for 2005 will not be available until 2007 when late notification of qualifications completed are received as part of the 2006 data collection.								
(b)	The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.								
(c)	Qualifications completed by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6). This is a change in classifications from previous Reports using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city, other metropolitan, rural; remote, interstate and overseas).								
(d)	There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.								
(e)	Data for the year 2000 are not reported due to ARIA mapping used in NCVET reporting being based on the ABS 2001 census, and therefore not applied to the 2000 data collection.								
	– Nil or rounded to zero.								

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.53

Table 4A.53 **Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004									
Reported as having a disability	6.0	3.3	0.7	1.1	1.0	0.4	0.3	0.1	13.0
Reported as not having a disability	83.6	61.5	27.2	22.2	16.6	7.1	6.0	2.5	226.7
Not reported (disability)	14.6	11.1	1.5	5.0	2.0	0.7	0.2	0.1	35.1
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Reported as having a disability	6.2	2.9	1.1	1.0	1.1	0.5	0.3	0.1	13.2
Reported as not having a disability	83.1	65.2	31.8	18.1	19.6	8.3	5.3	2.6	234.1
Not reported (disability)	16.4	9.3	1.6	4.1	2.4	0.9	0.1	0.1	34.9
All students	105.7	77.4	34.4	23.3	23.1	9.7	5.6	2.9	282.2
2002									
Reported as having a disability	4.6	2.8	1.7	0.9	1.1	0.4	0.2	0.1	11.8
Reported as not having a disability	75.2	65.7	41.5	18.9	26.6	7.8	5.0	2.3	243.0
Not reported (disability)	13.0	7.9	2.9	6.9	3.5	0.7	0.1	0.2	35.2
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Reported as having a disability	3.6	2.2	1.6	0.7	0.6	0.4	0.2	0.1	9.3
Reported as not having a disability	76.9	56.0	47.7	19.3	17.5	7.5	4.5	2.8	232.2
Not reported (disability)	12.3	4.5	0.2	5.9	2.7	0.5	0.2	0.2	26.5
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1
2000									
Reported as having a disability	3.4	2.1	1.2	0.6	0.5	0.1	0.2	0.1	8.2
Reported as not having a disability	88.2	60.3	36.7	17.5	15.4	5.0	3.5	2.8	229.4
Not reported (disability)	10.2	3.5	3.4	4.9	3.3	0.3	0.2	0.2	26.0

Table 4A.53

Table 4A.53 **Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	101.8	65.8	41.3	23.0	19.2	5.5	3.9	3.1	263.7

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2005 are not available. Only preliminary data are available from the 2005 national provider collection. Final data for 2005 will not be available until 2007 when late notification of qualifications completed are received as part of the 2006 data collection.
- (b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.
- (c) Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.54

Table 4A.54 **Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004									
Language other than English	21.6	13.6	1.6	4.6	1.7	0.3	0.6	0.4	44.3
English	67.1	52.3	27.1	19.2	15.6	7.6	5.5	1.7	196.3
Not reported (language)	15.5	10.0	0.7	4.5	2.3	0.3	0.4	0.6	34.2
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Language other than English	20.9	13.5	1.9	3.8	2.1	0.4	0.6	0.5	43.6
English	68.1	52.8	31.4	15.6	18.6	9.0	4.6	2.3	202.4
Not reported (language)	16.7	11.1	1.1	3.9	2.3	0.3	0.5	0.1	36.2
All students	105.7	77.4	34.4	23.3	23.1	9.7	5.6	2.9	282.2
2002									
Language other than English	19.6	13.8	3.7	2.9	2.7	0.4	0.5	0.5	44.0
English	60.7	51.9	40.2	16.9	25.0	8.1	4.6	1.8	209.2
Not reported (language)	12.5	10.7	2.2	6.9	3.5	0.4	0.3	0.2	36.7
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Language other than English	14.0	9.6	3.1	2.5	1.5	0.2	0.5	0.6	31.9
English	67.2	41.2	42.4	16.9	16.5	7.3	4.3	2.4	198.2
Not reported (language)	11.5	11.8	4.0	6.5	2.8	0.9	0.2	0.2	37.9
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1
2000									
Language other than English	15.1	10.7	3.0	2.4	1.5	0.2	0.5	0.6	33.9
English	78.0	45.5	34.7	15.0	14.3	5.2	3.3	2.3	198.3
Not reported (language)	8.7	9.6	3.6	5.6	3.4	0.1	0.1	0.2	31.4
All students	101.8	65.8	41.3	23.0	19.2	5.5	3.9	3.1	263.7

Table 4A.54 **Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2005 are not available. Only preliminary data are available from the 2005 national provider collection. Final data for 2005 will not be available until 2007 when late notification of qualifications completed are received as part of the 2006 data collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.55

Table 4A.55 **Number of units of competency completed, by sex (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Male students	'000	979.0	662.7	522.0	283.8	174.5	77.0	51.0	37.8	2 787.7
Female students	'000	1 104.3	655.9	395.5	212.4	176.0	59.2	52.6	29.1	2 685.0
All students	'000	2 084.8	1 319.1	918.1	496.3	351.2	136.6	103.7	66.9	5 476.7
Change between 2004 and 2005	%	19.9	1.8	12.8	7.3	4.7	3.5	- 7.0	2.9	10.5
2004										
Male students	'000	837.2	653.6	443.3	261.0	173.9	72.1	52.6	35.8	2 529.4
Female students	'000	900.4	639.6	368.9	201.3	161.6	59.0	58.8	29.2	2 418.6
All students	'000	1 738.1	1 295.8	814.0	462.4	335.5	131.9	111.5	65.1	4 954.3
Change between 2003 and 2004	%	- 3.9	4.3	- 5.8	9.2	- 1.8	- 3.2	17.0	- 5.1	- 0.5
2003										
Male students	'000	852.7	607.1	446.4	236.2	180.3	71.1	44.7	36.5	2 475.1
Female students	'000	953.9	628.2	416.4	185.5	161.3	64.5	50.6	32.0	2 492.4
All students	'000	1 808.1	1 241.8	864.5	423.3	341.6	136.3	95.3	68.5	4 979.4
Change between 2002 and 2003	%	21.1	11.6	6.6	23.8	- 0.6	17.8	9.6	- 0.2	13.9
2002										
Male students	'000	645.1	548.4	414.7	191.8	180.5	62.0	42.1	38.0	2 122.5
Female students	'000	846.3	562.5	395.8	149.3	162.5	53.4	44.8	30.3	2 244.9
All students	'000	1 492.7	1 113.0	810.6	342.1	343.7	115.6	86.9	68.7	4 373.4
Change between 2001 and 2002	%	23.3	30.7	24.4	32.5	- 0.8	12.4	- 16.0	2.6	21.7
2001										
Male students	'000	506.0	406.8	325.2	136.5	185.1	53.3	47.2	37.9	1 698.0
Female students	'000	703.6	438.7	325.7	121.6	161.3	49.0	56.3	28.9	1 885.0
All students	'000	1 210.3	851.9	651.9	258.2	346.6	102.9	103.5	66.9	3 592.1

(a) Government recurrent funded students.

Table 4A.55 **Number of units of competency completed, by sex (a)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.56

Table 4A.56 **Number of units of competency completed, by regions ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Major cities	1 230.3	851.8	431.7	298.9	224.0	0.4	80.4	0.5	3 117.9
Inner regional	507.8	346.6	185.7	80.1	62.0	70.3	16.7	0.5	1 269.7
Outer regional	288.3	96.8	212.8	58.1	42.4	58.2	2.8	33.4	792.8
Remote and very remote	34.7	12.3	64.8	51.2	21.2	7.0	0.2	30.9	222.2
All students	2 084.8	1 319.1	918.1	496.3	351.2	136.6	103.7	66.9	5 476.7
2004									
Major cities	1 050.3	840.1	381.3	278.2	210.9	0.6	83.9	0.8	2 846.2
Inner regional	416.2	338.7	161.7	74.2	57.4	67.6	17.6	0.5	1 133.8
Outer regional	228.6	91.1	187.1	53.7	39.7	57.6	2.4	33.4	693.6
Remote and very remote	26.0	13.0	60.8	47.6	23.9	5.2	0.2	18.2	194.8
All students	1 738.1	1 295.8	814.0	462.4	335.5	131.9	111.5	65.1	4 954.3
2003									
Major cities	1 103.1	801.4	421.4	255.6	213.5	0.5	76.0	0.8	2 872.3
Inner regional	422.5	322.6	173.6	66.9	58.3	73.3	16.3	1.0	1 134.6
Outer regional	232.1	88.6	192.1	48.8	42.6	56.5	2.1	30.7	693.6
Remote and very remote	31.6	12.6	68.3	44.0	25.1	5.0	0.1	28.9	215.5
All students	1 808.1	1 241.8	864.5	423.3	341.6	136.3	95.3	68.5	4 979.4
2002									
Major cities	914.4	702.7	387.5	198.7	213.7	0.4	54.5	1.4	2 473.2
Inner regional	348.3	292.7	163.6	53.4	57.8	60.5	12.3	0.9	989.4
Outer regional	189.9	80.2	184.0	41.6	44.3	48.5	2.3	30.3	621.2
Remote and very remote	23.9	10.8	67.8	38.9	23.6	5.0	0.1	28.5	198.7
All students	1 492.7	1 113.0	810.6	342.1	343.7	115.6	86.9	68.7	4 373.4

Table 4A.56

Table 4A.56 **Number of units of competency completed, by regions ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2001									
Major cities	720.7	534.4	299.9	149.2	220.2	0.5	74.1	0.9	1 999.8
Inner regional	286.3	223.0	137.6	40.5	57.1	56.2	16.9	0.7	818.3
Outer regional	168.5	66.7	151.7	33.5	40.9	40.9	2.7	33.3	538.2
Remote and very remote	21.4	8.5	50.7	29.9	21.0	4.3	0.1	25.4	161.2
All students	1 210.3	851.9	651.9	258.2	346.6	102.9	103.5	66.9	3 592.1

- (a) Government recurrent funded students.
- (b) Units of competency completed by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6). This is a change in classifications from previous Reports using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city, other metropolitan, rural; remote, interstate and overseas).
- (c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.57

Table 4A.57 **Number of units of competency completed, by disability status ('000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Reported as having a disability	158.5	65.7	33.2	21.8	19.9	9.3	5.6	4.4	318.3
Reported as not having a disability	1 599.1	1 158.2	732.5	399.9	291.6	120.0	93.1	61.2	4 455.7
Not reported (disability)	327.2	95.3	152.4	74.6	39.7	7.2	5.1	1.3	702.7
All students	2 084.8	1 319.1	918.1	496.3	351.2	136.6	103.7	66.9	5 476.7
2004									
Reported as having a disability	121.5	57.8	28.4	19.0	17.1	7.8	5.8	2.5	259.9
Reported as not having a disability	1 409.1	1 110.1	738.6	376.3	289.4	117.7	102.2	60.6	4 204.0
Not reported (disability)	207.5	127.8	47.0	67.1	29.1	6.5	3.5	1.9	490.4
All students	1 738.1	1 295.8	814.0	462.4	335.5	131.9	111.5	65.1	4 954.3
2003									
Reported as having a disability	121.4	47.8	32.5	18.0	15.8	7.3	5.4	3.0	251.2
Reported as not having a disability	1 473.2	1 076.6	800.2	343.3	297.5	122.5	87.5	64.2	4 265.0
Not reported (disability)	213.5	117.4	31.9	62.0	28.3	6.5	2.4	1.3	463.3
All students	1 808.1	1 241.8	864.5	423.3	341.6	136.3	95.3	68.5	4 979.4
2002									
Reported as having a disability	82.3	40.3	32.5	12.8	11.4	6.7	3.5	2.6	192.0
Reported as not having a disability	1 268.1	983.2	742.4	252.7	297.6	103.4	81.2	62.6	3 791.3
Not reported (disability)	142.3	89.4	35.8	76.6	34.6	5.5	2.3	3.5	390.1
All students	1 492.7	1 113.0	810.6	342.1	343.7	115.6	86.9	68.7	4 373.4
2001									
Reported as having a disability	52.6	28.3	24.2	7.1	10.6	4.9	3.9	2.0	133.5
Reported as not having a disability	1 035.3	779.0	627.7	196.6	295.4	91.8	95.5	59.1	3 180.5
Not reported (disability)	122.4	44.6	–	54.5	40.5	6.2	4.0	5.9	278.1

Table 4A.57

Table 4A.57 Number of units of competency completed, by disability status ('000) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	1 210.3	851.9	651.9	258.2	346.6	102.9	103.5	66.9	3 592.1

(a) Government recurrent funded students.

(b) Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.58

Table 4A.58 Number of units of competency completed, by language spoken at home ('000) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Language other than English	367.4	162.9	33.0	35.1	25.6	3.4	7.4	12.2	647.0
English	1 311.8	1 001.2	862.7	409.6	295.5	130.0	92.7	51.7	4 155.2
Not reported (language)	405.5	154.9	22.5	51.6	30.1	3.2	3.6	3.0	674.5
All students	2 084.8	1 319.1	918.1	496.3	351.2	136.6	103.7	66.9	5 476.7
2004									
Language other than English	332.1	156.1	24.1	34.0	24.1	3.4	8.4	8.7	591.0
English	1 176.0	980.0	776.2	374.3	287.4	125.3	97.5	44.7	3 861.4
Not reported (language)	229.9	159.7	13.7	54.1	24.0	3.2	5.6	11.7	501.9
All students	1 738.1	1 295.8	814.0	462.4	335.5	131.9	111.5	65.1	4 954.3
2003									
Language other than English	355.3	152.9	25.3	32.0	24.8	3.7	7.2	14.3	615.5
English	1 234.8	966.4	823.3	329.0	294.2	129.2	81.5	52.7	3 911.0
Not reported (language)	218.0	122.6	16.0	62.4	22.6	3.4	6.6	1.6	452.9
All students	1 808.1	1 241.8	864.5	423.3	341.6	136.3	95.3	68.5	4 979.4
2002									
Language other than English	300.3	131.7	23.2	20.0	23.6	3.0	6.2	11.6	519.6
English	1 053.6	858.7	771.9	245.1	290.1	109.6	71.9	53.6	3 454.5
Not reported (language)	138.8	122.6	15.5	77.0	30.0	3.0	8.8	3.5	399.2
All students	1 492.7	1 113.0	810.6	342.1	343.7	115.6	86.9	68.7	4 373.4
2001									
Language other than English	158.0	96.7	19.7	9.9	22.0	1.4	10.2	10.9	328.8
English	937.6	631.6	608.7	190.7	287.1	94.7	90.4	53.7	2 894.6
Not reported (language)	114.6	123.6	23.4	57.5	37.6	6.8	2.9	2.4	368.7
All students	1 210.3	851.9	651.9	258.2	346.6	102.9	103.5	66.9	3 592.1

Table 4A.58

Table 4A.58 **Number of units of competency completed, by language spoken at home ('000) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Government recurrent funded students.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.59

Table 4A.59 Number of modules completed, by sex (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Male students	'000	303.3	213.4	111.7	88.4	81.5	12.8	10.4	8.3	829.8
Female students	'000	203.6	136.5	74.0	65.5	54.8	8.7	10.2	5.9	559.3
All students	'000	507.0	350.0	186.0	154.0	136.3	21.5	20.6	14.2	1 389.6
Change between 2004 and 2005	%	- 19.3	- 17.0	- 8.0	- 7.7	- 9.8	0.4	- 10.7	- 0.7	- 14.7
2004										
Male students	'000	346.7	246.1	117.0	92.9	87.7	12.8	12.0	6.7	921.9
Female students	'000	281.2	174.9	84.4	73.8	63.5	8.6	11.0	7.6	705.0
All students	'000	628.0	421.6	202.3	166.8	151.1	21.4	23.0	14.3	1 628.5
Change between 2003 and 2004	%	- 11.6	- 20.2	- 16.8	- 14.0	0.4	- 7.2	1.6	0.7	- 13.7
2003										
Male students	'000	395.1	308.6	144.6	109.2	83.3	14.7	12.2	6.1	1 073.8
Female students	'000	315.1	219.2	98.2	84.2	67.2	8.3	10.4	8.0	810.6
All students	'000	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
Change between 2002 and 2003	%	- 36.5	- 31.9	- 24.0	- 24.4	- 27.2	- 8.3	- 22.0	- 37.6	- 31.5
2002										
Male students	'000	621.2	435.4	191.9	141.0	108.5	16.5	14.2	10.6	1 539.2
Female students	'000	496.6	340.0	127.6	115.1	98.1	8.6	14.9	11.7	1 212.6
All students	'000	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0
Change between 2001 and 2002	%	- 20.6	- 15.5	- 33.2	- 26.2	- 14.1	- 37.2	- 2.4	- 12.2	- 21.1
2001										
Male students	'000	731.8	532.8	282.0	191.2	130.5	24.4	14.1	13.3	1 920.1
Female students	'000	676.4	383.3	195.1	156.1	109.9	15.6	15.7	12.6	1 564.7
All students	'000	1 408.8	917.6	478.8	347.6	240.5	40.0	29.8	26.0	3 489.0

(a) Government recurrent funded students.

Table 4A.59 **Number of modules completed, by sex (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Source:</i>	NCVER AVETMISS collection (unpublished); DEST 2006, <i>Annual National Report of the Australian Vocational and Technical Education System 2005</i> , Canberra.									

Table 4A.60

Table 4A.60 Number of modules completed, by region ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Major cities	337.5	243.0	99.4	111.5	95.4	–	16.3	0.2	903.3
Inner regional	98.2	82.9	34.2	21.6	19.4	11.3	3.4	0.1	271.1
Outer regional	59.1	18.1	38.1	10.2	15.4	9.3	0.7	5.3	156.3
Remote and very remote	7.8	2.9	11.1	8.7	5.7	0.7	–	7.9	44.6
All students	507.0	350.0	186.0	154.0	136.3	21.5	20.6	14.2	1 389.6
2004									
Major cities	412.8	294.9	112.2	121.8	110.0	–	17.9	0.2	1 069.8
Inner regional	128.2	99.4	34.8	21.9	20.3	11.7	4.2	–	320.6
Outer regional	72.8	21.1	39.5	11.1	14.6	9.0	0.7	5.5	174.4
Remote and very remote	9.2	2.5	11.2	8.8	5.7	0.5	–	4.5	42.5
All students	628.0	421.6	202.3	166.8	151.1	21.4	23.0	14.3	1 628.5
2003									
Major cities	462.9	368.4	130.8	141.4	108.0	0.2	17.6	0.1	1 229.3
Inner regional	148.1	121.5	42.4	25.3	20.2	12.4	4.2	–	374.1
Outer regional	82.1	28.2	50.6	13.4	15.1	9.6	0.7	5.3	205.1
Remote and very remote	11.1	3.6	17.6	10.4	6.6	0.7	–	6.2	56.2
All students	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
2002									
Major cities	734.9	541.3	170.1	180.1	144.7	0.1	19.0	0.4	1 790.7
Inner regional	232.2	172.5	59.8	35.0	28.3	14.3	4.3	0.1	546.6
Outer regional	124.3	41.3	65.8	19.0	21.3	9.6	0.6	7.9	289.9
Remote and very remote	16.1	5.1	22.2	18.0	10.2	0.7	–	10.4	82.6
All students	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0

Table 4A.60

Table 4A.60 **Number of modules completed, by region ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2001									
Major cities	920.2	638.1	250.5	240.7	165.4	0.2	21.3	0.3	2 236.7
Inner regional	297.3	210.4	87.4	46.1	31.8	23.2	4.6	0.1	701.0
Outer regional	156.5	48.5	100.6	28.9	26.7	15.2	0.7	8.8	386.1
Remote and very remote	19.9	6.3	31.7	26.6	13.2	0.9	–	13.0	111.7
All students	1 408.8	917.6	478.8	347.6	240.5	40.0	29.8	26.0	3 489.0

(a) Government recurrent funded students.

(b) Modules completed by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the Australian Bureau of Statistics (ABS) (table AA.6). This is a change in classifications from previous Reports using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city, other metropolitan, rural; remote, interstate and overseas).

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

– Nil or rounded to zero.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.61

Table 4A.61 **Number of modules completed, by disability status ('000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Reported as having a disability	51.0	27.0	10.4	7.7	11.5	2.8	1.6	1.2	113.2
Reported as not having a disability	377.1	309.6	141.0	121.7	114.0	18.3	18.5	12.8	1 113.0
Not reported (disability)	78.9	13.5	34.6	24.6	10.8	0.4	0.5	0.2	163.4
All students	507.0	350.0	186.0	154.0	136.3	21.5	20.6	14.2	1 389.6
2004									
Reported as having a disability	65.9	28.9	10.9	8.3	10.8	2.5	1.7	0.9	130.0
Reported as not having a disability	463.6	369.2	170.4	131.8	127.6	18.2	20.7	12.5	1 314.0
Not reported (disability)	98.4	23.5	21.0	26.6	12.7	0.7	0.7	0.9	184.5
All students	628.0	421.6	202.3	166.8	151.1	21.4	23.0	14.3	1 628.5
2003									
Reported as having a disability	70.4	31.1	14.1	9.6	11.3	2.5	1.3	0.8	140.9
Reported as not having a disability	542.7	468.9	206.7	156.2	129.6	20.0	20.9	12.6	1 557.6
Not reported (disability)	97.4	28.4	22.3	28.1	9.6	0.6	0.5	0.8	187.7
All students	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
2002									
Reported as having a disability	74.6	39.7	16.7	10.5	10.5	2.4	1.5	0.9	156.8
Reported as not having a disability	916.5	699.5	280.2	202.1	180.1	21.1	27.4	20.3	2 347.2
Not reported (disability)	127.0	36.6	22.9	44.0	16.1	1.5	0.1	1.6	249.9
All students	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0

Table 4A.61

Table 4A.61 **Number of modules completed, by disability status ('000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2001									
Reported as having a disability	73.5	39.2	17.9	9.2	10.1	2.7	1.4	0.7	154.8
Reported as not having a disability	1 163.9	845.1	460.9	279.4	203.1	35.8	27.8	22.1	3 038.2
Not reported (disability)	171.4	33.3	–	59.0	27.3	1.4	0.6	3.1	296.1
All students	1 408.8	917.6	478.8	347.6	240.5	40.0	29.8	26.0	3 489.0

(a) Government recurrent funded students.

(b) Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.62

Table 4A.62 **Number of modules completed, by language spoken at home ('000) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Language other than English	136.1	60.8	13.2	17.0	16.6	1.0	1.8	5.5	251.9
English	282.3	241.4	167.8	120.2	105.3	19.9	18.2	8.0	963.2
Not reported (language)	88.6	47.8	5.0	16.7	14.4	0.6	0.6	0.8	174.5
All students	507.0	350.0	186.0	154.0	136.3	21.5	20.6	14.2	1 389.6
2004									
Language other than English	150.0	69.4	23.6	17.9	16.9	0.9	1.8	3.0	283.5
English	374.6	290.5	173.0	126.6	116.9	19.9	20.4	7.9	1 129.9
Not reported (language)	103.4	61.7	5.6	22.2	17.4	0.5	0.8	3.5	215.1
All students	628.0	421.6	202.3	166.8	151.1	21.4	23.0	14.3	1 628.5
2003									
Language other than English	165.4	85.2	21.6	18.8	14.9	0.8	1.4	5.1	313.1
English	447.9	375.9	214.8	149.9	123.3	21.4	20.5	7.6	1 361.4
Not reported (language)	97.2	67.4	6.7	25.2	12.2	0.8	0.8	1.5	211.7
All students	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
2002									
Language other than English	253.8	119.7	18.3	21.9	19.9	0.7	1.9	7.1	443.3
English	741.4	551.9	288.9	195.9	159.8	23.5	25.9	13.2	2 000.4
Not reported (language)	122.9	104.2	12.6	38.8	27.1	0.9	1.3	2.6	310.3
All students	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0
2001									
Language other than English	214.9	116.9	22.3	20.5	22.2	0.8	2.5	8.7	408.9
English	1 033.5	625.6	422.6	267.0	187.8	36.7	26.7	15.0	2 614.8
Not reported (language)	160.4	175.1	33.9	60.1	30.6	2.5	0.5	2.2	465.3
All students	1 408.8	917.6	478.8	347.6	240.5	40.0	29.8	26.0	3 489.0

Table 4A.62

Table 4A.62 **Number of modules completed, by language spoken at home ('000) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Government recurrent funded students.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.63

Table 4A.63 Load pass rates by Indigenous status (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Reported as Indigenous	64.5	64.5	73.2	58.5	75.3	72.1	73.5	61.1	66.0
Reported as non-Indigenous	78.1	76.8	81.4	75.8	86.7	79.9	79.5	81.2	78.7
Not reported	77.8	75.0	75.6	73.0	88.5	93.4	84.7	67.3	77.0
All students	77.5	76.5	80.4	74.3	86.3	79.8	79.7	72.5	78.0
2004									
Reported as Indigenous	63.7	60.7	69.1	56.7	72.2	72.8	67.8	58.2	63.7
Reported as non-Indigenous	77.6	76.6	78.7	75.0	87.1	79.4	80.2	74.5	78.0
Not reported	78.4	74.4	78.6	73.9	88.1	90.5	81.6	82.8	77.5
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
Reported as Indigenous	61.0	61.0	69.6	56.8	74.3	75.0	63.3	60.7	63.7
Reported as non-Indigenous	77.1	77.0	77.6	74.1	87.3	80.0	79.8	78.9	77.7
Not reported	77.4	76.0	76.3	74.0	87.8	90.5	83.0	84.5	77.1
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Reported as Indigenous	60.9	64.7	72.1	53.2	73.5	70.1	78.9	63.0	64.4
Reported as non-Indigenous	75.5	76.3	78.3	73.9	87.9	76.1	78.8	78.0	77.0
Not reported	75.5	75.4	75.9	72.7	88.6	84.1	93.1	82.6	75.9
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Reported as Indigenous	59.1	57.0	66.3	59.4	72.7	72.6	75.0	63.0	62.4
Reported as non-Indigenous	74.6	74.8	77.0	74.4	88.8	79.1	79.8	77.8	76.3
Not reported	74.2	77.6	74.9	67.6	88.0	83.4	68.4	84.1	75.1
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

Table 4A.63 **Load pass rates by Indigenous status (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Government recurrent funded students.

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.64

Table 4A.64 **Number of VET qualifications completed, by Indigenous status ('000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004									
Reported as Indigenous	2.4	0.4	1.4	1.0	0.6	0.2	0.2	0.5	6.7
Reported as non-Indigenous	86.4	67.3	26.8	22.5	17.4	7.5	5.6	2.1	235.6
Not reported	15.4	8.2	1.3	4.7	1.7	0.5	0.8	–	32.6
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Reported as Indigenous	1.9	0.5	1.7	0.9	0.7	0.3	–	0.7	6.7
Reported as non-Indigenous	86.1	66.3	30.7	18.6	20.5	8.6	5.3	2.1	238.3
Not reported	17.7	10.6	2.0	3.9	1.9	0.8	0.2	0.1	37.2
All students	105.7	77.4	34.4	23.3	23.1	9.7	5.6	2.9	282.2
2002									
Reported as Indigenous	2.3	0.4	2.4	0.7	0.9	0.2	0.1	0.7	7.6
Reported as non-Indigenous	77.2	61.2	39.6	19.3	26.9	8.0	5.2	1.8	239.1
Not reported	13.3	14.7	4.1	6.7	3.5	0.7	0.1	0.1	43.2
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Reported as Indigenous	2.6	0.5	1.9	0.8	0.6	0.2	0.1	0.8	7.4
Reported as non-Indigenous	78.0	54.3	41.4	19.5	17.8	7.5	4.7	2.2	225.5
Not reported	12.2	7.8	6.3	5.6	2.5	0.7	0.2	0.1	35.2
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1
2000									
Reported as Indigenous	2.9	0.4	1.8	0.8	0.5	0.1	–	0.6	7.1
Reported as non-Indigenous	87.9	59.1	35.8	17.6	15.7	4.8	3.8	2.3	227.0
Not reported	11.0	6.3	3.7	4.7	3.0	0.6	0.1	0.2	29.6
All students	101.8	65.8	41.3	23.0	19.2	5.5	3.9	3.1	263.7

Table 4A.64 **Number of VET qualifications completed, by Indigenous status ('000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2005 are not available. Only preliminary data are available from the 2005 national provider collection. Final data for 2005 will not be available until 2007 when late notification of qualifications completed are received as part of the 2006 data collection.									
(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.									
– Nil or rounded to zero.									

Source: NCVET AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.65

Table 4A.65 **Number of units of competency and modules completed, by Indigenous status ('000) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Indigenous - units of competency	61.4	12.4	43.9	26.3	9.7	4.7	1.5	21.9	181.7
Non-Indigenous - units of competency	1 789.3	1 217.1	792.9	400.2	306.4	128.1	94.7	44.5	4 773.2
Not reported	234.1	89.6	81.3	69.8	35.1	3.8	7.6	0.5	521.8
Indigenous - modules completed	18.2	4.9	11.2	7.4	13.6	0.9	0.2	7.8	64.2
Non-Indigenous - modules completed	418.9	320.1	158.0	123.5	114.1	20.3	19.7	6.4	1 180.9
Not reported	69.9	25.0	16.9	23.1	8.6	0.3	0.6	0.1	144.5
2004									
Indigenous - units of competency	44.5	9.9	39.6	24.4	9.0	4.4	1.4	16.6	149.8
Non-Indigenous - units of competency	1 466.1	1 181.7	729.0	372.6	294.1	123.4	103.6	48.0	4 318.5
Not reported	227.5	104.1	45.5	65.3	32.5	4.1	6.6	0.5	486.1
Indigenous - modules completed	23.2	5.1	11.4	8.9	12.7	0.8	0.4	6.5	69.0
Non-Indigenous - modules completed	497.8	377.7	176.6	131.3	128.2	20.2	22.1	7.7	1 361.7
Not reported	107.0	38.8	14.3	26.6	10.2	0.4	0.5	0.1	197.8
2003									
Indigenous - units of competency	36.9	9.3	42.3	23.5	10.4	4.9	0.9	21.5	149.8
Non-Indigenous - units of competency	1 540.4	1 115.3	775.3	333.8	301.6	125.6	91.4	45.3	4 328.5
Not reported	230.8	117.2	46.9	66.0	29.6	5.7	3.1	1.8	501.1
Indigenous - modules completed	25.1	6.3	17.5	10.1	12.1	1.1	0.3	7.7	80.2
Non-Indigenous - modules completed	576.2	469.0	208.1	153.9	127.7	21.3	22.0	5.8	1 584.2
Not reported	109.1	53.1	17.4	29.9	10.6	0.7	0.4	0.7	221.9

Table 4A.65

Table 4A.65 **Number of units of competency and modules completed, by Indigenous status ('000) (a)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2002									
Indigenous - units of competency	32.3	8.8	44.0	15.0	9.9	3.5	1.0	19.5	133.9
Non-Indigenous - units of competency	1 314.3	910.8	703.9	242.0	292.0	106.5	83.6	47.2	3 700.3
Not reported	146.1	193.4	62.7	85.1	41.9	5.6	2.3	2.1	539.1
Indigenous - modules completed	38.7	8.5	23.2	10.7	13.4	1.1	0.4	11.9	108.1
Non-Indigenous - modules completed	951.4	656.7	268.5	197.6	176.5	23.1	28.5	9.6	2 311.9
Not reported	128.0	110.5	28.1	48.3	16.8	0.9	0.2	1.3	334.0
2001									
Indigenous - units of competency	29.1	7.0	26.5	15.0	8.2	3.3	1.3	17.7	108.1
Non-Indigenous - units of competency	1 052.6	765.6	551.7	191.8	295.8	93.0	100.4	46.8	3 097.8
Not reported	128.5	79.2	73.8	51.4	42.5	6.6	1.9	2.4	386.3
Indigenous - modules completed	41.4	8.8	28.3	14.7	13.8	1.5	0.4	14.1	122.9
Non-Indigenous - modules completed	1 193.7	829.4	388.5	280.6	200.7	37.0	29.0	11.1	2 970.0
Not reported	173.8	79.4	62.0	52.3	26.1	1.4	0.4	0.8	396.1

(a) Government recurrent funded students.

Source: NCVER AVETMISS collection (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.66

Table 4A.66 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET										
Sample size	no.	203	133	351	210	78	90	19	158	1 242
Satisfied with the quality of their training	%	77 ± 5.8	88 ± 5.5	92 ± 2.8	93 ± 3.5	87 ± 7.5	79 ± 8.4	90 ± 13.5	93 ± 4.0	86 ± 1.9
Seeking employment related outcomes	%	71 ± 7.8	89 ± 6.6	90 ± 3.9	90 ± 5.4	88 ± 8.2	74 ± 10.4	90 ± 14.3	91 ± 5.4	83 ± 2.6
Seeking further study outcomes	%	88 ± 20.1	np	85 ± 28.6	100	np	–	np	np	87 ± 11.3
Seeking personal development outcomes	%	93 ± 7.5	100	97 ± 3.9	95 ± 5.7	78 ± 23.4	94 ± 12.9	np	97 ± 5.8	95 ± 2.7
2005 TAFE										
Sample size	no.	182	86	263	153	58	34	np	105	885
Satisfied with the quality of their training	%	89 ± 4.5	88 ± 6.9	89 ± 3.8	93 ± 4.0	94 ± 6.1	75 ± 14.6	np	98 ± 2.7	90 ± 2.0
Seeking employment related outcomes	%	87 ± 6.2	91 ± 7.6	85 ± 5.3	91 ± 6.3	99 ± 3.0	65 ± 19.1	np	97 ± 4.1	88 ± 2.7
Seeking further study outcomes	%	88 ± 20.1	np	85 ± 28.6	100	np	–	np	np	85 ± 12.6
Seeking personal development outcomes	%	94 ± 7.1	100	96 ± 5.0	94 ± 6.7	77 ± 24.9	100	np	97 ± 7.0	95 ± 3.0
2004										
Sample size (e)	no.	57	37	102	63	26	19	6	37	347
Satisfied with the quality of their training	%	89 ± 8.1	90 ± 9.7	92 ± 5.3	79 ± 10.1	88 ± 12.5	95 ± 9.8	100	94 ± 7.7	89 ± 3.3
Seeking employment related outcomes	%	94 ± 8.1	96 ± 8.2	87 ± 7.7	90 ± 8.5	83 ± 16.9	100	np	93 ± 10.0	92 ± 3.4
Seeking further study outcomes	%	np	np	np	np	np	np	–	np	94 ± 13.4
Seeking personal development outcomes	%	90 ± 15.7	100	100	np	np	100	np	100	88 ± 8.2
2003										
Sample size	no.	202	90	282	128	105	39	np	130	982
Satisfied with the quality of their training	%	79 ± 5.6	84 ± 7.6	89 ± 3.7	88 ± 5.6	85 ± 6.8	89 ± 9.8	np	86 ± 6.0	84 ± 2.3
Seeking employment related outcomes	%	76 ± 7.3	89 ± 8.3	91 ± 4.3	88 ± 7.4	88 ± 7.8	89 ± 11.2	np	81 ± 8.3	83 ± 3.0
Seeking further study outcomes	%	73 ± 30.8	np	85 ± 18.1	np	np	np	–	np	84 ± 11.7
Seeking personal development outcomes	%	87 ± 9.1	69 ± 18.9	86 ± 8.9	92 ± 9.0	91 ± 11.4	100	–	96 ± 7.0	87 ± 4.3

Table 4A.66

Table 4A.66 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002										
Sample size	no.	233	62	377	108	91	69	7	64	1 011
Satisfied with the quality of their training	%	74 ± 5.6	94 ± 5.9	80 ± 4.0	81 ± 7.4	94 ± 4.9	77 ± 9.9	82 ± 28.5	78 ± 10.1	80 ± 2.5
Seeking employment related outcomes	%	86 ± 5.9	95 ± 6.8	78 ± 5.0	85 ± 9.4	91 ± 6.9	76 ± 11.8	79 ± 32.6	80 ± 12.1	83 ± 2.8
Seeking further study outcomes	%	65 ± 24.1	100	62 ± 30.1	79 ± 26.6	np	np	np	np	71 ± 12.8
Seeking personal development outcomes	%	63 ± 11.7	80 ± 22.6	88 ± 7.3	75 ± 15.8	99 ± 5.0	79 ± 24.1	–	77 ± 21.3	75 ± 5.7
2001										
Sample size	no.	264	86	257	98	70	50	11	83	919
Satisfied with the quality of their training	%	83 ± 4.5	80 ± 8.5	85 ± 4.4	78 ± 8.2	90 ± 7.0	81 ± 10.9	93 ± 15.1	91 ± 6.2	84 ± 2.4
Seeking employment related outcomes	%	81 ± 6.3	78 ± 10.8	90 ± 4.4	81 ± 9.8	88 ± 8.6	80 ± 12.7	100	91 ± 7.1	85 ± 2.8
Seeking further study outcomes	%	81 ± 19.2	np	100	92 ± 17.7	100	np	–	np	90 ± 9.3
Seeking personal development outcomes	%	85 ± 7.2	83 ± 14.7	75 ± 9.9	65 ± 18.0	89 ± 20.4	86 ± 21.5	np	95 ± 10.1	81 ± 4.8

- (a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported. At the aggregate level, this change is small, but for sub-populations the effect may be greater; therefore caution is required in making comparisons with results published in previous years. Data in these tables for 2001-02 has been revised in line with the new definition of graduates.
- (b) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.
- (c) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.
- (d) Data for some jurisdictions are not published due to 5 or less responses.
- (e) A smaller sample size of Indigenous graduates were surveyed.
– Nil or rounded to zero. **np** Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.67

Table 4A.67 **Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005 VET									
Employed or in further study	80 ± 5.6	82 ± 6.6	77 ± 4.4	85 ± 4.9	91 ± 6.5	88 ± 6.9	80 ± 17.5	82 ± 6.1	81 ± 2.2
Employed after training	64 ± 6.7	77 ± 7.1	70 ± 4.8	69 ± 6.3	64 ± 10.8	73 ± 9.3	67 ± 20.6	68 ± 7.3	68 ± 2.6
In further study after training	37 ± 6.8	28 ± 7.7	23 ± 4.4	32 ± 6.4	49 ± 11.5	29 ± 9.6	41 ± 21.6	36 ± 7.7	32 ± 2.6
At TAFE	83 ± 7.9	45 ± 15.2	51 ± 10.6	37 ± 11.2	60 ± 16.2	71 ± 19.4	np	22 ± 10.6	59 ± 4.8
At University	7 ± 5.4	23 ± 12.9	14 ± 7.3	17 ± 8.7	15 ± 11.8	np	np	28 ± 11.5	14 ± 3.4
At private provider or other registered provider	11 ± 6.6	31 ± 14.2	35 ± 10.1	46 ± 11.5	25 ± 14.3	25 ± 18.5	np	51 ± 12.8	28 ± 4.4
2005 TAFE									
Employed or in further study	80 ± 5.8	87 ± 7.1	75 ± 5.2	80 ± 6.4	93 ± 6.7	85 ± 12.2	np	89 ± 6.0	81 ± 2.6
Employed after training	59 ± 7.2	81 ± 8.2	65 ± 5.7	63 ± 7.7	56 ± 12.9	63 ± 16.2	np	75 ± 8.3	64 ± 3.2
In further study after training	44 ± 7.3	34 ± 10.0	25 ± 5.3	29 ± 7.3	53 ± 13.3	37 ± 16.7	np	46 ± 9.8	36 ± 3.2
At TAFE	86 ± 7.5	54 ± 17.5	56 ± 12.0	50 ± 13.9	68 ± 17.3	84 ± 21.7	np	24 ± 13.2	67 ± 5.2
At University	7 ± 5.5	31 ± 16.3	16 ± 8.8	14 ± 9.6	22 ± 15.3	–	–	31 ± 14.3	15 ± 4.0
At private provider or other registered provider	7 ± 5.5	15 ± 12.6	27 ± 10.7	36 ± 13.3	10 ± 11.1	np	np	45 ± 15.4	18 ± 4.3
2004									
Employed or in further study	69 ± 12.0	55 ± 16.0	76 ± 8.3	84 ± 9.0	79 ± 15.6	63 ± 21.1	100	81 ± 12.3	73 ± 4.7
Employed after training	60 ± 12.7	39 ± 15.7	63 ± 9.4	65 ± 11.7	43 ± 19.0	53 ± 21.9	100	71 ± 14.2	60 ± 5.1
In further study after training	35 ± 12.4	34 ± 15.2	23 ± 8.3	37 ± 11.8	43 ± 19.0	35 ± 20.9	np	36 ± 15.1	33 ± 4.9
At TAFE	60 ± 22.0	80 ± 19.0	77 ± 16.5	67 ± 21.2	np	70 ± 33.9	np	64 ± 24.3	66 ± 8.7
At University	40 ± 22.0	np	np	–	np	np	–	np	22 ± 7.6
At private provider or other registered provider	–	np	18 ± 15.0	np	np	–	–	34 ± 24.0	12 ± 6.0

Table 4A.67

Table 4A.67 **Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
Employed or in further study	88 ± 5.0	94 ± 5.4	88 ± 4.1	90 ± 5.7	87 ± 6.7	90 ± 9.9	100	93 ± 4.6	89 ± 2.1
Employed after training	51 ± 6.8	67 ± 9.6	64 ± 5.6	61 ± 8.3	65 ± 9.0	65 ± 15.0	84 ± 27.2	69 ± 7.7	60 ± 3.0
In further study after training	49 ± 8.4	39 ± 13.9	44 ± 7.0	54 ± 11.8	53 ± 11.1	53 ± 20.0	np	60 ± 10.1	50 ± 3.9
At TAFE	83 ± 9.2	72 ± 20.7	77 ± 9.1	73 ± 15.1	68 ± 14.3	84 ± 20.9	np	38 ± 14.0	73 ± 5.1
At University	np	np	9 ± 6.3	11 ± 10.6	np	–	–	16 ± 10.6	9 ± 3.2
At private provider or other registered provider	np	np	13 ± 7.4	16 ± 12.4	24 ± 13.1	np	np	46 ± 14.4	18 ± 4.4
2002									
Employed or in further study	81 ± 5.1	76 ± 10.7	85 ± 3.6	89 ± 5.9	93 ± 5.5	78 ± 11.1	100	92 ± 7.5	84 ± 2.3
Employed after training	54 ± 6.3	71 ± 10.9	65 ± 4.7	63 ± 8.8	70 ± 9.3	62 ± 11.5	100	77 ± 10.0	62 ± 2.9
In further study after training	43 ± 6.5	47 ± 12.5	35 ± 4.8	42 ± 9.4	49 ± 10.6	33 ± 12.9	np	43 ± 14.2	40 ± 3.1
At TAFE	67 ± 9.4	67 ± 16.8	62 ± 8.2	69 ± 12.8	88 ± 9.7	77 ± 20.1	np	46 ± 22.4	66 ± 4.7
At University	21 ± 8.1	23 ± 15.1	16 ± 6.2	21 ± 11.2	np	np	–	np	16 ± 3.7
At private provider or other registered provider	12 ± 6.5	np	22 ± 7.0	np	np	np	np	52 ± 22.5	18 ± 3.8
2001									
Employed or in further study	81 ± 5.0	87 ± 8.3	70 ± 6.0	77 ± 10.2	76 ± 12.7	84 ± 13.0	82 ± 26.7	94 ± 6.3	78 ± 3.0
Employed after training	64 ± 5.7	69 ± 9.7	56 ± 5.9	54 ± 9.6	74 ± 9.9	77 ± 11.4	45 ± 29.4	66 ± 9.5	63 ± 3.0
In further study after training	42 ± 6.2	39 ± 12.2	26 ± 5.8	39 ± 11.8	40 ± 14.6	39 ± 17.2	np	33 ± 12.4	36 ± 3.5
At TAFE	80 ± 8.2	66 ± 20.8	58 ± 12.3	62 ± 19.4	83 ± 19.7	100	np	23 ± 21.3	69 ± 5.9
At University	12 ± 6.6	np	16 ± 9.1	29 ± 18.2	np	–	np	np	13 ± 4.3
At private provider or other registered provider	8 ± 5.5	np	26 ± 10.9	np	np	–	np	74 ± 22.2	18 ± 4.8

(a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.

Table 4A.67 **Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) The estimates for VET outcomes have large confidence intervals for some jurisdictions and are considered too unreliable for general use.

(c) Data for some jurisdictions are not published due to 5 or less responses.

(d) At private provider or other registered provider includes private providers, secondary schools, and other registered providers.

– Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.68

Table 4A.68 **Employer awareness of VET, 2005 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Awareness of VET system (a)									
Awareness of apprenticeships/traineeships (b)	55 ± 6.0	56 ± 6.1	54 ± 5.7	50 ± 6.1	55 ± 5.8	67 ± 5.5	50 ± 6.2	63 ± 5.7	55 ± 2.9
Awareness of nationally recognised training (c)	41 ± 6.2	43 ± 6.3	37 ± 5.7	39 ± 5.9	44 ± 6.1	48 ± 5.6	46 ± 6.2	45 ± 5.8	41 ± 3.0
Awareness of formal vocational qualifications (d)	75 ± 5.7	71 ± 5.7	70 ± 5.3	72 ± 5.5	66 ± 5.7	72 ± 5.2	79 ± 5.3	78 ± 4.9	72 ± 2.7

- (a) The components of awareness of the VET system are if has used apprenticeships/traineeships or nationally recognised training or has had employees with formal vocational qualifications in the past 12 months, or has considered or used any of these options in the past.
- (b) Awareness of apprenticeships/traineeships means if had employees undertaking an apprenticeship or traineeship in the last 12 months or has previously used or considered apprenticeships/traineeships in the past.
- (c) Awareness of nationally recognised training means if organisation has provided nationally recognised training in the last 12 months or has previously used or considered nationally recognised training in the past.
- (d) Awareness of formal vocational qualifications means if employed people with a formal vocational qualification in the last 12 months, or if previously had or considered in the past employing people with formal vocational qualifications.

Source: NCVET Survey of Employer Use and Views (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.69

Table 4A.69 **Employer engagement with VET, 2005 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employers engaged with VET (a)									
Engagement with apprenticeships/traineeships (b)	29 ± 5.3	28 ± 5.1	29 ± 5.2	25 ± 5.2	26 ± 4.7	39 ± 5.5	30 ± 5.6	33 ± 5.7	28 ± 2.6
Engagement with nationally recognised training (c)	25 ± 5.4	24 ± 5.5	21 ± 4.6	22 ± 4.8	28 ± 5.6	29 ± 5.0	27 ± 5.3	31 ± 5.1	24 ± 2.6
Engagement with formal vocational qualifications as a job requirement (d)	42 ± 6.3	33 ± 6.1	29 ± 4.7	31 ± 5.4	32 ± 5.5	31 ± 5.0	33 ± 6.0	34 ± 5.5	35 ± 2.9

(a) The components of engagement with VET system are if has had employees undertaking an apprenticeship or traineeship or has provided nationally recognised training in the last 12 months or if had employees with formal vocational qualification as a requirement of their job.

(b) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.

(c) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.

(d) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: NCVET Survey of Employer Use and Views (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.

Table 4A.70

Table 4A.70 **Employer satisfaction with VET, 2005 (per cent)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Level of employer satisfaction with VET system (a)									
Satisfaction with apprenticeships/traineeships (b)									
Satisfied	74 ± 10.8	84 ± 7.5	81 ± 9.0	80 ± 9.2	82 ± 7.8	80 ± 7.0	70 ± 10.4	84 ± 8.6	79 ± 4.8
Neither satisfied or dissatisfied	14 ± 8.3	5 ± 4.6	11 ± 7.2	11 ± 6.9	11 ± 6.4	11 ± 5.5	16 ± 8.6	9 ± 6.9	10 ± 3.5
Dissatisfied	13 ± 8.0	11 ± 6.2	8 ± 6.2	8 ± 6.7	6 ± 5.2	9 ± 4.9	15 ± 8.0	7 ± 5.8	10 ± 3.4
Satisfaction with nationally recognised training (c)									
Satisfied	79 ± 10.8	86 ± 8.1	71 ± 11.7	85 ± 8.4	80 ± 9.4	83 ± 7.8	83 ± 9.1	74 ± 9.6	80 ± 5.1
Neither satisfied or dissatisfied	10 ± 8.8	8 ± 6.5	15 ± 8.8	10 ± 7.2	14 ± 7.1	7 ± 5.0	13 ± 8.3	16 ± 8.3	11 ± 3.9
Dissatisfied	11 ± 7.4	5 ± 5.4	14 ± 9.6	5 ± 4.6	6 ± 7.0	11 ± 6.3	4 ± 4.3	10 ± 6.6	9 ± 3.5
Satisfaction with formal vocational qualifications as a job requirement (d)									
Satisfied	77 ± 8.5	78 ± 10.1	73 ± 9.0	84 ± 6.9	70 ± 10.0	81 ± 7.3	78 ± 8.4	68 ± 9.2	77 ± 4.6
Neither satisfied or dissatisfied	15 ± 7.7	8 ± 6.6	11 ± 5.8	6 ± 3.7	17 ± 7.8	11 ± 6.3	8 ± 5.1	15 ± 6.9	12 ± 3.8
Dissatisfied	8 ± 4.6	14 ± 8.8	16 ± 7.8	10 ± 6.0	13 ± 8.0	7 ± 4.4	14 ± 7.3	17 ± 7.8	11 ± 3.2

- (a) Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
- (b) Satisfaction with apprenticeships/traineeships: had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job.
- (c) Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job.
- (d) Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.

Source: NCVET Survey of Employer Use and Views (unpublished); DEST 2006, *Annual National Report of the Australian Vocational and Technical Education System 2005*, Canberra.