

4A Vocational education and training — attachment

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

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

When adjustments have been made for inflation in the following tables the gross non-farm product deflator has been used.

4A.1 Information on sample data

The results reported in tables 4A.21–4A.27 were estimated by conducting surveys of samples of the group or population in question. These results are subject to sampling error. The data obtained from a sample may differ from the ‘true’ data that would have been obtained from the entire group or population. Consequently, care needs to be taken when using survey results (see section A.12, appendix A for further details).

Most of the tables containing survey data also report standard errors for each sample estimate. Using these standard errors, it is possible to calculate (with 95 per cent confidence) the interval within which the true value of an estimate lies.

Table 4A.1

Table 4A.1 **Government recurrent expenditure (\$ million) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust (c)</i>
Nominal									
1999	1227.8	683.0	532.7	327.0	242.1	77.2	70.1	60.5	3220.4
2000	1216.4	706.5	583.0	332.6	239.0	76.5	66.0	70.1	3290.2
2001	1246.0	820.2	580.5	354.6	241.5	81.0	67.3	71.2	3462.3
2002	1303.0	887.1	626.5	371.0	278.8	81.7	72.4	76.8	3697.2
2003	1411.2	886.6	628.6	376.7	284.0	89.2	75.8	78.7	3830.7
Real (2003 dollars)									
1999	1371.6	763.0	595.0	365.3	270.4	86.2	78.3	67.6	3597.5
2000	1334.3	775.0	639.5	364.8	262.2	83.9	72.4	76.9	3609.0
2001	1310.3	862.5	610.4	372.9	254.0	85.2	70.8	74.9	3641.1
2002	1336.8	910.2	642.8	380.6	286.0	83.8	74.3	78.8	3793.3
2003	1411.2	886.6	628.6	376.7	284.0	89.2	75.8	78.7	3830.7

(a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for Vocational Education and Training Financial data. This data is prepared annually on an accrual basis and is audited. Supplementary information is also provided by ANTA. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; other operating revenues; and revenue from specific purpose Australian Government funds (ANTA and other).

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: Australian Government funded expenditure on vocational education and training in schools; redundancy payments funded externally to vocational education and training budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Australian Government revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.

(b) 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 \$2.8 million in 1999 (\$3.1 million real), \$2.6 million in 2000 (\$2.8 million real), \$2.6 million in 2001 (\$2.8 million real) and \$2.8 million (\$2.9 million real) in 2002 and \$3.4 million in 2003.

(c) Includes ACT payroll tax estimate.

Source: NCVER (unpublished).

Table 4A.2

Table 4A.2 **Government recurrent expenditure per person aged 15–64 years (2003 dollars) (dollars per person) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust (c)</i>
1999	322.3	243.6	253.4	291.7	274.1	280.6	354.1	498.2	284.6
2000	309.5	244.3	267.6	287.1	264.0	272.6	324.1	557.8	281.8
2001	299.6	268.0	250.8	289.0	254.2	276.9	312.5	537.9	280.3
2002	301.9	278.0	258.0	290.0	284.2	271.3	324.9	565.4	287.6
2003	316.2	267.9	245.9	282.9	280.5	285.5	330.0	563.4	286.8

(a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for Vocational Education and Training Financial data. This data is prepared annually on an accrual basis and is audited. Supplementary information is also provided by ANTA. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; other operating revenues; and revenue from specific purpose Australian Government funds (ANTA and other).

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: Australian Government funded expenditure on vocational education and training in schools; redundancy payments funded externally to vocational education and training budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Australian Government revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.

(b) 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 \$2.8 million in 1999 (\$3.1 million real), \$2.6 million in 2000 (\$2.8 million real), \$2.6 million in 2001 (\$2.8 million real) and \$2.8 million (\$2.9 million real) in 2002 and \$3.4 million in 2003.

(c) Includes ACT payroll tax estimate.

Source: ANTA 2004, *Annual National Report of the Australian Vocational Education and Training System 2003*, Brisbane; ABS 2004, *Estimated Residential Population, by Age*, Cat. no. 3201.0 (table A.1).

Table 4A.3

Table 4A.3 Size and scope of publicly funded and/or delivered VET, 2003 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students (b)	no.	443 075	317 404	193 873	103 351	78 811	25 989	19 134	17 515	1 199 152
TAFE and other government provider locations	no.	138	168	523	131	47	24	7	212	1 250
Community Education and other registered provider training locations	no.	1 075	1 739	2 621	842	340	187	41	235	7 080
Adjusted annual hours (million) (c)	million	98.3	76.3	43.1	26.5	18.3	6.4	5.5	3.6	278.1
Annual hours per student	no.	221.9	240.3	222.6	256.6	231.7	247.3	288.9	206.2	231.9

(a) Includes government funded vocational programs of study delivered in TAFE institutes, other government providers, community providers and private registered training organisations and programs delivered on a fee-for-service basis by government providers.

(b) Government funded VET students excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

(c) Curriculum hours adjusted for invalid enrolment and recognition of prior learning. Data on nominal hours are based on ANTA Agreement Scope and Boundary and have been adjusted to improve the accuracy and comparability of the reported efficiency measures. Adjustments are made by ANTA based on formal advice provided by NCVER auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in any of their enrolments within the reporting year. The invalid enrolment rate is used to adjust the hours of reported delivery. Hours associated with enrolments that have recognition of prior learning as their reported outcome have been determined using the established formula of five hours plus 10% of nominal hours, to a maximum of ten hours. For modules of less than five hours, the full hours are used.

Source: ANTA (unpublished); NCVER (unpublished).

Table 4A.4

Table 4A.4 **Net assets of public VET providers per person aged 15–64 years (2003 dollars) (dollars per person)**

	<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>
1999	540.78	504.27	401.15	432.20	467.13	516.52	559.52	1169.43	500.40
2000	529.30	529.39	390.37	430.12	472.32	489.31	570.39	1134.70	496.15
2001	495.66	545.31	363.65	438.97	459.17	468.04	551.79	1022.96	481.54
2002	467.32	577.79	363.93	428.19	457.68	473.48	534.80	1043.41	478.90
2003	539.26	615.81	351.81	458.17	421.46	442.93	514.60	916.22	507.17

Source: NCVET (unpublished); NCVET 2004, *Australian Vocational Education and Training Statistics: Financial Information 2003*, Adelaide; ABS 2004, *Estimated Residential Population, by Age*, Cat. no. 3201.0 (table A.2).

Table 4A.5

Table 4A.5 **Government payments to non-TAFE providers for VET delivery, 2003 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government payments (2003 dollars)										
2002	\$m	47.2	107.5	88.5	23.0	31.5	6.2	8.4	6.6	318.9
2003	\$m	62.2	99.3	73.0	33.1	24.7	5.7	10.5	7.5	316.0
2003 payments as a proportion of total recurrent expenditure	%	3.7	7.9	9.9	7.3	6.8	5.1	11.0	7.3	8.3
Real change in payments between 2002 and 2003	%	31.8	-7.6	-17.6	44.0	-21.6	-7.4	24.8	14.2	-0.9

(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.

Source: NCVET 2004, *Australian Vocational Education and Training Statistics: Financial Information 2003*, Adelaide.

Table 4A.6

Table 4A.6 Allocation of government funds for VET (2003 dollars)

	Units	NSW (d)	Vic (e)	Qld (f)	WA (g)	SA (h)	Tas	ACT	NT	Aust
2003										
Amounts allocated										
Open competitive tendering (a)	\$m	25.2	74.0	14.7	11.5	2.0	1.5	2.8	-	131.7
Limited competitive tendering (b)	\$m	-	-	10.3	-	3.0	-	0.2	-	13.5
User choice	\$m	227.6	120.0	100.0	36.6	39.0	14.5	8.7	8.7	555.1
Total	\$m	252.8	194.0	125.0	48.1	44.0	16.0	11.7	8.7	700.3
Government recurrent funding	\$m	1 065.2	795.1	599.9	385.1	248.8	76.4	65.6	71.5	3 318.1
Proportion of government recurrent funding										
Open competitive tendering (a)	%	2.4	9.3	2.5	3.0	0.8	2.0	4.3	-	4.0
Limited competitive tendering (b)	%	-	-	1.7	-	1.2	-	0.3	-	0.4
User choice	%	21.4	15.1	16.7	9.5	15.7	19.0	13.3	12.2	16.7
2002										
Amounts allocated										
Open competitive tendering (a)	\$m	32.6	14.9	17.9	12.0	7.0	1.7	3.4	-	89.4
Limited competitive tendering (b)	\$m	-	10.8	1.6	-	1.1	-	0.3	-	13.9
User choice NCVET (unpublished)	\$m	235.1	180.6	108.4	34.1	37.7	14.9	10.0	8.7	629.3
Total	\$m	267.7	206.2	127.9	46.1	45.8	16.6	13.6	8.7	732.7
Government recurrent funding	\$m	1 047.3	795.9	609.7	367.2	238.8	77.7	63.4	60.5	3 258.9
Proportion of government recurrent funding										
Open competitive tendering (a)	%	3.1	1.9	2.9	3.3	2.9	2.2	5.3	-	2.7
Limited competitive tendering (b)	%	-	1.4	0.3	-	0.5	-	0.5	-	0.4
User choice	%	22.4	22.7	17.8	9.3	15.8	19.1	15.7	14.4	19.3

Table 4A.6

Table 4A.6 Allocation of government funds for VET (2003 dollars)

	Units	NSW (d)	Vic (e)	Qld (f)	WA (g)	SA (h)	Tas	ACT	NT	Aust
2001										
Amounts allocated										
Open competitive tendering (a)	\$m	41.2	15.2	32.5	15.4	6.6	1.6	3.5	-	116.0
Limited competitive tendering (b)	\$m	-	6.8	2.1	-	1.2	-	-	-	10.2
User choice	\$m	204.1	174.8	201.9	32.1	39.1	15.0	7.7	7.5	682.3
Total	\$m	245.3	196.9	236.5	47.4	47.0	16.6	11.1	7.5	808.5
Government recurrent funding (c)	\$m	1 061.1	791.5	569.0	324.4	228.0	75.0	62.4	68.9	3 182.5
Proportion of government recurrent funding										
Open competitive tendering (a)	%	3.9	1.9	5.7	4.7	2.9	2.1	5.6	-	3.6
Limited competitive tendering (b)	%	-	0.9	0.4	-	0.5	-	-	-	0.3
User choice	%	19.2	22.1	35.5	9.9	17.2	20.1	12.3	10.9	21.4
2000										
Amounts allocated										
Open competitive tendering (a)	\$m	36.3	20.3	39.6	21.5	8.5	1.3	3.6	1.9	132.9
Limited competitive tendering (b)	\$m	-	-	2.0	-	1.3	-	-	1.5	4.9
User choice	\$m	227.9	139.0	188.5	32.5	41.9	13.9	8.0	7.7	659.3
Total	\$m	264.2	159.3	230.0	54.0	51.7	15.2	11.6	11.1	797.1
Government recurrent funding (c)	\$m	1 128.4	751.0	552.3	278.7	226.0	72.7	62.9	68.3	3 172.5
Proportion of government recurrent funding										
Open competitive tendering (a)	%	3.2	2.7	7.2	7.7	3.8	1.8	5.7	2.7	4.2
Limited competitive tendering (b)	%	-	-	0.4	-	0.6	-	-	2.2	0.2
User choice	%	20.2	18.5	34.1	11.7	18.5	19.2	12.7	11.2	20.8

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

(b) The tendering process is restricted to community groups that deliver Adult Community Education (ACE) VET programs.

(c) Recurrent funding for 2000 and 2001 was sourced from note seven of Australian Vocational Education and Training Statistics 2002: Financial Information (NCVER 2003) (which includes State and Territory government recurrent funding and Australian Government general purpose recurrent funding).

Table 4A.6

Table 4A.6 Allocation of government funds for VET (2003 dollars)

	Units	NSW (d)	Vic (e)	Qld (f)	WA (g)	SA (h)	Tas	ACT	NT	Aust
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(d) For 2000, the user choice data include an estimate of \$163 million for TAFE apprenticeships.

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

(f) The amounts for 2001 open competitive tendering and limited competitive tendering are for contracts awarded in 2001. The contracts awarded for user choice in 2000 cover delivery between July 2000 and June 2002.

(g) For 2000 and 2001, user choice data include user choice funding paid to TAFE colleges.

(h) For 2000, open competitive tendering data include ACE.

– Nil or rounded to zero.

Source: States and Territories (unpublished); NCVER (unpublished); NCVER 2003, *Australian Vocational Education and Training Statistics 2002: Financial Information*, Adelaide.

Table 4A.7

Table 4A.7 **VET participation by age group, 2003 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students by age										
All students	'000	443.1	317.4	193.9	103.4	78.8	26.0	19.1	17.5	1 199.2
15–64 year olds	'000	407.2	300.1	189.2	100.6	74.5	25.1	18.9	16.8	1 132.5
15–24 year olds	'000	161.5	127.7	90.9	50.4	32.5	10.7	9.1	6.2	488.9
15–19 year olds	'000	87.8	67.7	53.4	32.3	18.0	5.8	4.4	3.5	273.1
20–24 year olds	'000	73.7	60.0	37.5	18.1	14.5	4.9	4.7	2.7	215.9
Participation rate by age										
Total population	%	6.6	6.5	5.1	5.3	5.2	5.4	5.9	8.8	6.0
15–64 year olds	%	9.1	9.1	7.4	7.6	7.4	8.0	8.2	12.0	8.5
15–24 year olds	%	21.8	18.8	16.9	17.9	15.9	16.7	17.4	20.4	17.8
15–19 year olds	%	19.4	20.3	19.8	22.5	17.3	17.0	18.2	24.1	19.8
20–24 year olds	%	25.6	17.4	14.0	13.0	14.5	16.4	16.7	16.9	15.7

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished).

Table 4A.8

Table 4A.8 **VET participation by sex, people aged 15–64 years, 2003 (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>
Male students	8.4	9.0	8.0	7.8	7.5	8.4	7.9	11.8	8.4
Female students	9.8	9.1	6.8	7.2	7.2	7.6	8.6	12.3	8.6
All students	9.1	9.1	7.4	7.6	7.4	8.0	8.2	12.0	8.5

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished).

Table 4A.9

Table 4A.9 **VET participation by region, 2003 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of students										
Capital city	'000	246.1	195.6	80.3	69.3	53.8	10.0	17.8	5.9	678.9
Other metropolitan	'000	51.7	11.4	23.8	–	–	–	–	–	87.3
Rural	'000	136.1	105.4	75.6	20.5	21.3	15.6	–	0.9	376.4
Remote	'000	3.3	2.3	12.2	13.3	2.4	0.3	..	9.6	43.4
Total	'000	443.1	317.4	193.9	103.4	78.8	26.0	19.1	17.5	1 199.2
Participation rate										
Capital city	%	5.9	5.6	4.8	4.9	5.5	5.0	5.5	6.4	5.5
Other metropolitan	%	6.1	7.0	4.5	–	–	–	–	–	5.7
Rural	%	8.7	9.0	5.9	6.1	4.1	5.8	–	5.1	7.3
Remote	%	5.9	17.6	5.8	7.6	8.7	10.5	..	10.6	7.6

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. Totals may not add up due to students whose regional location is not known.

(b) Capital city areas are defined as State and Territory capital city statistical divisions. Other metropolitan areas are defined as other statistical subdivisions that included urban centres of population of 100 000 or more. Remote areas are defined in terms of low population density and long distances to associated large population centres. Rural areas include the remainder of non-metropolitan statistical local areas. For WA, SA, Tasmania and the NT, the number of students from other metropolitan areas is too small to calculate meaningful rates. For the ACT, the number of students from other metropolitan and rural areas is too small to calculate meaningful rates. There are no remote areas in the ACT.

.. Not applicable. – Nil or rounded to zero.

Source: NCVER (unpublished).

Table 4A.10

Table 4A.10 **VET participation by Indigenous status, 2003 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students									
Reported as Indigenous	2.9	1.0	5.9	6.7	4.7	3.3	1.2	44.4	3.9
Adjusted for not reported	3.5	1.2	6.4	8.6	5.3	3.4	1.3	45.7	4.5
Reported as non-Indigenous	79.5	87.2	85.8	71.9	84.4	92.2	95.5	52.7	82.3
Indigenous status not reported	17.6	11.8	8.4	21.4	10.9	4.5	3.2	3.0	13.8
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of total population reported as Indigenous (b)									
	2.1	0.6	3.5	3.5	1.7	3.7	1.3	29.6	2.4
Participation rate (b) (c) (d)									
Indigenous people	9.1	11.2	8.6	10.2	14.1	4.8	5.8	13.3	9.8
All people	6.6	6.5	5.1	5.3	5.2	5.4	5.9	8.8	6.0

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

(b) Calculated from ABS estimated resident population 30 June 2003 (table A.1) and experimental projection of the indigenous population 30 June 2003 (table A.8).

(c) Indigenous participation rate is the number of students reported as being Indigenous as a percentage of the total Indigenous population.

(d) 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.

Source: NCVER (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0

Table 4A.11

Table 4A.11 **VET participation by disability status, 2003 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students									
Reported as having a disability	7.8	6.0	4.9	4.9	6.0	7.8	6.0	4.6	6.4
Adjusted for not reported	9.4	6.7	5.4	6.2	6.5	8.3	6.1	4.8	7.4
Reported as not having a disability	75.0	83.6	85.5	74.2	86.5	86.1	91.7	92.3	80.4
Disability status not reported	17.2	10.4	9.6	20.9	7.5	6.1	2.3	3.0	13.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. Totals may not sum to 100 per cent due to rounding.

(b) Disabilities include visual/sight/seeing, hearing, physical, intellectual, chronic illness and other disabilities.

Source: NCVET (unpublished).

Table 4A.12

Table 4A.12 **VET participation by language spoken at home, 2003 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of VET students									
Speaking a language other than English at home	17.0	14.0	4.0	9.0	9.0	3.0	8.0	31.0	13.0
Adjusted for not reported	20.0	15.0	4.0	11.0	11.0	3.0	9.0	32.0	14.0
Speaking English at home	67.0	76.0	93.0	72.0	81.0	93.0	82.0	65.0	76.0
Language spoken at home not reported	16.0	11.0	3.0	20.0	10.0	4.0	9.0	5.0	12.0
All students	100.0	101.0	100.0	101.0	100.0	100.0	99.0	101.0	101.0
Proportion of total population speaking a language other than English at home (b)									
Proportion of people	19.0	20.0	7.1	11.3	11.8	3.1	13.6	22.8	15.2

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation. Totals may not sum to 100 per cent due to rounding.

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

Source: NCVET (unpublished); ABS (unpublished) *Census of Population and Housing: Basic Community Profiles, Australia*, Cat. no. 2002.0 (table A.5).

Table 4A.13

Table 4A.13 Load pass rates by sex, 2003 (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>
Females	76.9	77.9	78.1	73.2	87.2	82.1	82.5	72.9	77.8
Males	76.4	75.4	76.0	72.6	86.2	78.4	76.7	70.5	76.3
All persons	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished).

Table 4A.14

Table 4A.14 **Load pass rates by region, 2003 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Capital city	76.5	76.0	74.1	72.9	85.1	80.8	79.4	74.9	76.4
Other metropolitan	76.7	77.8	79.2	na	na	na	na	na	77.5
Rural	76.8	78.1	79.5	73.0	90.7	80.0	na	75.9	78.5
Remote	79.7	85.4	82.5	72.6	93.1	76.7	..	67.9	76.5
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

(b) Capital city areas are defined as State and Territory capital city statistical divisions. Other metropolitan areas are defined as other statistical subdivisions that included urban centres of population of 100 000 or more. Remote areas are defined in terms of low population density and long distances to associated large population centres. Rural areas include the remainder of non-metropolitan statistical local areas.

(c) For WA, SA, Tasmania, the ACT and the NT, the number of students from other metropolitan areas is too small to calculate meaningful rates. For the ACT, the number of students from rural areas is too small to calculate meaningful rates. There are no remote areas in the ACT.

.. Not applicable. **na** not available.

Source: NCVET (unpublished).

Table 4A.15

Table 4A.15 Load pass rates by Indigenous status, 2003 (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>
Reported as Indigenous	61.0	61.0	69.6	56.8	74.3	75.0	63.3	60.7	63.7
Reported as non-Indigenous	77.1	77.0	77.6	74.1	87.3	80.0	79.8	78.9	77.7
Not reported	77.4	76.0	76.3	74.0	87.8	90.5	83.0	84.5	77.1
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished).

Table 4A.16

Table 4A.16 Load pass rates by disability status, 2003 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Reported as having a disability	69.9	65.9	67.1	64.2	81.4	69.0	72.6	70.3	68.9
Reported as not having a disability	77.3	77.1	77.6	73.6	87.0	81.0	80.1	71.6	77.7
Not reported	77.3	81.5	76.6	72.3	87.3	86.2	83.4	80.5	77.7
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

(b) Disabilities include visual/sight/seeing, hearing, physical, intellectual, chronic illness and other disabilities.

Source: NCVET (unpublished).

Table 4A.17

Table 4A.17 Load pass rates by language spoken at home, 2003 (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>
Language other than English	73.5	67.7	64.5	64.5	80.3	73.8	73.4	56.6	70.6
English	77.6	79.1	77.7	74.4	87.4	80.7	79.9	77.9	78.5
Not reported	77.3	75.6	74.7	71.3	85.5	75.0	86.5	81.7	76.3
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1

(a) Government recurrent funded VET students. Excludes students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET (unpublished).

Table 4A.18

Table 4A.18 Government real recurrent expenditure per adjusted annual hours of curriculum (2003 dollars) (dollars per hour) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust (d)</i>
1999	16.24	10.39	14.78	14.56	13.14	17.70	17.60	21.93	14.05
2000	15.02	10.45	15.34	14.09	13.38	16.74	14.96	22.67	13.70
2001	13.70	11.30	13.29	14.44	11.95	15.06	13.10	19.62	13.01
2002	13.92	11.45	14.13	14.68	14.25	14.37	14.05	23.18	13.48
2003	14.63	11.79	14.13	13.67	15.34	13.34	13.38	22.22	13.76

(a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for Vocational Education and Training Financial data. This data is prepared annually on an accrual basis and is audited. Supplementary information is also provided by ANTA. The following line items from the AVETMIS Standard have been excluded from expenditure data: fee-for-service revenue; ancillary trading revenue; other operating revenues; and revenue from specific purpose Australian Government funds (ANTA and other).

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: Australian Government funded expenditure on vocational education and training in schools; redundancy payments funded externally to vocational education and training budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Australian Government revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.

(b) Curriculum hours adjusted for invalid enrolment and recognition of prior learning. Data on nominal hours are based on ANTA Agreement Scope and Boundary and have been adjusted to improve the accuracy and comparability of the reported efficiency measures. Adjustments are made by ANTA based on formal advice provided by 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 any of their enrolments within the reporting year. The invalid enrolment rate is used to adjust the hours of reported delivery. Hours associated with enrolments that have recognition of prior learning as their reported outcome have been determined using the established formula of five hours plus 10% of nominal hours, to a maximum of ten hours. For modules of less than five hours, the full hours are used.

(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 \$2.8 million in 1999 (\$3.1 million real), \$2.6 million in 2000 (\$2.8 million real), \$2.6 million in 2001 (\$2.8 million real) and \$2.8 million (\$2.9 million real) in 2002 and \$3.4 million in 2003.

(d) Excludes ACT payroll tax estimate.

Source: ANTA 2004, *Annual National Report of the Australian Vocational Education and Training System 2003*, Brisbane.

Table 4A.19

Table 4A.19

Cost of capital, 2003

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Physical noncurrent assets (nominal value)										
Land	\$m	549.1	464.4	134.8	100.1	42.5	8.1	7.1	9.5	1 315.6
Buildings	\$m	1 801.5	1 273.1	744.7	436.6	374.1	119.7	109.2	102.9	4 961.8
Plant, equipment and motor vehicles	\$m	77.5	143.6	41.1	39.7	37.4	12.9	2.9	4.9	360.7
Other	\$m	4.0	16.0	12.1	10.0	0.8	1.8	–	3.9	49.0
Total	\$m	2 432.1	1 897.1	932.7	586.4	454.8	142.5	119.2	121.2	6 687.1
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	43.9	37.2	10.8	8.0	3.4	0.6	0.6	0.8	105.2
Buildings	\$m	144.1	101.8	59.6	34.9	29.9	9.6	8.7	8.2	396.9
Plant, equipment and motor vehicles	\$m	6.2	11.5	3.3	3.2	3.0	1.0	0.2	0.4	28.9
Other	\$m	0.3	1.3	1.0	0.8	0.1	0.1	–	0.3	3.9
Total	\$m	194.6	151.8	74.6	46.9	36.4	11.4	9.5	9.7	535.0
Adjusted AHC (b)	million hours	98.3	76.3	43.1	26.5	18.3	6.4	5.5	3.6	278.1
Course mix weight	index	0.981	0.986	1.031	1.039	1.014	1.040	1.025	0.980	1.000
Cost of capital per adjusted AHC (c)										
Land	\$	0.46	0.49	0.24	0.29	0.18	0.10	0.10	0.21	0.38
Buildings	\$	1.49	1.35	1.34	1.27	1.62	1.43	1.54	2.33	1.43
Plant, equipment and motor vehicles	\$	0.06	0.15	0.07	0.12	0.16	0.15	0.04	0.11	0.10
Other	\$	–	0.02	0.02	0.03	–	0.02	–	0.09	0.01
Total	\$	2.02	2.02	1.68	1.70	1.96	1.71	1.68	2.74	1.92

- (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) Curriculum hours adjusted for invalid enrolment and recognition of prior learning. Data on nominal hours are based on ANTA Agreement Scope and Boundary and have been adjusted to improve the accuracy and comparability of the reported efficiency measures. Adjustments are made by ANTA based on formal advice provided by NCVER auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in any of their enrolments within the reporting year. The invalid enrolment rate is used to adjust the hours of reported delivery. Hours associated with enrolments that have recognition of prior learning as their reported outcome have been determined using the established formula of five hours plus 10 per cent of nominal hours, to a maximum of ten hours. For modules of less than five hours, the full hours are used.
- (c) Expenditure per nominal hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings used to adjust hours of activity are based on revised planned activity hours, as reported in state/territory annual vocational education and training plans for 1999–2003. Actual audited activity data is not used in the course mix weight calculation because data for the current year is not available at the time of publication. 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.

Table 4A.19 **Cost of capital, 2003**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Source:</i>	ANTA (unpublished); NCVER (unpublished); NCVER 2004, <i>Australian Vocational Education and Training Statistics: Financial Information 2003</i> , Adelaide.									

Table 4A.20

**Table 4A.20 Total government costs per adjusted annual curriculum hour, 2003
(dollars 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</i>	<i>NT</i>	<i>Aust</i>
Recurrent expenditure	14.63	11.79	14.13	13.67	15.34	13.34	13.38	22.22	13.76
Cost of capital (8%)									
Land	0.46	0.49	0.24	0.29	0.18	0.10	0.10	0.21	0.38
Buildings	1.49	1.35	1.34	1.27	1.62	1.43	1.54	2.33	1.43
Plant, equipment and motor vehicles	0.06	0.15	0.07	0.12	0.16	0.15	0.04	0.11	0.10
Other	–	0.02	0.02	0.03	–	0.02	–	0.09	0.01
Total cost of capital	2.02	2.02	1.68	1.70	1.96	1.71	1.68	2.74	1.92
Total cost	16.65	13.81	15.81	15.37	17.30	15.05	15.06	24.96	15.69

- (a) 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 \$2.8 million in 1999 (\$3.1 million real), \$2.6 million in 2000 (\$2.8 million real), \$2.6 million in 2001 (\$2.8 million real) and \$2.8 million (\$2.9 million real) in 2002 and \$3.4 million in 2003.
- (b) 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.
- (c) Curriculum hours adjusted for invalid enrolment and recognition of prior learning. Data on nominal hours are based on ANTA Agreement Scope and Boundary and have been adjusted to improve the accuracy and comparability of the reported efficiency measures. Adjustments are made by ANTA based on formal advice provided by 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 any of their enrolments within the reporting year. The invalid enrolment rate is used to adjust the hours of reported delivery. Hours associated with enrolments that have recognition of prior learning as their reported outcome have been determined using the established formula of five hours plus 10 per cent of nominal hours, to a maximum of ten hours. For modules of less than five hours, the full hours are used.

– Nil or rounded to zero.

Source: derived from ANTA (unpublished); NCVET (unpublished); NCVET 2004, *Australian Vocational Education and Training Statistics: Financial Information 2003*, Adelaide; table 4A.19.

Table 4A.21

Table 4A.21 **TAFE graduates' main reason for undertaking a VET course, 2003**
(a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Sample size	no.	7 461	10 280	7 246	5 259	4 959	901	723	1 037	37 866
Vocational	%	72.5	77.6	76.5	70.6	82.8	78.1	72.7	69.7	74.7
Two standard errors	%	1.0	0.8	1.0	1.3	1.1	2.8	3.3	2.9	0.4
Nonvocational	%	27.5	22.4	23.5	29.4	17.2	21.9	27.3	30.3	25.3
Two standard errors	%	1.0	0.8	1.0	1.3	1.1	2.8	3.3	2.9	0.4

(a) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.

Source: NCVET (unpublished); NCVET 2003, *Australian Vocational Education and Training Statistics: Student Outcomes Survey 2003 At a glance*, Adelaide.

Table 4A.22

Table 4A.22 **Whether VET course helped TAFE graduates from defined equity groups achieve their main reason for doing the course, 2003 (a), (b)**

	<i>Helped achieve</i>	<i>Partly helped achieve</i>	<i>Did not help achieve</i>	<i>Do not know yet</i>	<i>Sample size</i>
	%	%	%	%	no.
Female graduates	61.4	16.9	9.1	12.5	23 017
Two standard errors	0.6	0.5	0.4	0.4	
Graduates from rural areas	66.4	13.9	8.8	10.9	14 786
Two standard errors	0.8	0.6	0.5	0.5	
Graduates from remote areas	74.2	10.0	5.9	10.0	1 949
Two standard errors	2.0	1.4	1.1	1.4	
Indigenous graduates	67.6	11.3	10.1	10.9	1 005
Two standard errors	3.0	2.0	1.9	2.0	
Graduates reporting a disability	50.6	17.2	14.2	18.0	2 784
Two standard errors	1.9	1.4	1.3	1.5	
Graduates speaking a language other than English at home	53.9	19.5	10.2	16.4	6 557
Two standard errors	1.2	1.0	0.7	0.9	
All graduates	62.5	15.3	9.2	13.1	40 060
Two standard errors	0.5	0.4	0.3	0.3	

(a) Percentages may not add to 100 as a result of rounding.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.

Source: NCVET (unpublished); NCVET 2003, *Australian Vocational Education and Training Statistics: Student Outcomes Survey 2003 At a glance*, Adelaide.

Table 4A.23

Table 4A.23 **Whether VET course helped TAFE graduates achieve their main reason for doing the course, 2003 (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (b)	Aust
Sample size	no.	7 886	10 839	7 733	5 608	5 223	932	754	1 085	40 060
Helped achieve main reason	%	60.4	63.3	63.5	62.2	65.4	65.9	67.1	74.0	62.5
Two standard errors	%	1.1	0.9	1.1	1.3	1.3	3.1	3.4	2.7	0.5
Partly helped achieve main reason	%	16.2	15.3	15.5	14.7	13.1	11.5	12.9	8.4	15.3
Two standard errors	%	0.8	0.7	0.8	0.9	0.9	2.1	2.4	1.7	0.4
Did not help achieve main reason	%	9.4	8.4	10.3	8.9	8.4	10.4	5.8	7.4	9.2
Two standard errors	%	0.7	0.5	0.7	0.8	0.8	2.0	1.7	1.6	0.3
Did not know yet	%	14.0	12.9	10.7	14.2	13.1	12.2	14.2	10.1	13.1
Two standard errors	%	0.8	0.6	0.7	0.9	0.9	2.1	2.5	1.8	0.3

(a) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.

(b) The relative standard errors associated with the estimates for 'partly helped achieve main reason', 'did not help achieve main reason' and 'do not know yet' are between 25 per cent and 50 per cent. These estimates need to be used with caution.

Source: NCVET (unpublished); NCVET 2003, *Australian Vocational Education and Training Statistics: Student Outcomes Survey 2003 At a glance*, Adelaide.

Table 4A.24 **Labour force status after the course of TAFE graduates who were unemployed prior to the course and took the course for vocational reasons, 2003 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT(d)</i>	<i>NT (d), (e)</i>	<i>Aust</i>
Employed	40.5	47.5	48.5	44.0	55.1	49.4	52.2	44.4	44.8
Two standard errors	1.5	1.4	1.5	2.0	2.1	4.5	6.4	6.2	0.7
Unemployed	43.5	40.1	37.6	39.3	32.9	37.3	29.3	32.8	40.4
Two standard errors	1.6	1.4	1.4	2.0	2.0	4.3	5.8	5.8	0.7
Not in the labour force	12.8	9.7	10.0	15.1	10.1	12.7	17.8	22.0	11.9
Two standard errors	1.0	0.8	0.9	1.4	1.3	3.0	4.9	5.1	0.5

(a) At 31 May.

(b) 'Not employed' represented the balance of responses in each jurisdiction.

(c) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.

(d) The estimates for graduates not in the labour force for the ACT and for graduates unemployed for the NT have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.

(e) Data for graduates not in the labour force for the NT are not published due to the high standard errors associated with the estimates.

na Not available.

Source: NCVET (unpublished); NCVET 2003, *Australian Vocational Education and Training Statistics: Student Outcomes Survey 2003 At a glance*, Adelaide.

Table 4A.25 **Labour force status after the course of TAFE graduates who were employed prior to the course and took the course for vocational reasons, 2003 (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i> (d) (e)	<i>Aust</i>
Employed	88.3	89.8	87.4	87.9	91.6	89.2	90.6	89.0	88.7
Two standard errors	0.4	0.3	0.5	0.5	0.4	1.3	1.2	1.1	0.2
Unemployed	5.8	5.9	6.8	5.8	4.8	5.5	5.1	5.0	5.9
Two standard errors	0.3	0.3	0.4	0.4	0.3	0.9	0.9	0.7	0.1
Not in the labour force	4.9	3.6	4.7	5.7	3.0	4.4	3.7	4.7	4.5
Two standard errors	0.3	0.2	0.3	0.4	0.3	0.8	0.8	0.7	0.1

(a) At 31 May.

(b) 'Not employed' represented the balance of responses in each jurisdiction.

(c) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.

(d) The estimate for graduates not in the labour force in the NT has a relative standard error between 25 per cent and 50 per cent and should be used with caution.

(e) The estimate for graduates unemployed in the NT has a relative standard error greater than 50 per cent and is considered too unreliable for general use.

na Not available.

Source: NCVER (unpublished); NCVER 2003, *Australian Vocational Education and Training Statistics: Student Outcomes Survey 2003 At a glance*, Adelaide.

Table 4A.26

Table 4A.26 Employed TAFE graduates who undertook their course for vocational reasons, relevance of course to main job, 2003 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (b)	<i>ACT</i> (b)	<i>NT</i> (b), (c)	<i>Aust</i>
Highly relevant	53.6	53.9	56.1	49.4	56.1	60.1	59.9	51.9	54.0
Two standard errors	1.5	1.3	1.5	1.9	1.7	4.2	4.6	4.1	0.7
Some relevance	25.7	25.6	22.9	26.2	27.5	21.5	18.9	31.4	25.3
Two standard errors	1.4	1.1	1.3	1.6	1.5	3.5	3.7	3.8	0.6
Very little relevance	7.7	7.6	8.2	7.9	6.3	6.1	6.4	6.2	7.6
Two standard errors	0.8	0.7	0.8	1.0	0.8	2.0	2.3	2.0	0.4
Not relevant at all	13.0	12.9	12.8	16.5	10.1	12.3	14.8	10.5	13.1
Two standard errors	1.0	0.8	1.0	1.4	1.0	2.8	3.4	2.5	0.4

(a) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.

Source: NCVET (unpublished); NCVET 2003, *Australian Vocational Education and Training Statistics: Student Outcomes Survey 2003 At a glance*, Adelaide.

Table 4A.27

Table 4A.27 TAFE graduates who undertook their course for vocational reasons, vocational benefits of course, 2003 (per cent) (a) (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust</i>
Obtained a job	28.3	26.8	34.0	32.0	29.7	32.8	33.2	19.6	29.4
Two standard errors	1.4	1.1	1.5	1.8	1.6	4.0	4.5	3.3	0.6
An increase in earnings	27.1	27.2	29.6	26.6	27.3	30.6	33.3	23.6	27.6
Two standard errors	1.4	1.1	1.4	1.7	1.5	4.0	4.5	3.5	0.6
A promotion (or increased status at work)	21.5	23.6	20.2	23.8	22.2	21.0	20.2	26.4	22.1
Two standard errors	1.3	1.1	1.3	1.6	1.4	3.5	3.8	3.6	0.6
Change of job or new job	17.7	16.8	19.7	18.1	18.0	18.4	26.1	17.6	18.0
Two standard errors	1.2	0.9	1.2	1.5	1.3	3.3	4.2	3.1	0.5
Ability to start own business	4.9	4.6	3.9	3.8	3.3	2.6	6.0	3.4	4.4
Two standard errors	0.7	0.5	0.6	0.7	0.6	1.4	2.3	1.5	0.3
At least one benefit	71.3	68.5	73.9	71.2	72.1	74.1	73.4	64.6	71.1
Two standard errors	1.4	1.2	1.4	1.7	1.5	3.8	4.2	3.9	0.6

(a) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.

(b) The estimate for graduates who cited 'a change of job or a new job' as a benefit of the course has a relative standard error between 25 per cent and 50 per cent and should be used with caution.

Source: NCVET (unpublished).