

## 5A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 5.6. 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](http://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 (table 5A.72).

## Attachment contents

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<b>Table 5A.1</b>	Government real recurrent expenditure, (2006 dollars) (\$ million)
<b>Table 5A.2</b>	Government real recurrent expenditure per person aged 15–64 years, (2006 dollars) (\$ per person)
<b>Table 5A.3</b>	VET activity, 2006
<b>Table 5A.4</b>	Commonwealth and State Agreement funded VET activity, 2006
<b>Table 5A.5</b>	VET students, all ages, by course level
<b>Table 5A.6</b>	Real net assets of public VET providers per person aged 15–64 years, (2006 dollars) (\$ per person)
<b>Table 5A.7</b>	Government payments to non-TAFE providers for VET delivery, 2006
<b>Table 5A.8</b>	Allocation of government real funds for VET (2006 dollars)
<b>Table 5A.9</b>	VET participation by age group
<b>Table 5A.10</b>	VET participation of people aged 15–64 years, by sex
<b>Table 5A.11</b>	VET participation, all ages, by region
<b>Table 5A.12</b>	VET students, all ages, by disability status, 2006 (per cent)
<b>Table 5A.13</b>	VET students, all ages, by language spoken at home, 2006 (per cent)
<b>Table 5A.14</b>	VET participation by Indigenous status, 2006 (per cent)
<b>Table 5A.15</b>	Government real recurrent expenditure per annual hour (2006 dollars) (\$ per hour)
<b>Table 5A.16</b>	Government real recurrent expenditure per hour of publicly funded load pass, (2006 dollars) (\$ per hour)
<b>Table 5A.17</b>	Cost of capital, 2006
<b>Table 5A.18</b>	Total government costs per annual hour, 2006 (\$ per hour)
<b>Table 5A.19</b>	Total government VET costs per hour of publicly funded load pass, 2006 (\$ per hour)
<b>Table 5A.20</b>	Proportion of graduates in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.21</b>	Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.22</b>	Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.23</b>	Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.24</b>	Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.25</b>	Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.26</b>	Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.27</b>	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)

## Attachment contents

<b>Table 5A.28</b>	Labour force status after the course of graduates who were unemployed prior to the course (per cent)
<b>Table 5A.29</b>	Labour force status after the course of graduates who were employed prior to the course (per cent)
<b>Table 5A.30</b>	Graduates employed after who undertook their course for employment related reasons, relevance of course to main job (per cent)
<b>Table 5A.31</b>	Graduates who undertook their course for employment related reasons, job related benefits (per cent)
<b>Table 5A.32</b>	Load pass rates by sex (per cent)
<b>Table 5A.33</b>	Load pass rates by region (per cent)
<b>Table 5A.34</b>	Load pass rates by disability status (per cent)
<b>Table 5A.35</b>	Load pass rates by language spoken at home (per cent)
<b>Table 5A.36</b>	Whether course helped graduates achieve their main reason for undertaking training, all graduates
<b>Table 5A.37</b>	Whether course helped graduates achieve their main reason for undertaking training, female graduates
<b>Table 5A.38</b>	Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities
<b>Table 5A.39</b>	Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas
<b>Table 5A.40</b>	Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas
<b>Table 5A.41</b>	Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas
<b>Table 5A.42</b>	Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability
<b>Table 5A.43</b>	Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home
<b>Table 5A.44</b>	Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study
<b>Table 5A.45</b>	Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study
<b>Table 5A.46</b>	Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study
<b>Table 5A.47</b>	Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study
<b>Table 5A.48</b>	Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study
<b>Table 5A.49</b>	Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study
<b>Table 5A.50</b>	Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study

## Attachment contents

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<b>Table 5A.51</b>	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
<b>Table 5A.52</b>	Number of VET qualifications completed by students, by sex
<b>Table 5A.53</b>	Number of VET qualifications completed by students, by region ('000)
<b>Table 5A.54</b>	Number of VET qualifications completed by students, by disability status ('000)
<b>Table 5A.55</b>	Number of VET qualifications completed by students, by language spoken at home ('000)
<b>Table 5A.56</b>	VET qualifications completed by students, by course level
<b>Table 5A.57</b>	Number of units of competency completed, by sex
<b>Table 5A.58</b>	Number of units of competency completed, by regions ('000)
<b>Table 5A.59</b>	Number of units of competency completed, by disability status ('000)
<b>Table 5A.60</b>	Number of units of competency completed, by language spoken at home ('000)
<b>Table 5A.61</b>	Number of modules completed, by sex
<b>Table 5A.62</b>	Number of modules completed, by region ('000)
<b>Table 5A.63</b>	Number of modules completed, by disability status ('000)
<b>Table 5A.64</b>	Number of modules completed, by language spoken at home ('000)
<b>Table 5A.65</b>	Load pass rates by Indigenous status (per cent)
<b>Table 5A.66</b>	Number of VET qualifications completed, by Indigenous status ('000)
<b>Table 5A.67</b>	Number of units of competency and modules completed, by Indigenous status ('000)
<b>Table 5A.68</b>	Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study
<b>Table 5A.69</b>	Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.70</b>	Employer engagement with VET, 2005 (per cent)
<b>Table 5A.71</b>	Employer satisfaction with VET, 2005 (per cent)
<b>Table 5A.72</b>	Gross Domestic Product chain price deflator (index)

Table 5A.1

**Table 5A.1 Government real recurrent expenditure, (2006 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>
2002	1 500.7	1 021.8	721.7	427.3	321.1	94.1	83.9	88.4	4 259.0
2003	1 590.2	999.7	709.0	424.6	320.2	100.5	85.4	88.5	4 318.1
2004	1 445.0	993.6	723.8	460.2	342.0	98.5	95.9	87.6	4 246.5
2005	1 521.6	987.1	723.3	464.3	341.4	105.5	97.4	92.2	4 332.8
2006	1 455.8	968.2	716.9	445.7	329.8	106.2	92.4	81.8	4 196.7

- (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 (up to 2004) 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 2002–2005 have been adjusted to 2006 dollars using the GDP chain price index (table 5A.72). Commonwealth specific purpose funds for Australians Working Together (AWT) had been previously excluded but, due to their inclusion in general recurrent payments by DEST commencing for 2006, these revenues are now included in the calculation of expenditure. The AWT funding commenced in 2002. Accordingly the 2002–2005 expenditures have been adjusted to align with 2006.
- (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 \$3.7 million in 2002, \$3.9 million in 2003, \$4.3 million in 2004, and \$4.6 million in 2005 and \$4.6 million in 2006.
- (e) Includes ACT payroll tax estimate. Totals may not add as a result of rounding.

Source: NCVER National financial collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.2

**Table 5A.2 Government real recurrent expenditure per person aged 15–64 years, (2006 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>
2002	339.68	312.94	288.99	326.20	318.93	304.33	365.76	628.57	323.19
2003	356.95	301.64	276.12	319.16	315.32	321.08	367.77	627.40	322.95
2004	322.27	295.73	274.61	340.28	334.37	310.77	409.61	614.13	313.40
2005	336.57	289.33	267.49	337.01	330.65	330.24	411.55	630.61	315.09
2006	318.87	279.03	259.43	316.64	315.69	329.60	385.02	547.47	300.53

- (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 (up to 2004) 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 2002–2005 have been adjusted to 2006 dollars using the GDP chain price index (table 5A.72). Commonwealth specific purpose funds for Australians Working Together (AWT) had been previously excluded but, due to their inclusion in general recurrent payments by DEST commencing for 2006, these revenues are now included in the calculation of expenditure. The AWT funding commenced in 2002. Accordingly the 2002–2005 expenditures have been adjusted to align with 2006.
- (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 \$3.7 million in 2002, \$3.9 million in 2003, \$4.3 million in 2004, and \$4.6 million in 2005 and \$4.6 million in 2006.
- (e) Includes ACT payroll tax estimate. Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra; ABS (unpublished), *Australian Demographic Statistics, December Quarter 2006* (30 June data for various years); table 5A.1.

Table 5A.3

Table 5A.3 VET activity, 2006 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of registered training organisations	no.	458	602	272	175	246	103	82	65	2 003
Number of registered training organisation delivery locations	no.	3 167	1 649	2 966	1 510	738	249	135	561	10 975

(a) VET activity for Australia refers to all VET data available for reporting. There were approximately 1 676 000 VET students in 2006. 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 5A.4).

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.4

## Table 5A.4 Commonwealth and State Agreement funded VET activity, 2006 (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust
Students (d)	no.	445 419	287 455	202 300	101 185	90 754	29 450	20 585	20 516	1 197 664
Students who gain some recognition of prior learning	no.	19 939	8 726	10 053	2 731	4 046	1 175	1 044	729	48 443
Annual hours (e)	million	105.8	77.9	46.1	30.3	18.6	6.4	5.5	3.6	294.4
Average hours per student	no.	237.6	271.1	227.9	299.6	205.1	219.0	269.1	177.0	245.8
TAFE and other government providers	no.	80	20	19	12	1	1	1	2	136
TAFE and other government provider locations	no.	1 283	175	389	122	255	18	7	252	2 501

(a) Government funded activity is based on Commonwealth and State/Territory recurrent funding 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 excluded except for SA which now includes VET in schools which has been assessed by TAFE.

(b) The increase in New South Wales figures is the result of additional data being reported for the first time in New South Wales in 2006.

(c) South Australia has advised that its data on hours and student numbers for 2006 may be incomplete.

(d) 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.

(e) Annual 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 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.



Table 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c)

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2006										
Number of students										
Diploma and above	'000	38.9	44.8	25.7	13.2	7.4	3.0	5.9	0.6	139.6
Certificate III or IV	'000	164.7	142.3	114.6	55.5	30.5	16.4	8.8	7.8	540.7
Certificate I or II or lower	'000	126.5	64.2	48.6	27.7	21.0	8.9	2.9	10.3	310.1
Other (g)	'000	115.3	36.1	13.3	4.8	31.9	1.1	3.1	1.9	207.4
All students	'000	445.4	287.5	202.3	101.2	90.8	29.5	20.6	20.5	1 197.7
Proportion of VET students										
Diploma and above	%	8.7	15.6	12.7	13.1	8.1	10.3	28.5	2.8	11.7
Certificate III or IV	%	37.0	49.5	56.7	54.9	33.6	55.8	42.6	37.9	45.1
Certificate I or II or lower	%	28.4	22.3	24.0	27.4	23.1	30.2	13.8	50.1	25.9
Other (g)	%	25.9	12.6	6.6	4.7	35.1	3.7	15.1	9.2	17.3
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2005										
Number of students										
Diploma and above	'000	38.8	48.9	26.3	14.1	7.2	3.2	6.0	0.6	145.2
Certificate III or IV	'000	163.0	135.0	105.3	53.8	32.4	14.7	7.6	7.1	518.9
Certificate I or II or lower	'000	87.2	63.0	52.3	28.6	22.6	9.0	2.6	8.7	274.0
Other (g)	'000	137.9	42.7	10.4	3.4	32.9	1.3	3.1	1.7	233.3
All students	'000	427.0	289.5	194.3	100.0	95.1	28.2	19.3	18.1	1 171.5
Proportion of VET students										
Diploma and above	%	9.1	16.9	13.6	14.1	7.6	11.4	31.0	3.6	12.4
Certificate III or IV	%	38.2	46.6	54.2	53.8	34.1	52.0	39.5	39.0	44.3
Certificate I or II or lower	%	20.4	21.7	26.9	28.6	23.8	31.9	13.6	47.9	23.4
Other (g)	%	32.3	14.7	5.3	3.4	34.6	4.6	15.9	9.5	19.9
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
REPORT ON GOVERNMENT SERVICES 2008										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c)

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2004										
Number of students										
Diploma and above	'000	39.2	50.8	26.8	14.5	7.6	3.2	6.1	1.1	149.3
Certificate III or IV	'000	154.6	134.0	93.0	51.9	31.9	13.2	7.7	6.9	493.3
Certificate I or II or lower	'000	82.5	65.7	50.1	28.5	22.5	8.0	2.6	7.9	267.8
Other (g)	'000	113.2	51.9	10.3	5.0	31.0	1.2	2.6	2.3	217.4
All students	'000	389.5	302.5	180.2	99.9	93.0	25.6	18.9	18.2	1 127.8
Proportion of VET students										
Diploma and above	%	10.1	16.8	14.9	14.5	8.1	12.3	32.4	6.2	13.2
Certificate III or IV	%	39.7	44.3	51.6	52.0	34.3	51.6	40.4	38.1	43.7
Certificate I or II or lower	%	21.2	21.7	27.8	28.5	24.2	31.3	13.7	43.3	23.7
Other (g)	%	29.1	17.2	5.7	5.0	33.4	4.8	13.5	12.4	19.3
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2003										
Number of students										
Diploma and above	'000	42.6	53.4	31.0	16.3	8.2	3.2	6.3	1.1	162.0
Certificate III or IV	'000	163.5	133.4	93.6	50.2	34.8	12.7	7.2	6.6	502.0
Certificate I or II or lower	'000	79.4	72.7	53.4	29.6	22.6	9.1	2.8	7.5	277.1
Other (g)	'000	157.9	58.0	15.9	7.2	23.1	1.0	2.8	2.3	268.2
All students	'000	443.5	317.4	193.9	103.4	88.6	26.0	19.1	17.5	1 209.3
Proportion of VET students										
Diploma and above	%	9.6	16.8	16.0	15.8	9.2	12.2	33.0	6.1	13.4
Certificate III or IV	%	36.9	42.0	48.3	48.6	39.3	48.8	37.7	37.9	41.5
Certificate I or II or lower	%	17.9	22.9	27.6	28.6	25.5	35.0	14.7	42.6	22.9
Other (g)	%	35.6	18.3	8.2	7.0	26.0	4.0	14.6	13.4	22.2
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
REPORT ON GOVERNMENT SERVICES 2008										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c)

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2002										
Number of students										
Diploma and above	'000	41.4	59.7	34.8	19.0	8.8	2.9	6.1	1.2	173.8
Certificate III or IV	'000	150.4	129.5	96.6	48.3	39.5	11.4	5.8	7.2	488.7
Certificate I or II or lower	'000	86.3	78.5	63.0	30.9	21.9	9.4	2.1	7.8	299.9
Other (g)	'000	140.4	64.4	14.0	3.1	28.9	0.7	2.6	3.9	258.1
All students	'000	418.5	332.1	208.4	101.4	99.1	24.4	16.7	20.1	1 220.5
Proportion of VET students										
Diploma and above	%	9.9	18.0	16.7	18.8	8.9	11.8	36.5	5.8	14.2
Certificate III or IV	%	35.9	39.0	46.4	47.7	39.8	46.6	34.9	35.7	40.0
Certificate I or II or lower	%	20.6	23.7	30.2	30.5	22.1	38.5	12.8	39.1	24.6
Other (g)	%	33.5	19.4	6.7	3.1	29.2	3.1	15.8	19.5	21.1
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(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, credit transfer activity and students participating in VET programs in schools (except SA — see (e) below).

(b) Course level denotes the highest qualification attempted by a student in a reporting year.

(c) Totals may not add as a result of rounding. Percentage calculations may not match manual calculations as a result of rounding.

(d) NSW reported data on two additional programs for the first time in 2006.

(e) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. South Australia has advised that its data on student numbers for 2006 may be incomplete.

(f) The Australia figures have been recast back to 2002 due to changes to South Australian and Northern Territory reporting.

(g) Other includes training programs that do not directly lead to a qualification. That is, non-award courses, subject only enrolments and miscellaneous education.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.6

**Table 5A.6 Real net assets of public VET providers per person aged 15–64 years, (2006 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>
2002	525.33	649.83	407.24	481.07	513.12	530.58	598.06	1 159.45	536.56
2003	607.06	690.89	393.60	515.13	472.19	496.45	571.85	1 018.62	568.52
2004	594.41	703.76	417.27	495.98	461.63	617.86	546.86	1 259.92	573.88
2005	549.23	689.89	397.54	535.58	430.41	597.47	523.43	1 175.25	551.27
2006	523.31	669.28	406.46	606.55	405.82	547.28	495.94	1 203.28	543.35

(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 2002–05 have been adjusted to 2006 dollars using the GDP chain price index (table 5A.72).

Source: NCVET National financial collection (unpublished); ABS (unpublished), Australian Demographic Statistics, December Quarter 2006 (30 June data for various years).

Table 5A.7

Table 5A.7 Government payments to non-TAFE providers for VET delivery, 2006 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government payments (2006 dollars)										
2005	\$m	81.6	119.8	70.8	46.7	21.4	6.5	10.0	7.0	363.8
2006	\$m	92.4	131.6	51.7	53.3	19.0	6.8	8.4	3.6	366.9
2006 payments to non-TAFE providers as a proportion of Government recurrent funding (b)	%	7.0	14.2	8.4	12.3	6.6	7.4	10.7	4.1	9.6
Real change in payments to non-TAFE providers between 2005 and 2006 (c)	%	13.2	9.8	- 26.9	14.2	- 11.2	4.8	- 15.7	- 48.8	0.8

(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 denominator 'Government recurrent funding information' is sourced from table 5A.8.

(c) The percentage change in real payments between 2005 and 2006 may not match manual calculations due to rounding of reported figures.

Source: NCVET National financial collection (unpublished).

Table 5A.8

## Table 5A.8 Allocation of government real funds for VET (2006 dollars) (a)

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2006										
Australian Government recurrent funding (c)	\$m	339.1	246.0	175.2	96.1	79.1	27.1	19.3	11.7	993.5
State/Territory recurrent funding	\$m	977.8	681.0	438.1	336.8	207.5	65.1	59.5	75.3	2 840.9
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 316.9</b>	<b>927.0</b>	<b>613.3</b>	<b>432.8</b>	<b>286.6</b>	<b>92.2</b>	<b>78.7</b>	<b>86.9</b>	<b>3 834.5</b>
Amounts allocated										
Open competitive tendering (d)	\$m	27.1	12.6	14.2	9.1	8.3	4.9	2.5	—	78.7
Limited competitive tendering (e)	\$m	—	—	10.4	—	4.9	—	0.2	—	15.5
User choice	\$m	226.5	205.9	127.0	55.7	39.1	17.5	11.2	11.6	694.5
<b>Total</b>	<b>\$m</b>	<b>253.6</b>	<b>218.5</b>	<b>151.6</b>	<b>64.8</b>	<b>52.3</b>	<b>22.4</b>	<b>13.9</b>	<b>11.6</b>	<b>788.7</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	2.1	1.4	2.3	2.1	2.9	5.3	3.2	—	2.1
Limited competitive tendering (e)	%	—	—	1.7	—	1.7	—	0.3	—	0.4
User choice	%	17.2	22.2	20.7	12.9	13.6	19.0	14.2	13.3	18.1
2005										
Australian Government recurrent funding (c)	\$m	342.6	248.9	175.6	96.6	80.0	27.5	19.6	11.4	1 002.1
State/Territory recurrent funding	\$m	982.0	670.9	468.2	357.0	203.2	63.1	60.7	69.8	2 875.1
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 324.6</b>	<b>919.8</b>	<b>643.8</b>	<b>453.6</b>	<b>283.3</b>	<b>90.6</b>	<b>80.3</b>	<b>81.2</b>	<b>3 877.2</b>
Amounts allocated										
Open competitive tendering (d)	\$m	21.0	13.1	15.8	12.7	6.3	3.0	2.7	—	74.7
Limited competitive tendering (e)	\$m	—	—	22.6	—	2.2	—	0.2	—	25.0
User choice	\$m	211.4	200.1	118.2	47.4	39.5	15.1	11.8	12.1	655.6
<b>Total</b>	<b>\$m</b>	<b>232.5</b>	<b>213.2</b>	<b>156.5</b>	<b>60.1</b>	<b>48.0</b>	<b>18.2</b>	<b>14.7</b>	<b>12.1</b>	<b>755.3</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.6	1.4	2.4	2.8	2.2	3.4	3.4	—	1.9
Limited competitive tendering (e)	%	—	—	3.5	—	0.8	—	0.3	—	0.6
User choice	%	16.0	21.8	18.4	10.4	13.9	16.7	14.7	14.9	16.9
REPORT ON GOVERNMENT SERVICES 2008										VOCATIONAL EDUCATION AND TRAINING

Table 5A.8

## Table 5A.8 Allocation of government real funds for VET (2006 dollars) (a)

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Australian Government recurrent funding (c)	\$m	339.7	246.4	172.8	95.4	79.5	27.4	19.5	11.3	992.0
State/Territory recurrent funding	\$m	1 003.8	638.0	456.9	339.0	210.6	59.2	58.5	71.7	2 837.6
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 343.5</b>	<b>884.4</b>	<b>629.7</b>	<b>434.4</b>	<b>290.1</b>	<b>86.6</b>	<b>78.0</b>	<b>83.0</b>	<b>3 829.6</b>
Amounts allocated										
Open competitive tendering (d)	\$m	20.7	13.7	16.5	12.5	2.2	1.8	3.1	–	70.4
Limited competitive tendering (e)	\$m	–	–	18.0	–	12.3	–	0.2	–	30.4
User choice	\$m	226.5	198.2	116.6	45.1	38.3	21.0	12.8	9.7	668.5
<b>Total</b>	<b>\$m</b>	<b>247.2</b>	<b>211.9</b>	<b>151.2</b>	<b>57.6</b>	<b>52.8</b>	<b>22.8</b>	<b>16.1</b>	<b>9.7</b>	<b>769.3</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.5	1.5	2.6	2.9	0.8	2.0	3.9	–	1.8
Limited competitive tendering (e)	%	–	–	2.9	–	4.2	–	0.3	–	0.8
User choice	%	16.9	22.4	18.5	10.4	13.2	24.3	16.4	11.7	17.5
2003										
Australian Government recurrent funding (c)	\$m	342.2	248.1	173.6	96.0	80.1	27.7	19.7	12.3	999.7
State/Territory recurrent funding	\$m	1 019.3	648.7	503.5	342.2	200.4	58.4	54.3	72.9	2 899.7
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 361.5</b>	<b>896.8</b>	<b>677.1</b>	<b>438.2</b>	<b>280.5</b>	<b>86.1</b>	<b>74.0</b>	<b>85.2</b>	<b>3 899.4</b>
Amounts allocated										
Open competitive tendering (d)	\$m	28.3	83.1	16.5	12.9	2.2	1.7	3.1	–	148.0
Limited competitive tendering (e)	\$m	–	–	11.6	–	3.4	–	0.2	–	15.2
User choice	\$m	255.7	134.8	112.4	41.1	43.8	16.3	9.8	9.8	623.7
<b>Total</b>	<b>\$m</b>	<b>284.0</b>	<b>218.0</b>	<b>140.4</b>	<b>54.0</b>	<b>49.4</b>	<b>18.0</b>	<b>13.1</b>	<b>9.8</b>	<b>786.9</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	2.1	9.3	2.4	2.9	0.8	2.0	4.3	–	3.8
Limited competitive tendering (e)	%	–	–	1.7	–	1.2	–	0.3	–	0.4
User choice	%	18.8	15.0	16.6	9.4	15.6	18.9	13.2	11.5	16.0
REPORT ON GOVERNMENT SERVICES 2008										VOCATIONAL EDUCATION AND TRAINING

Table 5A.8

Table 5A.8 Allocation of government real funds for VET (2006 dollars) (a)

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2002										
Australian Government recurrent funding (c)	\$m	328.1	237.4	165.2	91.6	77.0	26.8	19.0	10.0	955.2
State/Territory recurrent funding	\$m	971.1	656.2	522.2	325.3	191.1	60.4	52.2	59.8	2 838.3
<b>Government recurrent funding</b>	\$m	<b>1 299.2</b>	<b>893.7</b>	<b>687.4</b>	<b>416.9</b>	<b>268.1</b>	<b>87.2</b>	<b>71.2</b>	<b>69.8</b>	<b>3 793.5</b>
Amounts allocated										
Open competitive tendering (d)	\$m	36.6	16.7	20.0	13.5	7.8	2.0	3.8	–	100.3
Limited competitive tendering (e)	\$m	–	12.1	1.8	–	1.3	–	0.3	–	15.6
User choice	\$m	263.6	202.5	121.6	38.2	42.2	16.7	11.2	9.8	705.9
<b>Total</b>	\$m	<b>300.2</b>	<b>231.3</b>	<b>143.5</b>	<b>51.7</b>	<b>51.3</b>	<b>18.6</b>	<b>15.3</b>	<b>9.8</b>	<b>821.7</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	2.8	1.9	2.9	3.2	2.9	2.2	5.3	–	2.6
Limited competitive tendering (e)	%	–	1.4	0.3	–	0.5	–	0.5	–	0.4
User choice	%	20.3	22.7	17.7	9.2	15.7	19.1	15.7	14.0	18.6

(a) Data for 2002–2005 years have been adjusted to 2006 dollars using the GDP chain price index (table 5A.72).

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

(c) Commonwealth specific purpose funds for Australians Working Together (AWT) had been previously excluded but, due to their inclusion in general recurrent payments by DEST commencing for 2006, these revenues are now included in the calculation of expenditure. The AWT funding commenced in 2002. Accordingly, the 2002–2005 expenditures have been adjusted to align with 2006.

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

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

– Nil or rounded to zero.

Source: State and Territory departments (unpublished); NCVET National financial collection (unpublished).



Table 5A.9

Table 5A.9 VET participation by age group (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2006										
Number of students by age										
All students	'000	445.4	287.5	202.3	101.2	90.8	29.5	20.6	20.5	1 197.7
15-19 year olds	'000	147.4	70.4	62.3	35.0	26.7	6.9	5.0	5.8	359.4
20-24 year olds	'000	71.0	58.8	38.4	19.1	15.1	5.7	4.9	3.4	216.4
15-24 year olds	'000	218.4	129.2	100.6	54.2	41.8	12.5	10.0	9.2	575.8
25-64 year olds	'000	207.3	145.0	96.6	44.8	42.4	16.0	10.4	10.7	573.3
15-64 year olds	'000	425.6	274.3	197.2	99.0	84.2	28.6	20.4	19.9	1 149.1
Number of students through recognition of prior learning										
All students	no.	19 939	8 726	10 053	2 731	4 046	1 175	1 044	729	48 443
Participation rate by age (e)										
All students	%	6.5	5.6	4.9	4.9	5.8	6.0	6.2	9.7	5.8
15-19 year olds	%	32.2	20.2	22.0	23.8	25.5	20.2	20.5	37.1	25.4
20-24 year olds	%	15.1	16.0	13.0	12.8	13.9	18.2	16.6	20.1	14.7
15-24 year olds	%	23.5	18.0	17.4	18.3	19.6	19.3	18.4	28.2	20.0
25-64 year olds	%	5.7	5.3	4.4	4.0	5.1	6.2	5.6	9.1	5.2
15-64 year olds	%	9.3	7.9	7.1	7.0	8.1	8.9	8.5	13.3	8.2
Proportion of students through recognition of prior learning										
All students	%	4.5	3.0	5.0	2.7	4.5	4.0	5.1	3.6	4.0
2005										
Number of students by age										
All students	'000	427.0	289.5	194.3	100.0	95.1	28.2	19.3	18.1	1 171.5
15-19 year olds	'000	107.5	70.1	57.6	34.3	28.9	6.4	4.7	4.1	313.5
20-24 year olds	'000	71.0	57.9	37.2	18.4	15.5	5.4	4.6	2.9	212.8
15-24 year olds	'000	178.4	127.9	94.8	52.7	44.4	11.9	9.3	7.0	526.4

Table 5A.9

Table 5A.9 VET participation by age group (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
25-64 year olds	'000	222.4	147.2	94.4	44.9	43.9	15.7	9.8	10.1	588.6
15-64 year olds	'000	400.8	275.2	189.2	97.7	88.2	27.6	19.1	17.2	1 114.9
Number of students through recognition of prior learning										
All students	no.	23 029	7 879	7 106	2 251	3 779	907	1 193	865	47 009
Participation rate by age (e)										
All students	%	6.3	5.7	4.9	5.0	6.1	5.8	5.9	8.8	5.7
15-19 year olds	%	23.8	20.6	20.8	23.7	27.8	19.1	19.5	27.2	22.6
20-24 year olds	%	15.3	16.2	13.0	12.9	14.8	17.7	15.7	17.4	14.9
15-24 year olds	%	19.5	18.3	16.8	18.3	21.2	18.5	17.4	22.1	18.7
25-64 year olds	%	6.2	5.4	4.4	4.1	5.3	6.2	5.4	8.9	5.4
15-64 year olds	%	8.9	8.1	7.0	7.1	8.5	8.6	8.1	11.7	8.1
Proportion of students through recognition of prior learning										
All students	%	5.4	2.7	3.7	2.3	4.0	3.2	6.2	4.8	4.0
2004										
Number of students by age										
All students	'000	389.5	302.5	180.2	99.9	93.0	25.6	18.9	18.2	1 127.8
15-19 year olds	'000	102.8	69.1	53.6	33.7	29.9	6.1	4.6	3.6	303.3
20-24 year olds	'000	67.5	58.1	34.7	18.0	15.2	4.9	4.5	2.8	205.8
15-24 year olds	'000	170.3	127.2	88.3	51.7	45.1	11.0	9.1	6.4	509.1
25-64 year olds	'000	198.1	160.7	86.4	45.8	42.3	14.1	9.7	10.9	567.9
15-64 year olds	'000	368.4	287.9	174.7	97.4	87.4	25.1	18.8	17.3	1 077.0
Number of students through recognition of prior learning										
All students	no.	26 458	7 992	2 997	2 556	4 386	907	2 513	1 073	48 882
Participation rate by age (e)										
All students	%	5.8	6.1	4.6	5.0	6.0	5.3	5.8	9.0	5.6
15-19 year olds	%	22.8	20.6	19.7	23.6	28.8	18.0	18.8	24.6	22.0
REPORT ON GOVERNMENT SERVICES 2008										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.9

Table 5A.9 VET participation by age group (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
20-24 year olds	%	14.8	16.6	12.5	12.9	14.9	16.3	15.7	17.5	14.7
15-24 year olds	%	18.8	18.6	16.1	18.3	21.9	17.2	17.1	20.9	18.3
25-64 year olds	%	5.5	6.0	4.1	4.3	5.2	5.6	5.4	9.7	5.3
15-64 year olds	%	8.2	8.6	6.6	7.2	8.5	7.9	8.0	12.2	7.9
Proportion of students through recognition of prior learning										
All students	%	6.8	2.6	1.7	2.6	4.7	3.5	13.3	5.9	4.3
2003										
Number of students by age										
All students	'000	443.5	317.4	193.9	103.4	88.6	26.0	19.1	17.5	1 209.3
15-19 year olds	'000	87.8	67.7	53.4	32.3	26.8	5.8	4.4	3.5	281.9
20-24 year olds	'000	73.7	60.0	37.5	18.1	14.6	4.9	4.7	2.7	216.0
15-24 year olds	'000	161.5	127.7	90.9	50.4	41.5	10.7	9.1	6.2	497.9
25-64 year olds	'000	246.0	172.4	98.3	50.2	42.4	14.4	9.9	10.6	644.3
15-64 year olds	'000	407.5	300.1	189.2	100.6	83.9	25.1	18.9	16.8	1 142.2
Number of students through recognition of prior learning										
All students	no.	31 785	8 201	5 091	2 777	5 042	1 185	2 715	1 166	57 962
Participation rate by age (e)										
All students	%	6.6	6.5	5.2	5.4	5.8	5.5	5.9	8.8	6.2
15-19 year olds	%	19.5	20.3	19.9	22.7	25.8	17.2	18.1	24.0	20.6
20-24 year olds	%	16.4	17.5	14.1	13.2	14.7	16.5	16.5	16.7	15.8
15-24 year olds	%	18.0	18.9	17.0	18.1	20.4	16.9	17.2	20.2	18.2
25-64 year olds	%	6.9	6.5	4.8	4.8	5.2	5.8	5.5	9.6	6.1
15-64 year olds	%	9.1	9.1	7.4	7.6	8.3	8.0	8.2	11.9	8.5
Proportion of students through recognition of prior learning										
All students	%	7.2	2.6	2.6	2.7	5.7	4.6	14.2	6.7	4.8

Table 5A.9

Table 5A.9 VET participation by age group (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2002										
Number of students by age										
All students	'000	418.5	332.1	208.4	101.4	99.1	24.4	16.7	20.1	1 220.5
15–19 year olds	'000	84.9	68.2	55.8	28.3	30.0	5.7	4.2	3.7	280.7
20–24 year olds	'000	71.2	61.8	39.4	17.7	14.9	4.5	4.0	2.9	216.4
15–24 year olds	'000	156.1	130.0	95.2	46.1	44.9	10.2	8.1	6.6	497.2
25–64 year olds	'000	234.3	183.9	107.8	52.4	48.8	13.4	8.4	12.1	661.0
15–64 year olds	'000	390.3	313.9	203.0	98.5	93.6	23.7	16.5	18.6	1 158.2
Number of students through recognition of prior learning										
All students	no.	29 868	11 029	5 274	3 072	6 959	1 015	2 920	1 371	61 508
Participation rate by age (e)										
All students	%	6.3	6.8	5.6	5.3	6.5	5.2	5.2	10.1	6.2
15–19 year olds	%	18.9	20.7	21.0	20.1	28.9	16.8	16.9	24.9	20.6
20–24 year olds	%	16.2	18.5	15.4	13.3	15.4	15.8	14.6	17.8	16.3
15–24 year olds	%	17.5	19.6	18.3	16.8	22.4	16.3	15.7	21.2	18.4
25–64 year olds	%	6.6	7.1	5.5	5.1	6.0	5.5	4.7	11.0	6.3
15–64 year olds	%	8.8	9.6	8.1	7.5	9.3	7.7	7.2	13.2	8.8
Proportion of students through recognition of prior learning										
All students	%	7.1	3.3	2.5	3.0	7.0	4.2	17.5	6.8	5.0

(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, credit transfer activity and students participating in VET programs in schools (except SA — see (c) below).

(b) NSW reported data on two additional programs for the first time in 2006.

(c) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. South Australia has advised that its data on student numbers for 2006 may be incomplete.

Table 5A.9

**Table 5A.9 VET participation by age group (a)**

	Unit		NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
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(d) The Australia figures have been recast back to 2002 due to changes to South Australian and Northern Territory reporting.

(e) 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.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra; ABS 2007, ABS (unpublished) Australian Demographic Statistics, December Quarter 2006 (30 June data for various years); table AA.1.

Table 5A.10

Table 5A.10 VET participation of people aged 15–64 years, by sex (a), (b)

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2006										
Number of students										
Male students	'000	203.9	140.6	105.3	53.0	41.7	15.3	9.8	10.8	580.3
Female students	'000	221.2	133.5	91.9	45.9	42.4	13.2	10.5	9.0	567.7
All 15–64 year old students	'000	425.6	274.3	197.2	99.0	84.2	28.6	20.4	19.9	1 149.1
Participation rate (f)										
Male students	%	8.9	8.1	7.6	7.4	8.0	9.6	8.2	13.9	8.3
Female students	%	9.7	7.7	6.7	6.6	8.1	8.1	8.7	12.6	8.2
All 15–64 year old students	%	9.3	7.9	7.1	7.0	8.1	8.9	8.5	13.3	8.2
2005										
Number of students										
Male students	'000	189.1	138.5	101.7	52.1	42.8	14.8	9.1	9.6	557.7
Female students	'000	211.1	136.5	87.2	45.6	45.4	12.7	10.0	7.5	556.0
All 15–64 year old students	'000	400.8	275.2	189.2	97.7	88.2	27.6	19.1	17.2	1 114.9
Participation rate (f)										
Male students	%	8.3	8.1	7.5	7.4	8.3	9.3	7.8	12.6	8.1
Female students	%	9.4	8.0	6.5	6.7	8.8	7.9	8.4	10.7	8.1
All 15–64 year old students	%	8.9	8.1	7.0	7.1	8.5	8.6	8.1	11.7	8.1
2004										
Number of students										
Male students	'000	174.2	142.7	94.4	51.3	43.6	13.3	9.0	9.2	537.7
Female students	'000	193.9	144.6	80.2	46.1	43.8	11.7	9.7	8.1	538.0
All 15–64 year old students	'000	368.4	287.9	174.7	97.4	87.4	25.1	18.8	17.3	1 077.0
Participation rate (f)										
Male students	%	7.7	8.5	7.1	7.5	8.5	8.4	7.8	12.4	7.9
Female students	%	8.7	8.6	6.1	6.9	8.6	7.4	8.3	11.9	8.0
REPORT ON GOVERNMENT SERVICES 2008										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.10

Table 5A.10 VET participation of people aged 15–64 years, by sex (a), (b)

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2003										
All 15–64 year old students	%	8.2	8.6	6.6	7.2	8.5	7.9	8.0	12.2	7.9
Number of students										
Male students	'000	188.9	147.7	102.2	52.6	42.5	13.0	9.0	8.7	564.8
Female students	'000	218.1	151.5	86.7	47.7	41.4	12.0	9.9	8.1	575.5
All 15–64 year old students	'000	407.5	300.1	189.2	100.6	83.9	25.1	18.9	16.8	1 142.2
Participation rate (f)										
Male students	%	8.5	8.9	7.9	7.8	8.3	8.4	7.8	11.8	8.4
Female students	%	9.8	9.1	6.8	7.3	8.2	7.6	8.5	12.1	8.6
All 15–64 year old students	%	9.1	9.1	7.4	7.6	8.3	8.0	8.2	11.9	8.5
2002										
Number of students										
Male students	'000	185.0	156.9	109.4	51.9	46.6	12.7	8.1	9.6	580.2
Female students	'000	205.0	156.6	93.4	46.3	47.0	10.9	8.4	9.0	576.7
All 15–64 year old students	'000	390.3	313.9	203.0	98.5	93.6	23.7	16.5	18.6	1 158.2
Participation rate (f)										
Male students	%	8.3	9.7	8.7	7.8	9.2	8.3	7.1	13.0	8.8
Female students	%	9.3	9.6	7.5	7.2	9.4	7.0	7.3	13.4	8.8
All 15–64 year old students	%	8.8	9.6	8.1	7.5	9.3	7.7	7.2	13.2	8.8

(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, credit transfer activity and students participating in VET programs in schools (except SA — see (d) below).

(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.

(c) NSW reported data on two additional programs for the first time in 2006.

Table 5A.10

**Table 5A.10 VET participation of people aged 15–64 years, by sex (a), (b)**

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
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(d) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. South Australia has advised that its data on student numbers for 2006 may be incomplete.

(e) The Australia figures have been recast back to 2002 due to changes to South Australian and Northern Territory reporting.

(f) 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.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra; ABS 2007, ABS (unpublished) Australian Demographic Statistics, December Quarter 2006 (30 June data for various years); table AA.1.



Table 5A.11

Table 5A.11 VET participation, all ages, by region (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)
2006											
Number of students											
Major cities	'000	254.0	177.9	91.3	61.0	58.3	..	15.3	..	657.8	664.5
Inner regional	'000	101.8	77.5	39.0	15.5	15.1	14.9	2.6	..	266.4	273.0
Outer regional	'000	69.0	21.5	50.1	10.6	10.5	12.7	..	7.6	182.0	186.5
Remote and very remote	'000	8.7	3.0	15.3	12.2	5.4	1.3	..	11.8	57.8	59.1
Interstate	'000	6.9	5.8	2.2	0.4	0.8	0.2	2.0	0.8	19.1	..
Unknown, unallocated or overseas	'000	4.9	1.8	4.3	1.6	0.7	0.3	0.7	0.2	14.6	14.6
<b>Total</b>	<b>'000</b>	<b>445.4</b>	<b>287.5</b>	<b>202.3</b>	<b>101.2</b>	<b>90.8</b>	<b>29.5</b>	<b>20.6</b>	<b>20.5</b>	<b>1 197.7</b>	<b>1 197.7</b>
Participation rate (i)											
Major cities	%	5.2	4.7	4.3	4.2	5.2	..	4.6	..	..	4.8
Inner regional	%	7.2	7.1	3.6	5.6	7.4	4.8	np	..	..	6.2
Outer regional	%	14.3	8.4	7.0	5.5	5.8	7.6	..	6.7	..	8.8
Remote and very remote	%	20.8	np	10.5	8.6	9.1	12.2	..	12.3	..	11.7
All students	%	6.5	5.6	4.9	4.9	5.8	6.0	6.2	9.7	..	5.8
2005											
Number of students											
Major cities	'000	243.7	178.8	86.5	60.8	61.6	..	14.4	..	645.8	652.0
Inner regional	'000	97.3	77.6	37.1	14.8	15.4	14.1	2.4	..	258.6	264.9
Outer regional	'000	66.0	21.7	48.3	10.4	10.9	12.2	..	7.0	176.4	180.6
Remote and very remote	'000	8.3	2.9	15.5	11.8	5.1	1.6	..	9.7	55.0	56.0
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	1.3	0.2	0.6	0.7	17.9	17.9
<b>Total</b>	<b>'000</b>	<b>427.0</b>	<b>289.5</b>	<b>194.3</b>	<b>100.0</b>	<b>95.1</b>	<b>28.2</b>	<b>19.3</b>	<b>18.1</b>	<b>1 171.5</b>	<b>1 171.5</b>
Participation rate (i)											
Major cities	%	5.0	4.8	4.1	4.3	5.5	..	4.4	..	..	4.8
REPORT ON GOVERNMENT SERVICES 2008										VOCATIONAL EDUCATION AND TRAINING	

Table 5A.11

Table 5A.11 VET participation, all ages, by region (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)	
2004	Inner regional	%	7.0	7.3	3.5	5.6	7.7	4.5	np	..	6.2	
	Outer regional	%	13.8	8.6	6.9	5.5	6.0	7.3	..	6.3	8.7	
	Remote and very remote	%	19.4	np	10.6	8.5	8.6	14.7	..	10.2	11.2	
	All students	%	6.3	5.7	4.9	5.0	6.1	5.8	5.9	8.8	5.7	
2004	Number of students											
	Major cities	'000	223.6	185.3	79.7	60.9	60.6	..	13.8	..	623.8	629.5
	Inner regional	'000	89.6	81.3	34.0	14.1	15.8	12.9	2.3	..	250.1	257.3
	Outer regional	'000	57.2	23.1	44.6	10.3	9.7	11.3	..	7.1	163.3	167.9
	Remote and very remote	'000	7.1	3.6	14.4	12.3	4.9	1.1	..	6.6	49.9	50.8
	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	1.2	0.2	1.2	4.0	22.3	22.3
	<b>Total</b>	<b>'000</b>	<b>389.5</b>	<b>302.5</b>	<b>180.2</b>	<b>99.9</b>	<b>93.0</b>	<b>25.6</b>	<b>18.9</b>	<b>18.2</b>	<b>1 127.8</b>	<b>1 127.8</b>
	Participation rate (i)											
	Major cities	%	4.7	5.0	3.9	4.4	5.5	..	4.2	..	..	4.7
	Inner regional	%	6.5	7.7	3.3	5.5	8.0	4.2	np	..	..	6.1
Outer regional	%	11.9	9.2	6.5	5.5	5.4	6.9	..	6.6	..	8.2	
Remote and very remote	%	16.2	np	9.8	8.8	8.3	10.2	..	7.0	..	10.1	
All students	%	5.8	6.1	4.6	5.0	6.0	5.3	5.8	9.0	..	5.6	
2003	Number of students											
	Major cities	'000	253.0	191.8	89.5	63.7	56.6	..	14.8	..	669.3	675.8
	Inner regional	'000	101.0	86.2	35.8	14.1	14.4	13.5	2.4	..	267.6	275.6
	Outer regional	'000	64.6	24.9	47.1	10.6	9.7	11.0	..	6.0	173.8	178.7
	Remote and very remote	'000	8.8	3.2	16.4	12.3	5.2	1.1	..	8.7	55.8	56.8
Interstate	'000	8.1	6.0	2.6	0.3	0.9	0.2	1.7	0.6	20.5	..	
REPORT ON GOVERNMENT SERVICES 2008												
											VOCATIONAL EDUCATION AND TRAINING	

Table 5A.11

Table 5A.11 VET participation, all ages, by region (a), (b), (c)

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)
Unknown, unallocated or overseas	'000	7.9	5.3	2.4	2.3	1.7	0.2	0.2	2.3	22.4	22.4
<b>Total</b>	<b>'000</b>	<b>443.5</b>	<b>317.4</b>	<b>193.9</b>	<b>103.4</b>	<b>88.6</b>	<b>26.0</b>	<b>19.1</b>	<b>17.5</b>	<b>1 209.3</b>	<b>1 209.3</b>
Participation rate (i)											
Major cities	%	5.3	5.3	4.5	4.6	5.2	..	4.5	..	..	5.1
Inner regional	%	7.3	8.3	3.6	5.8	7.5	4.5	np	..	..	6.6
Outer regional	%	13.4	9.9	7.0	5.6	5.4	6.8	..	5.5	..	8.8
Remote and very remote	%	19.6	np	11.2	8.8	8.8	10.0	..	9.4	..	11.3
All students	%	6.6	6.5	5.2	5.4	5.8	5.5	5.9	8.8	..	6.2
2002											
Number of students											
Major cities	'000	242.4	196.8	95.6	61.2	63.6	..	10.5	..	670.1	676.5
Inner regional	'000	96.5	90.0	38.9	13.6	14.5	12.6	1.8	..	267.7	275.5
Outer regional	'000	59.3	26.5	50.1	10.3	11.0	10.3	..	6.5	174.0	179.3
Remote and very remote	'000	7.8	3.3	18.6	13.1	6.5	1.1	..	10.0	60.3	61.6
Interstate	'000	7.1	7.2	2.9	0.5	1.0	0.2	1.3	0.8	20.8	..
Unknown, unallocated or overseas	'000	5.3	8.4	2.4	2.7	2.6	0.3	3.1	2.8	27.6	27.6
<b>Total</b>	<b>'000</b>	<b>418.5</b>	<b>332.1</b>	<b>208.4</b>	<b>101.4</b>	<b>99.1</b>	<b>24.4</b>	<b>16.7</b>	<b>20.1</b>	<b>1 220.5</b>	<b>1 220.5</b>
Participation rate (i)											
Major cities	%	5.1	5.5	4.9	4.5	5.8	..	3.3	..	..	5.2
Inner regional	%	7.1	8.8	4.0	5.7	7.6	4.2	np	..	..	6.7
Outer regional	%	12.3	10.5	7.6	5.5	6.1	6.4	..	6.1	..	8.8
Remote and very remote	%	17.0	np	12.7	9.3	10.8	10.0	..	10.8	..	12.2
All students	%	6.3	6.8	5.6	5.3	6.5	5.2	5.2	10.1	..	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, credit transfer activity and students participating in VET programs in schools (except SA — see (f) below).

Table 5A.11 **VET participation, all ages, by region (a), (b), (c)**

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total Aust (h)
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(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).

(c) There are no very remote areas in Victoria. 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) NSW reported data on two additional programs for the first time in 2006.

(e) The participation rate for remote areas in Victoria are not published due to a high proportion of remote areas sharing postcodes with NSW that cannot be disaggregated in the student data. The data are included in the Australia totals.

(f) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. South Australia has advised that its data on student numbers for 2006 may be incomplete.

(g) The participation rate for inner regional areas in the ACT are not published due to a high proportion of inner regional areas sharing postcodes with NSW that cannot be disaggregated in the student data. The data are included in the Australia totals.

(h) The Australia total incorporates the interstate students distributed to a respective accessibility region. The Australia figures have been recast back to 2002 due to changes to South Australian and Northern Territory reporting.

(i) The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the population that resides in that region. The population data are preliminary rebased estimated resident population based on the 2006 Census by 2001 remoteness area.

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

Source: NCVET National VET provider collection (unpublished); ABS (unpublished) Australian Demographic Statistics, March Quarter 2007 (30 June data for various years).

Table 5A.12

Table 5A.12 **VET students, all ages, by disability status, 2006 (per cent) (a), (b)**

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
Proportion of VET students									
Reported as having a disability	8.2	7.6	4.8	5.6	7.8	9.1	6.4	5.9	7.2
Reported as not having a disability	71.1	84.5	75.1	75.1	77.4	84.2	89.1	90.8	76.8
Disability status not reported	20.6	7.8	20.1	19.3	14.7	6.7	4.6	3.3	16.0
<b>All students</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Adjusted for not reported	10.4	8.3	6.0	6.9	9.2	9.7	6.7	6.1	8.6

- (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, credit transfer activity and students participating in VET programs in schools (except SA — see (d) below).
- (b) Students reported as having a disability 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.
- (c) NSW reported data on two additional programs for the first time in 2006.
- (d) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. South Australia has advised that its data on student numbers for 2006 may be incomplete.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.13

Table 5A.13 **VET students, all ages, by language spoken at home, 2006 (per cent) (a)**

	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust
Proportion of VET students									
Speaking a language other than English (LOTE) at home	17.8	14.8	5.1	9.4	11.8	3.5	7.6	32.7	13.5
Speaking English at home	64.7	75.2	92.1	77.1	75.8	93.6	88.1	62.6	74.8
Language spoken at home not reported	17.5	9.9	2.8	13.5	12.4	2.9	4.3	4.7	11.7
<b>All students</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Adjusted for not reported	21.6	16.5	5.3	10.9	13.5	3.6	7.9	34.3	15.3
Proportion of total population speaking a LOTE at home (d)	20.1	20.4	7.8	11.6	12.2	3.5	14.6	23.2	15.8
Proportion of all people speaking a LOTE at home studying VET (e)	7.3	4.7	3.5	4.9	6.6	6.4	3.4	15.7	5.8

(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, credit transfer activity and students participating in VET programs in schools (except SA — see (c) below).

(b) NSW reported data on two additional programs for the first time in 2006.

(c) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. South Australia has advised that its data on student numbers for 2006 may be incomplete.

(d) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2006 Census data (see appendix A).

(e) 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 2006 Census data (see appendix A).

Source: NCVET National VET provider collection (unpublished); ABS (unpublished) 2006 Census of Population and Housing Cat. no. 2068.0 (table AA.5); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.14

Table 5A.14 **VET participation by Indigenous status, 2006 (per cent) (a), (b)**

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
Proportion of VET students, all ages									
Reported as Indigenous	4.1	1.3	5.7	7.1	4.8	3.7	1.5	48.8	4.7
Reported as non-Indigenous	83.8	91.7	84.1	74.8	82.2	93.7	92.2	50.2	84.7
Indigenous status not reported	12.1	7.1	10.2	18.1	13.0	2.6	6.4	1.0	10.6
<b>All students</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Adjusted for not reported	4.7	1.4	6.3	8.6	5.5	3.8	1.6	49.3	5.3
Proportion of total population reported as Indigenous									
Proportion of people	2.1	0.6	3.4	3.5	1.8	3.8	1.3	29.1	2.4
Participation rate (e)									
Indigenous students	21.0	18.7	13.8	16.2	24.9	9.5	11.1	25.9	18.5
All 15–64 year old students	9.3	7.9	7.1	7.0	8.1	8.9	8.5	13.3	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, credit transfer activity and students participating in VET programs in schools (except SA — see (d) below).
- (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) NSW reported data on two additional programs for the first time in 2006.
- (d) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. South Australia has advised that its data on student numbers for 2006 may be incomplete.
- (e) 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 2006 (ABS Experimental estimates and projections, Indigenous Australians, 3238.0; low projection series, tables 25–34, pp. 53–62).

Source: NCVER National VET provider collection (unpublished); ABS (2007) Australian Demographic Statistics, December Quarter 2006, Cat. no. 3101.0 (table AA.2); ABS *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0 (table AA.8).

**Table 5A.15 Government real recurrent expenditure per annual hour (2006 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>
2002	15.40	12.97	15.65	15.16	16.14	16.45	16.03	26.02	14.94
2003	16.02	13.04	15.39	14.54	17.61	16.05	16.76	27.15	15.19
2004	15.06	13.07	16.93	15.41	18.39	15.71	17.45	25.77	15.24
2005	14.82	12.94	15.51	14.89	17.80	16.31	18.80	28.53	14.88
2006	14.27	12.38	14.88	14.06	17.84	15.85	16.93	22.51	14.24

- (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 (up to 2004) 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) Annual 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 2006, all states and territories, except Victoria, adopted standard annual hour values for common units of competency and modules as the basis of calculating total annual hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard annual hour values have been used to recast the time series back to 2002. Consequently, the reporting of annual hours in this publication will not match those presented in past Reports.
- (d) Expenditure per annual 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 annual hours of activity are based on standard annual hour values as published by NCVET in Students and Courses 2006. 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 2002–2005 have been adjusted to 2006 dollars using the GDP chain price index (table 5A.72). Commonwealth specific purpose funds for Australians Working Together (AWT) had been previously excluded but, due to their inclusion in general recurrent payments by DEST commencing for 2006, these revenues are now included in the calculation of expenditure. The AWT funding commenced in 2002. Accordingly the 2002–2005 expenditures have been adjusted to align with 2006.
- (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 \$3.7 million in 2002, \$3.9 million in 2003, \$4.3 million in 2004, and \$4.6 million in 2005 and \$4.6 million in 2006.
- (g) Excludes ACT payroll tax estimate.



Table 5A.15 **Government real recurrent expenditure per annual hour (2006 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</i> (f)	<i>NT</i>	<i>Aust</i> (g)
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Source: NCVET National financial and VET provider collections (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra; tables 5A.1 and 5A.17.

**Table 5A.16 Government real recurrent expenditure per hour of publicly funded load pass, (2006 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>
2002	20.81	18.70	21.45	21.62	19.08	22.58	20.69	33.26	20.47
2003	21.65	19.07	21.30	20.25	20.53	20.60	20.93	36.43	20.83
2004	20.01	18.92	23.06	21.36	21.56	20.53	21.67	36.00	20.68
2005	18.86	19.07	20.79	20.81	21.20	21.58	23.65	37.58	19.94
2006	18.07	18.20	18.94	19.52	21.00	20.52	21.27	30.52	18.85

- (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 (up to 2004) 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 2002–2005 have been adjusted to 2006 dollars using the GDP chain price index (table 5A.72). Commonwealth specific purpose funds for Australians Working Together (AWT) had been previously excluded but, due to their inclusion in general recurrent payments by DEST commencing for 2006, these revenues are now included in the calculation of expenditure. The AWT funding commenced in 2002. Accordingly the 2002–2005 expenditures have been adjusted to align with 2006.
- (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 \$3.7 million in 2002, \$3.9 million in 2003, \$4.3 million in 2004, and \$4.6 million in 2005 and \$4.6 million in 2006.
- (f) Excludes ACT payroll tax estimate.

Source: NCVET National financial and VET provider collections (unpublished); table 5A.1.

Table 5A.17

Table 5A.17 Cost of capital, 2006

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Physical non-current assets										
Land	\$m	537.9	486.4	343.0	181.6	58.9	11.3	7.1	9.2	1 635.4
Buildings	\$m	1 760.8	1 431.6	776.1	559.6	333.8	163.9	117.5	111.8	5 255.0
Plant, equipment and motor vehicles	\$m	76.7	140.4	25.5	34.7	54.0	8.7	3.0	4.8	347.8
Other	\$m	2.1	22.6	40.7	5.4	15.2	1.8	0.1	11.7	99.7
<b>Total</b>	<b>\$m</b>	<b>2 377.5</b>	<b>2 081.0</b>	<b>1 185.3</b>	<b>781.2</b>	<b>461.9</b>	<b>185.7</b>	<b>127.7</b>	<b>137.6</b>	<b>7 337.8</b>
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	43.0	38.9	27.4	14.5	4.7	0.9	0.6	0.7	130.8
Buildings	\$m	140.9	114.5	62.1	44.8	26.7	13.1	9.4	8.9	420.4
Plant, equipment and motor vehicles	\$m	6.1	11.2	2.0	2.8	4.3	0.7	0.2	0.4	27.8
Other	\$m	0.2	1.8	3.3	0.4	1.2	0.1	–	0.9	8.0
<b>Total</b>	<b>\$m</b>	<b>190.2</b>	<b>166.5</b>	<b>94.8</b>	<b>62.5</b>	<b>37.0</b>	<b>14.9</b>	<b>10.2</b>	<b>11.0</b>	<b>587.0</b>
Annual hours (b)	million hours	105.81	77.92	46.10	30.31	18.61	6.45	5.54	3.63	294.38
Course mix weight	index	0.964	1.003	1.045	1.046	0.993	1.038	0.985	1.001	1.000
Cost of capital per annual hours (c)										
Land	\$	0.42	0.50	0.57	0.46	0.25	0.13	0.10	0.20	0.44
Buildings	\$	1.38	1.46	1.29	1.41	1.44	1.96	1.72	2.46	1.43
Plant, equipment and motor vehicles	\$	0.06	0.14	0.04	0.09	0.23	0.10	0.04	0.11	0.09
Other	\$	–	0.02	0.07	0.01	0.07	0.02	–	0.26	0.03
<b>Total</b>	<b>\$</b>	<b>1.86</b>	<b>2.13</b>	<b>1.97</b>	<b>1.97</b>	<b>2.00</b>	<b>2.22</b>	<b>1.87</b>	<b>3.03</b>	<b>1.99</b>

(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.

Table 5A.17 **Cost of capital, 2006**

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(b)	Annual 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 2006, all states and territories, except Victoria, adopted standard annual hour values for common units of competency and modules as the basis of calculating total annual hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard annual hour values have been used to recast the time series back to 2002. Consequently, the reporting of annual hours in this publication will not match those presented in past Reports.									
(c)	Expenditure per annual 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 annual hours of activity are based on standard annual hour values as published by NCVET in Students and Courses 2006. 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 National financial and VET provider collections (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.18

Table 5A.18 Total government costs per annual hour, 2006 (\$ per hour) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust (d)
Recurrent expenditure	14.27	12.38	14.88	14.06	17.84	15.85	16.93	22.51	14.24
Cost of capital (8%)									
Land	0.42	0.50	0.57	0.46	0.25	0.13	0.10	0.20	0.44
Buildings	1.38	1.46	1.29	1.41	1.44	1.96	1.72	2.46	1.43
Plant, equipment and motor vehicles	0.06	0.14	0.04	0.09	0.23	0.10	0.04	0.11	0.09
Other	–	0.02	0.07	0.01	0.07	0.02	–	0.26	0.03
Total cost of capital	1.86	2.13	1.97	1.97	2.00	2.22	1.87	3.03	1.99
<b>Total cost</b>	<b>16.14</b>	<b>14.51</b>	<b>16.84</b>	<b>16.03</b>	<b>19.84</b>	<b>18.07</b>	<b>18.80</b>	<b>25.53</b>	<b>16.23</b>

(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) Annual 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 2006, all states and territories, except Victoria, adopted standard annual hour values for common units of competency and modules as the basis of calculating total annual hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard annual hour values have been used to recast the time series back to 2002. Consequently, the reporting of annual hours in this publication will not match those presented in past 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 \$4.6 million in 2006.

(d) Excludes ACT payroll tax estimate.

– Nil or rounded to zero.

Source: Derived from NCVET National financial and VET provider collections (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra; tables 5A.15 and 5A.17.

Table 5A.19

**Table 5A.19 Total government VET costs per hour of publicly funded load pass, 2006 (\$ 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	18.07	18.20	18.94	19.52	21.00	20.52	21.27	30.52	18.85
Cost of capital per load pass (f)									
Land	0.53	0.73	0.72	0.64	0.30	0.17	0.13	0.28	0.59
Building	1.75	2.15	1.64	1.96	1.70	2.53	2.16	3.34	1.89
All other capital	0.08	0.25	0.14	0.14	0.35	0.16	0.06	0.49	0.16
Total	2.36	3.13	2.50	2.74	2.35	2.87	2.35	4.11	2.64
<b>Total Cost</b>	<b>20.43</b>	<b>21.33</b>	<b>21.44</b>	<b>22.26</b>	<b>23.35</b>	<b>23.39</b>	<b>23.62</b>	<b>34.63</b>	<b>21.49</b>

- (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 \$4.6 million in 2006.
- (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 National financial and VET provider collections (unpublished); tables 5A.16-17.

Table 5A.20

Table 5A.20 Proportion of graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Employed or in further study	87.3 ± 1.5	88.6 ± 1.2	85.8 ± 1.4	89.8 ± 1.4	88.8 ± 1.9	89.5 ± 1.8	92.8 ± 2.0	86.9 ± 3.7	87.8 ± 0.6
Employed after training	77.2 ± 1.9	80.8 ± 1.4	80.0 ± 1.5	81.1 ± 1.8	80.7 ± 2.3	82.7 ± 2.1	86.4 ± 2.5	79.6 ± 4.4	79.6 ± 0.8
In further study after training	33.3 ± 2.1	28.8 ± 1.6	25.0 ± 1.6	32.8 ± 2.2	33.3 ± 2.9	27.9 ± 2.4	36.6 ± 3.7	34.5 ± 5.5	30.2 ± 0.9
At TAFE	67.7 ± 3.1	51.2 ± 2.7	52.7 ± 3.2	59.8 ± 3.1	62.7 ± 5.0	57.4 ± 4.4	38.9 ± 5.6	23.0 ± 5.3	58.2 ± 1.5
At University	16.3 ± 2.6	24.7 ± 2.3	21.9 ± 2.4	20.4 ± 3.3	19.3 ± 4.3	14.5 ± 3.3	24.8 ± 5.2	36.6 ± 9.3	20.4 ± 1.2
At private provider or other registered provider	16.0 ± 2.3	24.1 ± 2.4	25.4 ± 3.0	19.9 ± 3.4	18.0 ± 3.7	28.1 ± 4.0	36.3 ± 6.0	40.4 ± 8.3	21.4 ± 1.2
VET 2005									
Employed or in further study	87.1 ± 1.0	90.1 ± 0.6	86.7 ± 0.9	89.3 ± 0.9	90.9 ± 0.9	90.5 ± 1.2	92.9 ± 1.7	90.3 ± 1.6	88.7 ± 0.4
Employed after training	75.4 ± 1.6	81.6 ± 1.0	78.7 ± 1.0	79.7 ± 1.1	82.7 ± 1.2	83.9 ± 1.5	85.4 ± 2.2	83.8 ± 2.1	79.3 ± 0.6
In further study after training	35.2 ± 1.4	29.3 ± 1.0	28.1 ± 1.2	34.7 ± 1.3	32.9 ± 1.5	27.6 ± 2.0	32.9 ± 2.9	31.8 ± 2.7	31.6 ± 0.6
At TAFE	64.7 ± 2.2	49.8 ± 1.9	48.8 ± 2.3	58.1 ± 2.1	56.2 ± 2.7	51.8 ± 4.0	35.4 ± 4.6	23.1 ± 4.0	55.2 ± 1.0
At University	17.3 ± 1.6	27.9 ± 1.7	24.7 ± 1.9	19.9 ± 1.7	17.8 ± 2.2	15.8 ± 3.0	28.6 ± 4.6	43.1 ± 5.1	22.2 ± 0.8
At private provider or other registered provider	18.0 ± 1.9	22.3 ± 1.6	26.4 ± 2.1	22.0 ± 1.8	26.0 ± 2.4	32.4 ± 3.7	36.0 ± 4.4	33.9 ± 4.8	22.6 ± 0.9
TAFE 2006									
Employed or in further study	86.1 ± 1.7	87.7 ± 1.6	84.3 ± 1.7	89.7 ± 1.4	88.9 ± 2.6	86.6 ± 2.4	91.2 ± 2.5	88.9 ± 3.4	86.7 ± 0.8
Employed after training	75.1 ± 2.2	79.8 ± 1.8	77.4 ± 1.8	79.8 ± 1.9	76.8 ± 3.2	77.7 ± 2.8	81.2 ± 3.4	79.2 ± 4.5	77.4 ± 1.0
In further study after training	35.5 ± 2.4	31.5 ± 2.1	26.4 ± 1.9	34.3 ± 2.3	39.9 ± 3.9	30.1 ± 3.0	36.5 ± 4.3	39.5 ± 6.3	32.8 ± 1.1
At TAFE	72.3 ± 3.0	58.9 ± 3.2	59.3 ± 3.5	67.3 ± 3.3	73.3 ± 5.5	72.4 ± 5.2	46.0 ± 7.1	27.7 ± 7.2	65.7 ± 1.6
At University	15.8 ± 2.6	25.0 ± 2.7	21.8 ± 2.5	20.7 ± 2.7	17.6 ± 4.8	9.9 ± 3.9	29.3 ± 6.3	40.4 ± 10.3	19.8 ± 1.4
At private provider or other registered provider	11.9 ± 1.9	16.2 ± 2.3	18.9 ± 2.9	12.0 ± 2.4	9.2 ± 3.4	17.7 ± 4.7	24.7 ± 5.9	31.9 ± 8.6	14.5 ± 1.1

Table 5A.20

Table 5A.20 Proportion of graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005									
Employed or in further study	86.7 ± 1.0	89.8 ± 0.8	85.3 ± 1.1	88.6 ± 1.0	90.5 ± 1.2	87.0 ± 2.2	92.5 ± 2.2	91.2 ± 2.0	87.8 ± 0.5
Employed after training	72.9 ± 1.2	80.9 ± 1.0	75.5 ± 1.3	77.3 ± 1.2	79.0 ± 1.7	75.7 ± 2.8	83.0 ± 3.1	83.2 ± 2.7	76.5 ± 0.6
In further study after training	38.2 ± 1.4	32.4 ± 1.3	31.1 ± 1.4	36.6 ± 1.4	37.4 ± 2.0	33.8 ± 3.3	37.5 ± 4.0	34.7 ± 3.2	35.1 ± 0.7
At TAFE	68.9 ± 2.1	55.4 ± 2.3	53.3 ± 2.5	64.5 ± 2.1	66.5 ± 3.1	70.7 ± 5.5	48.7 ± 6.2	26.2 ± 4.8	61.9 ± 1.1
At University	18.2 ± 1.7	30.6 ± 2.1	25.7 ± 2.2	21.9 ± 1.8	16.5 ± 2.4	12.2 ± 3.9	34.3 ± 6.0	47.5 ± 6.1	23.0 ± 0.9
At private provider or other registered provider	12.9 ± 1.5	14.0 ± 1.5	21.0 ± 2.1	13.6 ± 1.5	17.1 ± 2.4	17.1 ± 4.5	17.0 ± 4.8	26.3 ± 5.6	15.1 ± 0.8
TAFE 2004									
Employed or in further study	84.3 ± 1.8	85.0 ± 1.8	86.0 ± 1.5	88.5 ± 1.4	90.8 ± 1.8	84.0 ± 3.5	89.4 ± 3.5	87.1 ± 4.4	85.7 ± 0.9
Employed after training	71.4 ± 2.1	76.3 ± 2.0	76.3 ± 1.8	75.9 ± 2.0	82.2 ± 2.4	71.8 ± 4.4	81.8 ± 4.2	80.1 ± 5.0	74.6 ± 1.1
In further study after training	33.3 ± 2.2	29.0 ± 2.1	30.0 ± 1.9	37.9 ± 2.3	32.7 ± 3.0	31.3 ± 4.5	37.6 ± 5.0	33.2 ± 4.9	32.4 ± 1.1
At TAFE	68.7 ± 3.7	56.9 ± 4.0	55.9 ± 3.6	71.0 ± 3.5	69.7 ± 5.4	70.2 ± 8.1	51.0 ± 8.3	33.5 ± 8.2	64.4 ± 1.9
At University	18.9 ± 3.2	30.3 ± 3.6	29.8 ± 3.3	17.4 ± 2.6	15.3 ± 3.8	16.5 ± 6.5	37.3 ± 8.1	51.8 ± 8.9	22.7 ± 1.7
At private provider or other registered provider	12.4 ± 2.5	12.8 ± 2.7	14.4 ± 2.5	11.6 ± 2.9	15.1 ± 4.7	13.3 ± 6.1	11.7 ± 5.5	14.7 ± 6.4	12.9 ± 1.3
TAFE 2003									
Employed or in further study	91.1 ± 0.7	94.9 ± 0.4	89.9 ± 0.7	92.4 ± 0.7	96.1 ± 0.6	93.3 ± 1.7	93.8 ± 1.8	93.4 ± 1.5	92.3 ± 0.3
Employed after training	70.8 ± 1.0	77.5 ± 0.8	73.5 ± 1.0	73.3 ± 1.2	80.5 ± 1.2	74.7 ± 2.8	81.9 ± 2.7	77.8 ± 2.5	73.9 ± 0.4
In further study after training	45.1 ± 1.3	43.8 ± 1.3	38.6 ± 1.3	44.6 ± 1.6	38.6 ± 1.8	41.2 ± 4.2	38.7 ± 4.2	46.4 ± 3.7	43.3 ± 0.6
At TAFE	74.9 ± 1.7	62.3 ± 1.9	61.2 ± 2.0	69.1 ± 2.3	71.4 ± 2.7	80.6 ± 5.2	45.6 ± 7.1	47.6 ± 5.5	69.4 ± 0.9
At University	17.0 ± 1.4	27.9 ± 1.8	25.7 ± 1.8	21.3 ± 2.0	15.5 ± 2.2	8.1 ± 3.6	41.4 ± 7.1	30.4 ± 5.1	20.7 ± 0.8
At private provider or other registered provider	8.1 ± 1.0	9.8 ± 1.2	13.1 ± 1.4	9.6 ± 1.5	13.1 ± 2.0	11.3 ± 4.2	13.0 ± 4.8	22.1 ± 4.6	9.9 ± 0.6



Table 5A.20

Table 5A.20 Proportion of graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b)

TAFE 2002	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Employed or in further study	87.2 ± 0.6	86.8 ± 0.7	86.9 ± 0.7	87.9 ± 0.8	91.3 ± 1.0	87.1 ± 1.7	93.2 ± 1.7	89.8 ± 3.0	87.4 ± 0.3
Employed after training	70.7 ± 0.8	75.5 ± 0.9	75.4 ± 0.8	72.0 ± 1.1	81.9 ± 1.3	75.0 ± 1.9	81.6 ± 2.2	81.2 ± 2.9	73.8 ± 0.4
In further study after training	42.7 ± 0.9	39.5 ± 1.0	33.3 ± 0.9	41.8 ± 1.2	33.4 ± 1.7	39.2 ± 2.5	39.2 ± 3.2	41.8 ± 4.9	39.6 ± 0.5
At TAFE	73.7 ± 1.3	62.9 ± 1.7	56.4 ± 1.6	67.8 ± 1.8	70.2 ± 2.9	73.3 ± 3.5	46.2 ± 5.3	46.4 ± 7.7	67.8 ± 0.7
At University	17.7 ± 1.1	26.5 ± 1.5	27.2 ± 1.5	23.8 ± 1.6	13.3 ± 2.1	13.9 ± 2.8	42.6 ± 5.2	32.5 ± 7.2	21.5 ± 0.6
At private provider or other registered provider	8.6 ± 0.8	10.6 ± 1.1	16.4 ± 1.2	8.5 ± 1.1	16.5 ± 2.3	12.9 ± 2.7	11.2 ± 3.3	21.2 ± 6.3	10.7 ± 0.5

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.21

Table 5A.21 Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Employed or in further study	85.9 ± 2.0	87.1 ± 1.6	84.0 ± 1.9	86.8 ± 1.9	90.9 ± 2.2	85.6 ± 2.7	93.0 ± 2.1	86.5 ± 4.5	86.4 ± 0.9
Employed after training	74.1 ± 2.7	78.1 ± 2.2	76.1 ± 2.2	76.7 ± 2.3	82.9 ± 2.8	76.5 ± 3.1	87.6 ± 2.6	78.6 ± 5.4	76.6 ± 1.2
In further study after training	36.9 ± 3.0	32.1 ± 2.2	31.1 ± 2.3	35.9 ± 2.6	36.6 ± 3.9	32.2 ± 3.7	38.2 ± 4.6	41.6 ± 7.5	34.5 ± 1.3
At TAFE	66.9 ± 3.8	48.4 ± 3.7	54.0 ± 3.9	61.0 ± 4.1	61.6 ± 6.2	53.8 ± 6.1	36.8 ± 6.9	24.4 ± 5.6	57.9 ± 1.9
At University	15.8 ± 3.1	27.9 ± 3.3	25.1 ± 3.4	23.4 ± 3.3	21.4 ± 5.4	15.5 ± 4.5	27.0 ± 6.8	37.7 ± 11.2	21.8 ± 1.6
At private provider or other registered provider	17.3 ± 3.0	23.6 ± 3.0	20.9 ± 3.5	15.6 ± 3.1	17.0 ± 4.3	30.6 ± 5.9	36.1 ± 7.7	37.9 ± 10.8	20.2 ± 1.5
VET 2005									
Employed or in further study	85.2 ± 1.3	89.5 ± 0.8	84.5 ± 1.2	87.2 ± 1.2	89.6 ± 1.3	89.6 ± 1.7	90.9 ± 2.3	89.9 ± 2.5	87.1 ± 0.5
Employed after training	72.9 ± 2.1	78.6 ± 1.7	75.5 ± 1.4	76.7 ± 1.5	80.3 ± 1.7	81.3 ± 2.2	83.8 ± 3.0	81.3 ± 3.2	76.4 ± 0.9
In further study after training	37.5 ± 1.8	31.3 ± 1.3	30.7 ± 1.5	37.4 ± 1.7	35.6 ± 2.0	29.4 ± 2.7	35.9 ± 3.8	36.8 ± 3.6	34.1 ± 0.8
At TAFE	62.8 ± 2.7	46.2 ± 2.5	47.6 ± 2.8	58.2 ± 2.6	56.0 ± 3.4	45.3 ± 5.3	38.4 ± 6.2	24.0 ± 5.2	53.6 ± 1.3
At University	18.5 ± 2.2	30.6 ± 2.3	27.6 ± 2.6	20.2 ± 2.1	19.1 ± 2.9	18.9 ± 4.0	30.5 ± 6.0	45.1 ± 6.8	23.8 ± 1.1
At private provider or other registered provider	18.7 ± 2.4	23.1 ± 2.1	24.8 ± 2.4	21.6 ± 2.3	24.9 ± 2.9	35.8 ± 4.8	31.1 ± 5.3	30.9 ± 6.1	22.6 ± 1.1
TAFE 2006									
Employed or in further study	84.4 ± 2.2	86.4 ± 2.3	82.4 ± 2.3	86.8 ± 2.1	90.7 ± 3.1	80.9 ± 3.9	89.7 ± 3.4	90.0 ± 4.3	85.1 ± 1.1
Employed after training	71.5 ± 3.2	76.1 ± 2.5	73.4 ± 2.6	75.7 ± 2.6	79.3 ± 4.2	69.1 ± 4.3	80.8 ± 4.1	77.9 ± 6.2	73.8 ± 1.5
In further study after training	37.8 ± 3.3	36.6 ± 2.9	32.0 ± 2.6	37.4 ± 2.9	42.6 ± 5.1	34.5 ± 4.4	39.6 ± 5.8	47.6 ± 7.9	36.8 ± 1.6
At TAFE	71.4 ± 3.9	58.5 ± 4.3	57.7 ± 4.4	67.7 ± 3.9	71.3 ± 6.7	67.2 ± 7.1	43.3 ± 8.7	28.1 ± 6.8	65.0 ± 2.1
At University	15.9 ± 3.3	26.1 ± 3.5	25.5 ± 3.7	23.6 ± 3.5	20.0 ± 5.7	12.4 ± 5.6	33.5 ± 8.2	40.6 ± 12.8	21.1 ± 1.8
At private provider or other registered provider	12.7 ± 2.7	15.4 ± 3.2	16.8 ± 3.4	8.7 ± 2.4	8.7 ± 4.5	20.4 ± 6.6	23.2 ± 7.0	31.3 ± 12.3	13.9 ± 1.5

Table 5A.21

Table 5A.21 Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>TAFE 2005</b>									
Employed or in further study	84.5 ± 1.3	88.4 ± 1.1	83.0 ± 1.4	86.3 ± 1.3	88.5 ± 1.6	84.4 ± 3.3	89.1 ± 3.3	91.0 ± 2.5	85.7 ± 0.6
Employed after training	68.8 ± 1.6	78.0 ± 1.4	72.4 ± 1.6	73.9 ± 1.6	76.1 ± 2.2	70.6 ± 4.1	78.9 ± 4.5	81.3 ± 3.7	72.9 ± 0.8
In further study after training	40.5 ± 1.8	35.1 ± 1.7	33.1 ± 1.7	39.5 ± 1.7	38.9 ± 2.5	35.2 ± 4.5	42.6 ± 5.5	38.2 ± 4.0	37.7 ± 0.9
At TAFE	67.9 ± 2.5	52.2 ± 3.1	52.5 ± 3.1	66.5 ± 2.5	65.9 ± 3.9	63.8 ± 7.9	50.6 ± 8.5	26.9 ± 6.3	61.1 ± 1.4
At University	18.9 ± 2.2	32.7 ± 3.0	27.6 ± 2.7	20.9 ± 2.1	16.4 ± 3.1	15.3 ± 5.6	36.8 ± 8.2	45.4 ± 8.0	23.7 ± 1.2
At private provider or other registered provider	13.3 ± 1.9	15.1 ± 2.2	20.0 ± 2.5	12.7 ± 1.7	17.6 ± 2.9	21.0 ± 6.4	12.6 ± 5.8	27.7 ± 7.4	15.3 ± 1.0
<b>TAFE 2004</b>									
Employed or in further study	82.9 ± 2.1	82.4 ± 2.5	84.9 ± 1.9	84.8 ± 2.1	88.9 ± 2.5	83.6 ± 4.9	92.0 ± 4.0	88.5 ± 5.8	84.0 ± 1.1
Employed after training	67.6 ± 2.6	72.2 ± 2.9	74.0 ± 2.3	69.6 ± 2.9	79.6 ± 3.3	73.0 ± 5.8	83.5 ± 5.2	80.0 ± 6.8	71.0 ± 1.4
In further study after training	36.8 ± 2.7	31.1 ± 2.8	33.4 ± 2.5	40.7 ± 3.0	33.8 ± 3.8	34.6 ± 6.2	44.2 ± 6.8	35.7 ± 6.6	35.6 ± 1.4
At TAFE	64.9 ± 4.5	51.0 ± 5.3	53.3 ± 4.6	67.7 ± 4.7	69.4 ± 6.2	68.8 ± 10.5	48.6 ± 10.6	27.8 ± 9.1	61.1 ± 2.5
At University	21.5 ± 3.9	36.1 ± 5.1	32.7 ± 4.3	18.2 ± 3.4	16.8 ± 5.0	18.3 ± 8.9	39.9 ± 10.3	55.1 ± 11.3	25.3 ± 2.2
At private provider or other registered provider	13.6 ± 3.1	12.9 ± 3.4	14.0 ± 3.2	14.1 ± 4.2	13.8 ± 4.7	12.9 ± 7.4	11.5 ± 6.8	17.2 ± 9.2	13.6 ± 1.7
<b>TAFE 2003</b>									
Employed or in further study	89.4 ± 0.9	93.6 ± 0.7	87.7 ± 1.0	90.9 ± 1.0	95.8 ± 0.8	92.9 ± 2.5	94.6 ± 2.2	92.8 ± 2.1	90.6 ± 0.4
Employed after training	67.4 ± 1.3	74.9 ± 1.1	69.7 ± 1.3	70.5 ± 1.6	79.2 ± 1.5	73.7 ± 4.0	82.5 ± 3.5	76.0 ± 3.3	70.7 ± 0.6
In further study after training	46.6 ± 1.6	44.7 ± 1.7	41.0 ± 1.6	46.9 ± 2.1	41.0 ± 2.4	42.3 ± 6.1	41.6 ± 5.4	51.6 ± 4.8	45.1 ± 0.8
At TAFE	71.5 ± 2.1	60.7 ± 2.5	63.9 ± 2.5	70.3 ± 2.9	67.8 ± 3.6	75.2 ± 8.3	40.3 ± 8.5	44.9 ± 6.8	67.8 ± 1.1
At University	18.7 ± 1.9	28.2 ± 2.3	25.0 ± 2.3	21.7 ± 2.7	19.0 ± 3.0	10.1 ± 5.8	50.6 ± 8.7	32.1 ± 6.3	21.9 ± 1.0
At private provider or other registered provider	9.8 ± 1.4	11.1 ± 1.6	11.1 ± 1.7	8.0 ± 1.7	13.3 ± 2.6	14.7 ± 6.8	9.1 ± 5.0	23.0 ± 5.7	10.3 ± 0.7

Table 5A.21

Table 5A.21 Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2002									
Employed or in further study	85.1 ± 0.9	84.3 ± 1.0	86.1 ± 0.9	86.2 ± 1.1	90.5 ± 1.5	88.8 ± 2.3	93.1 ± 2.1	88.8 ± 3.9	85.7 ± 0.4
Employed after training	66.2 ± 1.1	72.6 ± 1.2	73.9 ± 1.1	68.3 ± 1.5	79.9 ± 1.8	73.2 ± 2.9	81.4 ± 2.8	80.5 ± 3.8	70.4 ± 0.6
In further study after training	44.6 ± 1.2	41.2 ± 1.4	35.6 ± 1.2	45.1 ± 1.6	37.2 ± 2.4	42.0 ± 3.6	40.3 ± 4.0	41.3 ± 6.1	41.9 ± 0.6
At TAFE	73.2 ± 1.6	61.4 ± 2.2	56.0 ± 2.0	67.9 ± 2.3	67.5 ± 3.8	68.1 ± 5.2	42.2 ± 6.4	51.3 ± 9.6	67.0 ± 0.9
At University	17.5 ± 1.4	26.4 ± 2.0	27.7 ± 1.8	24.7 ± 2.1	14.6 ± 2.9	17.5 ± 4.2	47.2 ± 6.4	35.2 ± 9.1	21.8 ± 0.8
At private provider or other registered provider	9.3 ± 1.1	12.1 ± 1.5	16.3 ± 1.5	7.3 ± 1.3	17.9 ± 3.1	14.4 ± 3.9	10.6 ± 4.0	13.6 ± 6.5	11.1 ± 0.6

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

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

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.22

Table 5A.22 Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas (d)	ACT	NT (d)	Aust
VET 2006									
Employed or in further study	87.2 ± 1.7	87.4 ± 1.5	86.7 ± 1.9	88.8 ± 2.0	89.0 ± 2.5	100.0	92.8 ± 2.0	92.2 ± 10.2	87.6 ± 0.8
Employed after training	76.4 ± 2.5	78.5 ± 1.8	80.2 ± 2.1	78.5 ± 2.5	79.0 ± 3.1	100.0	85.5 ± 2.6	92.2 ± 10.2	78.3 ± 1.1
In further study after training	35.1 ± 2.7	30.2 ± 2.1	27.8 ± 2.6	34.2 ± 2.8	36.3 ± 3.8	np	38.9 ± 4.1	np	32.5 ± 1.3
At TAFE	66.0 ± 3.6	53.9 ± 3.2	44.1 ± 4.5	61.5 ± 3.8	57.6 ± 6.2	np	39.5 ± 6.2	np	57.7 ± 1.9
At University	19.5 ± 3.4	26.5 ± 3.0	30.2 ± 3.7	22.7 ± 3.3	24.5 ± 5.9	np	25.2 ± 5.6	np	23.8 ± 1.7
At private provider or other registered provider	14.5 ± 2.5	19.7 ± 2.5	25.6 ± 4.3	15.7 ± 3.0	17.9 ± 4.3	–	35.2 ± 6.7	–	18.5 ± 1.4
VET 2005									
Employed or in further study	86.3 ± 1.3	90.3 ± 0.8	86.3 ± 1.5	88.6 ± 1.2	91.4 ± 1.2	100.0	92.6 ± 1.9	86.4 ± 12.6	88.4 ± 0.6
Employed after training	74.0 ± 1.9	81.3 ± 1.3	76.1 ± 1.7	77.9 ± 1.5	82.3 ± 1.6	97.2 ± 0.3	85.1 ± 2.5	77.2 ± 13.3	78.0 ± 0.8
In further study after training	36.7 ± 1.9	30.9 ± 1.3	30.9 ± 1.8	38.0 ± 1.8	34.2 ± 2.0	25.4 ± 12.5	33.4 ± 3.2	30.6 ± 14.9	33.9 ± 0.8
At TAFE	64.3 ± 2.9	48.4 ± 2.5	47.4 ± 3.0	56.8 ± 2.7	54.4 ± 3.3	np	34.4 ± 5.0	np	55.0 ± 1.4
At University	19.1 ± 2.1	32.0 ± 2.3	30.6 ± 2.9	21.9 ± 2.2	18.6 ± 2.8	np	29.3 ± 5.1	np	24.9 ± 1.1
At private provider or other registered provider	16.6 ± 2.4	19.6 ± 1.9	22.0 ± 2.7	21.3 ± 2.2	26.9 ± 2.8	np	36.3 ± 5.0	53.8 ± 13.1	20.1 ± 1.1
TAFE 2006									
Employed or in further study	86.1 ± 2.0	86.7 ± 2.0	85.1 ± 2.1	88.6 ± 1.9	88.2 ± 3.6	np	91.4 ± 2.8	95.2 ± na	86.6 ± 1.0
Employed after training	73.5 ± 3.0	77.6 ± 2.2	76.2 ± 2.4	76.9 ± 2.5	73.0 ± 4.5	np	79.9 ± 3.8	95.2 ± na	75.4 ± 1.4
In further study after training	37.9 ± 3.1	32.8 ± 2.7	30.3 ± 2.9	36.6 ± 3.0	43.3 ± 5.1	np	39.5 ± 5.0	np	35.7 ± 1.6
At TAFE	69.7 ± 3.8	60.5 ± 3.6	48.3 ± 5.3	68.4 ± 3.9	68.2 ± 7.3	np	44.6 ± 7.9	np	64.1 ± 2.1
At University	18.7 ± 3.4	26.1 ± 3.2	33.7 ± 4.1	23.0 ± 3.5	23.4 ± 6.6	–	31.0 ± 6.6	–	23.4 ± 1.9
At private provider or other registered provider	11.6 ± 2.1	13.4 ± 2.2	18.1 ± 4.2	8.6 ± 2.6	8.4 ± 4.2	–	24.3 ± 6.4	–	12.5 ± 1.3

Table 5A.22

Table 5A.22 Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas (d)	ACT	NT (d)	Aust
TAFE 2005									
Employed or in further study	85.8 ± 1.3	89.9 ± 1.1	85.3 ± 1.8	87.9 ± 1.3	90.7 ± 1.5	100.0	92.0 ± 2.5	83.6 ± 17.1	87.6 ± 0.7
Employed after training	71.2 ± 1.6	80.2 ± 1.5	72.6 ± 2.0	75.2 ± 1.7	77.6 ± 2.2	np	83.1 ± 3.3	73.5 ± 19.2	74.9 ± 0.8
In further study after training	39.5 ± 1.9	34.0 ± 1.7	34.7 ± 2.2	40.6 ± 1.9	39.1 ± 2.6	np	38.1 ± 4.5	35.0 ± 14.1	37.5 ± 1.0
At TAFE	67.6 ± 2.7	53.8 ± 3.1	49.9 ± 3.6	63.8 ± 2.7	64.8 ± 3.9	np	48.0 ± 7.0	np	61.0 ± 1.5
At University	20.1 ± 2.2	34.4 ± 3.0	33.5 ± 3.3	23.7 ± 2.3	17.8 ± 3.2	-	33.7 ± 6.7	np	25.7 ± 1.3
At private provider or other registered provider	12.3 ± 1.9	11.8 ± 1.7	16.7 ± 2.6	12.5 ± 1.7	17.4 ± 2.9	-	18.3 ± 5.5	np	13.3 ± 1.0
TAFE 2004									
Employed or in further study	84.5 ± 2.1	83.5 ± 2.2	87.5 ± 2.0	88.4 ± 1.7	89.4 ± 2.5	-	90.8 ± 3.7	76.5 ± 20.8	85.7 ± 1.1
Employed after training	70.6 ± 2.7	73.8 ± 2.5	77.0 ± 2.5	73.8 ± 2.7	80.4 ± 3.2	-	82.7 ± 4.5	64.5 ± 24.2	73.5 ± 1.4
In further study after training	34.8 ± 2.8	30.1 ± 2.6	32.3 ± 2.8	40.8 ± 3.0	33.3 ± 3.9	-	39.6 ± 5.5	30.9 ± 22.9	34.1 ± 1.5
At TAFE	68.1 ± 4.8	52.5 ± 4.9	52.8 ± 5.3	70.0 ± 4.4	64.6 ± 7.3	-	45.7 ± 8.8	np	62.6 ± 2.5
At University	20.3 ± 4.1	35.0 ± 4.6	34.1 ± 4.8	18.1 ± 3.1	17.8 ± 5.2	-	41.0 ± 8.7	np	24.8 ± 2.2
At private provider or other registered provider	11.7 ± 3.3	12.5 ± 3.2	13.1 ± 3.6	11.9 ± 3.8	17.6 ± 6.7	-	13.3 ± 6.1	np	12.6 ± 1.8
TAFE 2003									
Employed or in further study	91.2 ± 0.9	94.0 ± 0.6	88.3 ± 1.1	91.8 ± 1.1	96.4 ± 0.7	np	93.8 ± 2.0	96.4 ± 6.3	91.9 ± 0.4
Employed after training	70.3 ± 1.4	75.5 ± 1.1	70.8 ± 1.5	70.6 ± 1.7	79.5 ± 1.4	np	80.1 ± 3.2	92.2 ± 9.0	72.4 ± 0.6
In further study after training	46.7 ± 1.9	45.2 ± 1.7	39.7 ± 1.9	46.9 ± 2.3	39.5 ± 2.4	np	41.0 ± 4.8	46.9 ± 18.2	45.0 ± 0.9
At TAFE	74.6 ± 2.4	60.9 ± 2.5	56.0 ± 3.1	68.3 ± 3.1	70.4 ± 3.5	np	47.9 ± 7.8	np	68.5 ± 1.2
At University	18.6 ± 2.2	30.0 ± 2.3	30.3 ± 2.9	22.7 ± 2.8	17.1 ± 2.9	-	39.6 ± 7.6	64.7 ± 25.0	22.8 ± 1.1
At private provider or other registered provider	6.8 ± 1.4	9.2 ± 1.5	13.7 ± 2.1	9.0 ± 1.9	12.5 ± 2.6	-	12.5 ± 5.1	np	8.7 ± 0.8

Table 5A.22

Table 5A.22 Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

TAFE 2002	NSW	Vic	Qld	WA	SA	Tas (d)	ACT	NT (d)	Aust
Employed or in further study	86.9 ± 0.9	85.5 ± 0.9	87.1 ± 0.9	87.6 ± 1.0	91.0 ± 1.4	84.9 ± 22.2	93.4 ± 1.8	71.2 ± 31.4	87.1 ± 0.4
Employed after training	69.2 ± 1.1	73.2 ± 1.1	74.6 ± 1.2	68.9 ± 1.4	81.4 ± 1.7	79.1 ± 22.1	80.2 ± 2.6	55.1 ± 23.0	71.9 ± 0.6
In further study after training	43.9 ± 1.3	41.4 ± 1.3	34.6 ± 1.3	45.1 ± 1.5	33.8 ± 2.3	np	41.2 ± 3.6	np	41.6 ± 0.6
At TAFE	73.9 ± 1.7	62.6 ± 2.0	53.3 ± 2.3	65.5 ± 2.2	68.7 ± 3.8	np	46.1 ± 5.8	np	67.5 ± 0.9
At University	18.9 ± 1.5	27.2 ± 1.8	32.0 ± 2.1	26.2 ± 2.0	15.4 ± 2.9	np	41.9 ± 5.7	np	23.2 ± 0.9
At private provider or other registered provider	7.3 ± 1.0	10.2 ± 1.3	14.7 ± 1.6	8.3 ± 1.3	15.8 ± 3.0	np	12.0 ± 3.8	–	9.3 ± 0.6

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

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

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

(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 fewer responses.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.23

Table 5A.23 Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT (d)	Aust
VET 2006									
Employed or in further study	85.9 ± 3.1	89.4 ± 2.1	84.1 ± 2.6	88.4 ± 2.7	89.8 ± 3.8	89.4 ± 2.6	93.6 ± 4.4	74.4 ± 23.7	87.3 ± 1.3
Employed after training	77.3 ± 3.6	82.7 ± 2.9	78.3 ± 2.9	80.5 ± 3.6	84.1 ± 4.4	82.6 ± 3.3	90.5 ± 4.9	74.4 ± 23.7	80.2 ± 1.7
In further study after training	31.0 ± 4.2	26.4 ± 2.3	25.1 ± 2.7	31.9 ± 6.0	26.3 ± 5.3	30.3 ± 3.5	30.6 ± 7.0	–	28.2 ± 1.7
At TAFE	69.7 ± 5.9	47.3 ± 4.2	52.4 ± 5.0	55.5 ± 6.8	71.5 ± 7.0	58.1 ± 5.7	38.3 ± 12.6	–	58.2 ± 2.6
At University	12.9 ± 4.8	22.7 ± 3.8	18.4 ± 3.0	22.1 ± 5.0	np	17.7 ± 5.3	19.9 ± 7.8	–	17.4 ± 2.1
At private provider or other registered provider	17.5 ± 4.6	30.0 ± 3.3	29.3 ± 4.6	22.3 ± 5.6	22.5 ± 6.0	24.1 ± 4.8	41.8 ± 13.0	–	24.4 ± 2.0
VET 2005									
Employed or in further study	89.3 ± 1.7	89.2 ± 1.1	86.2 ± 1.5	90.6 ± 2.0	91.5 ± 1.8	91.0 ± 1.8	94.5 ± 3.2	100.0	89.1 ± 0.7
Employed after training	78.1 ± 3.2	81.2 ± 1.6	79.0 ± 1.9	81.0 ± 2.4	85.3 ± 2.4	85.2 ± 2.2	85.9 ± 4.6	92.7 ± 13.4	80.5 ± 1.1
In further study after training	34.5 ± 2.7	27.4 ± 1.5	26.3 ± 2.3	33.2 ± 3.0	29.0 ± 3.0	28.9 ± 2.9	32.6 ± 6.4	np	29.7 ± 1.0
At TAFE	63.9 ± 4.2	52.2 ± 2.6	46.9 ± 3.7	57.7 ± 4.9	57.3 ± 4.7	49.1 ± 5.6	39.9 ± 10.3	np	55.1 ± 1.8
At University	15.6 ± 2.9	21.6 ± 2.3	23.0 ± 3.6	16.7 ± 3.1	17.9 ± 4.2	20.7 ± 4.6	29.1 ± 9.0	np	19.5 ± 1.4
At private provider or other registered provider	20.5 ± 4.0	26.2 ± 2.5	30.1 ± 4.1	25.7 ± 4.5	24.8 ± 4.8	30.2 ± 5.1	31.0 ± 8.9	np	25.4 ± 1.7
TAFE 2006									
Employed or in further study	83.9 ± 3.7	88.4 ± 3.0	83.9 ± 2.6	87.2 ± 3.2	91.9 ± 4.0	87.6 ± 3.4	91.8 ± 6.1	74.4 ± 23.7	85.9 ± 1.7
Employed after training	75.5 ± 4.2	82.6 ± 3.3	77.0 ± 3.0	77.3 ± 4.3	83.6 ± 5.2	78.6 ± 4.1	86.6 ± 6.9	74.4 ± 23.7	78.3 ± 2.0
In further study after training	31.6 ± 4.7	29.2 ± 3.2	28.4 ± 3.1	34.3 ± 5.2	30.7 ± 7.0	32.8 ± 4.8	31.8 ± 7.0	–	30.5 ± 2.2
At TAFE	73.5 ± 6.3	57.0 ± 4.2	60.9 ± 4.7	64.1 ± 8.0	78.7 ± 6.4	74.2 ± 6.6	52.0 ± 15.4	–	66.7 ± 2.9
At University	13.7 ± 5.2	23.7 ± 3.9	16.2 ± 3.6	16.9 ± 6.7	np	13.3 ± 6.0	20.6 ± 8.7	–	16.5 ± 2.5
At private provider or other registered provider	12.8 ± 4.5	19.3 ± 3.4	22.9 ± 4.1	18.9 ± 6.1	15.5 ± 3.2	12.6 ± 5.3	27.4 ± 13.8	–	16.8 ± 2.2



Table 5A.23

Table 5A.23 Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT (d)	Aust
TAFE 2005									
Employed or in further study	88.0 ± 1.7	89.4 ± 1.3	84.5 ± 2.2	90.0 ± 1.9	91.3 ± 2.1	87.9 ± 3.3	94.4 ± 4.6	100.0	88.2 ± 0.8
Employed after training	74.9 ± 2.1	81.7 ± 1.5	75.2 ± 2.6	78.1 ± 2.7	83.9 ± 2.9	78.7 ± 4.0	82.1 ± 6.5	86.6 ± 22.8	78.0 ± 1.0
In further study after training	37.1 ± 2.4	30.4 ± 2.0	29.4 ± 2.6	35.6 ± 3.1	31.3 ± 3.4	35.1 ± 4.9	37.5 ± 8.9	np	33.3 ± 1.2
At TAFE	70.3 ± 3.3	58.7 ± 3.2	55.2 ± 4.0	65.8 ± 4.4	64.6 ± 5.4	70.5 ± 7.7	46.9 ± 14.6	np	63.9 ± 1.8
At University	16.8 ± 2.9	24.0 ± 2.3	23.7 ± 4.0	19.4 ± 3.7	16.1 ± 3.4	14.7 ± 6.2	40.2 ± 12.4	np	20.2 ± 1.5
At private provider or other registered provider	12.9 ± 2.6	17.3 ± 2.5	21.1 ± 4.2	14.9 ± 3.5	19.3 ± 4.7	14.8 ± 5.8	12.9 ± 10.9	np	15.9 ± 1.4
TAFE 2004									
Employed or in further study	84.8 ± 3.6	87.5 ± 3.6	82.5 ± 3.3	86.8 ± 4.0	91.4 ± 4.0	85.7 ± 4.8	83.4 ± 10.8	75.5 ± 27.6	85.5 ± 1.9
Employed after training	73.3 ± 4.2	80.5 ± 4.0	70.4 ± 4.0	74.4 ± 4.9	84.0 ± 5.3	73.2 ± 6.0	77.9 ± 11.4	75.5 ± 27.6	75.0 ± 2.2
In further study after training	31.7 ± 4.2	28.8 ± 4.2	31.6 ± 4.0	38.2 ± 5.5	30.7 ± 6.7	34.0 ± 6.3	29.8 ± 12.4	np	31.6 ± 2.2
At TAFE	67.1 ± 7.4	66.1 ± 7.3	55.9 ± 7.1	72.0 ± 7.7	73.2 ± 11.0	71.7 ± 9.9	89.6 ± 13.7	np	66.3 ± 3.9
At University	18.7 ± 6.1	20.6 ± 5.6	26.1 ± 6.4	18.3 ± 6.7	17.1 ± 9.2	14.4 ± 8.2	np	np	19.8 ± 3.2
At private provider or other registered provider	14.2 ± 5.5	13.4 ± 5.5	18.0 ± 5.6	9.8 ± 5.0	9.7 ± 7.2	13.9 ± 6.8	-	np	13.9 ± 2.9
TAFE 2003									
Employed or in further study	90.5 ± 1.3	96.1 ± 0.7	90.9 ± 1.5	92.4 ± 1.7	95.5 ± 1.3	92.9 ± 2.4	93.6 ± 4.3	78.9 ± 17.9	92.4 ± 0.5
Employed after training	72.5 ± 1.9	80.2 ± 1.3	74.8 ± 2.1	75.4 ± 2.7	81.9 ± 2.4	73.2 ± 3.9	88.1 ± 5.7	64.9 ± 19.1	75.7 ± 0.8
In further study after training	41.7 ± 2.4	41.9 ± 2.3	38.2 ± 2.8	43.1 ± 3.8	33.7 ± 4.2	42.4 ± 5.9	29.4 ± 9.8	np	40.8 ± 1.2
At TAFE	74.9 ± 3.2	65.0 ± 3.4	65.3 ± 4.3	74.3 ± 5.1	66.9 ± 7.3	82.2 ± 7.0	45.5 ± 21.3	np	71.6 ± 1.8
At University	14.8 ± 2.6	23.6 ± 3.1	23.0 ± 3.8	16.9 ± 4.4	11.4 ± 4.9	7.7 ± 4.9	44.3 ± 21.2	np	17.5 ± 1.5
At private provider or other registered provider	10.3 ± 2.2	11.4 ± 2.3	11.8 ± 2.9	8.8 ± 3.3	21.7 ± 6.4	10.1 ± 5.5	np	-	10.9 ± 1.2

Table 5A.23

Table 5A.23 Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

TAFE 2002	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT (d)	Aust
Employed or in further study	88.2 ± 1.2	88.9 ± 1.3	85.1 ± 1.6	87.4 ± 2.1	93.0 ± 2.2	86.5 ± 2.4	94.3 ± 3.6	100.0	87.7 ± 0.7
Employed after training	73.9 ± 1.6	78.3 ± 1.6	72.7 ± 1.9	74.0 ± 2.6	82.9 ± 3.0	73.1 ± 2.8	86.9 ± 4.5	77.7 ± 28.8	75.2 ± 0.8
In further study after training	40.7 ± 1.8	35.6 ± 1.9	34.9 ± 2.1	38.1 ± 3.0	28.2 ± 3.9	41.3 ± 3.5	32.3 ± 7.3	np	38.1 ± 1.0
At TAFE	74.3 ± 2.5	64.3 ± 3.2	57.1 ± 3.6	74.1 ± 4.4	70.3 ± 7.3	74.2 ± 4.7	49.0 ± 13.7	np	69.3 ± 1.5
At University	15.7 ± 2.1	24.6 ± 2.9	26.3 ± 3.2	17.6 ± 3.8	9.1 ± 4.6	17.4 ± 4.1	42.5 ± 13.6	np	19.2 ± 1.3
At private provider or other registered provider	10.0 ± 1.7	11.1 ± 2.1	16.6 ± 2.7	8.3 ± 2.8	20.6 ± 6.5	8.4 ± 3.0	8.5 ± 7.6	np	11.5 ± 1.0

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

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

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(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 those jurisdictions. Data for the ACT and the NT are not published due to 5 or fewer responses.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.24

Table 5A.24 Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
VET 2006									
Employed or in further study	90.0 ± 3.5	93.4 ± 2.2	84.1 ± 3.0	90.8 ± 3.2	88.4 ± 4.9	88.8 ± 2.7	87.5 ± 12.2	82.7 ± 6.7	87.9 ± 1.5
Employed after training	81.5 ± 4.0	89.1 ± 3.1	79.0 ± 3.1	84.7 ± 4.0	84.2 ± 4.8	82.1 ± 3.0	84.6 ± 12.3	74.4 ± 6.7	81.8 ± 1.7
In further study after training	31.4 ± 5.1	28.7 ± 4.7	20.6 ± 2.7	28.7 ± 7.3	29.5 ± 7.1	26.2 ± 3.5	np	36.2 ± 8.3	26.5 ± 1.9
At TAFE	69.7 ± 5.0	49.8 ± 9.3	68.2 ± 5.0	53.8 ± 7.6	77.5 ± 5.4	57.7 ± 7.0	np	26.3 ± 9.5	62.2 ± 2.7
At University	10.0 ± 4.5	15.6 ± 4.6	12.3 ± 3.3	12.2 ± 5.4	6.8 ± 4.3	10.1 ± 4.1	np	40.0 ± 15.5	13.1 ± 2.1
At private provider or other registered provider	20.3 ± 5.2	34.6 ± 8.7	19.4 ± 3.9	34.0 ± 6.3	15.7 ± 5.8	32.1 ± 6.7	np	33.7 ± 13.8	24.7 ± 2.6
VET 2005									
Employed or in further study	88.2 ± 2.2	90.9 ± 1.5	87.0 ± 1.6	88.5 ± 1.9	90.0 ± 2.7	89.4 ± 1.9	93.0 ± 6.2	89.4 ± 2.8	88.6 ± 0.8
Employed after training	76.0 ± 3.5	83.1 ± 4.1	81.0 ± 1.8	79.4 ± 2.4	82.6 ± 2.9	81.5 ± 2.4	90.2 ± 8.2	81.4 ± 3.4	80.1 ± 1.4
In further study after training	31.9 ± 3.4	27.2 ± 2.5	26.0 ± 2.1	28.3 ± 2.7	33.3 ± 3.6	26.4 ± 2.9	22.2 ± 12.3	31.3 ± 3.9	28.5 ± 1.3
At TAFE	66.3 ± 4.6	50.6 ± 4.7	51.2 ± 3.9	69.7 ± 3.7	60.9 ± 5.7	53.0 ± 5.9	np	21.2 ± 6.2	56.1 ± 2.0
At University	12.2 ± 3.2	20.5 ± 3.4	17.7 ± 2.6	14.0 ± 3.4	15.7 ± 4.0	10.8 ± 4.1	-	46.0 ± 6.9	16.6 ± 1.4
At private provider or other registered provider	21.4 ± 4.1	28.8 ± 4.0	31.1 ± 3.7	16.3 ± 2.5	23.4 ± 4.5	36.2 ± 5.5	60.5 ± 18.5	32.8 ± 5.8	27.2 ± 1.8
TAFE 2006									
Employed or in further study	89.2 ± 4.2	91.4 ± 3.4	81.6 ± 3.7	90.9 ± 3.4	87.8 ± 5.4	85.2 ± 3.5	81.4 ± 18.2	85.9 ± 7.2	86.2 ± 2.0
Employed after training	79.8 ± 5.2	87.8 ± 3.7	75.9 ± 3.9	84.4 ± 4.6	81.7 ± 6.1	75.7 ± 3.9	77.1 ± 18.2	72.8 ± 7.2	79.0 ± 2.3
In further study after training	33.2 ± 5.5	26.8 ± 5.7	21.3 ± 3.4	28.2 ± 5.3	35.4 ± 9.5	28.8 ± 4.3	np	42.5 ± 9.5	27.6 ± 2.3
At TAFE	80.6 ± 4.7	59.5 ± 11.0	73.6 ± 5.5	65.7 ± 11.0	86.6 ± 4.2	70.1 ± 8.4	np	32.7 ± 13.7	72.5 ± 2.9
At University	8.2 ± 3.4	15.1 ± 5.7	10.5 ± 2.6	18.1 ± 7.6	np	6.4 ± 4.6	-	40.0 ± 13.0	11.6 ± 1.8
At private provider or other registered provider	11.2 ± 4.0	25.4 ± 9.2	15.9 ± 4.9	16.2 ± 9.0	np	23.4 ± 7.5	-	27.3 ± 7.9	15.9 ± 2.4

Table 5A.24

Table 5A.24 Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
TAFE 2005									
Employed or in further study	89.1 ± 1.6	90.3 ± 1.8	85.5 ± 1.9	87.2 ± 2.1	90.3 ± 3.0	85.7 ± 3.3	92.4 ± 13.9	88.5 ± 3.7	87.8 ± 0.9
Employed after training	77.1 ± 2.2	83.0 ± 2.2	78.3 ± 2.1	76.3 ± 2.7	80.8 ± 3.3	72.0 ± 4.3	86.0 ± 18.1	77.2 ± 4.6	78.0 ± 1.1
In further study after training	35.0 ± 2.7	29.3 ± 3.3	27.6 ± 2.4	31.5 ± 2.8	38.6 ± 4.0	32.3 ± 4.7	np	35.7 ± 4.9	31.6 ± 1.3
At TAFE	71.6 ± 4.0	55.9 ± 4.8	55.3 ± 4.0	73.1 ± 4.0	71.2 ± 5.4	69.5 ± 7.7	np	24.5 ± 7.7	63.1 ± 2.0
At University	12.4 ± 2.8	23.8 ± 3.3	17.6 ± 3.2	15.7 ± 3.7	15.1 ± 4.5	9.2 ± 5.1	-	56.0 ± 9.1	17.2 ± 1.5
At private provider or other registered provider	16.0 ± 3.3	20.3 ± 4.4	27.1 ± 3.7	11.2 ± 2.7	13.7 ± 3.2	21.3 ± 6.1	-	19.5 ± 7.1	19.7 ± 1.7
TAFE 2004									
Employed or in further study	82.8 ± 5.2	90.6 ± 4.8	86.5 ± 3.4	90.5 ± 3.6	93.0 ± 4.6	82.7 ± 5.4	74.3 ± 32.1	78.3 ± 8.8	85.3 ± 2.5
Employed after training	70.7 ± 6.1	84.7 ± 6.3	79.1 ± 3.7	81.5 ± 5.2	81.3 ± 7.1	70.8 ± 6.6	np	71.9 ± 9.2	75.5 ± 2.9
In further study after training	31.2 ± 5.8	22.6 ± 7.0	26.2 ± 3.5	33.2 ± 6.4	36.6 ± 8.5	27.3 ± 6.5	np	33.4 ± 8.0	29.5 ± 2.8
At TAFE	73.3 ± 9.8	71.5 ± 13.6	63.1 ± 7.1	70.0 ± 10.8	80.7 ± 10.8	71.7 ± 12.3	-	30.9 ± 13.2	69.1 ± 5.1
At University	16.9 ± 8.8	13.7 ± 10.1	24.9 ± 6.5	15.0 ± 9.4	7.9 ± 6.8	17.9 ± 10.6	-	53.6 ± 14.4	19.4 ± 4.6
At private provider or other registered provider	9.8 ± 5.7	14.8 ± 9.8	12.1 ± 4.6	15.0 ± 7.5	11.4 ± 9.0	10.4 ± 8.1	-	15.5 ± 11.6	11.5 ± 3.1
TAFE 2003									
Employed or in further study	91.8 ± 1.4	97.8 ± 0.9	90.5 ± 1.3	91.9 ± 1.8	95.5 ± 1.4	94.2 ± 2.5	93.3 ± 11.0	91.6 ± 2.5	92.5 ± 0.6
Employed after training	70.8 ± 2.2	83.8 ± 2.1	75.1 ± 1.8	75.2 ± 2.7	81.6 ± 2.6	75.9 ± 4.3	87.8 ± 14.4	72.2 ± 3.9	75.1 ± 1.0
In further study after training	43.1 ± 2.7	36.8 ± 4.5	36.8 ± 2.4	39.2 ± 3.8	38.7 ± 4.4	37.5 ± 6.4	np	46.9 ± 5.6	40.0 ± 1.4
At TAFE	75.6 ± 3.6	69.9 ± 7.2	66.9 ± 3.8	77.7 ± 5.2	77.9 ± 5.9	77.4 ± 8.9	-	45.4 ± 8.0	71.5 ± 2.0
At University	12.5 ± 2.8	19.6 ± 6.2	19.9 ± 3.3	14.2 ± 4.4	14.2 ± 4.9	10.1 ± 6.4	np	41.9 ± 7.9	16.7 ± 1.7
At private provider or other registered provider	11.9 ± 2.7	10.5 ± 4.8	13.3 ± 2.8	8.2 ± 3.4	7.9 ± 3.8	12.5 ± 7.0	np	12.7 ± 5.3	11.8 ± 1.4

Table 5A.24

Table 5A.24 Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

TAFE 2002	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
Employed or in further study	86.5 ± 1.6	91.6 ± 2.5	87.1 ± 1.3	86.7 ± 2.6	91.0 ± 2.8	87.0 ± 2.6	82.8 ± 17.0	83.8 ± 5.5	87.1 ± 0.8
Employed after training	73.7 ± 2.0	87.6 ± 2.8	75.7 ± 1.6	73.9 ± 3.2	82.1 ± 3.5	75.7 ± 2.9	81.6 ± 15.5	75.8 ± 4.8	76.3 ± 1.0
In further study after training	39.6 ± 2.2	34.5 ± 4.2	29.9 ± 1.8	39.4 ± 3.7	34.9 ± 4.7	37.0 ± 3.7	25.8 ± 19.7	38.1 ± 7.2	35.4 ± 1.1
At TAFE	70.7 ± 3.4	62.6 ± 7.4	62.0 ± 3.3	76.6 ± 5.1	77.2 ± 6.9	71.4 ± 5.7	np	37.3 ± 11.4	67.4 ± 1.9
At University	16.1 ± 2.7	24.8 ± 6.6	20.1 ± 2.8	15.3 ± 4.3	8.7 ± 4.6	9.5 ± 3.7	np	44.1 ± 11.7	17.8 ± 1.5
At private provider or other registered provider	13.2 ± 2.5	12.6 ± 5.1	17.9 ± 2.6	8.1 ± 3.3	14.1 ± 5.7	19.1 ± 5.0	-	18.6 ± 9.2	14.7 ± 1.4

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

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

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(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 those jurisdictions. Data for the ACT are not published due to 5 or fewer responses.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.25

Table 5A.25 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Employed or in further study	86.1 ± 8.7	92.8 ± 3.9	90.1 ± 3.4	93.9 ± 3.5	84.5 ± 6.5	93.5 ± 4.4	np	86.7 ± 6.2	90.2 ± 2.0
Employed after training	81.4 ± 9.9	79.7 ± 8.4	85.1 ± 4.2	88.3 ± 4.5	81.9 ± 7.0	86.1 ± 5.2	np	79.1 ± 6.8	84.2 ± 2.5
In further study after training	18.5 ± 5.2	33.1 ± 9.9	25.9 ± 6.1	31.1 ± 6.1	32.5 ± 9.6	20.9 ± 5.6	-	34.0 ± 7.6	27.7 ± 3.0
At TAFE	68.6 ± 25.2	34.4 ± 23.9	56.2 ± 8.1	65.4 ± 8.5	75.9 ± 12.5	61.3 ± 14.2	-	19.1 ± 4.2	54.5 ± 4.9
At University	np	30.6 ± 4.6	13.5 ± 6.9	14.0 ± 4.4	np	np	-	32.9 ± 9.0	16.8 ± 3.0
At private provider or other registered provider	np	34.9 ± 23.7	30.3 ± 10.2	20.6 ± 7.3	np	np	-	47.9 ± 9.0	28.6 ± 5.3
VET 2005									
Employed or in further study	87.8 ± 6.8	93.8 ± 3.1	88.3 ± 2.5	91.5 ± 2.2	86.4 ± 3.3	92.4 ± 3.4	-	87.0 ± 2.4	89.5 ± 1.3
Employed after training	84.3 ± 6.1	80.9 ± 3.9	84.5 ± 2.7	87.5 ± 2.4	79.2 ± 3.9	89.0 ± 4.7	-	81.4 ± 3.1	84.5 ± 1.4
In further study after training	20.4 ± 5.0	22.0 ± 7.4	26.0 ± 3.4	25.9 ± 3.1	30.0 ± 4.9	23.2 ± 8.0	-	34.7 ± 5.0	26.0 ± 1.8
At TAFE	79.8 ± 6.4	58.4 ± 6.9	55.6 ± 4.9	62.5 ± 6.3	64.0 ± 8.5	68.1 ± 10.0	-	26.8 ± 6.5	58.1 ± 2.7
At University	np	9.6 ± 6.7	15.1 ± 2.4	13.1 ± 4.6	13.0 ± 6.4	np	-	32.7 ± 5.4	14.5 ± 1.8
At private provider or other registered provider	16.3 ± 5.7	32.0 ± 2.6	29.3 ± 5.0	24.4 ± 4.7	23.0 ± 8.0	25.7 ± 8.7	-	40.5 ± 6.8	27.4 ± 2.5
TAFE 2006									
Employed or in further study	87.6 ± 6.0	94.3 ± 7.8	89.1 ± 3.9	94.8 ± 2.9	89.3 ± 1.9	92.1 ± 5.4	np	87.5 ± 5.0	90.6 ± 2.0
Employed after training	81.8 ± 8.3	72.1 ± 17.5	85.9 ± 4.3	88.9 ± 4.4	84.7 ± 4.9	85.7 ± 5.9	np	77.5 ± 6.3	84.4 ± 2.6
In further study after training	22.5 ± 6.3	49.1 ± 16.3	24.8 ± 6.3	30.3 ± 7.1	48.3 ± 9.9	19.7 ± 6.2	-	36.7 ± 7.8	29.4 ± 3.3
At TAFE	68.6 ± 25.2	43.0 ± 32.1	70.3 ± 12.2	68.5 ± 7.4	88.7 ± 13.5	77.4 ± 11.6	-	20.9 ± 3.8	62.4 ± 6.1
At University	np	np	9.8 ± 3.6	16.4 ± 5.5	np	np	-	36.8 ± 11.3	15.7 ± 2.5
At private provider or other registered provider	np	np	19.9 ± 11.7	15.0 ± 4.9	np	np	-	42.3 ± 10.8	21.9 ± 5.9

Table 5A.25

Table 5A.25 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005									
Employed or in further study	86.8 ± 4.1	90.9 ± 6.4	86.5 ± 3.4	91.1 ± 2.3	85.8 ± 4.3	86.8 ± 3.2	-	92.5 ± 3.0	88.7 ± 1.5
Employed after training	76.7 ± 6.0	80.8 ± 10.1	81.1 ± 3.6	86.7 ± 2.6	75.2 ± 5.4	77.8 ± 6.1	-	87.6 ± 4.2	82.4 ± 1.8
In further study after training	27.8 ± 7.4	29.2 ± 10.6	29.6 ± 4.3	24.7 ± 3.5	36.3 ± 6.2	33.9 ± 10.6	-	36.2 ± 5.7	29.0 ± 2.2
At TAFE	86.8 ± 6.8	63.0 ± 10.6	62.6 ± 3.9	61.9 ± 7.7	79.0 ± 10.5	82.7 ± 16.6	-	29.9 ± 8.0	63.7 ± 3.0
At University	np	13.7 ± 10.6	10.6 ± 2.7	15.9 ± 6.0	6.0 ± 6.6	np	-	35.8 ± 6.8	13.7 ± 2.3
At private provider or other registered provider	np	23.3 ± 2.9	26.9 ± 3.9	22.2 ± 5.3	15.0 ± 8.3	np	-	34.3 ± 8.4	22.5 ± 2.4
TAFE 2004									
Employed or in further study	82.4 ± 13.9	75.7 ± 22.2	84.7 ± 5.7	89.5 ± 4.8	96.2 ± 3.4	77.4 ± 19.7	-	94.6 ± 4.8	87.1 ± 4.2
Employed after training	72.5 ± 15.3	66.4 ± 23.3	79.6 ± 6.2	82.8 ± 6.1	93.2 ± 4.8	62.9 ± 22.5	-	88.9 ± 6.4	80.3 ± 4.7
In further study after training	23.3 ± 13.0	13.7 ± 12.5	23.2 ± 6.3	28.9 ± 7.8	24.7 ± 10.5	38.2 ± 21.8	-	28.2 ± 9.4	25.1 ± 4.4
At TAFE	90.5 ± 13.5	np	52.9 ± 14.3	77.6 ± 12.5	84.5 ± 17.1	np	-	38.3 ± 16.5	71.7 ± 7.6
At University	np	np	25.4 ± 11.9	12.1 ± 9.2	np	np	-	33.4 ± 14.6	14.2 ± 4.9
At private provider or other registered provider	np	-	21.7 ± 11.4	10.3 ± 9.2	np	np	-	28.3 ± 14.9	14.1 ± 5.6
TAFE 2003									
Employed or in further study	91.2 ± 4.2	92.6 ± 4.8	95.5 ± 1.8	95.6 ± 1.7	95.7 ± 2.2	90.7 ± 8.2	-	95.4 ± 2.4	94.7 ± 1.0
Employed after training	69.3 ± 6.6	78.6 ± 7.1	82.5 ± 3.1	83.4 ± 2.9	83.5 ± 3.9	83.3 ± 10.2	-	83.0 ± 4.2	81.1 ± 1.6
In further study after training	38.3 ± 7.8	39.8 ± 12.4	38.2 ± 5.0	35.6 ± 5.1	41.2 ± 6.8	51.5 ± 17.0	-	41.7 ± 6.8	38.7 ± 2.6
At TAFE	70.5 ± 11.7	73.8 ± 17.2	71.5 ± 7.5	65.4 ± 8.4	76.3 ± 9.2	80.1 ± 19.6	-	49.7 ± 10.8	67.8 ± 4.0
At University	26.1 ± 11.3	np	16.1 ± 6.1	19.0 ± 7.0	9.6 ± 6.4	np	-	18.5 ± 8.4	17.4 ± 3.2
At private provider or other registered provider	np	np	12.4 ± 5.4	15.6 ± 6.4	14.0 ± 7.5	np	-	31.7 ± 10.0	14.9 ± 3.0

Table 5A.25

Table 5A.25 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)

TAFE 2002	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Employed or in further study	88.5 ± 4.4	92.8 ± 7.2	91.1 ± 2.3	93.5 ± 2.4	91.1 ± 3.3	94.6 ± 5.0	–	95.7 ± 4.0	91.8 ± 1.3
Employed after training	58.2 ± 6.7	94.7 ± 5.9	86.9 ± 2.6	88.9 ± 2.9	83.2 ± 4.1	84.1 ± 7.3	–	86.1 ± 5.6	83.8 ± 1.7
In further study after training	40.5 ± 6.8	41.6 ± 13.7	30.6 ± 3.7	28.2 ± 4.4	37.7 ± 5.6	36.1 ± 10.4	–	38.9 ± 9.8	33.0 ± 2.2
At TAFE	78.2 ± 8.7	54.5 ± 20.8	61.1 ± 6.9	65.0 ± 8.6	69.5 ± 8.7	89.2 ± 11.4	–	60.6 ± 16.2	66.6 ± 3.8
At University	7.2 ± 5.4	24.7 ± 18.1	13.9 ± 4.9	25.9 ± 7.9	12.9 ± 6.3	np	–	8.9 ± 9.5	15.0 ± 2.9
At private provider or other registered provider	14.6 ± 7.4	np	25.0 ± 6.1	9.1 ± 5.2	17.6 ± 7.2	np	–	30.5 ± 15.3	18.4 ± 3.1

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

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

(c) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT 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 fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.



Table 5A.26

Table 5A.26 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Employed or in further study	69.0 ± 5.0	73.4 ± 3.9	72.4 ± 3.0	80.9 ± 4.7	65.4 ± 8.0	73.0 ± 5.9	83.5 ± 8.9	75.8 ± 9.5	72.0 ± 2.1
Employed after training	55.3 ± 5.5	65.8 ± 3.8	62.4 ± 4.3	62.7 ± 5.9	48.5 ± 9.8	63.4 ± 5.8	76.8 ± 10.1	69.7 ± 6.2	60.4 ± 2.4
In further study after training	28.8 ± 5.1	24.2 ± 3.7	25.1 ± 4.7	38.4 ± 4.8	35.7 ± 7.8	26.6 ± 6.4	36.1 ± 12.7	37.1 ± 8.6	28.2 ± 2.3
At TAFE	70.8 ± 4.9	63.9 ± 2.5	54.8 ± 4.9	80.7 ± 6.1	70.7 ± 10.7	59.1 ± 12.1	30.8 ± 9.3	np	65.0 ± 2.3
At University	8.8 ± 4.7	16.1 ± 3.9	9.0 ± 6.3	9.7 ± 5.1	18.6 ± 7.9	21.0 ± 5.6	np	42.4 ± na	12.3 ± 2.4
At private provider or other registered provider	20.4 ± 3.3	20.0 ± 3.1	36.3 ± 7.7	9.6 ± 3.3	10.7 ± 8.2	20.0 ± 11.0	48.0 ± 10.2	46.9 ± 8.5	22.7 ± 2.2
VET 2005									
Employed or in further study	73.7 ± 3.9	76.2 ± 2.7	69.3 ± 3.2	78.9 ± 3.7	81.4 ± 3.5	74.6 ± 5.8	82.5 ± 6.1	79.1 ± 5.1	74.7 ± 1.6
Employed after training	56.1 ± 3.7	63.1 ± 2.8	53.4 ± 3.6	58.3 ± 4.2	62.0 ± 5.1	61.7 ± 6.6	64.8 ± 7.1	70.3 ± 5.9	58.6 ± 1.6
In further study after training	37.0 ± 3.4	29.8 ± 2.7	30.0 ± 3.4	39.3 ± 4.1	40.1 ± 5.2	31.6 ± 6.9	35.0 ± 8.8	24.3 ± 5.9	33.7 ± 1.5
At TAFE	72.7 ± 2.9	55.2 ± 3.6	53.5 ± 3.6	59.4 ± 5.8	64.1 ± 5.2	62.3 ± 8.3	44.9 ± 8.5	17.9 ± 11.6	61.4 ± 1.7
At University	12.0 ± 3.4	19.0 ± 3.2	16.1 ± 3.2	13.7 ± 3.0	14.0 ± 3.2	9.1 ± 3.1	14.1 ± 4.6	34.9 ± 14.1	14.9 ± 1.5
At private provider or other registered provider	15.3 ± 3.5	25.8 ± 3.2	30.4 ± 3.2	26.8 ± 5.4	21.9 ± 5.3	28.6 ± 8.8	41.0 ± 7.5	47.1 ± 17.8	23.7 ± 1.7
TAFE 2006									
Employed or in further study	64.3 ± 5.7	74.8 ± 3.6	70.7 ± 3.0	82.7 ± 5.2	67.8 ± 8.3	62.2 ± 7.3	82.9 ± 7.1	66.3 ± 13.3	69.6 ± 2.5
Employed after training	49.1 ± 5.7	64.8 ± 3.8	61.0 ± 3.9	61.1 ± 6.5	44.7 ± 11.9	49.5 ± 7.3	70.1 ± 13.5	57.8 ± 8.8	55.8 ± 2.7
In further study after training	30.0 ± 5.6	32.3 ± 5.6	24.7 ± 5.0	40.0 ± 5.2	42.7 ± 9.5	26.6 ± 6.9	31.3 ± 17.8	40.9 ± 11.4	31.0 ± 2.8
At TAFE	74.6 ± 5.3	66.2 ± 2.9	72.9 ± 6.9	86.2 ± 6.6	74.3 ± 11.6	73.1 ± 10.6	70.4 ± 14.7	np	72.7 ± 2.8
At University	8.4 ± 4.6	18.0 ± 2.7	5.7 ± 0.1	10.4 ± 6.2	17.2 ± 8.1	np	np	45.2 ± na	11.5 ± 2.1
At private provider or other registered provider	17.0 ± 2.7	15.7 ± 1.1	21.4 ± 6.9	np	8.5 ± 8.4	np	np	52.2 ± na	15.8 ± 1.8

Table 5A.26

Table 5A.26 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005									
Employed or in further study	73.4 ± 3.1	74.2 ± 2.9	70.1 ± 3.4	77.9 ± 3.9	83.3 ± 3.8	75.0 ± 7.1	81.4 ± 7.4	83.0 ± 8.2	74.3 ± 1.5
Employed after training	49.4 ± 2.9	58.7 ± 3.2	52.8 ± 3.8	53.2 ± 4.3	57.4 ± 6.2	56.4 ± 7.9	52.9 ± 9.5	71.2 ± 8.6	53.7 ± 1.6
In further study after training	41.7 ± 3.6	32.9 ± 3.0	33.7 ± 3.4	42.0 ± 4.4	46.7 ± 6.4	36.7 ± 8.8	42.3 ± 12.0	34.8 ± 8.7	38.2 ± 1.8
At TAFE	78.8 ± 3.2	62.8 ± 4.3	54.9 ± 3.6	69.2 ± 4.2	74.1 ± 5.0	74.1 ± 7.7	59.2 ± 3.3	20.7 ± 14.7	69.0 ± 1.8
At University	11.3 ± 2.3	22.5 ± 4.1	19.4 ± 2.9	16.7 ± 3.8	11.9 ± 3.7	np	np	36.7 ± 16.1	15.7 ± 1.4
At private provider or other registered provider	9.8 ± 2.3	14.7 ± 3.3	25.7 ± 3.0	14.1 ± 2.1	14.0 ± 5.0	17.4 ± 7.7	31.6 ± 2.6	42.6 ± 21.9	15.3 ± 1.3
TAFE 2004									
Employed or in further study	67.2 ± 8.1	64.4 ± 8.7	66.2 ± 7.4	74.5 ± 7.2	81.0 ± 8.9	71.1 ± 13.8	69.2 ± 21.0	68.4 ± 29.6	68.1 ± 4.3
Employed after training	47.0 ± 7.8	51.4 ± 8.9	54.4 ± 7.7	57.2 ± 8.3	54.0 ± 11.5	45.6 ± 15.6	52.6 ± 20.5	60.6 ± 27.9	50.6 ± 4.2
In further study after training	34.7 ± 7.2	26.9 ± 6.8	24.9 ± 6.1	39.8 ± 8.3	44.1 ± 11.6	40.0 ± 15.3	34.1 ± 18.4	31.8 ± 18.7	32.7 ± 3.8
At TAFE	76.2 ± 11.3	70.0 ± 12.7	67.9 ± 11.7	77.5 ± 11.3	75.0 ± 15.1	60.8 ± 24.8	58.2 ± 28.6	32.8 ± 23.5	73.0 ± 6.2
At University	11.5 ± 8.5	16.9 ± 10.4	16.7 ± 8.4	7.7 ± 5.0	16.8 ± 13.6	np	np	np	13.5 ± 4.7
At private provider or other registered provider	12.3 ± 9.2	13.0 ± 9.1	15.4 ± 9.4	14.8 ± 10.5	8.2 ± 7.8	np	np	np	13.5 ± 5.0
TAFE 2003									
Employed or in further study	83.1 ± 3.2	88.3 ± 2.8	80.4 ± 3.4	82.5 ± 4.2	86.6 ± 4.0	92.7 ± 7.1	82.2 ± 12.7	87.9 ± 8.7	83.8 ± 1.5
Employed after training	47.4 ± 4.0	51.2 ± 3.8	51.4 ± 3.9	45.7 ± 5.1	58.7 ± 5.3	47.7 ± 11.3	49.4 ± 15.3	61.2 ± 11.7	49.6 ± 1.9
In further study after training	51.8 ± 4.6	47.4 ± 5.2	44.1 ± 4.6	45.7 ± 6.2	39.6 ± 6.7	57.4 ± 15.5	37.2 ± 18.2	44.4 ± 15.6	48.2 ± 2.3
At TAFE	80.6 ± 5.1	73.7 ± 6.6	73.0 ± 6.3	79.3 ± 7.4	73.5 ± 9.8	84.2 ± 15.3	65.2 ± 31.2	51.7 ± 23.1	77.6 ± 2.8
At University	11.9 ± 4.2	16.2 ± 5.5	14.2 ± 4.9	10.4 ± 5.5	6.0 ± 5.2	np	np	24.7 ± 20.0	12.5 ± 2.3
At private provider or other registered provider	7.5 ± 3.4	10.1 ± 4.5	12.8 ± 4.7	10.3 ± 5.6	20.5 ± 8.9	np	np	np	9.9 ± 2.0

Table 5A.26

Table 5A.26 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)

TAFE 2002	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Employed or in further study	71.4 ± 3.6	69.0 ± 4.4	70.2 ± 3.9	72.0 ± 5.2	81.0 ± 6.8	69.9 ± 9.8	76.4 ± 12.5	80.8 ± 18.2	71.3 ± 1.9
Employed after training	35.8 ± 3.8	51.1 ± 4.6	46.9 ± 4.1	41.4 ± 5.5	59.3 ± 7.6	36.4 ± 8.6	56.9 ± 12.6	44.9 ± 18.4	42.7 ± 2.0
In further study after training	44.4 ± 4.0	42.0 ± 4.7	33.4 ± 4.0	45.1 ± 5.8	32.1 ± 8.1	47.8 ± 10.8	39.8 ± 14.5	31.0 ± 21.4	41.2 ± 2.1
At TAFE	84.1 ± 4.5	77.7 ± 6.0	69.5 ± 6.4	79.4 ± 6.9	80.0 ± 12.0	87.9 ± 10.1	39.3 ± 22.0	76.3 ± 31.5	79.6 ± 2.7
At University	8.6 ± 3.4	12.1 ± 4.7	18.1 ± 5.4	15.0 ± 6.1	12.9 ± 10.0	np	36.8 ± 21.7	np	12.0 ± 2.1
At private provider or other registered provider	7.3 ± 3.2	10.2 ± 4.4	12.4 ± 4.6	5.6 ± 3.9	np	np	np	–	8.5 ± 1.8

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

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

(c) Students reported as having a disability 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 fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.27

Table 5A.27 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Employed or in further study	80.8 ± 3.0	82.7 ± 2.6	78.1 ± 3.8	85.6 ± 3.0	85.7 ± 5.8	87.2 ± 5.4	84.9 ± 7.3	81.4 ± 10.9	81.7 ± 1.6
Employed after training	66.5 ± 3.8	69.4 ± 2.7	68.6 ± 4.5	65.5 ± 4.0	71.6 ± 6.5	68.6 ± 4.4	71.3 ± 7.9	74.3 ± 11.0	68.0 ± 1.9
In further study after training	32.3 ± 3.6	32.9 ± 3.1	24.3 ± 4.0	41.3 ± 4.2	38.8 ± 8.6	50.1 ± 10.1	46.5 ± 9.2	33.4 ± 11.3	32.7 ± 1.9
At TAFE	67.9 ± 5.8	57.5 ± 4.8	47.6 ± 8.3	63.6 ± 4.6	53.7 ± 9.1	54.3 ± 8.1	54.6 ± 7.8	26.7 ± 3.3	60.6 ± 3.0
At University	24.0 ± 5.6	28.2 ± 4.6	27.6 ± 4.7	21.9 ± 4.9	25.8 ± 10.8	np	29.8 ± 7.2	30.2 ± 5.6	25.6 ± 2.9
At private provider or other registered provider	8.1 ± 3.5	14.4 ± 2.1	24.8 ± 7.3	14.4 ± 2.8	20.4 ± 9.0	32.9 ± 9.4	15.6 ± 4.6	43.1 ± 4.5	13.8 ± 1.8
VET 2005									
Employed or in further study	81.7 ± 2.1	85.9 ± 1.5	81.0 ± 2.7	86.2 ± 2.3	85.7 ± 3.6	88.8 ± 5.8	86.6 ± 5.5	84.2 ± 3.3	83.7 ± 1.0
Employed after training	63.8 ± 2.4	72.3 ± 1.7	63.5 ± 2.8	70.2 ± 2.9	74.1 ± 4.0	71.7 ± 8.6	74.1 ± 6.9	70.6 ± 5.4	67.8 ± 1.2
In further study after training	39.0 ± 2.8	30.6 ± 2.1	34.3 ± 2.9	40.5 ± 3.3	34.5 ± 4.5	39.7 ± 8.9	34.9 ± 7.9	37.0 ± 6.7	35.7 ± 1.4
At TAFE	65.2 ± 3.6	49.3 ± 3.8	45.7 ± 6.2	59.3 ± 4.4	57.3 ± 7.1	49.0 ± 15.6	30.0 ± 9.6	27.6 ± 8.9	56.7 ± 2.1
At University	22.2 ± 3.0	34.0 ± 4.0	32.5 ± 6.1	28.7 ± 4.4	20.3 ± 6.9	20.4 ± 10.4	33.1 ± 11.6	42.5 ± 10.6	27.5 ± 1.9
At private provider or other registered provider	12.5 ± 2.8	16.7 ± 2.8	21.7 ± 5.1	12.0 ± 3.3	22.4 ± 5.1	30.6 ± 11.8	36.9 ± 12.1	29.9 ± 6.0	15.8 ± 1.6
TAFE 2006									
Employed or in further study	78.8 ± 3.2	82.2 ± 3.2	76.0 ± 2.0	86.4 ± 3.0	83.9 ± 7.6	80.0 ± 9.9	83.5 ± 7.0	83.8 ± 7.0	80.3 ± 1.8
Employed after training	62.7 ± 4.1	67.7 ± 3.5	62.5 ± 4.1	65.6 ± 4.4	60.9 ± 8.9	62.5 ± 5.7	63.1 ± 9.8	71.7 ± 7.3	64.4 ± 2.3
In further study after training	33.9 ± 3.8	36.6 ± 3.4	28.3 ± 4.0	43.5 ± 4.8	45.5 ± 10.5	42.7 ± 12.0	45.0 ± 11.0	46.6 ± 8.4	35.5 ± 2.2
At TAFE	73.2 ± 6.2	63.7 ± 4.1	57.9 ± 4.0	68.0 ± 4.5	62.3 ± 10.1	48.0 ± 12.9	55.5 ± 11.6	33.0 ± 4.1	67.2 ± 3.2
At University	22.4 ± 5.9	28.3 ± 3.6	35.1 ± 3.0	22.3 ± 5.0	34.1 ± 9.8	np	40.0 ± 10.8	35.2 ± 6.9	25.9 ± 3.0
At private provider or other registered provider	4.4 ± 2.5	8.0 ± 2.0	7.0 ± 2.8	9.7 ± 2.8	np	46.9 ± 8.1	np	31.8 ± 5.6	6.9 ± 1.4

Table 5A.27

Table 5A.27 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)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005									
Employed or in further study	80.6 ± 2.2	86.6 ± 1.8	82.2 ± 3.4	85.7 ± 2.4	85.0 ± 4.5	88.4 ± 9.3	79.9 ± 8.9	94.9 ± 3.5	83.2 ± 1.2
Employed after training	59.4 ± 2.6	72.0 ± 2.4	63.2 ± 3.3	67.4 ± 3.0	68.4 ± 5.0	66.2 ± 12.9	61.7 ± 10.1	79.3 ± 6.7	64.5 ± 1.5
In further study after training	41.6 ± 2.7	35.5 ± 2.7	37.8 ± 4.0	43.6 ± 3.5	41.2 ± 5.5	50.9 ± 12.2	42.8 ± 10.2	45.9 ± 9.2	39.9 ± 1.6
At TAFE	68.2 ± 3.7	52.6 ± 4.6	46.6 ± 7.9	63.7 ± 4.3	65.2 ± 7.5	55.4 ± 16.1	40.8 ± 13.6	28.7 ± 9.3	61.1 ± 2.3
At University	23.3 ± 3.3	37.4 ± 4.6	39.3 ± 8.3	30.1 ± 4.2	19.3 ± 7.4	np	34.8 ± 13.2	47.9 ± 11.7	29.1 ± 2.2
At private provider or other registered provider	8.5 ± 2.6	10.0 ± 1.9	14.1 ± 4.2	6.2 ± 1.7	15.5 ± 3.7	np	24.3 ± 11.5	23.4 ± 6.3	9.9 ± 1.4
TAFE 2004									
Employed or in further study	78.3 ± 3.7	75.7 ± 4.1	81.8 ± 4.6	83.1 ± 4.3	83.0 ± 7.8	82.4 ± 16.3	84.4 ± 9.1	86.9 ± 7.7	78.8 ± 2.3
Employed after training	58.6 ± 4.3	62.7 ± 4.4	62.7 ± 6.2	65.3 ± 5.5	70.0 ± 9.0	71.2 ± 20.1	75.6 ± 10.7	80.4 ± 9.2	61.4 ± 2.7
In further study after training	35.6 ± 4.1	28.4 ± 4.0	33.9 ± 6.2	37.3 ± 5.6	30.1 ± 8.5	32.3 ± 21.3	40.2 ± 12.0	41.8 ± 13.3	33.9 ± 2.6
At TAFE	67.0 ± 6.6	52.1 ± 8.1	59.0 ± 11.1	69.9 ± 8.8	74.9 ± 12.3	84.0 ± 29.0	65.4 ± 18.2	29.3 ± 19.3	63.6 ± 4.3
At University	22.1 ± 6.2	32.6 ± 7.3	31.1 ± 10.0	21.5 ± 6.7	8.0 ± 8.4	–	34.6 ± 18.2	51.2 ± 21.7	24.7 ± 3.9
At private provider or other registered provider	10.9 ± 3.8	15.3 ± 6.2	9.9 ± 6.0	8.6 ± 7.1	17.1 ± 13.5	np	–	np	11.7 ± 2.6
TAFE 2003									
Employed or in further study	87.6 ± 1.7	90.7 ± 1.3	82.6 ± 2.5	90.7 ± 2.2	96.6 ± 1.7	88.3 ± 10.6	91.7 ± 4.9	89.0 ± 4.8	88.5 ± 0.8
Employed after training	58.0 ± 2.3	65.6 ± 2.0	58.1 ± 3.1	59.8 ± 3.5	75.3 ± 3.7	60.5 ± 14.4	72.6 ± 7.6	65.6 ± 6.7	60.8 ± 1.2
In further study after training	51.9 ± 2.8	49.8 ± 2.7	42.9 ± 3.7	55.7 ± 4.4	42.5 ± 6.0	59.3 ± 18.9	48.9 ± 10.4	50.6 ± 8.7	50.8 ± 1.5
At TAFE	74.3 ± 3.5	62.0 ± 3.7	60.3 ± 5.6	66.5 ± 5.8	66.5 ± 9.1	60.8 ± 23.9	59.3 ± 15.1	39.2 ± 12.3	69.7 ± 2.0
At University	21.6 ± 3.3	31.6 ± 3.6	30.5 ± 5.2	22.3 ± 5.1	23.8 ± 8.2	np	35.1 ± 14.6	35.3 ± 12.1	24.3 ± 1.9
At private provider or other registered provider	4.2 ± 1.6	6.5 ± 1.9	9.2 ± 3.3	11.2 ± 3.9	9.7 ± 5.7	np	np	25.5 ± 11.0	6.1 ± 1.0

Table 5A.27

Table 5A.27 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)

TAFE 2002	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Employed or in further study	81.8 ± 1.5	78.5 ± 1.7	82.4 ± 2.3	84.8 ± 2.3	83.4 ± 4.3	87.4 ± 8.4	90.3 ± 5.0	89.8 ± 6.6	81.7 ± 0.9
Employed after training	57.7 ± 1.8	58.0 ± 2.0	62.3 ± 2.8	63.4 ± 3.0	71.4 ± 4.6	62.4 ± 10.4	69.6 ± 6.3	71.1 ± 8.3	59.6 ± 1.1
In further study after training	49.0 ± 1.9	45.1 ± 2.1	40.9 ± 3.0	46.9 ± 3.2	36.1 ± 5.6	48.9 ± 12.9	42.3 ± 8.3	42.7 ± 10.8	47.0 ± 1.1
At TAFE	75.9 ± 2.3	63.1 ± 3.0	53.0 ± 4.6	62.6 ± 4.5	64.7 ± 9.2	69.5 ± 16.8	42.5 ± 13.0	41.8 ± 16.8	70.0 ± 1.5
At University	17.7 ± 2.1	27.3 ± 2.8	30.8 ± 4.3	30.6 ± 4.3	22.0 ± 8.0	18.0 ± 14.0	47.0 ± 13.2	33.0 ± 16.0	21.9 ± 1.4
At private provider or other registered provider	6.4 ± 1.3	9.6 ± 1.8	16.2 ± 3.4	6.9 ± 2.4	13.3 ± 6.6	np	10.5 ± 8.1	25.1 ± 14.8	8.1 ± 0.9

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

(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 fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.28

Table 5A.28 Labour force status after the course of graduates who were unemployed prior to the course (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Employed	52.7 ± 4.8	52.0 ± 5.3	56.8 ± 3.7	64.3 ± 9.6	51.0 ± 7.0	56.1 ± 6.8	67.7 ± 11.3	55.1 ± 13.6	54.2 ± 2.5
Unemployed	37.0 ± 4.9	39.6 ± 5.2	36.7 ± 3.7	28.2 ± 9.0	39.5 ± 7.1	35.8 ± 7.0	23.0 ± 6.9	39.6 ± 13.2	37.1 ± 2.5
Not in the labour force	10.3 ± 2.8	7.5 ± 2.9	6.3 ± 1.9	6.6 ± 2.9	9.5 ± 5.5	6.8 ± 4.3	np	np	8.3 ± 1.4
VET 2005									
Employed	47.8 ± 3.3	58.0 ± 4.5	53.5 ± 2.8	57.5 ± 4.0	53.2 ± 4.4	59.0 ± 5.9	59.9 ± 10.6	49.4 ± 7.7	53.5 ± 1.8
Unemployed	42.6 ± 4.2	33.5 ± 4.4	38.0 ± 2.8	34.2 ± 3.7	37.1 ± 4.3	33.8 ± 5.7	35.1 ± 10.3	43.4 ± 7.4	37.7 ± 2.0
Not in the labour force	8.9 ± 3.3	7.8 ± 1.4	7.7 ± 1.6	8.0 ± 2.4	9.6 ± 2.5	6.2 ± 2.5	4.3 ± 3.6	7.2 ± 5.5	8.2 ± 1.2
TAFE 2006									
Employed	49.3 ± 4.5	54.2 ± 4.5	55.7 ± 3.6	62.2 ± 6.4	45.5 ± 8.1	59.8 ± 8.1	66.9 ± 7.3	56.7 ± 17.0	52.7 ± 2.3
Unemployed	39.1 ± 4.9	36.8 ± 4.1	37.1 ± 3.6	28.5 ± 5.5	45.1 ± 9.2	33.3 ± 8.2	33.1 ± 7.3	36.1 ± 16.8	37.6 ± 2.5
Not in the labour force	11.6 ± 3.4	8.9 ± 3.6	7.1 ± 2.4	9.4 ± 3.9	9.4 ± 6.1	6.0 ± 4.1	–	np	9.6 ± 1.8
TAFE 2005									
Employed	43.8 ± 3.1	58.7 ± 3.0	50.4 ± 3.1	57.4 ± 4.1	49.0 ± 4.8	57.4 ± 7.6	53.5 ± 14.5	58.4 ± 9.4	50.8 ± 1.6
Unemployed	46.8 ± 3.1	31.9 ± 2.8	40.5 ± 3.2	34.4 ± 3.9	40.9 ± 4.8	35.9 ± 7.6	38.5 ± 14.1	29.8 ± 8.0	40.0 ± 1.6
Not in the labour force	8.5 ± 1.8	8.7 ± 1.9	8.2 ± 1.8	7.8 ± 2.2	10.0 ± 2.6	5.8 ± 3.0	np	11.7 ± 8.7	8.4 ± 0.9
TAFE 2004									
Employed	40.4 ± 4.1	45.9 ± 5.0	54.7 ± 4.1	55.3 ± 6.0	58.2 ± 7.4	54.3 ± 11.0	50.3 ± 15.7	38.1 ± 10.4	46.6 ± 2.3
Unemployed	43.5 ± 4.2	41.4 ± 5.1	35.3 ± 4.1	32.5 ± 5.4	25.6 ± 6.4	35.2 ± 10.5	37.2 ± 15.3	31.5 ± 9.2	39.3 ± 2.4
Not in the labour force	14.3 ± 2.9	12.4 ± 3.6	9.5 ± 2.1	11.6 ± 3.9	15.5 ± 4.3	10.5 ± 7.1	np	30.4 ± 6.6	13.0 ± 1.6
TAFE 2003									
Employed	40.5 ± 3.0	47.5 ± 2.8	48.5 ± 2.9	44.0 ± 3.9	55.1 ± 4.2	49.4 ± 8.8	52.2 ± 12.5	44.4 ± 12.1	44.8 ± 1.4
Unemployed	43.5 ± 3.0	40.1 ± 2.7	37.6 ± 2.8	39.3 ± 3.9	32.9 ± 4.0	37.3 ± 8.5	29.3 ± 11.4	32.8 ± 11.4	40.4 ± 1.4
Not in the labour force	12.8 ± 2.1	9.7 ± 1.6	10.0 ± 1.8	15.1 ± 2.8	10.1 ± 2.5	12.7 ± 5.8	17.8 ± 9.6	22.0 ± 10.1	11.9 ± 0.9

Table 5A.28

Table 5A.28 Labour force status after the course of graduates who were unemployed prior to the course (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2002									
Employed	34.6 ± 2.2	41.4 ± 2.6	46.3 ± 2.4	41.5 ± 3.3	57.1 ± 4.9	50.2 ± 5.2	56.3 ± 9.1	43.4 ± 12.9	40.8 ± 1.2
Unemployed	43.6 ± 2.3	42.3 ± 2.6	34.1 ± 2.2	42.7 ± 3.3	27.9 ± 4.4	35.2 ± 4.9	33.2 ± 8.6	31.6 ± 12.1	40.2 ± 1.2
Not in the labour force	19.2 ± 1.8	15.0 ± 1.9	19.0 ± 1.9	15.4 ± 2.4	14.9 ± 3.5	13.2 ± 3.5	10.5 ± 5.6	24.2 ± 11.1	17.5 ± 0.9

(a) The data for the ACT and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.



Table 5A.29

		Labour force status after the course of graduates who were employed prior to the course (per cent) (a), (b)									
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
Employed		91.1 ± 1.7	92.7 ± 0.9	90.3 ± 1.3	91.2 ± 1.7	91.6 ± 2.0	93.3 ± 1.7	93.8 ± 2.1	90.9 ± 2.7	91.5 ± 0.7	
Unemployed		5.0 ± 1.1	3.8 ± 0.7	4.8 ± 0.8	4.6 ± 1.4	3.4 ± 1.2	3.5 ± 1.3	2.2 ± 1.1	3.1 ± 2.0	4.4 ± 0.4	
Not in the labour force		3.5 ± 1.3	3.2 ± 0.7	4.5 ± 1.0	3.9 ± 0.9	4.9 ± 1.6	2.9 ± 1.2	3.8 ± 1.9	6.1 ± 1.9	3.8 ± 0.5	
VET 2005											
Employed		90.3 ± 1.4	92.5 ± 0.8	91.0 ± 0.9	90.9 ± 0.9	92.7 ± 1.1	93.7 ± 1.2	92.6 ± 1.9	92.2 ± 1.8	91.5 ± 0.5	
Unemployed		5.0 ± 0.8	3.8 ± 0.6	4.7 ± 0.7	3.8 ± 0.6	3.9 ± 0.8	3.0 ± 0.9	2.9 ± 1.2	3.3 ± 1.2	4.3 ± 0.3	
Not in the labour force		4.4 ± 1.2	3.6 ± 0.7	4.0 ± 0.6	5.2 ± 0.7	3.2 ± 0.7	3.1 ± 0.8	4.5 ± 1.5	4.5 ± 1.3	4.0 ± 0.4	
TAFE 2006											
Employed		91.0 ± 2.1	91.4 ± 1.4	88.7 ± 1.7	90.7 ± 1.7	90.7 ± 2.9	92.1 ± 2.3	91.0 ± 3.2	89.9 ± 3.5	90.6 ± 0.9	
Unemployed		5.0 ± 1.3	5.5 ± 1.2	5.5 ± 1.1	4.3 ± 1.2	2.9 ± 1.5	4.4 ± 1.8	3.9 ± 2.0	3.0 ± 2.0	5.0 ± 0.6	
Not in the labour force		3.5 ± 1.6	3.0 ± 0.8	5.5 ± 1.3	4.7 ± 1.2	6.1 ± 2.4	2.9 ± 1.4	4.8 ± 2.5	7.1 ± 2.9	4.1 ± 0.7	
TAFE 2005											
Employed		89.8 ± 1.1	91.5 ± 0.9	89.1 ± 1.1	89.6 ± 1.1	91.4 ± 1.5	91.7 ± 2.3	93.1 ± 2.3	92.4 ± 2.1	90.3 ± 0.5	
Unemployed		5.8 ± 0.9	4.8 ± 0.7	5.2 ± 0.8	4.1 ± 0.7	4.8 ± 1.1	3.7 ± 1.6	3.8 ± 1.7	3.3 ± 1.5	5.1 ± 0.4	
Not in the labour force		4.1 ± 0.7	3.5 ± 0.7	5.3 ± 0.9	6.2 ± 0.9	3.6 ± 1.1	4.5 ± 1.7	3.2 ± 1.5	4.3 ± 1.6	4.4 ± 0.4	
TAFE 2004											
Employed		88.7 ± 1.5	89.4 ± 1.5	88.1 ± 1.5	88.7 ± 1.6	92.9 ± 1.8	89.0 ± 3.8	92.5 ± 3.0	89.3 ± 3.3	89.1 ± 0.8	
Unemployed		5.4 ± 1.2	5.9 ± 1.2	6.1 ± 1.1	4.3 ± 1.0	2.5 ± 1.0	4.8 ± 2.7	4.3 ± 2.5	5.0 ± 2.0	5.2 ± 0.6	
Not in the labour force		5.8 ± 1.2	4.6 ± 1.0	5.6 ± 1.0	6.9 ± 1.3	4.5 ± 1.5	5.5 ± 2.8	3.2 ± 2.1	5.7 ± 2.8	5.5 ± 0.6	
TAFE 2003											
Employed		88.3 ± 0.9	89.8 ± 0.7	87.4 ± 0.9	87.9 ± 1.0	91.6 ± 0.9	89.2 ± 2.5	90.6 ± 2.4	89.0 ± 2.1	88.7 ± 0.4	
Unemployed		5.8 ± 0.6	5.9 ± 0.5	6.8 ± 0.7	5.8 ± 0.7	4.8 ± 0.7	5.5 ± 1.8	5.1 ± 1.8	5.0 ± 1.5	5.9 ± 0.3	
Not in the labour force		4.9 ± 0.6	3.6 ± 0.4	4.7 ± 0.6	5.7 ± 0.7	3.0 ± 0.5	4.4 ± 1.6	3.7 ± 1.5	4.7 ± 1.4	4.5 ± 0.2	

Table 5A.29

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>Table 5A.29 Labour force status after the course of graduates who were employed prior to the course (per cent) (a), (b)</b>									
<b>TAFE 2002</b>									
Employed	89.4 ± 0.7	89.9 ± 0.8	88.1 ± 0.7	87.2 ± 1.0	92.1 ± 1.0	89.3 ± 1.7	91.3 ± 1.9	90.4 ± 2.4	89.2 ± 0.4
Unemployed	5.5 ± 0.5	5.5 ± 0.6	5.8 ± 0.5	6.1 ± 0.7	4.5 ± 0.8	6.3 ± 1.4	4.3 ± 1.3	2.4 ± 1.3	5.5 ± 0.3
Not in the labour force	4.7 ± 0.5	4.2 ± 0.5	5.8 ± 0.5	6.2 ± 0.7	3.3 ± 0.7	4.0 ± 1.1	4.2 ± 1.3	6.3 ± 2.0	4.9 ± 0.2

(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.30

**Table 5A.30 Graduates employed after who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>VET 2006</b>									
Highly relevant	51.6 ± 2.8	49.6 ± 2.3	51.2 ± 2.5	50.3 ± 3.1	53.2 ± 3.8	46.0 ± 3.5	48.7 ± 5.0	43.0 ± 7.2	50.6 ± 1.3
Some relevance	26.9 ± 2.5	30.2 ± 2.1	27.4 ± 2.2	29.5 ± 2.7	27.5 ± 3.5	33.5 ± 3.5	33.5 ± 4.7	36.8 ± 7.0	28.6 ± 1.1
Very little relevance	9.1 ± 1.6	8.5 ± 1.2	8.6 ± 1.5	6.8 ± 1.5	8.2 ± 2.2	7.5 ± 1.7	5.5 ± 2.1	7.5 ± 4.3	8.5 ± 0.7
Not relevant at all	12.4 ± 1.9	11.8 ± 1.3	12.8 ± 1.8	13.4 ± 2.2	11.0 ± 2.4	13.0 ± 2.4	12.3 ± 3.0	12.7 ± 5.4	12.3 ± 0.8
<b>VET 2005</b>									
Highly relevant	45.8 ± 2.4	47.7 ± 1.6	48.0 ± 1.7	47.9 ± 1.9	49.3 ± 1.9	44.4 ± 2.6	46.8 ± 3.7	46.9 ± 3.6	47.2 ± 0.9
Some relevance	31.8 ± 2.3	32.8 ± 1.5	29.8 ± 1.6	28.0 ± 1.7	31.1 ± 1.8	32.4 ± 2.5	31.3 ± 3.6	34.9 ± 3.5	31.4 ± 0.9
Very little relevance	9.5 ± 1.5	9.4 ± 0.9	9.3 ± 1.0	9.5 ± 1.1	9.6 ± 1.2	10.1 ± 1.7	8.9 ± 2.3	7.5 ± 1.8	9.4 ± 0.6
Not relevant at all	12.9 ± 1.4	10.1 ± 0.9	12.9 ± 1.1	14.6 ± 1.2	10.0 ± 1.2	13.0 ± 1.9	13.0 ± 2.6	10.7 ± 2.2	12.0 ± 0.5
<b>TAFE 2006</b>									
Highly relevant	54.1 ± 3.2	51.9 ± 3.0	51.2 ± 3.0	47.9 ± 3.3	56.4 ± 4.7	48.1 ± 4.5	48.2 ± 6.0	45.0 ± 8.0	52.1 ± 1.5
Some relevance	25.0 ± 2.6	27.9 ± 2.6	26.4 ± 2.8	29.7 ± 3.1	25.6 ± 4.3	32.4 ± 4.4	28.1 ± 5.4	35.4 ± 7.4	26.9 ± 1.3
Very little relevance	6.9 ± 1.4	7.9 ± 1.6	8.6 ± 1.9	7.5 ± 1.8	6.2 ± 2.3	7.4 ± 2.1	6.2 ± 2.6	9.2 ± 5.1	7.6 ± 0.8
Not relevant at all	14.0 ± 2.2	12.2 ± 1.8	13.7 ± 2.2	14.9 ± 2.3	11.8 ± 3.2	12.2 ± 3.0	17.5 ± 4.5	10.3 ± 5.0	13.4 ± 1.0
<b>TAFE 2005</b>									
Highly relevant	47.7 ± 1.9	48.3 ± 1.7	48.5 ± 2.0	48.6 ± 2.0	51.6 ± 2.4	50.9 ± 4.4	52.5 ± 5.5	44.2 ± 4.2	48.5 ± 0.9
Some relevance	29.2 ± 1.8	29.9 ± 1.6	29.4 ± 1.9	25.8 ± 1.7	27.5 ± 2.3	25.2 ± 3.8	26.2 ± 4.9	36.8 ± 4.1	28.9 ± 0.8
Very little relevance	9.5 ± 1.2	9.5 ± 1.1	7.8 ± 1.1	9.6 ± 1.1	9.2 ± 1.5	9.1 ± 2.6	8.1 ± 3.0	8.7 ± 2.3	9.1 ± 0.5
Not relevant at all	13.6 ± 1.2	12.3 ± 1.1	14.2 ± 1.4	16.0 ± 1.5	11.7 ± 1.6	14.8 ± 3.4	13.2 ± 3.6	10.3 ± 2.5	13.5 ± 0.6
<b>TAFE 2004</b>									
Highly relevant	53.0 ± 3.1	50.9 ± 3.2	56.3 ± 2.7	52.1 ± 3.2	55.0 ± 3.9	53.1 ± 6.4	52.1 ± 7.0	50.6 ± 6.4	53.2 ± 1.5
Some relevance	28.0 ± 2.7	27.9 ± 2.9	22.9 ± 2.3	23.7 ± 2.7	26.4 ± 3.3	27.9 ± 5.8	28.5 ± 6.4	30.4 ± 5.8	26.6 ± 1.4
Very little relevance	7.2 ± 1.5	6.5 ± 1.4	7.3 ± 1.3	7.2 ± 1.6	8.0 ± 2.5	7.2 ± 3.2	6.6 ± 3.4	8.8 ± 3.7	7.2 ± 0.8

Table 5A.30

**Table 5A.30 Graduates employed after who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Not relevant at all	11.8 ± 2.0	14.8 ± 2.4	13.5 ± 1.9	16.9 ± 2.4	10.6 ± 2.8	11.8 ± 4.1	12.8 ± 4.5	10.2 ± 3.9	13.0 ± 1.1
TAFE 2003									
Highly relevant	53.6 ± 1.5	53.9 ± 1.2	56.1 ± 1.5	49.4 ± 1.8	56.1 ± 1.7	60.1 ± 4.1	59.9 ± 4.5	51.9 ± 4.0	54.0 ± 0.7
Some relevance	25.7 ± 1.3	25.6 ± 1.1	22.9 ± 1.3	26.2 ± 1.6	27.5 ± 1.5	21.5 ± 3.4	18.9 ± 3.6	31.4 ± 3.7	25.3 ± 0.6
Very little relevance	7.7 ± 0.8	7.6 ± 0.7	8.2 ± 0.8	7.9 ± 1.0	6.3 ± 0.8	6.1 ± 2.0	6.4 ± 2.3	6.2 ± 1.9	7.6 ± 0.3
Not relevant at all	13.0 ± 1.0	12.9 ± 0.8	12.8 ± 1.0	16.5 ± 1.4	10.1 ± 1.0	12.3 ± 2.7	14.8 ± 3.3	10.5 ± 2.4	13.1 ± 0.4
TAFE 2002									
Highly relevant	54.9 ± 1.3	56.0 ± 1.4	55.3 ± 1.3	50.4 ± 1.7	56.2 ± 2.0	56.7 ± 2.8	56.7 ± 3.8	51.7 ± 4.8	54.8 ± 0.6
Some relevance	26.1 ± 1.1	22.5 ± 1.2	26.9 ± 1.1	26.3 ± 1.5	28.0 ± 1.8	26.5 ± 2.5	20.7 ± 3.1	30.1 ± 4.4	25.8 ± 0.5
Very little relevance	6.9 ± 0.6	7.7 ± 0.7	6.9 ± 0.6	6.9 ± 0.9	5.7 ± 0.9	6.8 ± 1.4	7.4 ± 2.0	7.1 ± 2.5	6.9 ± 0.3
Not relevant at all	12.1 ± 0.8	13.8 ± 1.0	10.9 ± 0.8	16.4 ± 1.3	10.1 ± 1.2	10.0 ± 1.7	15.2 ± 2.7	11.1 ± 3.0	12.4 ± 0.4

(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVER Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.31

Table 5A.31 Graduates who undertook their course for employment related reasons, job related benefits (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Obtained a job	29.3 ± 2.6	28.9 ± 2.0	28.0 ± 2.2	33.0 ± 3.0	34.9 ± 3.8	22.7 ± 2.8	21.9 ± 4.1	31.0 ± 6.2	29.2 ± 1.1
An increase in earnings	25.5 ± 2.4	21.5 ± 1.8	25.3 ± 2.2	28.7 ± 2.9	29.3 ± 3.5	21.9 ± 3.0	28.6 ± 4.6	25.2 ± 6.2	24.8 ± 1.0
A promotion (or increased status at work)	30.6 ± 2.7	29.0 ± 2.0	29.5 ± 2.4	28.6 ± 3.1	30.3 ± 3.5	30.8 ± 3.3	38.7 ± 4.6	28.9 ± 6.4	29.8 ± 1.2
Change of job or new job	16.1 ± 1.8	15.6 ± 1.7	14.8 ± 1.7	16.9 ± 2.4	19.6 ± 3.2	13.9 ± 2.4	16.8 ± 3.7	19.4 ± 5.7	15.9 ± 0.9
Ability to start own business	7.0 ± 1.4	6.7 ± 1.1	8.6 ± 1.4	5.4 ± 1.3	4.3 ± 1.5	6.2 ± 1.7	5.5 ± 2.4	6.4 ± 3.4	6.9 ± 0.6
At least one benefit	77.0 ± 2.2	77.6 ± 1.9	76.9 ± 2.2	76.2 ± 2.7	80.1 ± 3.2	71.1 ± 3.1	77.4 ± 4.0	77.9 ± 5.4	77.1 ± 1.0
VET 2005									
Obtained a job	29.0 ± 2.2	25.1 ± 1.2	31.8 ± 1.5	34.4 ± 1.7	32.5 ± 1.8	27.3 ± 2.4	26.7 ± 3.3	26.6 ± 3.0	28.9 ± 0.8
An increase in earnings	25.2 ± 2.0	22.9 ± 1.2	28.9 ± 1.5	25.5 ± 1.6	30.3 ± 1.8	25.7 ± 2.3	26.2 ± 3.3	30.0 ± 3.3	25.7 ± 0.7
A promotion (or increased status at work)	29.9 ± 2.3	28.8 ± 1.5	27.1 ± 1.5	26.7 ± 1.7	30.8 ± 1.8	30.0 ± 2.4	29.7 ± 3.5	36.6 ± 3.4	28.9 ± 0.9
Change of job or new job	17.6 ± 1.6	15.2 ± 1.1	17.0 ± 1.3	17.7 ± 1.4	17.1 ± 1.5	14.8 ± 2.0	18.0 ± 2.8	16.4 ± 2.7	16.6 ± 0.6
Ability to start own business	7.9 ± 1.3	9.0 ± 1.1	7.7 ± 0.9	8.0 ± 1.0	5.2 ± 0.9	5.5 ± 1.3	6.1 ± 1.6	5.3 ± 1.5	7.8 ± 0.5
At least one benefit	80.4 ± 1.9	77.9 ± 1.4	79.8 ± 1.4	80.4 ± 1.6	82.9 ± 1.5	75.1 ± 2.4	75.8 ± 3.4	80.6 ± 2.9	79.4 ± 0.8
TAFE 2006									
Obtained a job	31.7 ± 2.9	34.6 ± 2.8	30.3 ± 2.7	35.7 ± 3.2	38.6 ± 4.9	31.8 ± 4.1	30.4 ± 5.6	33.5 ± 7.2	32.9 ± 1.4
An increase in earnings	27.5 ± 2.7	25.1 ± 2.6	26.3 ± 2.5	25.8 ± 2.8	29.2 ± 4.6	27.5 ± 4.1	28.6 ± 5.4	24.9 ± 6.4	26.6 ± 1.3
A promotion (or increased status at work)	30.3 ± 3.0	26.0 ± 2.6	29.0 ± 2.7	25.8 ± 3.0	30.0 ± 4.4	30.8 ± 4.4	31.8 ± 5.4	22.1 ± 6.1	28.5 ± 1.4
Change of job or new job	16.8 ± 2.0	16.4 ± 2.2	15.7 ± 2.1	17.8 ± 2.5	19.8 ± 4.0	11.9 ± 3.0	19.9 ± 4.8	19.9 ± 6.6	16.7 ± 1.0
Ability to start own business	6.0 ± 1.4	6.7 ± 1.5	7.3 ± 1.6	5.5 ± 1.4	4.5 ± 1.9	8.0 ± 2.5	5.0 ± 2.5	9.7 ± 5.6	6.4 ± 0.7
At least one benefit	77.7 ± 2.5	79.3 ± 2.3	78.7 ± 2.6	77.4 ± 2.8	82.8 ± 3.7	74.6 ± 4.0	81.2 ± 4.5	75.8 ± 7.0	78.5 ± 1.2
TAFE 2005									
Obtained a job	32.1 ± 1.8	33.8 ± 1.6	35.4 ± 1.9	37.8 ± 1.9	37.2 ± 2.3	38.7 ± 4.4	36.0 ± 5.3	27.8 ± 3.8	34.3 ± 0.8
An increase in earnings	28.4 ± 1.8	27.1 ± 1.6	28.8 ± 1.8	25.8 ± 1.7	28.2 ± 2.2	29.5 ± 3.9	28.6 ± 5.0	29.0 ± 3.8	27.9 ± 0.8
A promotion (or increased status at work)	29.0 ± 1.8	25.0 ± 1.6	25.8 ± 1.8	24.4 ± 1.7	29.4 ± 2.2	23.3 ± 3.7	27.8 ± 5.0	36.7 ± 3.9	26.8 ± 0.8
Change of job or new job	17.6 ± 1.5	18.7 ± 1.4	15.7 ± 1.4	17.8 ± 1.6	18.6 ± 1.9	18.1 ± 3.6	22.4 ± 4.5	17.7 ± 3.2	17.7 ± 0.7
REPORT ON GOVERNMENT SERVICES 2008									
									VOCATIONAL EDUCATION AND TRAINING

Table 5A.31

Table 5A.31 Graduates who undertook their course for employment related reasons, job related benefits (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Ability to start own business	8.6 ± 1.1	7.9 ± 1.0	7.0 ± 1.1	7.4 ± 1.1	5.7 ± 1.1	8.8 ± 2.5	11.7 ± 3.3	5.8 ± 1.8	7.8 ± 0.5
At least one benefit	82.2 ± 1.4	81.6 ± 1.4	80.1 ± 1.6	81.6 ± 1.6	83.7 ± 1.9	83.6 ± 3.5	83.7 ± 4.0	81.3 ± 3.4	81.7 ± 0.7
TAFE 2004									
Obtained a job	25.9 ± 2.8	26.8 ± 2.8	30.9 ± 2.6	33.6 ± 3.1	31.1 ± 3.6	38.1 ± 6.3	37.6 ± 6.8	15.9 ± 4.5	28.4 ± 1.4
An increase in earnings	26.1 ± 2.8	27.7 ± 2.9	31.5 ± 2.5	27.5 ± 3.0	31.4 ± 3.6	31.7 ± 6.1	33.5 ± 6.6	21.6 ± 5.3	28.1 ± 1.4
A promotion (or increased status at work)	29.2 ± 2.8	26.2 ± 2.8	25.8 ± 2.4	25.6 ± 2.8	28.0 ± 3.4	23.7 ± 5.5	24.1 ± 6.0	31.7 ± 6.0	27.5 ± 1.4
Change of job or new job	18.6 ± 2.4	19.6 ± 2.6	19.9 ± 2.1	19.9 ± 2.6	19.6 ± 3.2	16.2 ± 4.7	26.0 ± 6.2	15.3 ± 4.1	19.2 ± 1.2
Ability to start own business	8.6 ± 1.8	9.1 ± 2.0	6.3 ± 1.4	6.8 ± 1.6	5.7 ± 1.8	6.8 ± 3.2	7.5 ± 3.6	6.3 ± 3.0	7.8 ± 0.9
At least one benefit	75.1 ± 2.6	74.4 ± 2.9	77.3 ± 2.3	73.7 ± 2.8	74.9 ± 3.6	77.6 ± 5.4	78.3 ± 5.5	65.7 ± 6.3	75.1 ± 1.3
TAFE 2003									
Obtained a job	28.3 ± 1.4	26.8 ± 1.1	34.0 ± 1.4	32.0 ± 1.7	29.7 ± 1.5	32.8 ± 4.0	33.2 ± 4.4	19.6 ± 3.2	29.4 ± 0.6
An increase in earnings	27.1 ± 1.4	27.2 ± 1.1	29.6 ± 1.4	26.6 ± 1.6	27.3 ± 1.5	30.6 ± 3.9	33.3 ± 4.4	23.6 ± 3.4	27.6 ± 0.6
A promotion (or increased status at work)	21.5 ± 1.3	23.6 ± 1.1	20.2 ± 1.2	23.8 ± 1.6	22.2 ± 1.4	21.0 ± 3.4	20.2 ± 3.8	26.4 ± 3.6	22.1 ± 0.5
Change of job or new job	17.7 ± 1.2	16.8 ± 0.9	19.7 ± 1.2	18.1 ± 1.4	18.0 ± 1.3	18.4 ± 3.3	26.1 ± 4.1	17.6 ± 3.1	18.0 ± 0.5
Ability to start own business	4.9 ± 0.7	4.6 ± 0.5	3.9 ± 0.6	3.8 ± 0.7	3.3 ± 0.6	2.6 ± 1.3	6.0 ± 2.2	3.4 ± 1.5	4.4 ± 0.3
At least one benefit	71.3 ± 1.4	68.5 ± 1.2	73.9 ± 1.3	71.2 ± 1.7	72.1 ± 1.5	74.1 ± 3.7	73.4 ± 4.1	64.6 ± 3.9	71.1 ± 0.6
TAFE 2002									
Obtained a job	24.5 ± 1.1	27.7 ± 1.3	28.0 ± 1.2	37.6 ± 1.7	29.7 ± 1.8	32.3 ± 2.7	30.7 ± 3.5	14.3 ± 3.4	27.7 ± 0.6
An increase in earnings	25.6 ± 1.1	28.4 ± 1.3	24.6 ± 1.1	28.0 ± 1.5	30.9 ± 1.9	30.7 ± 2.6	31.8 ± 3.6	19.1 ± 3.9	26.8 ± 0.6
A promotion (or increased status at work)	25.4 ± 1.1	25.3 ± 1.2	23.1 ± 1.1	22.0 ± 1.4	29.2 ± 1.8	25.0 ± 2.5	25.8 ± 3.3	32.5 ± 4.6	25.0 ± 0.5
Change of job or new job	18.0 ± 1.0	18.0 ± 1.1	15.1 ± 0.9	18.3 ± 1.3	20.4 ± 1.6	13.9 ± 2.0	22.4 ± 3.2	14.9 ± 3.5	17.5 ± 0.5
Ability to start own business	6.4 ± 0.6	4.1 ± 0.6	4.0 ± 0.5	6.9 ± 0.9	2.5 ± 0.6	2.0 ± 0.8	5.8 ± 1.8	2.5 ± 1.5	5.0 ± 0.3
At least one benefit	69.9 ± 1.2	70.4 ± 1.3	65.6 ± 1.2	70.0 ± 1.6	74.2 ± 1.8	73.4 ± 2.5	73.8 ± 3.4	61.0 ± 4.8	69.5 ± 0.6

(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.32

**Table 5A.32 Load pass rates by sex (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>
2006									
Female students	77.7	77.2	79.9	73.9	87.4	79.4	79.6	68.2	78.1
Male students	78.0	75.8	83.3	77.0	87.9	80.9	77.6	73.9	78.9
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Female students	77.9	77.3	79.1	74.0	87.0	79.5	82.2	71.0	78.2
Male students	77.9	75.7	81.8	75.6	86.6	80.0	77.2	74.4	78.3
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Female students	77.5	77.4	77.4	73.8	87.7	80.5	82.5	71.6	77.8
Male students	77.3	75.2	78.6	74.2	86.4	78.4	77.7	67.1	77.2
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Female students	76.9	77.9	78.1	73.3	87.3	81.9	82.4	72.7	77.8
Male students	76.4	75.4	76.1	72.9	86.5	78.6	76.5	70.4	76.4
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1
2002									
Female students	75.1	77.2	78.3	73.1	88.3	78.2	82.1	71.2	77.0
Male students	74.7	74.9	76.6	72.6	86.7	74.6	75.9	73.0	75.7
All students	74.9	76.0	77.4	72.8	87.5	76.3	79.1	72.4	76.4

(a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2002.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.33

Table 5A.33 **Load pass rates by region (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Major cities	77.6	75.5	79.5	74.2	86.0	77.2	78.1	73.5	77.4
Inner regional	78.6	78.1	83.2	78.6	90.7	78.6	79.8	86.4	79.7
Outer regional	78.0	81.8	84.4	79.1	91.4	81.8	85.7	72.2	81.0
Remote and very remote	77.4	79.6	86.4	75.7	92.3	84.6	72.5	70.4	79.6
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Major cities	77.7	75.4	78.2	74.1	85.0	82.4	79.4	78.4	77.1
Inner regional	78.7	78.1	81.8	76.9	89.4	77.6	79.8	84.7	79.3
Outer regional	77.9	81.3	83.2	77.5	91.6	82.2	82.4	76.8	80.6
Remote and very remote	74.3	82.2	84.4	74.0	92.3	85.7	81.0	68.7	78.3
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Major cities	77.2	75.4	75.7	73.6	85.3	79.5	79.7	84.3	76.8
Inner regional	78.1	77.6	79.4	75.8	89.4	77.9	81.7	78.2	78.6
Outer regional	77.5	80.6	80.6	75.7	92.4	81.4	81.0	71.8	79.3
Remote and very remote	75.2	77.9	82.8	72.0	92.3	81.2	71.1	62.0	76.9
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Major cities	76.3	76.0	75.0	72.8	85.3	80.5	79.1	74.3	76.4
Inner regional	77.5	77.8	78.6	74.9	88.6	79.4	81.5	85.6	78.3
Outer regional	76.7	79.9	79.3	72.3	91.9	81.3	81.5	74.3	78.5
Remote and very remote	76.9	78.8	82.1	72.7	93.1	81.7	79.3	67.4	77.8
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1
2002									
Major cities	74.9	75.1	75.3	72.5	85.8	78.3	77.9	82.8	76.1
Inner regional	75.9	77.6	79.1	75.6	89.7	75.8	80.1	77.3	77.6
Outer regional	73.6	79.9	79.9	73.3	92.2	76.4	82.7	73.6	77.5
Remote and very remote	72.6	77.3	81.1	69.5	91.7	81.4	72.7	69.2	76.1
All students	74.9	76.0	77.4	72.8	87.5	76.3	79.1	72.4	76.4

- (a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2002.
- (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).
- (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 areas throughout Australia studying in the jurisdiction.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.



Table 5A.34

Table 5A.34 Load pass rates by disability status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Reported as having a disability	70.6	66.9	72.2	64.7	81.0	68.2	73.4	63.7	69.9
Reported as not having a disability	78.5	77.2	83.6	76.6	88.0	81.0	79.3	71.9	79.3
Not reported disability	79.8	79.3	76.4	74.3	90.1	91.9	73.4	78.1	78.6
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Reported as having a disability	71.2	67.1	72.2	64.9	80.6	68.7	73.0	68.0	70.4
Reported as not having a disability	78.7	77.1	82.2	75.8	86.9	80.4	80.1	73.3	79.1
Not reported disability	77.9	78.5	74.8	73.5	89.7	94.0	82.9	70.9	77.5
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Reported as having a disability	70.0	66.4	69.1	63.7	80.5	68.2	73.5	59.5	69.1
Reported as not having a disability	78.1	76.8	78.5	74.8	87.4	80.2	80.7	69.5	78.1
Not reported disability	78.6	78.9	77.4	73.8	88.0	87.0	76.7	76.6	78.4
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Reported as having a disability	69.9	65.9	67.2	64.1	81.6	68.9	72.7	70.1	68.9
Reported as not having a disability	77.3	77.1	77.6	73.8	87.2	81.0	79.9	71.4	77.7
Not reported disability	77.0	81.5	76.5	72.4	87.7	85.5	83.6	80.4	77.6
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1
2002									
Reported as having a disability	67.7	66.9	66.1	63.7	82.1	66.8	74.6	68.0	67.7
Reported as not having a disability	75.6	76.4	78.0	73.7	87.8	76.7	79.1	72.2	76.9
Not reported disability	74.7	79.7	78.8	71.3	87.4	86.6	90.8	80.5	76.3
All students	74.9	76.0	77.4	72.8	87.5	76.3	79.1	72.4	76.4

Table 5A.34 Load pass rates by disability status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2002.

(b) Students reported as having a disability 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.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.35

Table 5A.35 Load pass rates by language spoken at home (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2006									
Language other than English	75.2	68.8	72.5	64.5	81.6	70.6	77.9	58.4	72.3
English	78.5	79.0	82.4	77.6	88.2	80.7	78.7	76.6	80.0
Not reported	79.2	73.1	76.0	72.0	89.0	75.1	79.6	71.4	77.2
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Language other than English	75.3	68.4	69.7	64.9	81.1	67.0	76.5	61.6	72.2
English	78.6	78.8	81.4	76.5	87.2	80.2	79.9	77.0	79.6
Not reported	78.6	74.8	70.7	72.7	89.1	83.8	83.3	70.9	77.4
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Language other than English	74.2	67.9	65.6	64.5	80.3	68.8	75.6	61.1	71.3
English	78.2	78.7	78.8	75.5	87.7	79.8	80.3	70.2	78.8
Not reported	78.8	74.7	70.8	73.4	87.8	78.3	85.4	73.1	77.0
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Language other than English	73.3	67.7	64.5	64.7	80.7	73.6	73.3	56.4	70.6
English	77.7	79.1	77.7	74.5	87.6	80.6	79.7	77.6	78.6
Not reported	77.1	75.6	74.5	71.6	86.3	74.8	86.3	81.6	76.2
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1
2002									
Language other than English	71.6	67.3	66.1	64.8	82.3	71.7	71.2	59.5	69.8
English	76.1	78.0	78.0	74.1	88.1	76.5	79.0	76.9	77.8
Not reported	74.6	76.7	71.8	71.5	86.6	74.5	86.7	75.3	75.6
All students	74.9	76.0	77.4	72.8	87.5	76.3	79.1	72.4	76.4

Table 5A.35

**Table 5A.35 Load pass rates by language spoken at home (per cent) (a), (b)**

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
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(a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2002.

(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 National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.36

Table 5A.36 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	Helped achieve main reason	70.3 ± 2.0	72.2 ± 1.7	76.3 ± 1.7	76.3 ± 1.7	74.1 ± 2.8	75.5 ± 2.4	77.6 ± 3.2	84.4 ± 3.7	73.2 ± 0.9
	Partly helped achieve main reason	14.5 ± 1.5	13.8 ± 1.2	11.7 ± 1.3	12.7 ± 1.4	12.8 ± 2.2	11.5 ± 1.8	12.6 ± 2.8	8.9 ± 3.2	13.3 ± 0.7
	Did not help achieve main reason	6.2 ± 1.1	5.1 ± 0.9	5.2 ± 0.9	3.2 ± 0.7	4.7 ± 1.3	5.3 ± 1.2	4.0 ± 1.6	3.7 ± 1.8	5.3 ± 0.5
	Did not know yet	9.0 ± 1.2	9.0 ± 1.0	6.8 ± 0.9	7.8 ± 1.1	8.4 ± 1.7	7.6 ± 1.5	5.8 ± 1.5	3.0 ± 1.4	8.2 ± 0.5
VET 2005										
	Helped achieve main reason	68.6 ± 1.6	72.8 ± 1.2	73.0 ± 1.2	70.3 ± 1.3	72.0 ± 1.5	73.6 ± 1.9	73.1 ± 2.8	75.6 ± 3.6	71.4 ± 0.6
	Partly helped achieve main reason	15.9 ± 1.2	14.3 ± 1.0	14.1 ± 0.9	14.6 ± 1.0	13.6 ± 1.2	11.5 ± 1.4	13.3 ± 2.1	12.7 ± 2.9	14.6 ± 0.5
	Did not help achieve main reason	5.8 ± 0.8	5.2 ± 0.6	6.1 ± 0.6	6.0 ± 0.7	4.7 ± 0.7	8.0 ± 1.2	4.4 ± 1.2	4.3 ± 1.1	5.7 ± 0.3
	Did not know yet	9.6 ± 0.9	7.7 ± 0.5	6.8 ± 0.6	9.2 ± 0.8	9.8 ± 1.0	6.9 ± 1.1	9.3 ± 1.8	7.3 ± 2.0	8.4 ± 0.3
TAFE 2006										
	Helped achieve main reason	69.5 ± 2.3	68.5 ± 2.1	73.8 ± 2.2	74.9 ± 2.1	69.9 ± 3.6	72.8 ± 3.0	74.4 ± 3.8	82.8 ± 4.5	71.0 ± 1.1
	Partly helped achieve main reason	14.3 ± 1.6	14.5 ± 1.6	12.8 ± 1.6	13.1 ± 1.7	15.3 ± 3.0	12.1 ± 2.2	13.6 ± 3.1	8.7 ± 3.7	13.8 ± 0.8
	Did not help achieve main reason	6.0 ± 1.3	5.7 ± 1.3	5.7 ± 1.1	3.0 ± 0.8	4.8 ± 1.5	6.1 ± 1.7	3.0 ± 1.5	4.9 ± 2.7	5.4 ± 0.6
	Did not know yet	10.2 ± 1.4	11.4 ± 1.4	7.7 ± 1.2	9.0 ± 1.4	10.0 ± 2.5	9.1 ± 1.9	8.9 ± 2.5	3.5 ± 1.8	9.7 ± 0.7
TAFE 2005										
	Helped achieve main reason	66.3 ± 1.4	70.5 ± 1.3	72.0 ± 1.4	68.9 ± 1.4	69.1 ± 1.9	70.9 ± 3.1	72.1 ± 3.9	73.5 ± 3.0	69.1 ± 0.7
	Partly helped achieve main reason	16.7 ± 1.1	14.1 ± 1.0	14.1 ± 1.1	15.3 ± 1.1	14.3 ± 1.5	12.2 ± 2.3	13.8 ± 3.0	13.3 ± 2.4	15.1 ± 0.5
	Did not help achieve main reason	5.6 ± 0.7	5.9 ± 0.6	6.5 ± 0.8	5.6 ± 0.7	5.2 ± 0.8	7.6 ± 1.9	2.3 ± 1.2	4.6 ± 1.2	5.8 ± 0.3
	Did not know yet	11.4 ± 0.9	9.4 ± 0.8	7.4 ± 0.7	10.3 ± 0.9	11.4 ± 1.3	9.3 ± 2.0	11.8 ± 2.8	8.5 ± 1.8	10.0 ± 0.4
TAFE 2004										
	Helped achieve main reason	65.0 ± 2.2	65.6 ± 2.3	69.1 ± 1.9	62.6 ± 2.3	70.8 ± 2.9	69.9 ± 4.4	74.5 ± 4.6	79.5 ± 4.4	66.4 ± 1.1
	Partly helped achieve main reason	14.9 ± 1.5	16.0 ± 1.8	12.8 ± 1.4	15.6 ± 1.6	11.3 ± 2.1	12.5 ± 3.1	9.5 ± 3.2	9.4 ± 2.7	14.3 ± 0.8
	Did not help achieve main reason	8.1 ± 1.2	6.8 ± 1.2	8.9 ± 1.3	8.8 ± 1.3	7.5 ± 1.7	7.4 ± 2.5	6.1 ± 2.4	5.6 ± 2.3	8.0 ± 0.6
	Did not know yet	12.0 ± 1.5	11.6 ± 1.5	9.3 ± 1.2	13.1 ± 1.7	10.3 ± 1.9	10.2 ± 3.0	9.9 ± 3.2	5.4 ± 3.2	11.3 ± 0.8

Table 5A.36

Table 5A.36 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2003										
Helped achieve main reason	%	60.4 ± 1.1	63.3 ± 0.9	63.5 ± 1.1	62.2 ± 1.3	65.4 ± 1.3	65.9 ± 3.0	67.1 ± 3.4	74.0 ± 2.6	62.5 ± 0.5
Partly helped achieve main reason	%	16.2 ± 0.8	15.3 ± 0.7	15.5 ± 0.8	14.7 ± 0.9	13.1 ± 0.9	11.5 ± 2.1	12.9 ± 2.4	8.4 ± 1.6	15.3 ± 0.4
Did not help achieve main reason	%	9.4 ± 0.6	8.4 ± 0.5	10.3 ± 0.7	8.9 ± 0.7	8.4 ± 0.8	10.4 ± 2.0	5.8 ± 1.7	7.4 ± 1.6	9.2 ± 0.3
Did not know yet	%	14.0 ± 0.8	12.9 ± 0.6	10.7 ± 0.7	14.2 ± 0.9	13.1 ± 0.9	12.2 ± 2.1	14.2 ± 2.5	10.1 ± 1.8	13.1 ± 0.3
TAFE 2002										
Helped achieve main reason	%	58.5 ± 0.9	61.9 ± 1.0	68.2 ± 0.9	62.7 ± 1.2	66.1 ± 1.6	62.0 ± 2.2	65.6 ± 2.7	71.7 ± 3.4	62.3 ± 0.4
Partly helped achieve main reason	%	16.3 ± 0.7	15.0 ± 0.7	12.6 ± 0.6	15.0 ± 0.9	14.1 ± 1.1	13.9 ± 1.5	12.4 ± 1.9	11.9 ± 2.4	14.9 ± 0.3
Did not help achieve main reason	%	8.5 ± 0.5	8.8 ± 0.6	10.0 ± 0.6	9.5 ± 0.7	9.2 ± 1.0	10.4 ± 1.4	8.8 ± 1.6	6.3 ± 1.8	9.0 ± 0.3
Did not know yet	%	16.6 ± 0.7	14.4 ± 0.7	9.2 ± 0.5	12.9 ± 0.8	10.6 ± 1.0	13.7 ± 1.5	13.2 ± 1.9	10.1 ± 2.2	13.8 ± 0.3

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have been revised in line with the new definition of graduates.

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.37

Table 5A.37 Whether course helped graduates achieve their main reason for undertaking training, female graduates (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	Helped achieve main reason	67.4 ± 2.7	71.4 ± 2.4	71.1 ± 2.3	72.2 ± 2.5	72.3 ± 3.8	72.5 ± 3.3	79.0 ± 3.9	78.7 ± 6.8	70.3 ± 1.3
	Partly helped achieve main reason	16.3 ± 2.1	14.8 ± 1.9	13.6 ± 1.6	14.1 ± 2.0	13.6 ± 3.0	13.1 ± 2.5	11.5 ± 3.2	11.7 ± 5.9	14.8 ± 1.0
	Did not help achieve main reason	6.1 ± 1.4	4.5 ± 1.1	6.0 ± 1.2	3.5 ± 1.0	5.3 ± 1.8	5.6 ± 1.7	3.6 ± 1.9	4.0 ± 2.3	5.3 ± 0.6
	Did not know yet	10.2 ± 1.6	9.3 ± 1.4	9.3 ± 1.6	10.1 ± 1.7	8.8 ± 2.3	8.8 ± 2.0	5.9 ± 1.9	5.6 ± 3.0	9.6 ± 0.8
VET 2005										
	Helped achieve main reason	66.6 ± 1.9	70.5 ± 1.8	70.0 ± 1.5	67.7 ± 1.6	70.8 ± 1.9	71.9 ± 2.6	73.4 ± 3.5	75.9 ± 3.1	69.1 ± 0.9
	Partly helped achieve main reason	17.7 ± 1.5	16.2 ± 1.6	15.6 ± 1.3	16.4 ± 1.3	14.5 ± 1.5	13.1 ± 1.9	13.8 ± 2.7	13.6 ± 2.6	16.3 ± 0.7
	Did not help achieve main reason	6.4 ± 1.1	5.2 ± 0.7	7.0 ± 0.8	6.1 ± 0.9	5.5 ± 1.0	8.5 ± 1.6	4.8 ± 1.7	3.7 ± 1.2	6.1 ± 0.5
	Did not know yet	9.4 ± 1.1	8.0 ± 0.7	7.4 ± 0.8	9.8 ± 1.0	9.2 ± 1.2	6.4 ± 1.4	8.0 ± 2.1	6.8 ± 1.7	8.5 ± 0.5
TAFE 2006										
	Helped achieve main reason	65.8 ± 3.0	66.3 ± 2.9	68.3 ± 2.8	71.3 ± 2.8	68.4 ± 4.9	64.6 ± 4.5	75.4 ± 4.8	79.1 ± 6.6	67.3 ± 1.5
	Partly helped achieve main reason	16.6 ± 2.3	16.6 ± 2.4	15.1 ± 2.1	14.4 ± 2.3	15.6 ± 3.9	15.1 ± 3.4	12.8 ± 3.6	10.0 ± 5.1	15.8 ± 1.1
	Did not help achieve main reason	5.4 ± 1.4	4.9 ± 1.4	6.6 ± 1.4	3.3 ± 1.1	5.5 ± 2.1	8.0 ± 2.6	2.3 ± 1.6	5.2 ± 3.4	5.3 ± 0.7
	Did not know yet	12.3 ± 2.0	12.3 ± 2.0	9.9 ± 1.9	11.0 ± 2.0	10.5 ± 3.2	12.3 ± 2.9	9.5 ± 3.3	5.7 ± 3.2	11.5 ± 1.0
TAFE 2005										
	Helped achieve main reason	63.8 ± 1.7	66.3 ± 1.7	69.2 ± 1.7	65.2 ± 1.8	67.5 ± 2.4	68.1 ± 4.2	69.1 ± 5.2	74.6 ± 3.6	66.0 ± 0.9
	Partly helped achieve main reason	18.8 ± 1.4	16.3 ± 1.4	15.2 ± 1.4	17.4 ± 1.4	15.5 ± 1.8	14.2 ± 3.1	17.4 ± 4.3	13.7 ± 2.9	17.0 ± 0.7
	Did not help achieve main reason	6.1 ± 0.9	6.4 ± 0.9	7.3 ± 1.0	6.3 ± 0.9	6.0 ± 1.2	8.1 ± 2.5	3.0 ± 1.9	3.5 ± 1.4	6.3 ± 0.4
	Did not know yet	11.4 ± 1.2	11.0 ± 1.2	8.3 ± 1.0	11.1 ± 1.2	11.0 ± 1.7	9.7 ± 2.8	10.5 ± 3.3	8.1 ± 2.2	10.6 ± 0.6

Table 5A.37

Table 5A.37 Whether course helped graduates achieve their main reason for undertaking training, female graduates (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004										
	%	62.4 ± 2.7	63.3 ± 3.1	67.2 ± 2.5	60.8 ± 2.9	70.0 ± 3.7	69.1 ± 6.1	71.7 ± 6.3	79.9 ± 5.0	64.3 ± 1.4
	%	17.2 ± 2.0	16.3 ± 2.5	13.8 ± 1.8	17.1 ± 2.1	11.8 ± 2.7	14.0 ± 4.5	9.9 ± 4.1	9.5 ± 3.6	15.8 ± 1.1
	%	8.9 ± 1.6	7.5 ± 1.8	9.4 ± 1.7	8.8 ± 1.9	6.5 ± 1.9	7.8 ± 3.5	5.8 ± 3.2	4.4 ± 2.3	8.4 ± 0.9
	%	11.5 ± 1.8	12.9 ± 2.0	9.5 ± 1.5	13.3 ± 2.2	11.7 ± 2.6	9.2 ± 3.9	12.6 ± 4.9	6.3 ± 3.0	11.5 ± 0.9
TAFE 2003										
	%	60.3 ± 1.4	61.2 ± 1.2	61.2 ± 1.4	61.5 ± 1.7	64.3 ± 1.7	66.2 ± 4.3	64.2 ± 4.4	72.9 ± 3.4	61.4 ± 0.6
	%	17.5 ± 1.1	17.2 ± 1.0	17.8 ± 1.1	16.3 ± 1.3	14.7 ± 1.3	13.4 ± 3.1	15.1 ± 3.3	8.8 ± 2.2	16.9 ± 0.5
	%	9.4 ± 0.8	8.5 ± 0.7	10.7 ± 0.9	8.1 ± 0.9	8.6 ± 1.0	8.9 ± 2.6	5.7 ± 2.2	8.0 ± 2.1	9.1 ± 0.4
	%	12.8 ± 0.9	13.0 ± 0.9	10.2 ± 0.9	14.1 ± 1.2	12.4 ± 1.2	11.5 ± 2.9	15.0 ± 3.3	10.4 ± 2.3	12.5 ± 0.4
TAFE 2002										
	%	56.6 ± 1.2	60.6 ± 1.3	67.3 ± 1.2	62.0 ± 1.5	64.0 ± 2.2	59.0 ± 3.2	66.1 ± 3.4	72.9 ± 4.3	60.8 ± 0.6
	%	17.9 ± 0.9	16.8 ± 1.0	13.4 ± 0.8	16.0 ± 1.2	13.7 ± 1.6	15.8 ± 2.4	13.2 ± 2.4	11.8 ± 3.1	16.2 ± 0.4
	%	9.0 ± 0.7	7.9 ± 0.7	9.8 ± 0.7	9.2 ± 0.9	10.5 ± 1.4	11.5 ± 2.1	8.2 ± 2.0	6.4 ± 2.3	9.1 ± 0.3
	%	16.5 ± 0.9	14.7 ± 1.0	9.5 ± 0.7	12.8 ± 1.1	11.8 ± 1.5	13.6 ± 2.2	12.5 ± 2.4	8.9 ± 2.7	13.9 ± 0.4

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have been revised in line with the new definition of graduates.

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.



Table 5A.38

Table 5A.38 Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
Helped achieve main reason	%	70.1 ± 2.5	69.6 ± 2.1	75.5 ± 2.3	74.4 ± 2.3	73.3 ± 3.4	77.4 ± na	77.0 ± 3.5	89.8 ± 10.2	71.6 ± 1.2
Partly helped achieve main reason	%	14.9 ± 1.9	15.3 ± 1.6	12.2 ± 1.9	12.8 ± 1.8	12.8 ± 2.8	–	12.6 ± 2.9	–	14.2 ± 0.9
Did not help achieve main reason	%	5.4 ± 1.2	5.0 ± 1.2	5.2 ± 1.1	3.4 ± 1.0	4.8 ± 1.6	np	4.2 ± 1.9	np	5.0 ± 0.6
Did not know yet	%	9.5 ± 1.6	10.1 ± 1.3	7.0 ± 1.3	9.4 ± 1.5	9.0 ± 2.3	–	6.3 ± 1.7	–	9.2 ± 0.7
VET 2005										
Helped achieve main reason	%	68.1 ± 2.1	71.1 ± 1.6	70.9 ± 1.8	67.8 ± 1.7	70.0 ± 1.9	79.3 ± 1.8	72.6 ± 3.1	74.5 ± 16.1	69.7 ± 0.9
Partly helped achieve main reason	%	16.3 ± 1.7	15.2 ± 1.3	15.6 ± 1.5	15.8 ± 1.3	14.5 ± 1.6	np	13.0 ± 2.4	np	15.6 ± 0.7
Did not help achieve main reason	%	5.3 ± 0.8	5.4 ± 0.8	6.1 ± 0.9	6.8 ± 1.0	4.9 ± 0.9	–	4.4 ± 1.4	np	5.6 ± 0.4
Did not know yet	%	10.3 ± 1.3	8.2 ± 0.8	7.5 ± 1.0	9.6 ± 1.1	10.6 ± 1.3	np	10.0 ± 2.1	np	9.2 ± 0.5
TAFE 2006										
Helped achieve main reason	%	68.9 ± 2.7	65.3 ± 2.7	70.9 ± 3.1	71.4 ± 2.8	67.3 ± 4.8	np	73.8 ± 4.3	90.9 ± na	68.5 ± 1.4
Partly helped achieve main reason	%	16.2 ± 2.2	16.2 ± 2.2	14.1 ± 2.4	14.7 ± 2.2	16.2 ± 4.0	–	12.8 ± 3.4	–	15.7 ± 1.2
Did not help achieve main reason	%	4.3 ± 1.1	5.6 ± 1.6	6.4 ± 1.7	3.3 ± 1.1	5.0 ± 2.0	–	3.6 ± 1.9	np	4.9 ± 0.7
Did not know yet	%	10.5 ± 1.8	13.0 ± 1.9	8.6 ± 1.8	10.5 ± 1.9	11.5 ± 3.5	–	9.8 ± 2.8	–	10.9 ± 1.0
TAFE 2005										
Helped achieve main reason	%	65.0 ± 1.8	67.8 ± 1.8	71.1 ± 2.0	65.7 ± 1.9	65.7 ± 2.5	np	70.8 ± 4.5	66.4 ± 21.9	66.8 ± 1.0
Partly helped achieve main reason	%	17.4 ± 1.5	15.5 ± 1.4	14.4 ± 1.6	16.8 ± 1.5	15.5 ± 2.0	np	14.4 ± 3.5	np	16.2 ± 0.7
Did not help achieve main reason	%	5.7 ± 0.9	6.0 ± 0.8	6.1 ± 1.0	6.2 ± 1.0	5.8 ± 1.2	–	2.2 ± 1.4	np	5.8 ± 0.5
Did not know yet	%	11.8 ± 1.3	10.7 ± 1.2	8.4 ± 1.1	11.2 ± 1.3	13.0 ± 1.8	np	12.6 ± 3.2	np	11.1 ± 0.6

Table 5A.38

Table 5A.38 Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004										
Helped achieve main reason	%	62.9 ± 2.8	63.3 ± 2.8	68.2 ± 2.8	59.2 ± 2.9	68.4 ± 3.7	–	73.7 ± 5.1	56.9 ± 25.3	64.0 ± 1.5
Partly helped achieve main reason	%	16.0 ± 2.0	17.0 ± 2.2	13.4 ± 2.1	16.3 ± 2.0	12.2 ± 2.6	–	10.2 ± 3.7	np	15.5 ± 1.1
Did not help achieve main reason	%	9.4 ± 1.7	6.2 ± 1.3	9.0 ± 1.7	10.2 ± 1.9	8.5 ± 2.3	–	5.5 ± 2.4	np	8.6 ± 0.9
Did not know yet	%	11.7 ± 1.9	13.4 ± 1.9	9.4 ± 1.7	14.3 ± 2.2	10.9 ± 2.4	–	10.6 ± 3.5	np	11.9 ± 1.0
TAFE 2003										
Helped achieve main reason	%	58.1 ± 1.6	60.3 ± 1.3	61.3 ± 1.6	58.9 ± 1.8	63.0 ± 1.7	np	65.3 ± 3.8	84.7 ± 12.1	59.6 ± 0.7
Partly helped achieve main reason	%	17.3 ± 1.2	16.3 ± 0.9	16.7 ± 1.3	15.1 ± 1.3	14.1 ± 1.2	–	14.2 ± 2.8	np	16.4 ± 0.5
Did not help achieve main reason	%	9.4 ± 0.9	9.0 ± 0.7	10.8 ± 1.0	10.7 ± 1.1	8.5 ± 1.0	–	5.7 ± 1.9	np	9.5 ± 0.4
Did not know yet	%	15.1 ± 1.1	14.4 ± 0.9	11.2 ± 1.1	15.4 ± 1.3	14.4 ± 1.3	np	14.8 ± 2.8	np	14.4 ± 0.5
TAFE 2002										
Helped achieve main reason	%	56.9 ± 1.2	60.2 ± 1.2	66.2 ± 1.3	60.1 ± 1.5	64.9 ± 2.0	75.0 ± 23.5	63.6 ± 3.1	73.6 ± 20.4	60.1 ± 0.6
Partly helped achieve main reason	%	16.9 ± 0.9	15.8 ± 0.9	13.6 ± 0.9	15.1 ± 1.1	14.4 ± 1.5	–	13.1 ± 2.2	–	15.7 ± 0.5
Did not help achieve main reason	%	8.8 ± 0.7	9.4 ± 0.7	11.0 ± 0.8	11.0 ± 0.9	9.7 ± 1.3	–	9.1 ± 1.9	np	9.6 ± 0.4
Did not know yet	%	17.4 ± 0.9	14.6 ± 0.9	9.2 ± 0.8	13.8 ± 1.0	11.1 ± 1.3	np	14.1 ± 2.2	24.2 ± 19.8	14.6 ± 0.4

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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. Some data for Tasmania and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.39

Table 5A.39 Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	Helped achieve main reason	68.6 ± 4.0	74.3 ± 2.9	76.7 ± 2.8	77.6 ± 3.8	69.8 ± 6.3	70.8 ± 4.0	78.3 ± 6.8	np	72.6 ± 1.8
	Partly helped achieve main reason	13.8 ± 2.9	11.9 ± 2.0	10.7 ± 1.8	11.0 ± 3.0	17.1 ± 5.8	12.9 ± 2.7	13.9 ± 5.6	np	12.6 ± 1.3
	Did not help achieve main reason	9.0 ± 2.6	6.0 ± 1.8	5.4 ± 1.3	4.9 ± 1.8	4.9 ± 3.4	6.0 ± 1.9	3.3 ± 1.9	-	6.8 ± 1.1
	Did not know yet	8.6 ± 2.1	7.7 ± 1.5	7.2 ± 1.9	6.5 ± 1.8	8.3 ± 3.0	10.3 ± 2.8	4.5 ± 3.6	-	8.0 ± 0.9
VET 2005										
	Helped achieve main reason	66.6 ± 2.9	73.2 ± 2.1	75.1 ± 2.0	73.5 ± 2.8	73.0 ± 3.0	72.3 ± 2.9	72.2 ± 6.5	87.6 ± 18.6	71.6 ± 1.2
	Partly helped achieve main reason	17.1 ± 1.8	14.0 ± 1.9	12.9 ± 1.6	13.3 ± 2.3	13.9 ± 2.4	11.7 ± 2.0	16.8 ± 5.2	np	14.5 ± 0.9
	Did not help achieve main reason	7.1 ± 2.2	5.1 ± 0.7	5.1 ± 1.1	5.3 ± 1.4	4.6 ± 1.3	7.6 ± 1.8	4.9 ± 3.0	-	5.8 ± 0.7
	Did not know yet	9.1 ± 1.5	7.7 ± 0.9	6.9 ± 1.2	7.9 ± 1.6	8.5 ± 2.0	8.4 ± 1.7	6.1 ± 3.7	-	8.1 ± 0.6
TAFE 2006										
	Helped achieve main reason	67.3 ± 4.6	70.9 ± 3.7	76.4 ± 2.9	74.9 ± 4.4	67.4 ± 7.9	67.3 ± 4.8	72.6 ± 9.4	np	70.4 ± 2.2
	Partly helped achieve main reason	12.4 ± 2.8	12.6 ± 2.0	11.0 ± 2.1	12.0 ± 3.5	18.4 ± 6.8	13.8 ± 3.5	19.4 ± 7.7	np	12.6 ± 1.3
	Did not help achieve main reason	10.4 ± 3.2	7.1 ± 2.6	4.6 ± 1.0	4.6 ± 1.9	4.5 ± 2.9	6.6 ± 2.8	np	-	7.6 ± 1.5
	Did not know yet	9.9 ± 2.6	9.5 ± 2.1	8.0 ± 2.1	8.5 ± 2.4	9.7 ± 4.8	12.3 ± 3.2	6.8 ± 5.7	-	9.4 ± 1.2
TAFE 2005										
	Helped achieve main reason	65.6 ± 2.4	72.6 ± 2.0	72.4 ± 2.5	71.1 ± 2.9	73.4 ± 3.4	69.0 ± 4.7	74.7 ± 8.5	94.6 ± 1.6	69.9 ± 1.2
	Partly helped achieve main reason	17.1 ± 2.0	12.7 ± 1.4	14.7 ± 2.1	13.8 ± 2.3	13.2 ± 2.6	12.1 ± 3.3	13.0 ± 6.3	np	14.6 ± 0.9
	Did not help achieve main reason	6.5 ± 1.3	6.2 ± 1.1	5.9 ± 1.4	6.1 ± 1.7	4.5 ± 1.5	6.7 ± 2.7	np	-	6.1 ± 0.6
	Did not know yet	10.9 ± 1.6	8.6 ± 1.2	7.0 ± 1.4	9.0 ± 1.7	8.9 ± 2.5	12.2 ± 3.4	9.3 ± 5.8	-	9.3 ± 0.7

Table 5A.39

Table 5A.39 Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2004										
Helped achieve main reason	%	66.0 ± 4.1	68.2 ± 4.6	65.4 ± 4.1	63.5 ± 5.5	70.6 ± 6.6	70.9 ± 6.1	80.4 ± 10.9	84.7 ± 27.2	66.9 ± 2.3
Partly helped achieve main reason	%	15.8 ± 3.1	14.7 ± 3.6	13.0 ± 2.7	15.4 ± 4.1	10.3 ± 4.0	11.0 ± 4.2	6.8 ± 6.0	–	14.5 ± 1.7
Did not help achieve main reason	%	6.3 ± 1.9	8.1 ± 2.7	11.0 ± 3.1	7.0 ± 2.5	7.8 ± 3.8	6.2 ± 3.2	np	–	7.5 ± 1.2
Did not know yet	%	11.9 ± 2.8	8.9 ± 2.9	10.5 ± 2.4	14.1 ± 4.0	11.3 ± 4.8	11.8 ± 4.5	np	np	11.1 ± 1.5
TAFE 2003										
Helped achieve main reason	%	64.1 ± 2.0	67.3 ± 1.5	63.0 ± 2.4	66.0 ± 3.0	68.9 ± 2.9	63.6 ± 4.3	72.9 ± 7.8	49.3 ± 20.0	65.2 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.5	13.7 ± 1.1	15.0 ± 1.7	15.1 ± 2.2	12.0 ± 2.0	13.2 ± 3.0	9.5 ± 5.1	np	13.9 ± 0.7
Did not help achieve main reason	%	10.1 ± 1.3	7.9 ± 0.9	11.5 ± 1.6	6.7 ± 1.6	8.4 ± 1.7	11.1 ± 2.8	6.4 ± 4.3	np	9.4 ± 0.6
Did not know yet	%	11.9 ± 1.4	11.1 ± 1.0	10.5 ± 1.5	12.3 ± 2.1	10.8 ± 1.9	12.1 ± 2.9	11.3 ± 5.5	19.1 ± 15.7	11.5 ± 0.6
TAFE 2002										
Helped achieve main reason	%	61.9 ± 1.8	63.6 ± 1.9	65.9 ± 2.0	64.2 ± 2.9	70.8 ± 3.6	59.5 ± 3.1	70.8 ± 6.0	83.5 ± 25.7	63.6 ± 0.9
Partly helped achieve main reason	%	15.7 ± 1.3	13.8 ± 1.3	13.9 ± 1.5	13.8 ± 2.1	12.3 ± 2.6	14.1 ± 2.2	9.7 ± 3.9	–	14.5 ± 0.7
Did not help achieve main reason	%	7.1 ± 0.9	8.2 ± 1.1	9.9 ± 1.3	7.5 ± 1.6	8.3 ± 2.2	11.6 ± 2.0	9.0 ± 3.8	np	8.2 ± 0.5
Did not know yet	%	15.3 ± 1.3	14.4 ± 1.4	10.4 ± 1.3	14.5 ± 2.1	8.7 ± 2.2	14.8 ± 2.2	10.5 ± 4.1	np	13.7 ± 0.7

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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. Some data for the ACT and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVER Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.40

Table 5A.40 Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
	Helped achieve main reason	%	71.8 ± 5.1	79.3 ± 4.1	75.7 ± 3.4	76.6 ± 4.2	83.9 ± 6.0	80.1 ± 3.1	88.0 ± 9.1	84.2 ± 4.4	76.2 ± 2.0
	Partly helped achieve main reason	%	14.1 ± 3.9	11.3 ± 3.2	11.6 ± 2.5	13.7 ± 3.3	6.8 ± 4.3	10.3 ± 2.4	np	8.1 ± 4.7	12.0 ± 1.5
	Did not help achieve main reason	%	5.5 ± 2.2	2.8 ± 1.8	5.8 ± 2.0	2.5 ± 1.7	3.4 ± 2.3	4.3 ± 1.5	np	2.6 ± 3.0	4.7 ± 1.0
	Did not know yet	%	8.6 ± 3.2	6.6 ± 2.5	6.9 ± 1.7	7.1 ± 2.8	5.8 ± 3.8	5.2 ± 1.7	np	5.1 ± 3.2	7.1 ± 1.2
VET 2005											
	Helped achieve main reason	%	72.6 ± 4.1	79.4 ± 2.0	72.9 ± 2.1	71.1 ± 3.1	78.4 ± 3.3	74.8 ± 2.7	88.6 ± 9.1	73.4 ± 6.4	74.4 ± 1.4
	Partly helped achieve main reason	%	13.7 ± 3.8	10.6 ± 1.4	13.7 ± 1.6	14.4 ± 2.5	10.3 ± 2.4	11.0 ± 2.0	np	15.7 ± 6.0	12.8 ± 1.2
	Did not help achieve main reason	%	5.9 ± 2.2	4.5 ± 1.3	7.4 ± 1.3	5.1 ± 1.8	3.9 ± 1.7	8.8 ± 1.8	–	4.6 ± 1.9	6.2 ± 0.8
	Did not know yet	%	7.8 ± 1.4	5.6 ± 1.1	6.0 ± 1.1	9.4 ± 2.0	7.4 ± 1.8	5.4 ± 1.5	np	6.3 ± 2.1	6.7 ± 0.6
TAFE 2006											
	Helped achieve main reason	%	72.9 ± 6.2	80.8 ± 4.8	73.9 ± 4.0	75.9 ± 5.3	84.9 ± 5.4	78.0 ± 3.8	89.7 ± na	80.1 ± 5.4	75.5 ± 2.5
	Partly helped achieve main reason	%	10.9 ± 4.3	10.4 ± 4.1	12.5 ± 3.1	12.2 ± 4.0	8.2 ± 3.8	10.5 ± 3.0	np	9.7 ± 7.2	11.3 ± 1.9
	Did not help achieve main reason	%	5.9 ± 3.3	3.4 ± 2.8	6.6 ± 2.1	2.6 ± 2.0	4.1 ± 2.7	5.0 ± 1.9	–	np	5.5 ± 1.3
	Did not know yet	%	10.3 ± 4.5	5.3 ± 2.6	7.0 ± 1.9	9.4 ± 3.9	np	6.5 ± 2.4	np	6.2 ± 4.0	7.7 ± 1.6
TAFE 2005											
	Helped achieve main reason	%	72.3 ± 2.6	81.1 ± 2.7	71.6 ± 2.4	71.6 ± 3.0	77.6 ± 3.4	72.3 ± 4.2	91.6 ± 16.6	72.0 ± 4.7	73.5 ± 1.2
	Partly helped achieve main reason	%	13.2 ± 2.0	10.0 ± 1.7	13.8 ± 1.9	15.0 ± 2.4	11.5 ± 2.5	11.6 ± 3.1	–	14.3 ± 3.6	12.9 ± 1.0
	Did not help achieve main reason	%	4.2 ± 1.1	4.5 ± 1.9	8.3 ± 1.4	4.0 ± 1.2	3.1 ± 1.4	9.3 ± 2.8	–	5.2 ± 2.3	5.9 ± 0.7
	Did not know yet	%	10.3 ± 1.8	4.5 ± 1.1	6.4 ± 1.2	9.4 ± 1.9	7.9 ± 2.3	6.9 ± 2.5	np	8.4 ± 3.1	7.7 ± 0.7

Table 5A.40

Table 5A.40 Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004										
Helped achieve main reason	%	70.0 ± 5.8	77.2 ± 7.4	72.5 ± 3.9	60.3 ± 6.7	80.6 ± 6.8	69.0 ± 6.6	np	74.3 ± 7.9	71.3 ± 2.8
Partly helped achieve main reason	%	10.0 ± 3.4	11.8 ± 5.8	11.9 ± 2.6	16.1 ± 5.2	5.2 ± 3.3	13.4 ± 4.9	–	10.6 ± 4.4	11.0 ± 1.8
Did not help achieve main reason	%	7.2 ± 3.1	6.2 ± 4.4	7.8 ± 2.7	9.3 ± 3.7	5.8 ± 4.6	9.5 ± 4.1	np	6.9 ± 3.3	7.6 ± 1.6
Did not know yet	%	12.7 ± 4.6	4.7 ± 3.1	7.9 ± 2.3	14.3 ± 5.0	8.3 ± 4.7	8.1 ± 4.0	–	8.2 ± 7.0	10.2 ± 2.1
TAFE 2003										
Helped achieve main reason	%	65.6 ± 2.3	71.3 ± 2.6	65.6 ± 2.0	64.7 ± 3.0	69.5 ± 3.1	66.9 ± 4.7	77.7 ± 18.2	67.5 ± 4.0	66.7 ± 1.1
Partly helped achieve main reason	%	14.2 ± 1.7	14.2 ± 2.0	14.6 ± 1.5	16.4 ± 2.3	10.6 ± 2.1	10.1 ± 3.0	–	11.3 ± 2.7	13.9 ± 0.8
Did not help achieve main reason	%	8.1 ± 1.3	5.6 ± 1.3	9.4 ± 1.2	6.6 ± 1.5	8.4 ± 1.9	11.0 ± 3.1	np	8.8 ± 2.4	8.3 ± 0.6
Did not know yet	%	12.0 ± 1.6	8.8 ± 1.6	10.5 ± 1.3	12.3 ± 2.0	11.5 ± 2.1	12.1 ± 3.3	np	12.4 ± 2.8	11.2 ± 0.7
TAFE 2002										
Helped achieve main reason	%	61.4 ± 2.2	71.1 ± 3.9	71.1 ± 1.7	67.2 ± 3.5	67.3 ± 4.2	62.6 ± 3.3	76.1 ± 17.1	66.6 ± 5.2	66.7 ± 1.1
Partly helped achieve main reason	%	13.9 ± 1.6	10.6 ± 2.6	10.2 ± 1.2	16.7 ± 2.7	12.8 ± 3.0	14.3 ± 2.4	np	14.4 ± 3.9	12.6 ± 0.8
Did not help achieve main reason	%	9.1 ± 1.3	5.3 ± 1.9	9.4 ± 1.1	6.7 ± 1.8	7.7 ± 2.4	9.8 ± 2.0	–	9.0 ± 3.2	8.7 ± 0.6
Did not know yet	%	15.6 ± 1.6	13.0 ± 2.9	9.2 ± 1.1	9.4 ± 2.1	12.3 ± 3.0	13.4 ± 2.3	np	10.0 ± 3.3	12.1 ± 0.7

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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. Some data for SA and the ACT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.41

**Table 5A.41 Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	Helped achieve main reason	86.3 ± 5.8	86.5 ± 6.3	79.2 ± 4.9	82.8 ± 5.2	78.0 ± 4.6	80.0 ± 7.2	np	87.0 ± 4.5	82.2 ± 2.4
	Partly helped achieve main reason	5.3 ± 4.7	6.4 ± 5.2	12.5 ± 4.1	12.7 ± 4.8	10.5 ± 3.3	8.0 ± 4.8	–	6.3 ± 2.7	10.2 ± 2.0
	Did not help achieve main reason	–	np	3.2 ± 2.0	np	4.6 ± 2.8	6.6 ± 5.0	–	5.1 ± 3.3	2.6 ± 0.9
	Did not know yet	8.4 ± 5.1	np	5.1 ± 2.5	3.7 ± 2.6	6.9 ± 2.9	5.4 ± 4.4	–	1.6 ± 1.5	5.0 ± 1.3
VET 2005										
	Helped achieve main reason	84.4 ± 6.0	86.3 ± 5.1	78.8 ± 3.7	77.2 ± 3.3	74.9 ± 4.9	75.7 ± 8.5	–	75.4 ± 8.0	78.9 ± 1.9
	Partly helped achieve main reason	3.5 ± 2.0	7.7 ± 4.7	11.3 ± 2.7	11.5 ± 2.6	10.9 ± 3.9	12.0 ± 5.6	–	10.3 ± 3.3	10.1 ± 1.3
	Did not help achieve main reason	6.6 ± 5.4	1.9 ± 1.5	4.9 ± 2.0	3.3 ± 1.3	4.4 ± 1.9	6.2 ± 5.3	–	5.1 ± 1.6	4.4 ± 1.0
	Did not know yet	5.5 ± 2.5	4.1 ± 1.7	5.0 ± 1.8	8.0 ± 2.1	9.8 ± 3.0	6.1 ± 3.8	–	9.2 ± 7.2	6.5 ± 1.1
TAFE 2006										
	Helped achieve main reason	85.3 ± 7.3	83.8 ± 13.2	78.0 ± 6.0	87.6 ± 4.8	74.4 ± 6.4	73.1 ± 10.1	np	83.6 ± 6.0	82.0 ± 2.9
	Partly helped achieve main reason	6.6 ± 5.8	np	13.4 ± 5.1	8.3 ± 4.2	11.2 ± 4.9	11.7 ± 7.6	–	7.1 ± 3.3	9.9 ± 2.5
	Did not help achieve main reason	–	–	2.8 ± 1.2	np	np	11.3 ± 7.7	–	7.0 ± 4.7	2.4 ± 0.7
	Did not know yet	8.1 ± 6.3	np	5.8 ± 3.5	3.4 ± 3.0	np	np	–	2.3 ± 2.1	5.6 ± 1.8
TAFE 2005										
	Helped achieve main reason	78.7 ± 5.5	81.6 ± 7.4	77.4 ± 4.1	77.8 ± 3.4	74.1 ± 5.7	76.1 ± 11.2	–	73.5 ± 5.5	77.3 ± 2.0
	Partly helped achieve main reason	6.1 ± 3.6	9.4 ± 7.0	11.8 ± 2.7	11.1 ± 2.7	11.0 ± 4.5	17.7 ± 9.4	–	14.0 ± 4.5	11.1 ± 1.5
	Did not help achieve main reason	5.2 ± 2.9	5.0 ± 3.4	4.5 ± 2.4	3.4 ± 1.3	5.4 ± 2.4	np	–	6.4 ± 2.1	4.4 ± 1.0
	Did not know yet	9.9 ± 4.1	4.0 ± 1.7	6.4 ± 2.4	7.7 ± 2.3	9.6 ± 3.5	np	–	6.1 ± 3.1	7.2 ± 1.2

Table 5A.41

Table 5A.41 Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004										
Helped achieve main reason	%	67.1 ± 16.1	62.1 ± 23.6	74.6 ± 7.0	80.9 ± 5.9	75.0 ± 13.5	65.5 ± 21.4	–	88.5 ± 6.5	74.7 ± 5.1
Partly helped achieve main reason	%	15.0 ± 10.4	10.3 ± 10.1	10.7 ± 4.9	10.9 ± 4.6	16.1 ± 13.0	21.8 ± 17.6	–	7.0 ± 3.4	12.5 ± 3.5
Did not help achieve main reason	%	np	np	4.4 ± 3.0	2.6 ± 2.6	np	–	–	np	3.5 ± 1.7
Did not know yet	%	16.0 ± 14.3	np	10.2 ± 5.1	5.6 ± 3.2	6.4 ± 6.3	np	–	np	9.3 ± 4.2
TAFE 2003										
Helped achieve main reason	%	63.4 ± 6.9	70.6 ± 7.9	73.0 ± 3.7	72.6 ± 3.4	68.4 ± 4.8	79.0 ± 11.1	–	79.0 ± 4.6	71.9 ± 1.9
Partly helped achieve main reason	%	18.9 ± 5.6	13.3 ± 5.8	10.2 ± 2.5	11.1 ± 2.4	13.2 ± 3.5	8.5 ± 7.8	–	4.7 ± 2.5	11.4 ± 1.3
Did not help achieve main reason	%	8.9 ± 4.1	6.4 ± 4.1	7.9 ± 2.2	4.2 ± 1.5	7.4 ± 2.6	np	–	8.7 ± 3.2	6.7 ± 1.1
Did not know yet	%	8.9 ± 4.1	9.7 ± 5.2	8.9 ± 2.4	12.1 ± 2.5	11.0 ± 3.2	10.6 ± 8.5	–	7.5 ± 3.1	10.0 ± 1.2
TAFE 2002										
Helped achieve main reason	%	51.2 ± 6.8	86.3 ± 9.3	77.8 ± 3.2	73.7 ± 4.2	62.6 ± 5.3	78.8 ± 8.0	–	76.6 ± 6.8	71.9 ± 2.0
Partly helped achieve main reason	%	24.1 ± 5.8	6.0 ± 6.5	10.7 ± 2.4	14.4 ± 3.3	19.0 ± 4.3	12.0 ± 6.4	–	11.1 ± 5.1	14.2 ± 1.6
Did not help achieve main reason	%	15.9 ± 5.0	np	5.6 ± 1.8	4.3 ± 1.9	9.9 ± 3.3	np	–	3.5 ± 2.9	6.7 ± 1.1
Did not know yet	%	8.8 ± 3.9	5.1 ± 6.0	5.8 ± 1.8	7.6 ± 2.5	8.4 ± 3.1	np	–	8.8 ± 4.6	7.1 ± 1.2

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have been revised in line with the new definition of graduates.

(b) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Some data for NSW, Victoria, WA, SA, Tas, the ACT and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.



Table 5A.42

Table 5A.42 Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
	Helped achieve main reason	%	62.2 ± 6.8	60.5 ± 3.7	71.2 ± 4.5	68.1 ± 6.4	59.1 ± 8.6	64.5 ± 7.4	67.0 ± 10.8	86.9 ± 3.8	64.5 ± 2.7
	Partly helped achieve main reason	%	15.7 ± 4.4	14.6 ± 2.8	15.6 ± 3.5	16.4 ± 5.1	20.6 ± 8.2	15.5 ± 6.4	18.7 ± 8.7	6.7 ± 2.8	15.7 ± 1.9
	Did not help achieve main reason	%	11.5 ± 4.7	12.7 ± 1.8	6.4 ± 1.8	6.0 ± 3.4	7.7 ± 5.3	10.0 ± 5.0	9.7 ± 8.4	np	9.8 ± 1.7
	Did not know yet	%	10.6 ± 3.5	12.2 ± 2.8	6.7 ± 3.0	9.5 ± 3.4	12.6 ± 5.4	9.9 ± 3.8	4.6 ± 2.4	np	10.0 ± 1.6
VET 2005											
	Helped achieve main reason	%	60.1 ± 4.1	61.6 ± 2.8	65.7 ± 3.7	60.8 ± 4.1	65.9 ± 3.9	68.8 ± 6.6	58.9 ± 7.4	61.4 ± 5.7	62.4 ± 1.7
	Partly helped achieve main reason	%	19.6 ± 3.4	19.1 ± 3.9	16.5 ± 3.0	17.0 ± 3.2	17.7 ± 3.3	14.3 ± 4.9	17.3 ± 4.4	18.1 ± 3.3	18.2 ± 1.6
	Did not help achieve main reason	%	8.6 ± 2.9	9.5 ± 3.5	8.4 ± 1.7	8.5 ± 2.4	6.8 ± 1.9	9.2 ± 4.4	13.3 ± 6.2	6.2 ± 3.2	8.7 ± 1.4
	Did not know yet	%	11.7 ± 2.2	9.8 ± 1.8	9.3 ± 2.0	13.7 ± 3.2	9.5 ± 2.5	7.7 ± 3.9	10.5 ± 4.2	14.3 ± 3.8	10.6 ± 1.0
TAFE 2006											
	Helped achieve main reason	%	60.1 ± 7.0	58.0 ± 3.9	69.3 ± 4.7	65.8 ± 7.6	53.2 ± 10.1	64.1 ± 7.9	70.3 ± 8.6	86.7 ± 3.6	62.3 ± 3.1
	Partly helped achieve main reason	%	14.9 ± 3.6	13.7 ± 3.9	17.7 ± 3.3	15.9 ± 5.9	25.1 ± 9.6	13.2 ± 5.4	15.4 ± 7.3	np	15.9 ± 1.9
	Did not help achieve main reason	%	14.0 ± 5.7	13.1 ± 2.1	5.1 ± 2.1	6.4 ± 4.1	5.9 ± 4.7	8.8 ± 5.4	np	np	10.3 ± 2.4
	Did not know yet	%	11.0 ± 3.8	15.2 ± 4.3	7.9 ± 3.7	11.9 ± 4.2	15.8 ± 6.7	14.0 ± 5.6	10.1 ± 5.0	np	11.5 ± 2.0
TAFE 2005											
	Helped achieve main reason	%	59.1 ± 3.6	63.8 ± 3.3	66.2 ± 3.5	58.4 ± 4.1	62.1 ± 4.5	67.5 ± 8.9	61.2 ± 10.5	75.3 ± 9.5	62.2 ± 1.7
	Partly helped achieve main reason	%	19.4 ± 3.0	17.0 ± 2.7	15.5 ± 3.0	17.7 ± 3.2	17.7 ± 3.5	13.6 ± 6.9	21.6 ± 7.9	8.3 ± 6.0	17.5 ± 1.4
	Did not help achieve main reason	%	6.8 ± 1.8	8.2 ± 1.5	9.6 ± 2.0	7.0 ± 1.8	7.6 ± 2.3	10.5 ± 5.3	np	6.7 ± 4.6	7.9 ± 0.9
	Did not know yet	%	14.7 ± 2.8	10.9 ± 2.2	8.7 ± 1.8	16.9 ± 4.0	12.6 ± 3.4	8.3 ± 5.1	11.5 ± 6.7	9.7 ± 7.0	12.4 ± 1.2
TAFE 2004											
	Helped achieve main reason	%	48.5 ± 7.8	53.0 ± 8.8	61.2 ± 7.1	57.0 ± 8.3	49.4 ± 11.7	54.5 ± 15.7	60.5 ± 20.8	80.6 ± 15.0	53.0 ± 4.2
	Partly helped achieve main reason	%	16.5 ± 5.5	16.2 ± 6.9	11.9 ± 4.3	16.8 ± 5.9	13.7 ± 7.1	20.3 ± 12.7	np	np	15.6 ± 3.0
	Did not help achieve main reason	%	13.7 ± 5.6	9.7 ± 5.1	11.7 ± 4.4	10.9 ± 4.8	12.3 ± 8.0	-	np	np	11.8 ± 2.8
	Did not know yet	%	21.4 ± 5.9	21.2 ± 6.8	15.1 ± 4.9	15.4 ± 5.8	24.6 ± 10.4	25.1 ± 14.0	np	np	19.6 ± 3.2
REPORT ON GOVERNMENT SERVICES 2008											
											VOCATIONAL EDUCATION AND TRAINING

**Table 5A.42 Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b), (c)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2003										
Helped achieve main reason	%	48.3 ± 4.0	49.1 ± 3.8	54.2 ± 3.9	53.2 ± 5.1	52.7 ± 5.3	46.9 ± 11.4	53.4 ± 15.1	65.0 ± 11.6	50.6 ± 1.9
Partly helped achieve main reason	%	17.1 ± 3.0	16.7 ± 2.9	17.5 ± 3.0	16.8 ± 3.8	18.7 ± 4.2	17.0 ± 8.6	20.7 ± 12.3	15.1 ± 8.7	17.2 ± 1.4
Did not help achieve main reason	%	14.6 ± 2.8	15.5 ± 2.8	12.9 ± 2.6	14.0 ± 3.5	11.2 ± 3.4	21.0 ± 9.3	11.7 ± 9.7	9.4 ± 7.1	14.2 ± 1.3
Did not know yet	%	20.1 ± 3.2	18.7 ± 3.0	15.4 ± 2.8	16.0 ± 3.7	17.4 ± 4.1	15.1 ± 8.2	14.2 ± 10.6	10.5 ± 7.4	18.0 ± 1.4
TAFE 2002										
Helped achieve main reason	%	50.4 ± 3.9	46.0 ± 4.5	52.8 ± 4.1	51.8 ± 5.6	53.9 ± 7.7	42.1 ± 8.9	47.4 ± 12.8	67.5 ± 17.4	50.3 ± 2.0
Partly helped achieve main reason	%	12.1 ± 2.6	26.4 ± 4.0	15.3 ± 3.0	18.0 ± 4.3	14.6 ± 5.5	18.1 ± 6.9	21.7 ± 10.6	–	16.0 ± 1.5
Did not help achieve main reason	%	15.2 ± 2.8	10.4 ± 2.8	15.7 ± 3.0	13.2 ± 3.8	19.9 ± 6.2	17.6 ± 6.8	10.8 ± 8.0	np	14.5 ± 1.4
Did not know yet	%	22.2 ± 3.3	17.3 ± 3.4	16.2 ± 3.0	16.9 ± 4.2	11.6 ± 5.0	22.2 ± 7.5	20.1 ± 10.3	22.9 ± 15.6	19.1 ± 1.6

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have been revised in line with the new definition of graduates.

(b) Students reported as having a disability 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) Some data for the ACT and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

**Table 5A.43 Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
	Helped achieve main reason	%	64.9 ± 3.8	64.6 ± 3.1	73.8 ± 4.1	73.8 ± 3.6	75.8 ± 7.2	69.7 ± 6.6	73.8 ± 7.3	84.3 ± 10.7	67.5 ± 2.0
	Partly helped achieve main reason	%	17.8 ± 3.0	19.3 ± 2.4	12.4 ± 3.3	12.3 ± 2.9	11.3 ± 4.5	9.5 ± 5.8	15.0 ± 6.0	8.5 ± 10.3	16.7 ± 1.5
	Did not help achieve main reason	%	6.8 ± 1.9	5.6 ± 1.5	4.6 ± 1.6	2.8 ± 1.9	4.1 ± 3.4	np	3.7 ± 2.8	6.2 ± 2.9	5.7 ± 1.0
	Did not know yet	%	10.4 ± 2.3	10.6 ± 2.0	9.2 ± 2.6	11.1 ± 2.4	8.8 ± 5.0	18.0 ± 4.7	7.5 ± 3.9	np	10.2 ± 1.2
VET 2005											
	Helped achieve main reason	%	61.4 ± 2.8	66.8 ± 2.2	66.9 ± 3.7	66.0 ± 3.3	69.7 ± 4.3	73.5 ± 7.8	67.3 ± 6.9	70.8 ± 10.7	64.8 ± 1.4
	Partly helped achieve main reason	%	20.9 ± 2.3	16.9 ± 1.8	17.9 ± 2.7	18.3 ± 2.7	16.6 ± 3.7	9.7 ± 5.4	15.5 ± 5.8	15.6 ± 4.8	18.6 ± 1.2
	Did not help achieve main reason	%	5.6 ± 1.2	6.3 ± 1.0	6.4 ± 1.6	4.9 ± 1.4	4.3 ± 1.7	np	5.5 ± 3.8	3.1 ± 2.4	5.8 ± 0.6
	Did not know yet	%	12.2 ± 2.0	10.0 ± 1.3	8.8 ± 2.4	10.9 ± 2.1	9.5 ± 2.9	11.1 ± 5.8	11.7 ± 5.1	10.6 ± 9.7	10.8 ± 1.0
TAFE 2006											
	Helped achieve main reason	%	63.0 ± 4.0	60.9 ± 3.6	70.2 ± 3.7	73.1 ± 3.8	70.6 ± 9.7	66.4 ± 5.1	65.3 ± 8.8	82.6 ± 6.1	64.5 ± 2.2
	Partly helped achieve main reason	%	18.1 ± 3.1	18.7 ± 2.8	13.0 ± 2.1	12.5 ± 2.7	17.0 ± 8.0	13.7 ± 4.0	20.3 ± 6.9	5.1 ± 3.6	17.1 ± 1.7
	Did not help achieve main reason	%	6.4 ± 1.7	6.6 ± 2.0	6.3 ± 2.4	2.2 ± 1.7	np	np	np	10.5 ± 4.9	6.0 ± 1.0
	Did not know yet	%	12.5 ± 2.8	13.8 ± 2.9	10.4 ± 2.1	12.2 ± 2.9	9.9 ± 6.0	16.9 ± 2.7	10.2 ± 5.5	np	12.4 ± 1.6
TAFE 2005											
	Helped achieve main reason	%	57.3 ± 2.8	63.4 ± 2.9	68.2 ± 4.0	65.4 ± 3.5	67.1 ± 5.1	68.5 ± 9.9	65.3 ± 10.4	69.0 ± 7.2	61.4 ± 1.7
	Partly helped achieve main reason	%	22.4 ± 2.3	16.3 ± 2.2	16.2 ± 3.6	19.3 ± 2.9	16.7 ± 4.5	np	21.2 ± 9.5	18.5 ± 6.2	19.5 ± 1.4
	Did not help achieve main reason	%	6.8 ± 1.5	8.2 ± 1.5	6.1 ± 1.7	4.3 ± 1.2	5.4 ± 2.5	np	np	3.7 ± 3.2	6.7 ± 0.9
	Did not know yet	%	13.5 ± 2.0	12.1 ± 1.8	9.5 ± 2.1	10.9 ± 2.2	10.8 ± 3.9	17.8 ± 5.8	10.8 ± 6.1	8.8 ± 4.3	12.4 ± 1.1

Table 5A.43

Table 5A.43 Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004										
Helped achieve main reason	%	56.3 ± 4.3	55.7 ± 4.6	65.3 ± 5.9	55.0 ± 5.8	61.6 ± 9.3	57.8 ± 22.3	63.8 ± 11.8	82.3 ± 9.8	57.5 ± 2.7
Partly helped achieve main reason	%	19.2 ± 3.4	21.9 ± 3.9	15.7 ± 4.4	19.1 ± 4.4	18.0 ± 6.9	27.1 ± 20.5	12.8 ± 8.0	7.6 ± 5.9	19.2 ± 2.1
Did not help achieve main reason	%	9.8 ± 2.5	8.3 ± 2.6	10.3 ± 3.8	11.2 ± 3.6	12.6 ± 7.6	np	12.6 ± 7.9	np	9.7 ± 1.6
Did not know yet	%	14.7 ± 3.3	14.1 ± 3.1	8.7 ± 3.4	14.8 ± 4.4	7.7 ± 4.8	np	10.8 ± 8.2	np	13.5 ± 2.0
TAFE 2003										
Helped achieve main reason	%	51.7 ± 2.4	56.9 ± 2.1	54.8 ± 3.1	55.0 ± 3.5	54.7 ± 4.3	66.6 ± 13.9	53.9 ± 8.5	67.7 ± 6.7	53.9 ± 1.2
Partly helped achieve main reason	%	20.4 ± 1.9	17.9 ± 1.6	21.9 ± 2.6	18.1 ± 2.7	17.6 ± 3.3	18.5 ± 11.5	16.7 ± 6.3	11.2 ± 4.5	19.5 ± 1.0
Did not help achieve main reason	%	10.9 ± 1.5	9.4 ± 1.2	9.9 ± 1.9	9.7 ± 2.1	10.3 ± 2.6	np	7.0 ± 4.3	7.6 ± 3.8	10.2 ± 0.7
Did not know yet	%	17.0 ± 1.8	15.7 ± 1.5	13.3 ± 2.1	17.1 ± 2.7	17.5 ± 3.3	10.8 ± 9.2	22.4 ± 7.1	13.5 ± 4.9	16.4 ± 0.9
TAFE 2002										
Helped achieve main reason	%	50.7 ± 1.9	53.0 ± 2.0	58.3 ± 2.9	56.2 ± 3.1	58.1 ± 5.0	55.0 ± 10.5	58.4 ± 6.8	71.6 ± 8.3	53.1 ± 1.1
Partly helped achieve main reason	%	20.4 ± 1.5	15.7 ± 1.5	17.8 ± 2.2	17.8 ± 2.4	16.3 ± 3.8	15.5 ± 7.6	10.5 ± 4.2	8.4 ± 5.1	18.4 ± 0.8
Did not help achieve main reason	%	9.7 ± 1.1	13.9 ± 1.4	12.5 ± 1.9	11.9 ± 2.0	15.6 ± 3.7	14.3 ± 7.4	11.9 ± 4.5	6.6 ± 4.6	11.4 ± 0.7
Did not know yet	%	19.1 ± 1.5	17.5 ± 1.5	11.4 ± 1.8	14.1 ± 2.2	9.9 ± 3.0	15.3 ± 7.6	19.2 ± 5.4	13.4 ± 6.3	17.1 ± 0.8

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have been revised in line with the new definition of graduates.

(b) Some data for SA, Tasmania, the ACT and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVER Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.44

Table 5A.44 Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	Satisfied with the quality of their training	% 87.5 ± 1.6	88.0 ± 1.2	89.0 ± 1.3	87.6 ± 1.6	87.3 ± 2.1	90.2 ± 1.7	87.3 ± 2.6	89.1 ± 3.3	88.1 ± 0.7
	Seeking employment related outcomes	% 87.9 ± 1.7	88.2 ± 1.4	88.5 ± 1.5	87.5 ± 2.0	87.2 ± 2.3	89.1 ± 2.1	86.6 ± 3.1	87.7 ± 4.3	88.0 ± 0.8
	Seeking further study outcomes	% 84.7 ± 3.3	88.9 ± 1.1	90.8 ± 1.6	87.6 ± 4.9	81.7 ± 11.2	94.8 ± 7.2	80.0 ± 3.6	97.7 ± 4.6	87.2 ± 1.5
	Seeking personal development outcomes	% 86.6 ± 4.4	86.2 ± 3.2	91.2 ± 2.1	87.7 ± 2.9	93.0 ± 4.0	93.2 ± 3.3	89.2 ± 5.8	90.4 ± 6.0	88.1 ± 1.8
VET 2005										
	Satisfied with the quality of their training	% 86.8 ± 1.3	87.1 ± 0.8	87.8 ± 0.9	86.5 ± 1.0	87.5 ± 1.1	86.6 ± 1.5	84.8 ± 2.4	87.7 ± 1.9	87.1 ± 0.5
	Seeking employment related outcomes	% 85.7 ± 1.7	86.4 ± 1.0	87.1 ± 1.0	86.1 ± 1.2	87.1 ± 1.2	85.2 ± 1.8	83.7 ± 2.8	86.9 ± 2.3	86.2 ± 0.6
	Seeking further study outcomes	% 89.5 ± 2.7	87.6 ± 2.9	90.3 ± 2.5	86.6 ± 3.0	88.0 ± 3.5	85.9 ± 7.0	83.7 ± 10.0	86.3 ± 6.6	88.5 ± 1.4
	Seeking personal development outcomes	% 88.7 ± 1.5	88.5 ± 2.1	88.9 ± 1.9	87.1 ± 2.1	88.7 ± 2.7	90.6 ± 3.3	88.9 ± 4.8	90.2 ± 3.2	88.6 ± 0.9
TAFE 2006										
	Satisfied with the quality of their training	% 88.5 ± 1.8	86.6 ± 1.6	90.0 ± 1.4	86.9 ± 1.7	87.4 ± 2.8	90.6 ± 2.2	87.8 ± 3.0	85.4 ± 4.5	88.2 ± 0.8
	Seeking employment related outcomes	% 89.1 ± 1.9	86.7 ± 1.8	89.2 ± 1.7	86.8 ± 2.1	86.9 ± 3.0	89.4 ± 2.7	86.8 ± 3.8	84.7 ± 5.7	88.1 ± 0.9
	Seeking further study outcomes	% 85.7 ± 3.7	88.6 ± 1.1	89.6 ± 2.1	86.9 ± 5.1	80.7 ± 14.7	92.7 ± 10.1	90.2 ± 5.5	96.1 ± 7.7	87.1 ± 1.8
	Seeking personal development outcomes	% 87.0 ± 5.4	83.2 ± 3.2	92.8 ± 1.4	87.5 ± 3.2	94.6 ± 4.9	92.7 ± 4.7	88.8 ± 6.5	85.6 ± 9.0	88.2 ± 2.4
TAFE 2005										
	Satisfied with the quality of their training	% 88.6 ± 0.9	87.5 ± 0.9	88.0 ± 1.0	87.2 ± 1.0	89.1 ± 1.2	88.0 ± 2.3	86.6 ± 2.9	87.7 ± 2.1	88.0 ± 0.5
	Seeking employment related outcomes	% 88.3 ± 1.1	86.6 ± 1.1	87.6 ± 1.2	87.0 ± 1.2	89.4 ± 1.4	87.0 ± 2.8	85.9 ± 3.6	87.3 ± 2.6	87.6 ± 0.6
	Seeking further study outcomes	% 90.7 ± 2.8	89.2 ± 3.5	88.3 ± 3.0	86.3 ± 2.9	86.0 ± 4.4	89.2 ± 1.3	83.4 ± 11.8	83.4 ± 7.2	88.9 ± 1.5
	Seeking personal development outcomes	% 87.4 ± 1.8	90.7 ± 1.5	89.2 ± 1.8	87.7 ± 2.1	88.6 ± 3.1	90.2 ± 4.4	90.7 ± 6.2	88.9 ± 4.3	88.7 ± 0.9
TAFE 2004										
	Satisfied with the quality of their training	% 86.3 ± 1.6	83.4 ± 1.6	84.9 ± 1.3	83.6 ± 1.7	85.6 ± 2.0	86.9 ± 3.1	82.8 ± 3.7	86.8 ± 3.2	85.2 ± 0.8
	Seeking employment related outcomes	% 87.0 ± 1.7	83.3 ± 1.9	84.8 ± 1.6	83.5 ± 2.1	85.3 ± 2.3	87.3 ± 3.6	82.8 ± 4.9	83.7 ± 3.9	86.6 ± 0.9
	Seeking further study outcomes	% 88.4 ± 2.9	82.5 ± 5.6	86.0 ± 4.0	79.8 ± 4.7	83.9 ± 9.0	75.5 ± 24.5	87.9 ± 7.7	86.0 ± 0.0	85.4 ± 1.9
	Seeking personal development outcomes	% 84.7 ± 4.6	82.5 ± 3.4	84.4 ± 3.1	83.6 ± 4.9	86.5 ± 5.7	85.0 ± 7.5	78.7 ± 7.6	94.1 ± 3.8	85.6 ± 2.3
REPORT ON GOVERNMENT SERVICES 2008										VOCATIONAL EDUCATION AND TRAINING

Table 5A.44

Table 5A.44 Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2003										
Satisfied with the quality of their training	%	83.3 ± 0.8	82.6 ± 0.7	81.0 ± 0.9	81.8 ± 1.0	83.1 ± 1.0	83.3 ± 2.4	80.0 ± 2.9	78.7 ± 2.5	82.5 ± 0.4
Seeking employment related outcomes	%	82.8 ± 1.0	82.7 ± 0.8	80.4 ± 1.1	81.1 ± 1.3	83.1 ± 1.2	84.0 ± 2.7	77.8 ± 3.6	75.9 ± 3.2	82.1 ± 0.4
Seeking further study outcomes	%	85.9 ± 3.3	81.5 ± 3.0	81.3 ± 3.7	82.4 ± 3.6	87.9 ± 4.8	80.6 ± 14.0	89.9 ± 7.9	84.1 ± 11.7	83.9 ± 1.5
Seeking personal development outcomes	%	83.7 ± 1.8	83.3 ± 1.8	83.0 ± 2.1	83.5 ± 2.2	83.0 ± 2.9	81.5 ± 6.0	81.9 ± 6.3	84.5 ± 4.4	83.4 ± 0.9
TAFE 2002										
Satisfied with the quality of their training	%	78.1 ± 0.8	75.9 ± 0.9	78.1 ± 0.8	71.0 ± 1.1	77.2 ± 1.4	73.7 ± 2.0	71.1 ± 2.5	78.1 ± 3.1	76.6 ± 0.4
Seeking employment related outcomes	%	77.2 ± 0.9	76.5 ± 1.0	77.5 ± 0.9	69.0 ± 1.4	76.9 ± 1.6	74.5 ± 2.2	69.5 ± 3.2	78.3 ± 3.8	76.1 ± 0.5
Seeking further study outcomes	%	74.8 ± 3.4	75.5 ± 3.6	78.0 ± 3.4	70.8 ± 3.6	85.3 ± 6.7	71.6 ± 15.1	85.2 ± 7.5	78.4 ± 16.9	75.3 ± 1.7
Seeking personal development outcomes	%	81.7 ± 1.7	73.1 ± 2.4	81.0 ± 1.9	78.5 ± 2.3	82.2 ± 3.8	70.7 ± 6.1	79.2 ± 5.5	76.8 ± 7.0	79.4 ± 1.0

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.45

Table 5A.45 Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas (c)	ACT	NT	Aust
VET 2006										
	%	86.1 ± 2.3	89.6 ± 1.4	89.0 ± 1.6	88.1 ± 1.8	85.1 ± 3.1	90.1 ± 2.5	86.8 ± 3.3	87.5 ± 4.4	87.8 ± 1.0
	%	86.5 ± 2.4	89.9 ± 1.6	89.6 ± 1.8	88.7 ± 2.1	85.4 ± 3.3	89.0 ± 3.2	85.2 ± 4.0	86.1 ± 5.4	88.1 ± 1.1
	%	81.5 ± 5.3	93.1 ± 1.9	93.1 ± 1.7	85.9 ± 6.2	81.7 ± 15.7	92.0 ± 11.1	86.5 ± 3.7	100.0	87.1 ± 2.4
	%	83.8 ± 7.1	87.7 ± 3.3	88.5 ± 3.6	88.2 ± 3.8	88.2 ± 8.1	93.6 ± 4.5	89.2 ± 7.4	86.8 ± 10.1	86.6 ± 2.9
VET 2005										
	%	87.8 ± 1.6	87.3 ± 1.2	86.9 ± 1.1	85.6 ± 1.3	87.0 ± 1.4	86.5 ± 1.9	84.2 ± 3.2	88.2 ± 2.5	87.1 ± 0.7
	%	86.2 ± 2.3	86.3 ± 1.3	85.8 ± 1.4	85.5 ± 1.5	86.6 ± 1.6	84.9 ± 2.3	82.2 ± 3.6	87.2 ± 3.0	86.0 ± 0.9
	%	93.3 ± 2.8	87.6 ± 3.5	91.0 ± 2.4	87.2 ± 3.3	87.8 ± 3.9	88.6 ± 6.9	79.3 ± 14.9	83.3 ± 18.2	90.0 ± 1.5
	%	89.9 ± 2.0	89.6 ± 3.7	88.2 ± 2.8	84.1 ± 3.0	88.0 ± 3.4	90.0 ± 4.3	89.9 ± 5.5	92.3 ± 4.4	88.9 ± 1.4
TAFE 2006										
	%	87.3 ± 2.7	88.1 ± 2.1	89.9 ± 1.7	87.7 ± 2.0	84.7 ± 3.7	90.8 ± 2.8	88.5 ± 3.7	81.7 ± 6.7	87.8 ± 1.2
	%	87.7 ± 2.7	88.0 ± 2.5	90.0 ± 2.0	88.1 ± 2.4	83.6 ± 4.2	90.1 ± 3.6	87.3 ± 4.7	78.6 ± 8.9	87.9 ± 1.3
	%	81.0 ± 5.8	95.8 ± 1.8	93.9 ± 2.1	85.1 ± 7.4	83.3 ± 18.2	90.0 ± 13.9	93.5 ± 5.3	100.0	87.2 ± 2.9
	%	85.1 ± 8.5	83.0 ± 6.0	90.4 ± 2.5	89.9 ± 4.1	92.0 ± 9.0	91.1 ± 6.5	87.7 ± 9.4	81.4 ± 13.9	86.8 ± 3.9
TAFE 2005										
	%	89.5 ± 1.1	87.7 ± 1.2	87.3 ± 1.2	86.3 ± 1.3	88.1 ± 1.7	89.6 ± 2.7	87.6 ± 3.6	89.2 ± 2.7	88.2 ± 0.6
	%	89.0 ± 1.4	86.7 ± 1.5	86.1 ± 1.5	86.3 ± 1.5	89.1 ± 1.8	88.5 ± 3.5	86.2 ± 4.7	88.4 ± 3.1	87.6 ± 0.7
	%	93.3 ± 2.9	90.3 ± 3.3	90.1 ± 2.7	87.0 ± 3.3	84.3 ± 5.0	89.4 ± 2.0	82.0 ± 16.6	87.5 ± 16.0	90.5 ± 1.5
	%	88.1 ± 2.3	90.5 ± 2.0	89.7 ± 2.7	84.9 ± 2.9	86.6 ± 4.4	90.9 ± 5.8	91.1 ± 6.9	92.2 ± 5.5	88.6 ± 1.2
TAFE 2004										
	%	87.2 ± 1.7	84.1 ± 2.1	84.4 ± 1.8	85.0 ± 2.2	85.1 ± 2.8	89.1 ± 3.9	81.7 ± 4.9	89.1 ± 3.7	85.9 ± 0.9
	%	88.2 ± 1.9	84.5 ± 2.4	85.0 ± 2.1	86.2 ± 2.3	85.0 ± 3.2	88.6 ± 4.8	81.8 ± 6.7	85.3 ± 5.2	88.4 ± 1.1
	%	85.9 ± 4.0	87.0 ± 5.7	84.3 ± 5.6	86.1 ± 4.8	81.4 ± 11.7	np	82.4 ± 11.4	100.0	86.5 ± 2.5
	%	85.4 ± 3.3	82.1 ± 3.9	81.8 ± 4.0	80.6 ± 7.8	87.3 ± 7.3	90.7 ± 8.1	78.8 ± 10.7	96.5 ± 2.3	85.7 ± 2.0
REPORT ON GOVERNMENT SERVICES 2008										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.45

Table 5A.45 Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas (c)	ACT	NT	Aust
TAFE 2003										
	%	84.6 ± 1.0	83.0 ± 1.0	81.9 ± 1.1	83.7 ± 1.3	83.6 ± 1.3	82.4 ± 3.5	78.5 ± 3.8	78.4 ± 3.2	83.5 ± 0.5
Satisfied with the quality of their training	%	83.7 ± 1.3	83.6 ± 1.1	80.8 ± 1.4	82.9 ± 1.7	83.6 ± 1.5	82.4 ± 4.2	76.3 ± 4.9	75.0 ± 4.2	82.9 ± 0.6
Seeking employment related outcomes	%	86.7 ± 3.9	78.3 ± 4.3	86.1 ± 4.2	81.8 ± 4.5	89.1 ± 5.3	88.4 ± 15.4	87.6 ± 10.1	87.5 ± 12.3	84.5 ± 1.9
Seeking further study outcomes	%	85.0 ± 2.1	83.5 ± 2.2	84.2 ± 2.5	84.3 ± 2.7	81.5 ± 3.8	80.7 ± 7.5	78.7 ± 8.4	84.9 ± 5.4	84.2 ± 1.1
Seeking personal development outcomes	TAFE 2002									
Satisfied with the quality of their training	%	77.4 ± 1.0	74.9 ± 1.2	76.8 ± 1.0	71.7 ± 1.4	76.8 ± 1.9	71.4 ± 2.9	70.0 ± 3.3	75.3 ± 4.2	75.9 ± 0.5
Seeking employment related outcomes	%	76.1 ± 1.3	75.8 ± 1.4	76.2 ± 1.3	69.2 ± 1.9	76.4 ± 2.2	71.6 ± 3.4	70.7 ± 4.1	73.1 ± 5.3	75.2 ± 0.7
Seeking further study outcomes	%	67.4 ± 4.4	77.3 ± 4.6	77.1 ± 4.2	71.6 ± 4.3	80.7 ± 8.8	58.4 ± 21.6	80.2 ± 10.1	77.6 ± 21.7	72.8 ± 2.1
Seeking personal development outcomes	%	82.8 ± 2.1	72.5 ± 3.0	80.6 ± 2.4	77.3 ± 2.9	80.3 ± 5.1	72.9 ± 7.5	70.1 ± 7.5	81.8 ± 7.9	79.6 ± 1.2

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) Some data for Tasmania are not published due to 5 or fewer responses.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.



Table 5A.46

Table 5A.46 Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
	Satisfied with the quality of their training	%	86.2 ± 2.2	86.5 ± 1.6	88.1 ± 2.0	87.6 ± 2.2	86.7 ± 2.6	100.0	86.5 ± 3.1	91.5 ± 6.6	86.8 ± 1.0
	Seeking employment related outcomes	%	86.0 ± 2.3	86.8 ± 1.8	87.6 ± 2.4	87.4 ± 2.9	86.6 ± 2.9	100.0	85.9 ± 3.8	90.9 ± 7.0	86.7 ± 1.1
	Seeking further study outcomes	%	87.1 ± 3.8	87.0 ± 1.3	90.5 ± 1.9	87.0 ± 5.8	80.2 ± 14.2	-	79.2 ± 3.8	-	87.1 ± 1.9
	Seeking personal development outcomes	%	83.5 ± 7.2	84.2 ± 4.5	91.1 ± 2.9	87.9 ± 3.5	92.3 ± 4.0	np	89.1 ± 6.2	np	86.1 ± 3.0
VET 2005											
	Satisfied with the quality of their training	%	86.9 ± 1.8	86.6 ± 1.1	87.0 ± 1.3	86.1 ± 1.3	87.3 ± 1.4	76.2 ± 4.9	83.9 ± 2.6	93.5 ± 9.2	86.7 ± 0.7
	Seeking employment related outcomes	%	86.1 ± 2.5	85.8 ± 1.4	86.9 ± 1.6	85.6 ± 1.6	86.9 ± 1.6	73.7 ± 2.1	83.0 ± 3.1	91.5 ± 12.2	86.0 ± 1.0
	Seeking further study outcomes	%	89.3 ± 2.6	88.6 ± 3.5	91.1 ± 3.1	89.1 ± 3.1	89.9 ± 3.7	-	81.9 ± 12.3	np	89.3 ± 1.5
	Seeking personal development outcomes	%	86.6 ± 2.1	88.7 ± 1.8	85.7 ± 3.5	86.0 ± 2.9	87.0 ± 3.7	np	87.7 ± 5.4	np	87.1 ± 1.1
TAFE 2006											
	Satisfied with the quality of their training	%	87.8 ± 2.5	86.4 ± 2.0	89.0 ± 2.3	87.1 ± 2.3	85.6 ± 3.6	np	87.8 ± 3.4	84.4 ± 11.9	87.4 ± 1.2
	Seeking employment related outcomes	%	88.6 ± 2.3	86.6 ± 2.3	89.1 ± 3.0	87.4 ± 2.8	85.2 ± 4.0	np	87.6 ± 4.3	82.6 ± 13.4	87.7 ± 1.2
	Seeking further study outcomes	%	87.5 ± 4.1	86.3 ± 1.0	87.5 ± 2.6	87.5 ± 5.5	76.6 ± 17.8	-	89.5 ± 5.8	-	86.7 ± 2.2
	Seeking personal development outcomes	%	83.1 ± 8.8	83.2 ± 4.1	92.6 ± 2.3	86.4 ± 4.2	92.5 ± 4.2	np	88.2 ± 7.2	np	85.5 ± 4.2
TAFE 2005											
	Satisfied with the quality of their training	%	88.4 ± 1.2	87.3 ± 1.2	87.4 ± 1.4	86.9 ± 1.4	89.4 ± 1.6	np	85.6 ± 3.3	90.6 ± 13.4	87.8 ± 0.7
	Seeking employment related outcomes	%	88.6 ± 1.5	86.3 ± 1.5	87.1 ± 1.6	86.6 ± 1.7	89.8 ± 1.8	np	85.0 ± 4.1	86.3 ± 19.6	87.5 ± 0.8
	Seeking further study outcomes	%	90.4 ± 2.7	89.8 ± 4.1	89.5 ± 3.7	88.4 ± 3.2	89.2 ± 4.6	-	78.0 ± 14.9	np	89.6 ± 1.7
	Seeking personal development outcomes	%	85.2 ± 2.6	90.5 ± 2.0	87.6 ± 2.3	85.8 ± 3.1	87.1 ± 4.3	-	91.1 ± 5.9	np	87.0 ± 1.3
TAFE 2004											
	Satisfied with the quality of their training	%	86.6 ± 1.8	83.8 ± 1.9	82.7 ± 2.1	82.2 ± 2.3	85.0 ± 2.6	-	83.7 ± 3.9	89.7 ± 6.3	84.8 ± 1.0
	Seeking employment related outcomes	%	85.4 ± 2.3	84.0 ± 2.4	82.2 ± 2.6	82.1 ± 2.8	83.8 ± 3.1	-	83.8 ± 5.3	86.7 ± 8.3	87.8 ± 1.2
	Seeking further study outcomes	%	91.2 ± 2.6	81.2 ± 6.4	82.6 ± 5.4	78.5 ± 5.8	92.2 ± 5.0	-	86.7 ± 7.3	np	84.1 ± 2.1
	Seeking personal development outcomes	%	90.2 ± 3.1	82.8 ± 4.5	85.9 ± 3.8	82.4 ± 7.1	89.5 ± 5.4	-	80.1 ± 8.2	np	86.4 ± 2.0
REPORT ON GOVERNMENT SERVICES 2008											
VOCATIONAL EDUCATION AND TRAINING											

Table 5A.46 Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2003										
	%	82.4 ± 1.2	81.4 ± 1.0	80.0 ± 1.4	81.5 ± 1.4	82.3 ± 1.4	np	79.5 ± 3.3	71.3 ± 15.7	81.7 ± 0.5
Satisfied with the quality of their training	%	81.4 ± 1.5	81.6 ± 1.2	79.3 ± 1.7	80.7 ± 1.8	82.4 ± 1.5	np	76.3 ± 4.1	60.5 ± 20.4	81.1 ± 0.7
Seeking employment related outcomes	%	86.9 ± 4.0	81.6 ± 3.6	81.9 ± 4.6	83.5 ± 4.4	88.4 ± 5.7	–	93.3 ± 7.4	–	84.7 ± 1.9
Seeking further study outcomes	%	83.3 ± 2.7	81.5 ± 2.5	81.7 ± 3.1	83.1 ± 3.2	80.7 ± 4.2	–	84.1 ± 6.7	100.0	82.6 ± 1.3
Seeking personal development outcomes										
TAFE 2002										
	%	76.8 ± 1.1	73.6 ± 1.1	77.4 ± 1.1	69.8 ± 1.4	76.1 ± 1.8	100.0	70.2 ± 2.9	76.6 ± 20.1	75.2 ± 0.5
Satisfied with the quality of their training	%	75.8 ± 1.3	74.7 ± 1.3	77.1 ± 1.4	67.6 ± 1.8	75.4 ± 2.1	100.0	68.7 ± 3.7	76.5 ± 23.0	74.7 ± 0.7
Seeking employment related outcomes	%	76.0 ± 4.0	73.0 ± 4.0	78.2 ± 4.1	70.3 ± 4.0	87.5 ± 7.0	–	83.6 ± 9.0	–	75.3 ± 1.9
Seeking further study outcomes	%	79.7 ± 2.5	71.3 ± 3.0	77.6 ± 2.9	77.9 ± 3.0	82.0 ± 5.1	np	78.3 ± 6.1	np	77.5 ± 1.3
Seeking personal development outcomes										

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) 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. Some data for Tasmania and the NT are not published due to 5 or fewer responses.

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

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.47

Table 5A.47 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)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
	Satisfied with the quality of their training	%	90.5 ± 2.2	90.1 ± 1.5	88.9 ± 2.6	88.8 ± 3.0	85.4 ± 5.5	88.0 ± 2.8	90.4 ± 5.0	87.9 ± 23.7	89.6 ± 1.0
	Seeking employment related outcomes	%	91.1 ± 2.2	90.0 ± 1.8	87.7 ± 2.8	88.0 ± 3.8	86.9 ± 5.2	86.8 ± 3.3	89.1 ± 5.4	87.9 ± 23.7	89.5 ± 1.1
	Seeking further study outcomes	%	87.2 ± na	94.7 ± 2.8	97.1 ± 1.5	91.1 ± 10.7	81.5 ± na	91.6 ± 8.2	np	-	91.5 ± 1.2
	Seeking personal development outcomes	%	89.3 ± 6.0	87.4 ± 2.5	94.7 ± 2.1	90.5 ± 4.8	91.4 ± na	91.7 ± 5.2	89.6 ± 10.2	-	89.9 ± 2.3
VET 2005											
	Satisfied with the quality of their training	%	86.2 ± 2.6	87.2 ± 1.5	87.4 ± 1.6	87.6 ± 2.3	87.1 ± 2.1	85.0 ± 2.3	88.2 ± 4.3	92.3 ± 1.6	86.8 ± 1.0
	Seeking employment related outcomes	%	85.2 ± 3.3	86.8 ± 1.4	86.4 ± 2.0	87.7 ± 2.7	85.8 ± 2.5	84.6 ± 2.6	86.3 ± 4.9	100.0	86.1 ± 1.1
	Seeking further study outcomes	%	89.7 ± 5.8	84.5 ± 3.4	89.6 ± 0.3	74.7 ± 3.7	98.4 ± 3.1	79.9 ± 9.4	88.4 ± 3.7	-	86.4 ± 2.2
	Seeking personal development outcomes	%	89.1 ± 3.3	86.3 ± 4.5	89.6 ± 3.3	88.8 ± 5.1	91.7 ± 3.3	87.0 ± 5.5	93.4 ± 12.3	np	88.0 ± 2.2
TAFE 2006											
	Satisfied with the quality of their training	%	90.5 ± 2.5	86.4 ± 2.2	90.4 ± 2.4	86.8 ± 3.9	89.3 ± 5.9	88.9 ± 3.5	87.7 ± 7.4	87.9 ± 23.7	89.0 ± 1.3
	Seeking employment related outcomes	%	90.6 ± 2.9	85.5 ± 2.4	87.7 ± 2.7	85.9 ± 4.9	88.7 ± 6.6	87.1 ± 4.4	83.7 ± 8.8	87.9 ± 23.7	88.0 ± 1.5
	Seeking further study outcomes	%	94.9 ± na	96.5 ± 4.2	97.5 ± na	89.3 ± 12.8	100.0	89.5 ± 10.3	np	-	95.3 ± 1.5
	Seeking personal development outcomes	%	90.4 ± 5.3	84.0 ± 4.0	96.8 ± 1.4	88.8 ± 7.1	98.0 ± na	93.1 ± 7.5	94.1 ± 11.6	-	90.9 ± 2.6
TAFE 2005											
	Satisfied with the quality of their training	%	87.9 ± 1.8	87.4 ± 1.4	88.7 ± 1.8	88.3 ± 2.4	89.0 ± 2.1	87.6 ± 3.4	91.1 ± 5.2	85.9 ± 4.2	88.0 ± 0.9
	Seeking employment related outcomes	%	87.0 ± 2.1	86.6 ± 1.7	88.1 ± 2.2	88.5 ± 2.7	88.1 ± 2.5	88.0 ± 4.0	90.1 ± 5.1	100.0	87.3 ± 1.0
	Seeking further study outcomes	%	89.6 ± 6.1	85.6 ± 2.9	86.2 ± 0.5	76.3 ± 4.4	97.6 ± 4.7	84.1 ± na	100.0	-	86.6 ± 2.5
	Seeking personal development outcomes	%	90.0 ± 1.9	90.0 ± 2.0	90.9 ± 3.5	90.8 ± 3.5	93.7 ± 2.4	88.7 ± 7.6	87.7 ± 22.4	np	90.3 ± 1.2
TAFE 2004											
	Satisfied with the quality of their training	%	87.6 ± 2.6	83.3 ± 2.6	86.3 ± 2.4	82.6 ± 4.1	86.5 ± 4.8	83.8 ± 4.7	80.6 ± 7.6	91.2 ± 11.0	85.8 ± 1.4
	Seeking employment related outcomes	%	89.5 ± 3.2	83.4 ± 3.1	86.6 ± 2.5	84.3 ± 4.8	89.3 ± 4.6	85.5 ± 5.2	82.9 ± 9.6	93.6 ± 12.4	82.1 ± 1.7
	Seeking further study outcomes	%	65.2 ± 9.7	88.8 ± 5.0	96.4 ± na	87.4 ± 4.8	np	np	np	-	87.2 ± 4.3
	Seeking personal development outcomes	%	90.9 ± 3.5	81.6 ± 3.9	81.1 ± 5.8	73.1 ± 11.9	79.7 ± 2.2	77.4 ± 13.1	68.3 ± 13.0	np	78.4 ± 2.3
REPORT ON GOVERNMENT SERVICES 2008											
VOCATIONAL EDUCATION AND TRAINING											

Table 5A.47

Table 5A.47 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)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2003										
Satisfied with the quality of their training	%	84.6 ± 1.5	84.4 ± 1.2	80.4 ± 1.9	81.2 ± 2.5	83.9 ± 2.3	79.9 ± 3.6	79.9 ± 7.2	44.4 ± 19.9	83.3 ± 0.7
Seeking employment related outcomes	%	85.0 ± 1.9	84.3 ± 1.4	80.3 ± 2.3	79.2 ± 3.1	82.9 ± 2.7	81.6 ± 4.0	82.3 ± 8.3	42.4 ± 22.2	83.3 ± 0.9
Seeking further study outcomes	%	87.8 ± 6.4	82.3 ± 6.6	74.5 ± 9.8	74.8 ± 9.4	86.3 ± 12.1	71.7 ± 19.7	81.6 ± 26.9	–	82.2 ± 3.5
Seeking personal development outcomes	%	82.6 ± 3.4	84.8 ± 2.9	83.5 ± 4.6	89.4 ± 4.8	85.8 ± 6.1	77.6 ± 8.3	68.6 ± 18.6	np	83.2 ± 1.8
TAFE 2002										
Satisfied with the quality of their training	%	79.4 ± 1.5	80.0 ± 1.6	79.1 ± 1.8	72.4 ± 2.7	79.4 ± 3.2	71.9 ± 2.8	74.1 ± 5.8	87.1 ± 26.9	78.5 ± 0.8
Seeking employment related outcomes	%	77.5 ± 1.8	79.4 ± 1.9	79.1 ± 2.0	70.5 ± 3.3	80.2 ± 3.6	72.3 ± 3.2	71.3 ± 7.3	np	77.5 ± 0.9
Seeking further study outcomes	%	85.8 ± 5.8	90.6 ± 6.7	82.4 ± 7.2	76.0 ± 10.2	np	75.3 ± 19.4	88.2 ± 14.1	–	83.8 ± 3.5
Seeking personal development outcomes	%	86.2 ± 3.0	74.7 ± 4.4	79.6 ± 4.7	73.6 ± 6.3	83.2 ± 8.5	69.9 ± 8.7	81.2 ± 12.8	–	81.0 ± 2.0

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

(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. Some data for SA, Tasmania, the ACT and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.48

Table 5A.48 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)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	%	86.4 ± 4.1	90.1 ± 3.0	89.3 ± 2.4	89.1 ± 3.4	90.8 ± 3.8	92.2 ± 2.2	86.8 ± 8.1	86.1 ± 6.4	88.7 ± 1.6
	%	88.2 ± 4.4	89.7 ± 3.4	89.4 ± 2.9	88.4 ± 4.1	89.6 ± 4.1	91.0 ± 2.7	86.1 ± 8.5	81.8 ± 9.0	88.9 ± 1.7
	%	52.2 ± na	np	78.6 ± 2.0	88.7 ± 22.1	100.0	100.0	-	100.0	74.6 ± 1.8
	%	89.6 ± 7.1	93.4 ± 2.4	87.3 ± 3.2	90.2 ± 4.7	100.0	95.9 ± 3.1	np	93.8 ± 7.0	90.2 ± 2.7
VET 2005										
	%	87.4 ± 2.3	89.0 ± 1.7	89.0 ± 1.6	86.0 ± 2.5	88.1 ± 2.7	88.1 ± 2.0	88.8 ± 5.1	86.1 ± 2.9	88.1 ± 0.9
	%	84.3 ± 3.1	87.7 ± 2.2	87.9 ± 1.9	85.8 ± 3.1	88.3 ± 2.9	85.8 ± 2.5	87.3 ± 4.9	84.1 ± 3.8	86.5 ± 1.1
	%	90.5 ± 5.2	86.6 ± 3.4	86.6 ± 3.7	83.9 ± 4.9	76.9 ± na	100.0	np	72.1 ± 4.2	87.1 ± 2.2
	%	94.7 ± 1.8	93.8 ± 2.4	92.5 ± 2.7	85.0 ± 4.3	93.0 ± 5.0	94.1 ± 2.8	np	93.0 ± 4.3	93.1 ± 1.2
TAFE 2006										
	%	87.7 ± 4.6	87.8 ± 4.2	89.7 ± 2.7	88.1 ± 4.3	91.2 ± 5.3	91.7 ± 2.9	85.7 ± 11.6	81.3 ± 8.5	88.7 ± 1.8
	%	89.0 ± 5.4	89.1 ± 3.4	89.1 ± 3.3	86.8 ± 5.3	90.3 ± 5.9	90.2 ± 3.5	85.0 ± 12.3	75.3 ± 12.9	88.6 ± 2.1
	%	52.2 ± na	np	87.7 ± 1.4	82.6 ± 34.1	np	100.0	-	100.0	74.0 ± 2.2
	%	93.6 ± 5.0	85.8 ± na	89.8 ± 1.7	92.8 ± na	100.0	94.4 ± 4.2	-	90.5 ± 10.3	91.5 ± 1.8
TAFE 2005										
	%	89.9 ± 1.6	89.6 ± 2.1	88.8 ± 1.8	87.9 ± 2.2	89.4 ± 2.6	88.4 ± 3.1	88.9 ± 2.6	85.8 ± 3.6	89.1 ± 0.9
	%	89.1 ± 2.0	88.1 ± 2.6	88.3 ± 2.0	87.6 ± 2.5	89.9 ± 2.5	86.0 ± 4.0	85.7 ± 3.4	84.1 ± 4.5	88.2 ± 1.0
	%	95.4 ± 5.6	94.7 ± 0.3	84.8 ± 4.2	84.0 ± 5.6	72.2 ± na	100.0	np	76.2 ± 3.8	89.4 ± 2.5
	%	91.8 ± 2.8	94.7 ± 2.4	91.0 ± 3.6	88.1 ± 4.5	91.1 ± 5.9	92.0 ± 4.5	np	92.1 ± 5.8	91.5 ± 1.6
TAFE 2004										
	%	82.8 ± 5.7	82.6 ± 4.4	86.4 ± 2.4	86.4 ± 4.1	90.0 ± 4.3	90.2 ± 4.0	np	83.1 ± 5.6	84.9 ± 2.6
	%	87.6 ± 4.2	81.7 ± 4.5	85.9 ± 2.7	85.9 ± 4.4	90.7 ± 5.4	89.7 ± 5.0	np	77.8 ± 5.9	84.1 ± 1.9
	%	91.6 ± 16.4	100.0	88.2 ± na	81.6 ± na	np	100.0	-	100.0	86.4 ± 8.3
	%	71.0 ± 10.6	83.8 ± 2.4	86.5 ± 3.6	88.8 ± 6.2	84.0 ± 4.7	91.5 ± 7.2	np	92.6 ± 5.7	90.7 ± 6.1
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**Table 5A.48 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)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2003										
	%	85.7 ± 1.7	85.4 ± 2.0	82.2 ± 1.6	83.6 ± 2.3	85.0 ± 2.4	86.0 ± 3.5	84.8 ± 15.8	75.1 ± 3.8	83.9 ± 0.8
Satisfied with the quality of their training	%	85.6 ± 2.0	84.6 ± 2.4	81.0 ± 1.9	83.9 ± 2.8	84.0 ± 2.8	85.6 ± 4.0	87.6 ± 15.7	71.5 ± 4.8	83.2 ± 1.0
Seeking employment related outcomes	%	74.5 ± 11.6	77.5 ± 14.2	88.9 ± 7.8	83.8 ± 10.9	83.8 ± 16.5	100.0	np	87.6 ± 13.2	81.7 ± 4.8
Seeking further study outcomes	%	88.2 ± 3.4	89.0 ± 4.2	84.5 ± 4.0	82.0 ± 5.1	93.7 ± 4.2	84.7 ± 9.2	np	82.7 ± 6.9	86.5 ± 1.8
Seeking personal development outcomes										
TAFE 2002										
	%	82.3 ± 1.8	84.3 ± 3.2	77.8 ± 1.6	75.6 ± 3.2	77.3 ± 3.8	74.4 ± 3.0	75.8 ± 16.8	73.2 ± 5.0	79.1 ± 0.9
Satisfied with the quality of their training	%	83.1 ± 2.0	85.0 ± 3.6	76.4 ± 1.9	74.4 ± 4.0	76.6 ± 4.3	75.8 ± 3.2	82.2 ± 19.4	73.2 ± 6.1	78.8 ± 1.1
Seeking employment related outcomes	%	41.6 ± 13.5	96.1 ± 10.9	68.8 ± 11.0	65.2 ± 14.2	91.3 ± 15.3	64.0 ± 27.2	np	75.2 ± 20.5	58.5 ± 6.5
Seeking further study outcomes	%	86.3 ± 3.7	79.7 ± 9.0	85.8 ± 3.4	86.1 ± 5.5	76.9 ± 10.6	69.1 ± 9.5	np	69.1 ± 11.8	83.5 ± 2.1
Seeking personal development outcomes										

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

(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. Some data for Victoria, SA and the ACT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.49

Table 5A.49 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)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
	Satisfied with the quality of their training	%	87.0 ± 9.9	89.6 ± 1.5	91.8 ± 3.2	85.5 ± 4.9	94.5 ± 3.1	94.2 ± 5.1	np	92.9 ± 2.9	90.0 ± 2.1
	Seeking employment related outcomes	%	84.3 ± 13.8	91.3 ± 0.4	92.1 ± 3.2	85.5 ± 6.1	93.6 ± 4.0	94.4 ± 3.8	np	93.2 ± 4.5	89.9 ± 2.6
	Seeking further study outcomes	%	np	np	100.0	91.3 ± 17.0	np	-	-	np	92.8 ± 6.5
	Seeking personal development outcomes	%	91.2 ± na	81.6 ± na	94.4 ± 0.7	85.0 ± 5.9	93.1 ± 8.9	91.9 ± 11.6	-	94.3 ± 1.2	90.5 ± 1.6
VET 2005											
	Satisfied with the quality of their training	%	90.8 ± 5.5	93.1 ± 2.0	88.7 ± 2.5	87.2 ± 2.6	89.9 ± 3.1	92.2 ± 3.8	-	92.2 ± 2.6	89.4 ± 1.3
	Seeking employment related outcomes	%	90.3 ± 6.5	95.1 ± 2.5	87.8 ± 3.2	86.1 ± 3.1	90.8 ± 2.8	90.5 ± 5.2	-	90.7 ± 3.1	88.9 ± 1.6
	Seeking further study outcomes	%	np	71.7 ± 17.9	81.8 ± 4.6	89.7 ± na	54.7 ± 3.9	np	-	96.5 ± na	84.5 ± 1.7
	Seeking personal development outcomes	%	93.6 ± 2.6	93.0 ± 0.2	90.0 ± 3.1	93.0 ± 2.6	89.1 ± 8.1	93.7 ± na	-	95.5 ± 2.3	92.0 ± 1.5
TAFE 2006											
	Satisfied with the quality of their training	%	83.7 ± 12.4	91.0 ± 0.8	93.0 ± 2.7	85.1 ± 4.6	96.0 ± 1.8	94.1 ± 5.9	np	91.2 ± 3.5	89.6 ± 2.4
	Seeking employment related outcomes	%	80.6 ± 5.9	100	93.3 ± 2.0	85.3 ± 5.5	94.2 ± 2.6	96.4 ± 5.1	np	92.7 ± 5.2	89.9 ± 1.9
	Seeking further study outcomes	%	-	np	100.0	84.4 ± 30.5	np	-	-	np	83.1 ± 15.1
	Seeking personal development outcomes	%	89.4 ± np	np	94.2 ± 0.8	86.1 ± 7.3	100.0	79.2 ± 29.9	-	92.1 ± 1.7	89.3 ± 2.1
TAFE 2005											
	Satisfied with the quality of their training	%	90.8 ± 3.3	88.5 ± 4.9	87.2 ± 3.2	87.8 ± 2.5	86.2 ± 4.8	92.8 ± 5.4	-	92.4 ± 3.3	88.3 ± 1.5
	Seeking employment related outcomes	%	89.5 ± 3.5	89.0 ± 6.1	86.5 ± 4.2	86.7 ± 3.0	88.6 ± 3.9	92.1 ± 8.4	-	91.2 ± 3.9	87.7 ± 1.9
	Seeking further study outcomes	%	np	np	79.1 ± 5.2	88.1 ± na	34.1 ± 8.3	np	-	90.6 ± na	79.4 ± 1.5
	Seeking personal development outcomes	%	94.8 ± 0.5	90.2 ± na	88.3 ± 3.4	92.9 ± 2.8	83.4 ± 14.1	90.1 ± na	-	94.6 ± 2.9	91.0 ± 1.7

Table 5A.49

Table 5A.49 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)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2004											
	Satisfied with the quality of their training	%	86.8 ± 7.5	69.2 ± 11.8	90.9 ± 3.7	88.7 ± 4.6	80.3 ± 6.8	94.2 ± 11.3	-	93.3 ± 5.1	87.2 ± 2.6
	Seeking employment related outcomes	%	92.1 ± 7.7	64.3 ± 12.8	92.7 ± 2.9	86.7 ± 6.2	80.0 ± 7.2	91.3 ± 17.0	-	93.2 ± 5.0	98.2 ± 2.9
	Seeking further study outcomes	%	np	np	np	np	np	-	-	np	87.9 ± na
	Seeking personal development outcomes	%	66.6 ± 20.8	np	72.2 ± 11.8	94.0 ± 7.2	84.5 ± 16.6	np	-	97.9 ± 4.2	72.8 ± 7.5
TAFE 2003											
	Satisfied with the quality of their training	%	87.0 ± 4.8	84.8 ± 6.3	85.0 ± 3.0	82.4 ± 3.0	85.2 ± 3.7	84.5 ± 6.0	-	82.4 ± 4.4	84.5 ± 1.5
	Seeking employment related outcomes	%	86.1 ± 5.9	87.5 ± 6.9	86.0 ± 3.4	83.8 ± 3.6	88.8 ± 3.7	92.5 ± 8.7	-	81.3 ± 5.6	85.5 ± 1.8
	Seeking further study outcomes	%	100.0	np	70.0 ± 28.4	85.7 ± 13.6	100.0	np	-	79.4 ± 25.2	82.9 ± 9.3
	Seeking personal development outcomes	%	88.2 ± 10.3	81.2 ± 16.8	85.0 ± 6.9	79.8 ± 6.1	70.6 ± 11.4	100.0	-	85.0 ± 7.8	82.5 ± 3.4
TAFE 2002											
	Satisfied with the quality of their training	%	75.3 ± 6.1	91.3 ± 7.9	81.6 ± 3.1	71.0 ± 4.3	81.9 ± 4.3	84.9 ± 7.1	-	81.8 ± 6.3	78.4 ± 1.9
	Seeking employment related outcomes	%	86.7 ± 5.8	90.0 ± 9.4	79.1 ± 3.7	70.6 ± 5.3	83.1 ± 4.8	82.8 ± 8.9	-	82.1 ± 7.6	79.1 ± 2.2
	Seeking further study outcomes	%	np	np	81.2 ± 31.4	49.5 ± 29.5	np	np	-	np	69.6 ± 16.1
	Seeking personal development outcomes	%	47.0 ± 14.7	100.0	90.1 ± 5.9	79.2 ± 8.7	95.9 ± 5.9	95.9 ± 9.9	-	85.1 ± 12.0	79.1 ± 4.4

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

(d) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Data for some jurisdictions are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. np Not published.



Table 5A.49

**Table 5A.49 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)**

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.50

Table 5A.50 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)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2006											
	%	91.0 ± 3.0	85.8 ± 2.6	91.4 ± 2.4	90.9 ± 3.8	86.8 ± 6.4	84.6 ± 5.9	85.1 ± 8.6	95.6 ± 1.1	89.2 ± 1.4	
Satisfied with the quality of their training	%	92.4 ± 3.2	87.4 ± 2.3	87.5 ± 3.4	92.8 ± 3.6	91.6 ± 5.6	83.6 ± 8.6	83.6 ± 13.2	95.5 ± 0.2	89.5 ± 1.5	
Seeking employment related outcomes	%	65.8 ± na	82.3 ± na	94.3 ± na	91.8 ± na	np	np	np	np	76.6 ± na	
Seeking further study outcomes	%	93.0 ± 1.6	83.1 ± 0.5	96.8 ± 1.5	86.8 ± 9.9	100.0	83.9 ± 7.2	83.7 ± na	92.8 ± 0.4	91.3 ± 1.0	
Seeking personal development outcomes	VET 2005										
	%	83.4 ± 3.7	85.3 ± 3.7	87.3 ± 2.3	86.9 ± 2.7	87.7 ± 2.9	89.0 ± 3.7	86.9 ± 6.2	90.3 ± 3.6	85.7 ± 1.6	
Satisfied with the quality of their training	%	81.9 ± 4.8	82.5 ± 5.6	85.2 ± 2.5	84.6 ± 3.5	89.4 ± 2.6	87.5 ± 5.4	80.6 ± 8.6	89.1 ± 5.3	83.7 ± 2.2	
Seeking employment related outcomes	%	89.8 ± 0.4	87.0 ± 1.2	86.6 ± 0.6	89.3 ± 2.2	97.9 ± 0.1	np	np	np	88.8 ± 0.5	
Seeking further study outcomes	%	86.7 ± 3.6	90.7 ± 1.5	90.9 ± 2.9	90.9 ± 5.1	81.1 ± 7.1	89.8 ± 0.7	100.0	96.1 ± 4.1	89.4 ± 1.4	
Seeking personal development outcomes	TAFE 2006										
	%	90.3 ± 3.3	86.1 ± 3.6	91.2 ± 2.6	90.4 ± 3.6	90.4 ± 6.3	86.7 ± 5.3	87.8 ± 10.3	93.9 ± 0.2	89.6 ± 1.6	
Satisfied with the quality of their training	%	93.1 ± 2.8	86.5 ± 2.6	87.0 ± 3.9	93.1 ± 3.5	90.7 ± 7.1	86.6 ± 7.2	80.9 ± 17.8	93.2 ± 0.4	89.9 ± 1.6	
Seeking employment related outcomes	%	65.8 ± na	75.7 ± na	91.7 ± na	91.1 ± na	np	np	np	np	72.7 ± na	
Seeking further study outcomes	%	91.2 ± 2.0	84.7 ± na	96.6 ± 0.8	83.9 ± 8.0	100.0	85.8 ± 8.6	100.0	91.9 ± 0.5	91.6 ± 1.1	
Seeking personal development outcomes	TAFE 2005										
	%	87.2 ± 2.4	86.6 ± 2.5	88.5 ± 2.2	87.5 ± 2.8	89.2 ± 2.8	88.1 ± 4.9	91.0 ± 6.3	91.1 ± 3.8	87.6 ± 1.1	
Satisfied with the quality of their training	%	88.0 ± 2.8	85.5 ± 3.2	86.9 ± 2.1	85.6 ± 3.0	91.0 ± 2.3	85.7 ± 7.5	85.1 ± 8.8	97.9 ± 0.1	87.2 ± 1.4	
Seeking employment related outcomes	%	89.8 ± 0.4	87.9 ± 0.3	84.3 ± 0.9	88.3 ± 2.7	97.3 ± na	np	np	–	88.0 ± 0.5	
Seeking further study outcomes	%	86.0 ± 4.3	88.5 ± 1.6	93.1 ± 1.6	90.2 ± 3.9	82.9 ± 1.5	91.5 ± 0.3	100.0	90.0 ± 0.3	88.9 ± 1.5	
Seeking personal development outcomes	TAFE 2004										
	%	86.3 ± 3.7	87.9 ± 3.5	80.4 ± 4.4	76.9 ± 5.7	79.5 ± 3.3	84.6 ± 10.7	90.8 ± 6.0	89.0 ± 9.4	84.5 ± 2.0	
Satisfied with the quality of their training	%	88.7 ± 4.0	90.1 ± 1.7	82.1 ± 4.5	77.0 ± 8.3	78.7 ± 3.7	79.4 ± 14.1	100.0	93.2 ± 0.3	86.1 ± 2.1	
Seeking employment related outcomes	%	100	75.1 ± 22.1	87.3 ± 10.6	74.9 ± 0.2	np	–	–	–	88.3 ± 2.6	
Seeking further study outcomes	%	79.3 ± 2.4	85.7 ± 1.9	78.4 ± 7.0	72.0 ± 3.7	82.8 ± na	100.0	89.6 ± 6.7	100.0	80.9 ± 1.7	
Seeking personal development outcomes	REPORT ON GOVERNMENT SERVICES 2008										
										VOCATIONAL EDUCATION AND TRAINING	

Table 5A.50

Table 5A.50 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)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2003										
	%	79.7 ± 3.2	82.0 ± 3.0	83.7 ± 2.9	77.3 ± 4.3	83.9 ± 3.9	77.5 ± 9.4	82.8 ± 11.5	85.9 ± 8.6	81.0 ± 1.5
Satisfied with the quality of their training	%	81.3 ± 4.1	83.6 ± 3.5	82.5 ± 3.8	75.0 ± 5.7	83.0 ± 4.8	80.8 ± 11.2	83.3 ± 15.0	81.0 ± 12.8	81.4 ± 1.9
Seeking employment related outcomes	%	86.5 ± 11.8	86.6 ± 10.8	88.3 ± 11.6	74.0 ± 17.5	79.1 ± 23.0	–	100.0	np	84.2 ± 6.0
Seeking further study outcomes	%	75.2 ± 6.6	80.9 ± 6.5	89.0 ± 4.8	78.1 ± 8.6	87.2 ± 8.6	75.1 ± 17.7	68.2 ± 28.9	100.0	80.1 ± 3.0
Seeking personal development outcomes										
TAFE 2002										
	%	81.1 ± 3.2	77.9 ± 3.9	79.0 ± 3.5	76.0 ± 5.0	67.7 ± 7.4	71.6 ± 8.2	71.6 ± 11.7	80.9 ± 15.4	78.5 ± 1.8
Satisfied with the quality of their training	%	81.0 ± 4.1	72.4 ± 5.4	77.6 ± 4.4	70.6 ± 7.5	71.8 ± 8.2	74.4 ± 10.1	61.2 ± 17.5	76.3 ± 19.2	77.3 ± 2.3
Seeking employment related outcomes	%	78.3 ± 13.9	92.8 ± 9.3	67.3 ± 19.2	74.0 ± 14.7	83.3 ± 27.8	np	np	–	79.3 ± 6.9
Seeking further study outcomes	%	80.9 ± 6.3	73.9 ± 8.6	85.7 ± 5.9	83.0 ± 8.6	32.2 ± 21.6	65.8 ± 18.2	84.0 ± 18.6	np	78.9 ± 3.5
Seeking personal development outcomes										

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

(d) Students reported as having a disability 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 SA, Tasmania, the ACT and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.51

**Table 5A.51 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)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	%	85.7 ± 2.8	90.3 ± 1.8	93.5 ± 2.0	87.5 ± 2.8	89.3 ± 4.6	96.4 ± 4.2	87.8 ± 3.4	87.7 ± 4.5	88.5 ± 1.4
	%	83.3 ± 3.4	91.6 ± 1.9	92.7 ± 2.8	89.8 ± 2.8	89.3 ± 5.2	98.9 ± na	85.8 ± 4.3	82.1 ± 8.9	88.0 ± 1.6
	%	89.2 ± 5.4	93.2 ± 2.1	96.9 ± 3.0	83.3 ± 4.4	80.8 ± na	np	95.2 ± 9.4	100.0	90.9 ± 2.2
	%	87.0 ± 4.3	84.2 ± 3.2	93.9 ± 1.0	84.0 ± 5.0	89.1 ± 5.3	89.0 ± na	89.1 ± 10.5	87.5 ± 3.4	86.9 ± 2.3
VET 2005										
	%	88.6 ± 2.1	89.4 ± 1.5	89.7 ± 2.1	88.9 ± 2.2	89.6 ± 2.7	82.3 ± 5.2	85.7 ± 5.9	88.5 ± 4.4	88.9 ± 1.0
	%	88.8 ± 2.7	89.7 ± 1.7	88.9 ± 2.4	89.1 ± 2.8	91.9 ± 2.8	78.6 ± 6.5	83.7 ± 6.8	87.1 ± 4.4	89.0 ± 1.3
	%	92.2 ± 4.0	90.2 ± 4.6	92.6 ± 1.7	91.3 ± 4.6	91.5 ± 0.4	np	92.7 ± 13.6	92.8 ± 1.3	91.7 ± 2.2
	%	85.4 ± 3.2	87.1 ± 3.5	91.0 ± 2.6	83.7 ± 5.0	80.5 ± 7.9	100.0	88.3 ± 1.8	88.8 ± 8.0	86.5 ± 1.8
TAFE 2006										
	%	86.7 ± 2.8	90.5 ± 1.7	90.5 ± 3.1	87.5 ± 2.8	86.4 ± 7.9	93.9 ± 8.8	90.2 ± 5.3	79.1 ± 7.7	88.2 ± 1.5
	%	84.6 ± 3.2	91.6 ± 1.6	89.4 ± 4.2	88.8 ± 3.2	85.9 ± 8.1	100.0	91.2 ± 7.7	71.4 ± 14.2	87.6 ± 1.6
	%	88.7 ± 6.1	92.9 ± 1.0	95.6 ± 4.9	85.1 ± 5.0	86.5 ± na	np	94.3 ± 11.3	100.0	90.5 ± 2.6
	%	87.9 ± 4.5	83.3 ± 2.1	90.1 ± 1.6	86.4 ± 5.1	84.9 ± 10.0	81.8 ± na	84.9 ± 14.2	78.0 ± 5.9	86.7 ± 2.6
TAFE 2005										
	%	88.7 ± 1.8	89.3 ± 2.0	88.7 ± 2.7	89.9 ± 2.1	88.0 ± 3.6	88.4 ± 3.8	88.0 ± 5.9	88.2 ± 6.0	88.9 ± 1.1
	%	88.9 ± 2.3	89.5 ± 2.3	87.8 ± 3.1	90.4 ± 2.5	92.5 ± 3.4	83.5 ± 5.1	85.6 ± 7.7	88.0 ± 5.0	89.2 ± 1.3
	%	91.9 ± 4.1	90.2 ± 6.0	90.2 ± 2.3	90.7 ± 4.9	90.6 ± 0.5	np	np	84.8 ± 6.0	91.1 ± 2.5
	%	85.9 ± 3.1	89.2 ± 1.8	91.0 ± 3.5	85.9 ± 3.7	74.0 ± 10.5	100.0	88.0 ± 1.2	88.9 ± 9.3	86.7 ± 1.8
TAFE 2004										
	%	87.5 ± 2.5	84.5 ± 2.6	84.0 ± 3.4	77.9 ± 4.1	87.5 ± 3.7	80.7 ± 15.5	78.7 ± 9.9	90.9 ± 4.9	85.7 ± 1.6
	%	85.7 ± 3.2	85.5 ± 3.3	83.5 ± 4.1	76.4 ± 5.0	84.4 ± 4.1	79.1 ± 20.7	82.4 ± 10.5	86.9 ± 8.7	84.6 ± 1.9
	%	95.8 ± 1.8	74.9 ± 4.8	83.3 ± 7.6	75.5 ± 8.4	91.6 ± 18.3	-	71.6 ± 26.1	100.0	88.7 ± 1.9
	%	88.9 ± 4.6	83.8 ± 3.1	82.4 ± 1.1	82.9 ± 8.0	91.8 ± 2.7	85.5 ± na	73.2 ± 21.7	94.0 ± 0.4	86.8 ± 2.8
REPORT ON GOVERNMENT SERVICES 2008										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.51

Table 5A.51 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)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2003										
Satisfied with the quality of their training	%	84.1 ± 1.8	80.7 ± 1.6	81.1 ± 2.5	82.6 ± 2.7	84.9 ± 3.1	85.9 ± 10.4	83.7 ± 6.3	88.3 ± 4.7	83.0 ± 0.9
Seeking employment related outcomes	%	82.0 ± 2.3	81.2 ± 2.0	79.8 ± 3.3	80.5 ± 3.7	85.4 ± 3.5	95.3 ± 8.5	77.8 ± 9.1	87.9 ± 5.9	81.7 ± 1.2
Seeking further study outcomes	%	89.4 ± 4.8	82.5 ± 4.8	84.6 ± 6.5	83.6 ± 7.7	82.7 ± 15.7	np	88.0 ± 14.6	90.7 ± 15.0	86.7 ± 2.5
Seeking personal development outcomes	%	85.6 ± 3.7	80.6 ± 4.1	81.2 ± 5.1	84.3 ± 5.5	82.3 ± 10.3	66.8 ± 24.6	93.7 ± 9.9	91.7 ± 8.5	84.1 ± 2.1
TAFE 2002										
Satisfied with the quality of their training	%	73.1 ± 1.7	69.7 ± 1.9	75.0 ± 2.6	68.7 ± 3.0	80.1 ± 4.2	73.5 ± 9.4	74.3 ± 6.2	77.7 ± 7.9	72.5 ± 1.0
Seeking employment related outcomes	%	72.0 ± 2.2	70.3 ± 2.4	73.3 ± 3.3	67.0 ± 3.9	78.3 ± 5.1	78.0 ± 10.8	72.3 ± 7.9	80.0 ± 10.1	71.7 ± 1.3
Seeking further study outcomes	%	76.2 ± 5.2	67.4 ± 6.0	73.5 ± 8.5	66.9 ± 7.7	83.0 ± 15.4	np	79.9 ± 20.2	np	73.1 ± 3.1
Seeking personal development outcomes	%	75.4 ± 4.0	69.4 ± 4.8	82.7 ± 5.1	72.8 ± 6.5	89.9 ± 9.3	71.1 ± 22.2	80.8 ± 12.2	76.1 ± 14.6	75.4 ± 2.4

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

(d) Some data for Tasmania, the ACT and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.52

## Table 5A.52 Number of VET qualifications completed by students, by sex (a), (b), (c)

	Unit	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
2005										
Male students	'000	49.4	39.7	14.8	12.8	10.7	4.2	3.0	1.3	136.0
Female students	'000	61.6	45.4	17.8	15.3	13.3	4.3	4.2	1.4	163.4
All students	'000	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
Change between 2004 and 2005	%	6.6	12.1	11.2	- 0.6	22.9	3.9	10.2	2.2	9.0
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	7.4	- 15.0	- 15.0	15.5	- 9.0	- 3.6
2003										
Male students	'000	46.7	35.8	14.4	11.7	10.6	4.7	2.3	1.4	127.7
Female students	'000	58.9	41.4	20.0	14.5	12.5	4.9	3.3	1.5	157.0
All students	'000	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
Change between 2002 and 2003	%	14.0	1.4	- 25.2	- 1.7	- 26.0	9.1	6.7	12.4	- 1.6
2002										
Male students	'000	39.9	35.4	20.7	12.7	14.8	4.4	2.4	1.2	131.5
Female students	'000	52.9	40.7	25.4	14.0	16.4	4.5	2.8	1.3	158.1
All students	'000	92.8	76.3	46.1	26.8	31.2	8.9	5.3	2.6	289.9

(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 2006 are not available. Only preliminary data are available from the 2006 national provider collection. Final data for 2006 will not be available until 2008 when late notification of qualifications completed are received as part of the 2007 data collection. Data for 2001 are not reported due to a break in time series.

(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA — see (e) below).

(c) Percentage calculations may not match manual calculations as a result of rounding.

Table 5A.52

**Table 5A.52 Number of VET qualifications completed by students, by sex (a), (b), (c)**

Unit	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
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(d) In 2006, WA reported additional awards completed in 2003.

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2004 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(f) The Australia data for 2002–2004 have been revised due to changes to SA and NT reporting.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.53

Table 5A.53 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)

	NSW	Vic	Qld	WA (e)	SA (f)	Tas	ACT	NT	Aust (g)
2005									
Major cities	66.8	50.4	15.4	17.6	15.5	0.1	5.5	-	171.3
Inner regional	24.2	21.1	6.6	3.8	4.1	4.3	1.0	-	65.1
Outer regional	13.7	5.4	6.9	2.8	2.6	3.5	0.1	1.5	36.5
Remote and very remote	1.3	0.8	2.1	2.1	1.2	0.4	-	1.1	9.0
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
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	16.8	14.7	0.1	4.3	-	164.6
Inner regional	22.6	19.7	6.9	3.6	3.6	5.3	0.8	-	62.6
Outer regional	13.3	5.3	7.5	2.3	2.5	3.7	0.1	1.4	36.0
Remote and very remote	1.6	0.7	2.1	2.2	1.2	0.3	-	1.1	9.1
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
2002									
Major cities	58.5	44.2	23.1	17.3	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	76.3	46.1	26.8	31.2	8.9	5.3	2.6	289.9



Table 5A.53

**Table 5A.53 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)**

	NSW	Vic	Q/d	WA (e)	SA (f)	Tas	ACT	NT	Aust (g)
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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 2006 are not available. Only preliminary data are available from the 2006 national provider collection. Final data for 2006 will not be available until 2008 when late notification of qualifications completed are received as part of the 2007 data collection. Data for 2001 are not reported due to a break in time series.
- (b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA — see (f) below).
- (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).
- (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) In 2006, WA reported additional awards completed in 2003.
- (f) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2004 have been adjusted to include SA VISA (VET in Schools Assessment) data.
- (g) The Australia data for 2002–2004 have been revised due to changes to SA and NT reporting.  
– Nil or rounded to zero.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.54

Table 5A.54 Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)

	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
2005									
Reported as having a disability	6.7	3.9	0.9	1.1	1.4	0.5	0.3	0.1	15.1
Reported as not having a disability	82.5	70.0	26.5	22.5	20.3	7.3	6.5	2.5	238.1
Not reported (disability)	21.9	11.2	5.3	4.4	2.5	0.8	0.3	0.1	46.6
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
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	1.2	1.1	0.5	0.3	0.1	13.4
Reported as not having a disability	83.1	65.2	31.8	20.5	19.6	8.3	5.3	2.6	236.4
Not reported (disability)	16.4	9.3	1.6	4.6	2.4	0.9	0.1	0.1	35.4
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
2002									
Reported as having a disability	4.6	2.8	1.7	1.0	1.1	0.4	0.2	0.1	11.7
Reported as not having a disability	75.2	65.6	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	76.3	46.1	26.8	31.2	8.9	5.3	2.6	289.9

(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 2006 are not available. Only preliminary data are available from the 2006 national provider collection. Final data for 2006 will not be available until 2008 when late notification of qualifications completed are received as part of the 2007 data collection. Data for 2001 are not reported due to a break in time series.

(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA — see (e) below).

Table 5A.54 **Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)**

	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
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(c) Students reported as having a disability 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.

(d) In 2006, WA reported additional awards completed in 2003.

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2004 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(f) The Australia data for 2002–2004 have been revised due to changes to SA and NT reporting.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.55

Table 5A.55 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b)

	NSW	Vic	Qld	WA (c)	SA (d)	Tas	ACT	NT	Aust (e)
2005									
Language other than English	22.1	17.5	2.2	4.2	2.2	0.4	0.6	0.5	49.8
English	64.4	58.0	29.7	20.2	20.0	7.9	6.2	2.1	208.5
Not reported (language)	24.7	9.6	0.9	3.6	1.9	0.2	0.3	0.1	41.4
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
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	4.1	2.1	0.4	0.6	0.5	44.0
English	68.1	52.8	31.4	17.7	18.6	9.0	4.6	2.3	204.5
Not reported (language)	16.7	11.1	1.1	4.5	2.3	0.3	0.5	0.1	36.7
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
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	4.5	1.8	209.2
Not reported (language)	12.5	10.6	2.2	6.9	3.5	0.4	0.3	0.2	36.7
All students	92.8	76.3	46.1	26.8	31.2	8.9	5.3	2.6	289.9

(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 2006 are not available. Only preliminary data are available from the 2006 national provider collection. Final data for 2006 will not be available until 2008 when late notification of qualifications completed are received as part of the 2007 data collection. Data for 2001 are not reported due to a break in time series.

(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA — see (d) below).

Table 5A.55

**Table 5A.55 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b)**

	NSW	Vic	Qld	WA (c)	SA (d)	Tas	ACT	NT	Aust (e)
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(c) In 2006, WA reported additional awards completed in 2003.

(d) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2004 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(e) The Australia data for 2002–2004 have been revised due to changes to SA and NT reporting.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.56

Table 5A.56 VET qualifications completed by students, by course level (a), (b), (c)

	Unit	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
2005										
Number of VET qualifications completed										
Diploma and above	'000	13.1	14.9	4.5	3.5	3.6	0.7	1.7	0.2	42.3
Certificate III or IV	'000	65.2	48.9	18.7	15.0	13.1	5.0	3.8	1.3	171.0
Certificate I or II or lower	'000	32.9	21.3	9.5	9.6	7.4	2.8	1.6	1.2	86.4
All qualifications	'000	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
Proportion of qualifications completed										
Diploma or Advanced Diploma	%	11.7	17.6	13.8	12.6	14.9	8.4	24.3	5.8	14.1
Certificate III or IV	%	58.7	57.4	57.0	53.4	54.3	58.6	53.0	48.3	57.1
Certificate I or II or lower	%	29.6	25.0	29.2	34.1	30.8	33.0	22.7	45.9	28.8
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2004										
Number of VET qualifications completed										
Diploma and above	'000	12.2	12.8	4.2	4.0	2.6	0.6	1.4	0.2	38.0
Certificate III or IV	'000	59.8	42.7	16.9	15.7	10.3	5.4	3.4	1.4	155.6
Certificate I or II or lower	'000	32.2	20.3	8.3	8.5	6.8	2.2	1.8	1.1	81.2
All qualifications	'000	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
Proportion of qualifications completed										
Diploma or Advanced Diploma	%	11.7	16.9	14.3	14.1	13.1	7.8	20.7	7.3	13.8
Certificate III or IV	%	57.4	56.3	57.5	55.7	52.3	65.9	52.4	51.6	56.6
Certificate I or II or lower	%	30.9	26.8	28.3	30.2	34.6	26.3	26.9	41.1	29.5
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Table 5A.56

Table 5A.56 VET qualifications completed by students, by course level (a), (b), (c)

	Unit	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
2003										
Number of VET qualifications completed										
Diploma and above	'000	12.6	13.3	4.7	4.4	3.0	0.9	1.5	0.1	40.4
Certificate III or IV	'000	58.0	42.2	19.2	13.9	13.2	5.9	2.9	1.5	156.8
Certificate I or II or lower	'000	35.1	21.9	10.6	8.0	6.9	2.9	1.3	1.3	88.0
All qualifications	'000	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
Proportion of qualifications completed										
Diploma and above	%	11.9	17.1	13.7	16.6	13.0	8.8	26.1	4.8	14.2
Certificate III or IV	%	54.9	54.6	55.6	53.0	57.3	60.9	51.5	49.7	55.0
Certificate I or II or lower	%	33.2	28.3	30.7	30.4	29.7	30.2	22.3	45.5	30.8
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2002										
Number of VET qualifications completed										
Diploma and above	'000	11.0	14.1	5.1	4.3	4.0	0.8	1.3	0.1	40.7
Certificate III or IV	'000	47.5	37.7	22.5	14.6	17.3	5.4	2.8	1.2	148.9
Certificate I or II or lower	'000	34.3	24.5	18.4	7.9	9.9	2.7	1.3	1.3	100.3
All qualifications	'000	92.8	76.3	46.1	26.8	31.2	8.9	5.3	2.6	289.9
Proportion of qualifications completed										
Diploma and above	%	11.9	18.5	11.0	15.9	13.0	9.4	24.1	4.1	14.0
Certificate III or IV	%	51.2	49.4	49.0	54.4	55.4	60.8	52.0	44.9	51.4
Certificate I or II or lower	%	36.9	32.1	40.0	29.7	31.6	29.8	23.9	51.0	34.6
<b>Total</b>	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(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 2006 are not available. Only preliminary data are available from the 2006 national provider collection. Final data for 2006 will not be available until 2008 when late notification of qualifications completed are received as part of the 2007 data collection. Data for 2001 are not reported due to a break in time series.

Table 5A.56

**Table 5A.56 VET qualifications completed by students, by course level (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
(b)	The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA — see (e) below).									
(c)	Percentage calculations may not match manual calculations as a result of rounding.									
(d)	In 2006, WA reported additional awards completed in 2003.									
(e)	SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2004 have been adjusted to include SA VISA (VET in Schools Assessment) data.									
(f)	The Australia data for 2002–2004 have been revised due to changes to SA and NT reporting.									
<i>Source:</i> NCVET National VET provider collection (unpublished); DEST 2008, <i>Annual National Report of the Australian Vocational and Technical Education System 2006</i> , Canberra.										



Table 5A.57

Table 5A.57 Number of units of competency completed, by sex (a), (b)

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2006										
	Male students	'000 1 018.3	729.7	589.8	302.7	203.9	84.3	56.7	44.6	3 030.0
	Female students	'000 1 110.5	675.3	430.8	220.9	185.9	65.0	60.3	31.0	2 779.6
	All students	'000 2 130.8	1 405.5	1 020.7	523.8	391.3	149.5	117.7	75.7	5 815.0
	Change between 2005 and 2006	% 2.2	6.5	11.2	5.6	1.8	9.4	13.5	13.1	5.5
2005										
	Male students	'000 979.0	662.7	522.0	283.8	190.1	77.0	51.0	37.8	2 803.3
	Female students	'000 1 104.3	655.9	395.5	212.4	193.5	59.2	52.6	29.1	2 702.5
	All students	'000 2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
	Change between 2004 and 2005	% 19.9	1.8	12.8	7.3	3.1	3.5	- 7.0	2.9	10.4
2004										
	Male students	'000 837.2	653.6	443.3	261.0	191.2	72.2	52.6	35.8	2 546.7
	Female students	'000 900.5	639.6	368.9	201.3	181.7	59.0	58.8	29.2	2 438.8
	All students	'000 1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
	Change between 2003 and 2004	% - 3.9	4.3	- 5.8	9.2	0.1	- 3.2	17.0	- 5.1	- 0.4
2003										
	Male students	'000 852.8	607.1	446.4	236.2	194.4	71.1	44.7	36.5	2 489.2
	Female students	'000 954.0	628.2	416.4	185.5	178.1	64.5	50.6	32.0	2 509.3
	All students	'000 1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4
	Change between 2002 and 2003	% 21.1	11.6	6.6	23.8	- 0.8	17.8	9.6	- 0.2	13.7
2002										
	Male students	'000 645.1	548.4	414.7	191.8	193.5	62.0	42.1	38.0	2 135.5
	Female students	'000 846.4	562.5	395.8	149.3	181.2	53.4	44.8	30.3	2 263.7
	All students	'000 1 492.7	1 113.0	810.6	342.1	375.4	115.6	86.9	68.7	4 405.2

(a) Government recurrent funded students.

REPORT ON  
GOVERNMENT  
SERVICES 2008VOCATIONAL  
EDUCATION  
AND TRAINING

Table 5A.57 **Number of units of competency completed, by sex (a), (b)**

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
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(b) The sum of male and female students may not add up to the total number of all students due to students who did not identify their sex. Percentage calculations may not match manual calculations as a result of rounding.

(c) NSW reported data on two additional programs for the first time in 2006.

(d) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(e) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.58

Table 5A.58 Number of units of competency completed, by regions ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2006									
Major cities	1 261.7	913.6	483.9	314.4	248.3	0.4	89.5	0.5	3 312.4
Inner regional	520.7	371.7	206.8	88.5	71.7	76.5	20.9	0.4	1 357.3
Outer regional	286.1	98.5	235.8	59.6	47.2	64.7	3.1	35.7	830.7
Remote and very remote	36.0	13.4	72.3	53.3	22.6	6.7	0.1	37.8	242.3
All students	2 130.8	1 405.5	1 020.7	523.8	391.3	149.5	117.7	75.7	5 815.0
2005									
Major cities	1 230.3	851.8	431.7	298.9	246.6	0.4	80.4	0.5	3 140.5
Inner regional	507.8	346.6	185.7	80.1	67.9	70.3	16.7	0.5	1 275.6
Outer regional	288.3	96.8	212.8	58.1	46.0	58.2	2.8	33.4	796.4
Remote and very remote	34.7	12.3	64.8	51.2	22.0	7.0	0.2	30.9	223.0
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Major cities	1 050.3	840.1	381.3	278.2	234.2	0.6	83.9	0.8	2 869.6
Inner regional	416.2	338.7	161.7	74.2	65.1	67.6	17.6	0.5	1 141.6
Outer regional	228.6	91.1	187.1	53.7	43.7	57.6	2.4	33.4	697.7
Remote and very remote	26.0	13.0	60.8	47.6	25.8	5.2	0.2	18.2	196.8
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
2003									
Major cities	1 103.2	801.4	421.4	255.6	232.6	0.5	76.0	0.8	2 891.5
Inner regional	422.6	322.6	173.6	66.9	65.5	73.3	16.3	1.0	1 141.8
Outer regional	232.2	88.6	192.1	48.8	45.7	56.5	2.1	30.7	696.7
Remote and very remote	31.6	12.6	68.3	44.0	26.4	5.0	0.1	28.9	216.8
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

Table 5A.58

**Table 5A.58 Number of units of competency completed, by regions ('000) (a), (b), (c)**

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2002									
Major cities	914.3	702.3	387.4	198.7	232.5	0.4	54.4	1.4	2 491.5
Inner regional	348.3	292.7	163.6	53.4	64.5	59.9	12.3	0.9	995.5
Outer regional	189.9	80.2	184.0	41.6	48.7	48.5	2.3	30.3	625.6
Remote and very remote	23.9	10.8	67.8	38.9	25.2	5.0	0.1	28.5	200.3
All students	1 492.7	1 113.0	810.6	342.1	375.4	115.6	86.9	68.7	4 405.2

(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).

(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.

(d) NSW reported data on two additional programs for the first time in 2006.

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(f) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.59

Table 5A.59 Number of units of competency completed, by disability status ('000) (a), (b)

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2006									
Reported as having a disability	171.8	75.2	37.7	23.9	23.8	11.5	6.9	4.2	355.0
Reported as not having a disability	1 699.6	1 242.0	804.1	416.9	324.4	128.4	105.7	70.1	4 791.3
Not reported (disability)	259.5	88.3	178.9	83.1	43.0	9.5	5.1	1.3	668.8
All students	2 130.8	1 405.5	1 020.7	523.8	391.3	149.5	117.7	75.7	5 815.0
2005									
Reported as having a disability	158.5	65.7	33.2	21.8	21.6	9.3	5.6	4.4	320.0
Reported as not having a disability	1 599.2	1 158.2	732.5	399.9	315.1	120.1	93.1	61.2	4 479.2
Not reported (disability)	327.2	95.3	152.4	74.6	47.7	7.2	5.1	1.3	710.7
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Reported as having a disability	121.5	57.8	28.4	19.0	18.9	7.8	5.8	2.5	261.8
Reported as not having a disability	1 409.2	1 110.1	738.6	376.3	317.1	117.7	102.2	60.6	4 231.9
Not reported (disability)	207.6	127.8	47.0	67.1	36.9	6.5	3.5	1.9	498.2
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
2003									
Reported as having a disability	121.4	47.8	32.5	18.0	17.0	7.3	5.4	3.0	252.4
Reported as not having a disability	1 473.3	1 076.6	800.2	343.3	322.9	122.5	87.5	64.2	4 290.5
Not reported (disability)	213.5	117.4	31.9	62.0	32.6	6.5	2.4	1.3	467.6
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

Table 5A.59

Table 5A.59 Number of units of competency completed, by disability status ('000) (a), (b)

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2002									
Reported as having a disability	82.3	40.3	32.5	12.8	12.6	6.7	3.5	2.6	193.2
Reported as not having a disability	1 268.1	983.2	742.4	252.7	323.8	103.4	81.2	62.6	3 817.5
Not reported (disability)	142.3	89.4	35.8	76.6	39.0	5.5	2.3	3.5	394.5
All students	1 492.7	1 113.0	810.6	342.1	375.4	115.6	86.9	68.7	4 405.2

(a) Government recurrent funded students.

(b) Students reported as having a disability 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.

(c) NSW reported data on two additional programs for the first time in 2006.

(d) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(e) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.60

Table 5A.60 Number of units of competency completed, by language spoken at home ('000) (a)

	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2006									
Language other than English	403.1	180.7	40.6	38.0	30.1	4.1	9.0	15.5	720.9
English	1 422.0	1 082.8	956.6	436.1	327.3	142.7	103.2	56.7	4 527.4
Not reported (language)	305.8	142.0	23.5	49.8	33.9	2.7	5.5	3.5	566.7
All students	2 130.8	1 405.5	1 020.7	523.8	391.3	149.5	117.7	75.7	5 815.0
2005									
Language other than English	367.4	162.9	33.0	35.1	27.8	3.4	7.4	12.2	649.3
English	1 311.8	1 001.2	862.7	409.6	317.9	130.0	92.7	51.7	4 177.6
Not reported (language)	405.6	154.9	22.5	51.6	38.7	3.2	3.6	3.0	683.1
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Language other than English	332.1	156.1	24.1	34.0	26.5	3.4	8.4	8.7	593.4
English	1 176.2	980.0	776.2	374.3	314.3	125.3	97.5	44.7	3 888.4
Not reported (language)	230.0	159.7	13.7	54.1	32.1	3.2	5.6	11.7	510.1
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
2003									
Language other than English	355.3	152.9	25.3	32.0	26.5	3.7	7.2	14.3	617.2
English	1 235.0	966.4	823.3	329.0	319.2	129.2	81.5	52.7	3 936.1
Not reported (language)	218.0	122.6	16.0	62.4	26.7	3.4	6.6	1.6	457.1
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4
2002									
Language other than English	300.3	131.7	23.2	20.0	25.9	3.0	6.2	11.6	521.9
English	1 053.7	858.7	771.9	245.1	315.2	109.6	71.9	53.6	3 479.7
Not reported (language)	138.8	122.6	15.5	77.0	34.3	3.0	8.8	3.5	403.5
All students	1 492.7	1 113.0	810.6	342.1	375.4	115.6	86.9	68.7	4 405.2

Table 5A.60 **Number of units of competency completed, by language spoken at home ('000) (a)**

	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
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(a) Government recurrent funded students.

(b) NSW reported data on two additional programs for the first time in 2006.

(c) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(d) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.



Table 5A.61

Table 5A.61 Number of modules completed, by sex (a), (b)

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2006										
Male students	'000	282.6	186.3	108.4	77.7	70.6	12.8	10.4	7.8	756.5
Female students	'000	204.5	105.4	78.4	60.3	50.7	7.1	7.9	6.1	520.3
All students	'000	487.4	291.9	186.8	138.1	121.3	19.9	18.2	13.8	1 277.5
Change between 2005 and 2006	%	- 3.9	- 16.6	0.4	- 10.3	- 16.0	- 7.3	- 11.3	- 2.8	- 8.6
2005										
Male students	'000	303.3	213.4	111.7	88.4	85.0	12.8	10.4	8.3	833.4
Female students	'000	203.6	136.5	74.0	65.5	59.4	8.7	10.2	5.9	563.8
All students	'000	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
Change between 2004 and 2005	%	- 19.3	- 17.0	- 8.0	- 7.7	- 10.9	0.4	- 10.7	- 0.7	- 14.8
2004										
Male students	'000	346.7	246.1	117.0	92.9	93.2	12.8	12.0	6.7	927.5
Female students	'000	281.3	174.9	84.4	73.8	69.0	8.6	11.0	7.6	710.6
All students	'000	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
Change between 2003 and 2004	%	- 11.6	- 20.2	- 16.8	- 14.0	1.6	- 7.2	1.6	0.7	- 13.5
2003										
Male students	'000	395.1	308.6	144.6	109.2	87.9	14.7	12.2	6.1	1 078.4
Female students	'000	315.1	219.2	98.2	84.2	71.8	8.3	10.4	8.0	815.2
All students	'000	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5
Change between 2002 and 2003	%	- 36.5	- 31.9	- 24.0	- 24.4	- 27.5	- 8.3	- 22.0	- 37.6	- 31.5
2002										
Male students	'000	621.2	435.4	191.9	141.0	114.8	16.5	14.2	10.6	1 545.5
Female students	'000	496.7	340.0	127.6	115.1	105.3	8.6	14.9	11.7	1 219.9
All students	'000	1 118.2	775.8	319.8	256.6	220.2	25.1	29.1	22.8	2 767.6

(a) Government recurrent funded students.

REPORT ON  
GOVERNMENT  
SERVICES 2008VOCATIONAL  
EDUCATION  
AND TRAINING

Table 5A.61

**Table 5A.61 Number of modules completed, by sex (a), (b)**

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
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(b) The sum of male and female students may not add up to the total number of all students due to students who did not identify their sex. Percentage calculations may not match manual calculations as a result of rounding.

(c) NSW reported data on two additional programs for the first time in 2006.

(d) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(e) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVET National VET provider collection (unpublished); DEST 2007, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.62

Table 5A.62 Number of modules completed, by region ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2006									
Major cities	322.3	200.0	101.2	98.6	83.2	-	14.1	0.2	819.7
Inner regional	91.1	71.7	33.3	20.3	19.2	10.9	3.4	0.1	250.0
Outer regional	60.3	16.3	38.7	9.3	13.3	8.2	0.6	5.4	152.2
Remote and very remote	8.2	2.5	11.2	8.3	5.3	0.5	-	8.1	44.0
All students	487.4	291.9	186.8	138.1	121.3	19.9	18.2	13.8	1 277.5
2005									
Major cities	337.5	243.0	99.4	111.5	100.7	-	16.3	0.2	908.5
Inner regional	98.2	82.9	34.2	21.6	21.5	11.3	3.4	-	273.2
Outer regional	59.1	18.1	38.1	10.2	15.6	9.3	0.7	5.3	156.4
Remote and very remote	7.8	2.9	11.1	8.7	6.3	0.7	-	7.9	45.2
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
2004									
Major cities	412.8	294.9	112.2	121.8	117.8	-	17.9	0.2	1 077.7
Inner regional	128.2	99.4	34.8	21.9	23.1	11.7	4.2	-	323.4
Outer regional	72.8	21.1	39.5	11.1	14.9	9.0	0.7	5.5	174.7
Remote and very remote	9.2	2.5	11.2	8.8	5.9	0.5	-	4.5	42.7
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
2003									
Major cities	462.9	368.4	130.8	141.4	114.5	0.2	17.6	0.1	1 235.8
Inner regional	148.1	121.5	42.4	25.3	22.5	12.4	4.2	-	376.3
Outer regional	82.1	28.2	50.6	13.4	15.4	9.6	0.7	5.3	205.3
Remote and very remote	11.1	3.6	17.6	10.4	6.7	0.7	-	6.2	56.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

Table 5A.62

Table 5A.62 Number of modules completed, by region ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2002									
Major cities	734.9	540.8	170.1	180.1	154.8	0.1	19.0	0.4	1 800.2
Inner regional	232.2	172.5	59.8	35.0	29.6	14.2	4.3	0.1	547.9
Outer regional	124.3	41.3	65.8	19.0	22.5	9.6	0.6	7.9	291.1
Remote and very remote	16.1	5.1	22.2	18.0	10.9	0.7	–	10.4	83.4
All students	1 118.2	775.8	319.8	256.6	220.2	25.1	29.1	22.8	2 767.6

(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).

(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.

(d) NSW reported data on two additional programs for the first time in 2006.

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(f) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

– Nil or rounded to zero.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.63

Table 5A.63 Number of modules completed, by disability status ('000) (a), (b)

	NSW (c)	Vic	Q/ld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2006									
Reported as having a disability	51.7	24.4	9.5	7.3	11.9	2.2	1.4	0.9	109.4
Reported as not having a disability	370.8	257.0	136.4	110.5	100.6	16.9	16.5	12.4	1 021.1
Not reported (disability)	64.9	10.4	40.9	20.3	8.8	0.8	0.3	0.5	146.9
All students	487.4	291.9	186.8	138.1	121.3	19.9	18.2	13.8	1 277.5
2005									
Reported as having a disability	51.0	27.0	10.4	7.7	12.2	2.8	1.6	1.2	113.9
Reported as not having a disability	377.1	309.6	141.0	121.7	119.1	18.3	18.5	12.8	1 118.1
Not reported (disability)	78.9	13.5	34.6	24.6	13.1	0.4	0.5	0.2	165.8
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
2004									
Reported as having a disability	65.9	28.9	10.9	8.3	11.8	2.5	1.7	0.9	131.0
Reported as not having a disability	463.7	369.2	170.4	131.8	134.5	18.2	20.7	12.5	1 320.9
Not reported (disability)	98.4	23.5	21.0	26.6	15.9	0.7	0.7	0.9	187.6
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
2003									
Reported as having a disability	70.4	31.1	14.1	9.6	11.9	2.5	1.3	0.8	141.5
Reported as not having a disability	542.7	468.9	206.7	156.2	136.6	20.0	20.9	12.6	1 564.6
Not reported (disability)	97.4	28.4	22.3	28.1	11.2	0.6	0.5	0.8	189.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

Table 5A.63

Table 5A.63 Number of modules completed, by disability status ('000) (a), (b)

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2002									
Reported as having a disability	74.6	39.7	16.7	10.5	11.2	2.4	1.5	0.9	157.6
Reported as not having a disability	916.6	699.5	280.2	202.1	190.3	21.1	27.4	20.3	2 357.5
Not reported (disability)	127.0	36.6	22.9	44.0	18.7	1.5	0.1	1.6	252.5
All students	1 118.2	775.8	319.8	256.6	220.2	25.1	29.1	22.8	2 767.6

(a) Government recurrent funded students.

(b) Students reported as having a disability 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.

(c) NSW reported data on two additional programs for the first time in 2006.

(d) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(e) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.64

Table 5A.64 Number of modules completed, by language spoken at home ('000) (a)

	NSW (b)	Vic	Q/d	WA	SA (c)	Tas	ACT	NT	Aust (d)
2006									
Language other than English	140.9	52.2	19.3	16.0	14.8	1.0	1.7	5.2	251.1
English	274.8	204.9	161.6	109.2	95.0	18.4	15.9	8.3	888.1
Not reported (language)	71.7	34.7	6.0	12.8	11.5	0.4	0.7	0.4	138.4
All students	487.4	291.9	186.8	138.1	121.3	19.9	18.2	13.8	1 277.5
2005									
Language other than English	136.1	60.8	13.2	17.0	16.9	1.0	1.8	5.5	252.2
English	282.3	241.4	167.8	120.2	110.5	19.9	18.2	8.0	968.4
Not reported (language)	88.6	47.8	5.0	16.7	17.0	0.6	0.6	0.8	177.1
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
2004									
Language other than English	150.0	69.4	23.6	17.9	17.5	0.9	1.8	3.0	284.2
English	374.7	290.5	173.0	126.6	124.0	19.9	20.4	7.9	1 137.1
Not reported (language)	103.4	61.7	5.6	22.2	20.6	0.5	0.8	3.5	218.3
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
2003									
Language other than English	165.4	85.2	21.6	18.8	15.6	0.8	1.4	5.1	313.9
English	447.9	375.9	214.8	149.9	130.2	21.4	20.5	7.6	1 368.3
Not reported (language)	97.2	67.4	6.7	25.2	13.8	0.8	0.8	1.5	213.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5
2002									
Language other than English	253.8	119.7	18.3	21.9	21.0	0.7	1.9	7.1	444.4
English	741.5	551.9	288.9	195.9	169.7	23.5	25.9	13.2	2 010.4
Not reported (language)	122.9	104.2	12.6	38.8	29.5	0.9	1.3	2.6	312.8
All students	1 118.2	775.8	319.8	256.6	220.2	25.1	29.1	22.8	2 767.6

Table 5A.64 **Number of modules completed, by language spoken at home ('000) (a)**

	NSW (b)	Vic	Q/d	WA	SA (c)	Tas	ACT	NT	Aust (d)
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(a) Government recurrent funded students.

(b) NSW reported data on two additional programs for the first time in 2006.

(c) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(d) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.



Table 5A.65

Table 5A.65 Load pass rates by Indigenous status (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Reported as Indigenous	65.8	65.2	72.3	59.8	75.4	72.9	64.8	61.2	66.2
Reported as non-Indigenous	78.4	76.9	82.9	76.9	87.9	80.3	79.0	79.2	79.2
Not reported	78.1	73.3	76.4	74.8	90.5	90.4	76.8	71.7	77.2
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Reported as Indigenous	65.0	64.5	73.2	58.3	75.4	72.9	73.7	61.8	66.1
Reported as non-Indigenous	78.4	76.8	81.5	76.3	87.0	79.8	79.5	81.1	78.9
Not reported	78.2	75.0	75.6	74.1	89.8	93.3	84.8	68.1	77.5
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Reported as Indigenous	64.1	60.7	69.0	57.0	72.4	73.0	67.8	60.5	63.9
Reported as non-Indigenous	77.8	76.6	78.6	75.4	87.5	79.4	80.3	74.5	78.1
Not reported	78.4	74.4	78.3	74.6	89.5	90.5	81.5	82.7	77.7
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Reported as Indigenous	61.2	61.0	69.5	56.6	74.4	75.1	63.1	60.5	63.6
Reported as non-Indigenous	77.1	77.0	77.6	74.2	87.5	80.0	79.6	78.6	77.7
Not reported	77.0	76.0	76.2	74.2	88.2	90.4	83.1	84.1	77.0
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1
2002									
Reported as Indigenous	61.4	64.7	72.3	53.6	73.6	69.9	79.9	63.0	64.5
Reported as non-Indigenous	75.5	76.3	77.9	74.2	88.0	76.2	78.9	78.0	77.0
Not reported	74.9	75.4	75.5	73.3	89.0	84.0	92.6	82.7	75.8
All students	74.9	76.0	77.4	72.8	87.5	76.3	79.1	72.4	76.4

Table 5A.65

**Table 5A.65 Load pass rates by Indigenous status (per cent) (a)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2002.

Source: NCVER National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.66

Table 5A.66 Number of VET qualifications completed, by Indigenous status ('000) (a), (b)

	NSW	Vic	Qld	WA (c)	SA (d)	Tas	ACT	NT	Aust (e)
2005									
Reported as Indigenous	2.7	0.5	1.4	1.2	0.7	0.3	0.1	0.7	7.6
Reported as non-Indigenous	88.4	75.7	28.6	22.5	21.5	7.9	6.0	1.9	252.6
Not reported	20.0	8.9	2.7	4.4	2.0	0.4	1.0	–	39.4
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
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	235.5
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	1.1	0.7	0.3	–	0.7	6.8
Reported as non-Indigenous	86.1	66.3	30.7	20.9	20.5	8.6	5.3	2.1	240.7
Not reported	17.7	10.6	2.0	4.4	1.9	0.8	0.2	0.1	37.7
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
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	76.3	46.1	26.8	31.2	8.9	5.3	2.6	289.9

(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 2006 are not available. Only preliminary data are available from the 2006 national provider collection. Final data for 2006 will not be available until 2008 when late notification of qualifications completed are received as part of the 2007 data collection. Data for 2001 are not reported due to a break in time series.

(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA — see (d) below).

Table 5A.66

**Table 5A.66 Number of VET qualifications completed, by Indigenous status ('000) (a), (b)**

	NSW	Vic	Qld	WA (c)	SA (d)	Tas	ACT	NT	Aust (e)
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(c) In 2006, WA reported additional awards completed in 2003.

(d) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2004 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(e) The Australia data for 2002–2004 have been revised due to changes to SA and NT reporting.  
 – Nil or rounded to zero.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.67

Table 5A.67 Number of units of competency and modules completed, by Indigenous status ('000) (a)

	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2006									
Indigenous — units of competency	68.2	15.2	45.5	26.4	10.8	5.5	1.7	25.6	198.8
Non-Indigenous — units of competency	1 867.0	1 307.1	883.2	420.3	342.7	140.2	107.9	49.2	5 117.5
Not reported	195.6	83.2	92.0	77.1	37.8	3.8	8.2	0.8	498.7
Indigenous — modules completed	17.5	4.8	11.1	6.9	7.1	0.8	0.2	7.8	56.1
Non-Indigenous — modules completed	413.6	269.7	158.1	112.9	104.8	18.3	17.7	6.0	1 101.1
Not reported	56.3	17.4	17.6	18.3	9.4	0.8	0.4	0.1	120.3
2005									
Indigenous — units of competency	61.4	12.4	43.9	26.3	10.3	4.7	1.5	21.9	182.3
Non-Indigenous — units of competency	1 789.4	1 217.1	792.9	400.2	330.1	128.1	94.7	44.5	4 797.0
Not reported	234.1	89.6	81.3	69.8	43.9	3.8	7.6	0.5	530.6
Indigenous — modules completed	18.2	4.9	11.2	7.4	13.8	0.9	0.2	7.8	64.3
Non-Indigenous — modules completed	419.0	320.1	158.0	123.5	119.3	20.3	19.7	6.4	1 186.2
Not reported	69.9	25.0	16.9	23.1	11.3	0.3	0.6	0.1	147.2
2004									
Indigenous — units of competency	44.6	9.9	39.6	24.4	9.5	4.4	1.4	19.2	152.9
Non-Indigenous — units of competency	1 466.2	1 181.7	729.0	372.6	323.1	123.4	103.6	45.3	4 345.0
Not reported	227.5	104.1	45.5	65.3	40.3	4.1	6.6	0.5	493.9
Indigenous — modules completed	23.2	5.1	11.4	8.9	12.8	0.8	0.4	8.3	70.9
Non-Indigenous — modules completed	497.9	377.7	176.6	131.3	135.8	20.2	22.1	6.0	1 367.6
Not reported	107.0	38.8	14.3	26.6	13.5	0.4	0.5	0.1	201.1

Table 5A.67

Table 5A.67 Number of units of competency and modules completed, by Indigenous status ('000) (a)

	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2003									
Indigenous — units of competency	36.9	9.3	42.3	23.5	10.9	4.9	0.9	21.5	150.2
Non-Indigenous — units of competency	1 540.6	1 115.3	775.3	333.8	327.7	125.6	91.4	45.3	4 354.8
Not reported	230.8	117.2	46.9	66.0	33.8	5.7	3.1	1.8	505.4
2002									
Indigenous — modules completed	25.1	6.3	17.5	10.1	12.3	1.1	0.3	7.7	80.4
Non-Indigenous — modules completed	576.2	469.0	208.1	153.9	135.2	21.3	22.0	5.8	1 591.6
Not reported	109.1	53.1	17.4	29.9	12.2	0.7	0.4	0.7	223.5
2002									
Indigenous — units of competency	32.3	8.8	44.0	15.0	10.2	3.5	1.0	19.5	134.2
Non-Indigenous — units of competency	1 314.4	910.8	703.9	242.0	319.5	106.5	83.6	47.2	3 727.9
Not reported	146.1	193.4	62.7	85.1	45.7	5.6	2.3	2.1	543.0
Indigenous — modules completed	38.7	8.5	23.2	10.7	13.7	1.1	0.4	11.9	108.3
Non-Indigenous — modules completed	951.5	656.7	268.5	197.6	187.3	23.1	28.5	9.6	2 322.9
Not reported	128.0	110.5	28.1	48.3	19.2	0.9	0.2	1.3	336.4

(a) Government recurrent funded students.

(b) NSW reported data on two additional programs for the first time in 2006.

(c) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2002–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(d) The Australia data for 2002–2005 have been revised due to changes to SA and NT reporting.

Source: NCVET National VET provider collection (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System 2006*, Canberra.

Table 5A.68

Table 5A.68 Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006										
	Satisfied with the quality of their training	% 96.9 ± 0.7	92.6 ± 0.3	96.4 ± 1.5	94.0 ± 2.7	80.0 ± 9.1	94.7 ± 7.5	88.4 ± 18.4	95.5 ± 4.0	94.8 ± 1.0
	Seeking employment related outcomes	% 95.4 ± na	89.5 ± 0.5	96.9 ± 1.7	92.3 ± 0.8	76.8 ± na	92.8 ± 10.1	84.0 ± 7.2	96.9 ± 1.0	93.9 ± 0.8
	Seeking further study outcomes	% -	np	100.0	np	np	np	np	np	79.8 ± np
	Seeking personal development outcomes	% 98.8 ± 2.3	100.0	95.2 ± 4.7	100.0	93.1 ± na	100.0	np	89.4 ± 14.0	96.5 ± 2.5
VET 2005										
	Satisfied with the quality of their training	% 77.5 ± 3.7	88.4 ± 5.1	92.4 ± 1.7	93.0 ± 3.3	87.2 ± 6.5	79.1 ± 6.6	90.3 ± 8.6	92.7 ± 2.3	86.4 ± 1.5
	Seeking employment related outcomes	% 71.4 ± 4.6	89.5 ± 4.6	90.1 ± 1.9	90.1 ± 5.3	88.3 ± 8.2	74.1 ± 7.8	89.6 ± 9.3	91.3 ± 3.5	82.9 ± 1.9
	Seeking further study outcomes	% 88.1 ± na	np	85.1 ± na	100.0	np	-	np	np	87.4 ± na
	Seeking personal development outcomes	% 93.4 ± 1.8	100.0	97.2 ± 1.6	95.4 ± 2.0	77.9 ± 3.1	94.2 ± 2.0	np	96.9 ± 3.1	95.3 ± 0.8
TAFE 2006										
	Satisfied with the quality of their training	% 96.4 ± 0.1	93.6 ± 0.3	97.5 ± 1.6	92.1 ± 3.5	77.0 ± 10.5	100.0	100.0	92.0 ± 7.9	94.6 ± 1.2
	Seeking employment related outcomes	% 94.4 ± na	90.9 ± 0.3	98.6 ± 1.1	90.6 ± 0.7	68.8 ± na	100.0	np	95.6 ± 1.9	94.1 ± 0.4
	Seeking further study outcomes	% -	np	100.0	np	np	np	-	np	76.8 ± na
	Seeking personal development outcomes	% 100.0	np	96.9 ± 6.1	100.0	100.0	100.0	np	76.5 ± 31.1	96.9 ± 3.4
TAFE 2005										
	Satisfied with the quality of their training	% 88.8 ± 1.6	88.2 ± 7.0	89.1 ± 2.5	93.4 ± 2.9	94.2 ± 1.2	74.6 ± 12.2	np	97.7 ± 1.5	89.8 ± 1.2
	Seeking employment related outcomes	% 87.4 ± 2.3	90.5 ± 4.3	85.3 ± 2.9	90.7 ± 5.1	99.1 ± 1.7	65.0 ± 12.6	np	97.4 ± 0.2	87.8 ± 1.5
	Seeking further study outcomes	% 88.1 ± na	np	85.1 ± na	100.0	np	-	np	np	84.7 ± na
	Seeking personal development outcomes	% 94.3 ± 1.9	100.0	96.2 ± 2.1	94.2 ± 2.4	77.2 ± 3.3	100.0	np	97.1 ± 5.6	95.0 ± 1.1

Table 5A.68

Table 5A.68 Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004										
	%	88.7 ± 7.6	89.7 ± 1.7	91.6 ± 4.3	78.9 ± 4.6	88.3 ± 16.4	94.5 ± na	100.0	93.6 ± 2.6	88.9 ± 3.5
	%	94.0 ± na	95.5 ± na	87.2 ± 4.5	90.2 ± 5.0	82.7 ± 1.0	100.0	np	93.0 ± 0.6	91.6 ± 1.3
	%	np	np	np	np	np	np	–	np	94.2 ± na
	%	90.1 ± na	100.0	100.0	np	np	100.0	np	100.0	88.1 ± na
TAFE 2003										
	%	79.4 ± 5.6	83.8 ± 7.6	88.7 ± 3.7	87.7 ± 5.6	85.2 ± 6.8	89.0 ± 9.8	np	86.1 ± 6.0	84.3 ± 2.3
	%	75.6 ± 7.3	89.5 ± 8.3	90.6 ± 4.3	87.7 ± 7.4	87.6 ± 7.8	88.7 ± 11.2	np	80.7 ± 8.3	83.2 ± 3.0
	%	73.3 ± 30.8	np	84.9 ± 18.1	np	np	np	–	np	84.0 ± 11.7
	%	86.6 ± 9.1	69.0 ± 18.9	86.0 ± 8.9	92.4 ± 9.0	91.1 ± 11.4	100.0	–	95.9 ± 7.0	87.2 ± 4.3
TAFE 2002										
	%	74.3 ± 5.6	94.4 ± 5.9	79.9 ± 4.0	81.3 ± 7.4	94.3 ± 4.9	76.5 ± 9.9	82.1 ± 28.5	77.9 ± 10.1	79.8 ± 2.5
	%	85.8 ± 5.9	94.8 ± 6.8	77.6 ± 5.0	84.8 ± 9.4	91.0 ± 6.9	76.3 ± 11.8	79.4 ± 32.6	80.3 ± 12.1	83.4 ± 2.8
	%	64.9 ± 24.1	100.0	62.4 ± 30.1	79.0 ± 26.6	np	np	np	np	71.3 ± 12.8
	%	63.3 ± 11.7	80.3 ± 22.6	88.5 ± 7.3	74.5 ± 15.8	98.9 ± 5.0	78.9 ± 24.1	–	77.1 ± 21.3	75.4 ± 5.7

(a) From 2003, module completers who identified themselves as graduates have been included in the graduate segment for reporting. In past Reports, 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 past years. 2002 data have 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) Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

(d) Data for some jurisdictions are not published due to 5 or fewer responses.

(e) In 2006 and 2004, a smaller sample size of Indigenous graduates were surveyed.

na Not available. – Nil or rounded to zero. np Not published.



Table 5A.68

**Table 5A.68 Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.69

Table 5A.69 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2006									
Employed or in further study	68.3 ± 10.7	86.3 ± 0.6	81.1 ± 4.8	80.6 ± 9.0	77.0 ± 3.5	84.4 ± 4.1	94.5 ± 0.7	77.9 ± 9.8	77.6 ± 3.7
Employed after training	57.5 ± 10.6	76.0 ± 1.7	69.4 ± 5.9	60.4 ± 9.5	55.4 ± 9.7	73.0 ± 6.4	90.8 ± 1.1	73.4 ± 10.5	66.1 ± 4.0
In further study after training	33.6 ± 8.6	40.1 ± 2.5	24.5 ± 5.1	39.9 ± 8.0	44.7 ± 11.4	42.7 ± 6.0	42.0 ± 9.6	26.0 ± 9.5	32.2 ± 3.3
At TAFE	59.7 ± 8.9	62.0 ± 1.8	65.1 ± 2.8	61.2 ± 9.0	61.9 ± na	52.3 ± 17.9	np	13.4 ± 4.0	55.9 ± 3.2
At University	np	np	14.3 ± 0.2	np	np	np	np	30.1 ± 16.8	17.4 ± 1.7
At private provider or other registered provider	22.4 ± 8.9	np	20.6 ± 2.7	27.8 ± 9.0	np	38.8 ± 17.9	np	56.5 ± 17.2	26.7 ± 3.7
VET 2005									
Employed or in further study	80.3 ± 3.7	81.9 ± 3.2	77.1 ± 4.1	85.0 ± 5.1	91.2 ± 5.9	87.9 ± 6.1	80.5 ± 7.5	82.0 ± 3.5	81.2 ± 1.8
Employed after training	64.0 ± 4.3	77.4 ± 3.3	69.8 ± 3.9	69.4 ± 5.7	64.1 ± 9.1	73.1 ± 9.0	67.1 ± 8.0	68.0 ± 5.4	68.5 ± 2.0
In further study after training	37.3 ± 6.8	28.4 ± 4.3	23.4 ± 4.3	31.6 ± 6.3	49.2 ± 7.8	29.0 ± 9.1	41.0 ± 13.8	36.2 ± 5.8	31.9 ± 2.7
At TAFE	82.9 ± 3.5	45.4 ± 6.0	50.6 ± 6.7	36.7 ± 5.0	59.8 ± 4.4	70.9 ± 2.1	np	21.7 ± 10.3	58.6 ± 2.4
At University	6.5 ± 3.3	23.5 ± 8.8	14.2 ± 2.6	16.9 ± 8.8	15.1 ± 3.1	np	np	27.7 ± 6.4	13.7 ± 2.1
At private provider or other registered provider	10.6 ± 1.8	31.1 ± 4.2	35.2 ± 7.1	46.4 ± 9.3	25.1 ± 2.7	25.0 ± 8.2	np	50.6 ± 11.0	27.7 ± 2.2
TAFE 2006									
Employed or in further study	69.6 ± 12.2	83.7 ± 0.7	78.8 ± 3.0	87.0 ± 1.2	81.8 ± na	76.8 ± 7.2	100.0	79.7 ± 5.2	77.1 ± 4.4
Employed after training	57.9 ± 12.2	67.8 ± 2.5	66.1 ± 3.6	67.1 ± 5.6	62.0 ± 10.5	60.4 ± 8.5	84.3 ± 8.3	71.5 ± 9.4	63.6 ± 4.6
In further study after training	30.0 ± 9.3	51.1 ± 2.0	28.1 ± 3.8	36.4 ± 3.5	46.1 ± 12.9	41.6 ± 10.7	np	31.1 ± 9.0	33.2 ± 3.7
At TAFE	73.6 ± na	70.5 ± 2.7	73.0 ± 2.6	69.3 ± na	76.7 ± na	49.6 ± na	np	13.8 ± na	66.1 ± 0.8
At University	np	np	15.8 ± 0.3	np	np	np	np	36.6 ± 24.5	15.3 ± 2.2
At private provider or other registered provider	np	np	11.1 ± 2.5	np	np	43.6 ± na	np	49.6 ± 24.5	18.6 ± 2.3

Table 5A.69

Table 5A.69 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005									
Employed or in further study	80.2 ± 2.9	86.5 ± 3.9	75.3 ± 3.4	80.4 ± 5.5	93.0 ± 2.2	84.5 ± 6.9	np	89.3 ± 4.0	80.7 ± 1.6
Employed after training	58.8 ± 4.1	80.6 ± 4.1	65.1 ± 4.0	63.3 ± 5.0	56.5 ± 9.8	63.0 ± 12.7	np	74.8 ± 6.3	64.3 ± 2.0
In further study after training	43.5 ± 4.3	34.4 ± 6.1	24.5 ± 3.9	29.1 ± 5.9	53.2 ± 8.0	37.0 ± 14.1	np	46.1 ± 6.2	35.9 ± 2.1
At TAFE	85.8 ± 3.8	54.1 ± 8.8	56.2 ± 9.2	49.9 ± 6.3	68.2 ± 5.9	83.6 ± 2.1	np	24.3 ± 10.0	67.0 ± 3.0
At University	7.4 ± 3.7	30.7 ± 10.5	16.4 ± 2.7	14.3 ± 3.5	21.7 ± 4.6	-	-	30.8 ± 5.2	14.6 ± 2.3
At private provider or other registered provider	6.7 ± 1.8	15.2 ± 3.5	27.4 ± 9.5	35.8 ± 5.7	10.0 ± 3.4	np	np	44.9 ± 9.2	18.4 ± 2.2
TAFE 2004									
Employed or in further study	69.2 ± 16.6	55.3 ± 26.0	76.3 ± 13.9	84.1 ± 10.2	79.4 ± 19.6	63.2 ± 18.0	100.0	81.0 ± 21.6	72.9 ± 8.3
Employed after training	60.0 ± 16.9	39.0 ± 21.8	63.5 ± 13.9	65.1 ± 17.4	43.3 ± 23.4	53.1 ± 20.0	100.0	71.4 ± 22.0	60.1 ± 8.3
In further study after training	34.8 ± 15.7	33.6 ± 22.0	23.4 ± 9.3	36.7 ± 17.2	43.2 ± 24.7	35.0 ± 20.3	np	36.3 ± 19.4	32.8 ± 7.8
At TAFE	59.9 ± 31.1	79.9 ± 19.1	77.0 ± 16.3	67.2 ± 41.4	np	70.4 ± 34.1	np	64.3 ± 22.8	66.0 ± 16.3
At University	40.1 ± 31.1	np	np	-	np	np	-	np	21.6 ± 16.5
At private provider or other registered provider	-	np	17.7 ± 15.4	np	np	-	-	33.9 ± 22.3	12.4 ± 9.1
TAFE 2003									
Employed or in further study	88.2 ± 5.0	94.0 ± 5.4	87.7 ± 4.1	89.6 ± 5.7	86.9 ± 6.7	90.5 ± 9.9	100.0	92.8 ± 4.6	89.2 ± 2.1
Employed after training	51.3 ± 6.8	67.0 ± 9.6	64.2 ± 5.6	61.2 ± 8.3	65.4 ± 9.0	65.4 ± 15.0	84.1 ± 27.2	68.7 ± 7.7	60.2 ± 3.0
In further study after training	48.5 ± 8.4	38.9 ± 13.9	44.3 ± 7.0	54.1 ± 11.8	53.3 ± 11.1	53.0 ± 20.0	np	59.9 ± 10.1	49.5 ± 3.9
At TAFE	83.0 ± 9.2	72.3 ± 20.7	77.3 ± 9.1	73.4 ± 15.1	68.0 ± 14.3	83.8 ± 20.9	np	37.5 ± 14.0	72.7 ± 5.1
At University	np	np	9.2 ± 6.3	10.9 ± 10.6	np	-	-	16.2 ± 10.6	9.0 ± 3.2
At private provider or other registered provider	np	np	13.4 ± 7.4	15.7 ± 12.4	24.0 ± 13.1	np	np	46.3 ± 14.4	18.3 ± 4.4

Table 5A.69

Table 5A.69 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2002									
Employed or in further study	81.4 ± 5.1	76.3 ± 10.7	84.5 ± 3.6	89.1 ± 5.9	92.6 ± 5.5	78.5 ± 11.1	100.0	92.4 ± 7.5	84.5 ± 2.3
Employed after training	53.9 ± 6.3	70.7 ± 10.9	64.8 ± 4.7	62.7 ± 8.8	69.9 ± 9.3	61.6 ± 11.5	100.0	77.3 ± 10.0	62.4 ± 2.9
In further study after training	42.9 ± 6.5	46.9 ± 12.5	35.5 ± 4.8	42.1 ± 9.4	48.6 ± 10.6	33.2 ± 12.9	np	43.1 ± 14.2	40.4 ± 3.1
At TAFE	67.3 ± 9.4	67.4 ± 16.8	62.3 ± 8.2	69.2 ± 12.8	88.3 ± 9.7	76.6 ± 20.1	np	46.3 ± 22.4	66.0 ± 4.7
At University	20.6 ± 8.1	23.3 ± 15.1	15.6 ± 6.2	20.5 ± 11.2	np	np	–	np	16.3 ± 3.7
At private provider or other registered provider	12.0 ± 6.5	np	22.1 ± 7.0	np	np	np	np	51.5 ± 22.5	17.7 ± 3.8

(a) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study.

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions and these confidence intervals are reported as 'na'.

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

(d) At private provider or other registered provider includes private providers, secondary schools, and other registered providers. **na** Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEST 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2006, Canberra.

Table 5A.70

Table 5A.70 Employer engagement with VET, 2005 (per cent)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Employers engaged with VET (a)									
Engagement with apprenticeships/traineeships (b)	28.7 ± 5.3	27.8 ± 5.1	28.5 ± 5.2	25.1 ± 5.2	26.4 ± 4.7	38.5 ± 5.5	30.3 ± 5.6	33.3 ± 5.7	28.2 ± 2.6
Engagement with nationally recognised training (c)	25.2 ± 5.4	24.2 ± 5.5	20.6 ± 4.6	21.5 ± 4.8	28.0 ± 5.6	28.8 ± 5.0	27.0 ± 5.3	30.9 ± 5.1	24.1 ± 2.6
Engagement with formal vocational qualifications as a job requirement (d)	41.6 ± 6.3	33.0 ± 6.1	29.0 ± 4.7	31.5 ± 5.4	32.0 ± 5.5	31.4 ± 5.0	33.4 ± 6.0	34.2 ± 5.5	35.0 ± 2.9

(a) The components of engagement with VET system are if employer 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 2005 Survey of Employers' Use and Views of the VET System (unpublished).

Table 5A.71

Table 5A.71 Employer satisfaction with VET, 2005 (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Level of employer satisfaction with VET system (b)									
Satisfaction with apprenticeships/traineeships (c)									
Satisfied	73.7 ± 10.8	84.0 ± 7.5	81.3 ± 9.0	80.4 ± 9.2	82.4 ± 7.8	80.2 ± 7.0	69.9 ± 10.4	84.2 ± 8.6	79.1 ± 4.8
Neither satisfied or dissatisfied	13.7 ± 8.3	4.8 ± 4.6	10.6 ± 7.2	11.4 ± 6.9	11.2 ± 6.4	11.0 ± 5.5	15.6 ± 8.6	8.6 ± 6.9	10.4 ± 3.5
Dissatisfied	12.6 ± 8.0	11.1 ± 6.2	8.0 ± 6.2	8.2 ± 6.7	6.4 ± 5.2	8.8 ± 4.9	14.5 ± 8.0	7.3 ± 5.8	10.5 ± 3.4
Satisfaction with nationally recognised training (d)									
Satisfied	79.4 ± 10.8	86.3 ± 8.1	70.9 ± 11.7	84.7 ± 8.4	80.2 ± 9.4	82.8 ± 7.8	83.2 ± 9.1	74.4 ± 9.6	80.3 ± 5.1
Neither satisfied or dissatisfied	10.1 ± 8.8	8.4 ± 6.5	15.2 ± 8.8	10.4 ± 7.2	13.5 ± 7.1	6.5 ± 5.0	12.5 ± 8.3	15.8 ± 8.3	10.8 ± 3.9
Dissatisfied	10.6 ± 7.4	5.4 ± 5.4	14.0 ± 9.6	4.9 ± 4.6	6.3 ± 7.0	10.6 ± 6.3	4.2 ± 4.3	9.8 ± 6.6	8.9 ± 3.5
Satisfaction with formal vocational qualifications as a job requirement (e)									
Satisfied	77.1 ± 8.5	77.7 ± 10.1	73.2 ± 9.0	83.8 ± 6.9	70.1 ± 10.0	81.4 ± 7.3	77.5 ± 8.4	67.7 ± 9.2	76.8 ± 4.6
Neither satisfied or dissatisfied	15.1 ± 7.7	8.2 ± 6.6	10.7 ± 5.8	5.9 ± 3.7	17.2 ± 7.8	11.2 ± 6.3	8.5 ± 5.1	15.4 ± 6.9	12.0 ± 3.8
Dissatisfied	7.8 ± 4.6	14.0 ± 8.8	16.1 ± 7.8	10.3 ± 6.0	12.6 ± 8.0	7.4 ± 4.4	14.0 ± 7.3	16.9 ± 7.8	11.2 ± 3.2

(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(b) 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.

(c) Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): 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.

(d) 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.

(e) 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 2005 Survey of Employers' Use and Views of the VET System (unpublished).

Table 5A.72

**Table 5A.72 Gross Domestic Product chain price deflator (index)**

Years	2006 = 100.0
2002	86.9
2003	89.0
2004	91.3
2005	95.2
2006	100.0

Source: ABS (2006) *Australian System of National Accounts: Key national accounts aggregates, 2005-06*, Cat. no. 5204.0. Table 1.