

4A Vocational education and training attachment

Definitions for the indicators and descriptors in this attachment are in section 4.7. 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 Commonwealth, State and Territory governments.

The data contained in this attachment may be subject to revision. The web page version of the Report contains the most up-to-date data where changes have occurred. This attachment can be found at www.pc.gov.au/service/gsp/2001/Attach4A.pdf. Users without Internet access can contact the Secretariat to obtain up-to-date versions of these tables (details inside the front cover of the Report).

4A.1 Information on sample data

The results reported in tables 4.A14 to 4.A.26 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, it is necessary to be cautious when using survey results (see section A.12, appendix A, for further details).

Tables 4A.14 to 4A.26 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 **Size and scope of publicly funded VET, 1999**

	<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>
Training provider locations ^a	no.	762	1775	950	349	345	138	66	373	4 757
Students	'000	535	476	307	126	134	32	19	19	1 647
Annual hours	million	112.1	91.1	56.6	30.4	24.7	6.9	5.4	4.0	331.1
Hours delivered per training provider location	'000	147.1	51.3	59.6	87.1	71.5	50.2	81.3	10.6	69.6
Students per training provider location	no.	701.4	268.3	323.2	361.0	388.4	231.9	287.9	50.9	346.2
Proportion of students studying in rural areas	%	27.8	30.2	33.5	20.0	24.2	57.2	1.3	4.9	28.7
Proportion of students studying in remote areas	%	0.8	0.5	5.9	14.8	2.9	1.1	..	51.3	3.5

^a Training provider numbers include 320 (Queensland) and 156 (SA) providers of VET in schools.

.. Not applicable.

Source: NCVER 2000, *Australian Vocational Education and Training Statistics 1999: At a Glance*, Adelaide.

Table 4A.2 **Government recurrent expenditure per person aged 15–64 years (1999 dollars)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^a</i>	<i>NT</i>	<i>Aust</i>
1998	297	227	230	252	242	248	362	472	260
1999	287	216	225	258	246	251	319	445	253

^a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT tax rate has been included in the expenditure reported (\$14.35 for 1998 and \$12.65 for 1999). The payroll tax estimate has increased recurrent government VET expenditure per person in the ACT to \$362 in 1998 and to \$361 in 1999).

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.3 **Net assets of public VET providers per person aged 15–64 years (1999 dollars)**

	<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>
1998	505	422	359	369	371	464	570	1041	444
1999	482	447	357	382	418	463	504	1043	445

Sources: NCVET 2000, *Australian Vocational Education and Training Statistics 1999: Financial Data*, Adelaide; ABS (1999), cat.no.3201.0.

Table 4A.4 **Government funding to private and adult community providers of VET, 1999^a**

	<i>Unit</i>	<i>NSW^b</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 government funding	\$m	55.5	78.3	53	23.6	25.3	3.4	5.3	7.2	251.6
As a proportion of total										
State expenditure	%	4.0	8.2	8.8	6.1	8.6	3.6	6.4	10.4	6.4
Real increase between										
1998 and 1999 ^b	%	1.3	31.5	-18.6	74.6	50.0	33.8	15.9	96.8	14.0

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

^b Adjusted for inflation using the Australian Bureau of Statistics' gross domestic product deflator.

Sources: NCVET 2000, *Australian Vocational Education and Training Statistics 1999: Financial Data*, Adelaide; ABS (1999) cat. no. 5206.0.

Table 4A.5 Allocation of government funds for VET, 1999

	<i>Unit</i>	<i>NSW^d</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Open competitive tendering ^a	\$m	35.61	42.7	31.5	19.1	8.0	1.2	2.9	1.3
Limited competitive tendering	\$m	–	–	–	–	–	–	–	–
User choice	\$m	187.67	89.3	51.7	34.1	37.5	11.3	5.5	3.4
Open competitive tendering ^a	%	3.6	6.8	6.2	6.7	4.0	1.7	4.6	2.3
Limited competitive tendering	%	–	–	–	–	–	–	–	–
User choice	%	18.8	14.3	10.2	12.0	18.0	15.7	8.7	5.8
Recurrent government funding ^c	\$m	999.9	623.9	506.0	283.7	204.2	72.1	63.4	58.7

^a The tendering process is open to both public and private providers.

^b The tendering process is restricted to community groups to deliver Adult Community Education VET programs.

^c Recurrent funding was sourced from note 7 of the NCVET Financial Report. (It includes State recurrent funding and Commonwealth general purpose recurrent funding).

^d NSW User Choice data for 1999 have increased since 1998 because the estimated cost of apprenticeships in TAFE is included for 1999.

– Nil or rounded to zero.

Source: States and Territories (unpublished).

Table 4A.6 **Participation in VET, by age and sex, 1999**

<i>Age cohort</i>	<i>VET clients</i>			<i>Participation</i>		
	<i>Male</i>	<i>Female</i>	<i>Persons</i>	<i>Male</i>	<i>Female</i>	<i>Persons</i>
<i>Unit</i>	<i>no.</i>	<i>no.</i>	<i>no.</i>	<i>%</i>	<i>%</i>	<i>%</i>
15–19 years	193 700	148 700	342 900	28.0	22.6	25.4
20–24 years	144 100	112 500	257 200	20.7	16.9	18.9
25–29 years	100 700	91 800	193 100	13.6	12.5	13.1
30–39 years	162 200	166 600	329 700	11.1	11.4	11.3
40–49 years	117 200	146 800	264 800	8.4	10.5	9.5
50–59 years	58 400	68 600	127 300	5.2	6.3	5.8
60–64 years	11 200	11 800	23 100	2.9	3.0	3.0
65+ years	11 600	13 000	24 600	1.1	1.0	1.0

Sources: NCVET 2000, *Australian Vocational Education and Training Statistics 1999: In Detail*, Adelaide; ABS (unpublished) cat. no. 3201.0.

Table 4A.7 **Participation in VET by people aged 15–64 years, 1999 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Male students	10.6	14.4	11.6	9.6	11.3	9.7	8.3	12.5	11.6
Female students	11.4	12.6	10.7	8.8	11.2	9.0	7.7	12.8	11.2
All students	11.0	13.5	11.2	9.2	11.4	9.4	8.0	12.7	11.4

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.8 Load pass rate by target groups, 1999 (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	71.6	72.2	75.2	73.6	84.8	82.0	77.8	71.1	73.9
Female	72.2	75.4	75.8	72.9	86.8	84.8	81.9	67.9	75.1
All	71.9	73.6	75.5	73.3	85.7	83.4	79.8	69.5	74.5
Target groups									
Students who reported being Indigenous	55.1	57.6	58.4	54.4	69.8	71.6	65.8	63.5	58.3
Students who reported having a disability	66.7	67.3	66.9	66.2	80.7	71.0	74.5	64.3	67.7
Students who reported being from a non-English speaking background	69.9	68.1	59.9	62.3	80.1	96.6	73.9	59.6	69.0
Rural area students	72.2	77.4	78.0	73.9	90.0	82.7	na	74.0	76.8
Remote area students	67.8	78.9	76.0	67.2	85.2	82.9	na	67.9	71.8

^a Comparisons should be made with care across jurisdictions because average module durations and competencies achieved by students vary across jurisdictions.

na Numbers too small to calculate a meaningful rate.

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.9 **Participation in VET by people from a non-English speaking background, by country of birth, 1999 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students who reported as being born in a non-English speaking country	16.2	13.0	7.9	7.0	9.2	3.5	14.2	7.2	12.1
People who were born in a non-English speaking country as a proportion of the population	15.8	17.1	7.3	11.8	10.6	3.9	13.8	8.1	13.3
Students who did not indicate the country in which they were born	13.3	21.6	11.7	49.8	23.6	8.3	11.0	9.7	18.9

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.10 **Participation in VET, by people with a disability, aged 15-64 years, 1999 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students who reported having a disability	4.8	3.5	3.4	2.6	3.5	3.7	4.8	2.7	3.8
People with a disability, as a proportion of total population	19.3	18.0	19.9	19.5	22.4	22.3	17.2	13.3	19.3
Students not reported	15.3	6.7	17.5	42.1	27.8	15.7	8.0	10.7	16.1
Persons (aged 15-64 years) with a disability as a % of total aged 15-64 ^a	14.3	13.1	15.1	14.3	17.3	17.1	12.0	10.4	19.3

^a Includes specific restrictions: core activity (communication, mobility and self care) restrictions as well as schooling or employment restrictions.

Sources: NCVER 2000, *Australian Vocational Education and Training Statistics 1999: In Detail*, Adelaide; ABS (1998) cat. no. 4430.0.

Table 4A.11 **Participation in VET, as a proportion of the population, by region, 1999 (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>
Capital city	7.1	8.2	7.2	5.7	7.2	5.7	4.7	7.9	7.2
Other metropolitan areas	7.6	10.1	6.8	na	na	na	na	na	7.6
Rural areas	9.9	13.6	7.8	7.9	8.1	6.5	na	12.2	9.8
Remote areas	10.1	31.9	10.3	10.4	11.0	6.4	na	10.4	10.8

^a Interpretation of rural and remote participation rates should consider the absolute number of students from these regional areas (table 4A.1 and appendix A).

na Numbers too small to calculate a meaningful rate.

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.12 **Participation in VET by Indigenous people, 1999 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students who reported being Indigenous	2.8	0.8	4.2	6.4	2.6	2.7	1.3	37.8	3.1
Indigenous people as a proportion of the population	1.7	0.5	2.9	3.0	1.4	3.0	1.0	24.4	2.0
Non-response rates ^a	14.5	19.9	8.9	38.9	22.7	12.8	1.1	5.6	17.3

^a Students who did not indicate if they were Indigenous.

Source: NCVER 2000, *Australian Vocational Education and Training Statistics 1999: In Detail*, Adelaide.

Table 4A.13 **Employers interviewed, 1999 (number)**

	<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>
Interviews achieved	696	557	484	451	443	441	214	272	3 558

Source: NCVET 1999, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.14 **Mean overall satisfaction with VET providers, by employer size, 1999 (1 — very dissatisfied; 10 — very satisfied)**^{a, b}

<i>Employer size</i>	<i>Unit</i>	<i>Score</i>	<i>Two standard errors</i>
Sample size	no.	3 558	
Small (1-19 employees)	%	7.2	0.01
Medium (20-99 employees)	%	7.0	0.02
Large (100 or more employees)	%	6.8	0.03

^a Sample size = 3 558 employers. Rankings: 1 = very dissatisfied; 10 = very satisfied.

^b Relative standard errors corresponding to a 95 per cent confidence level.

Source: NCVER 1999, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.15 Overall employer satisfaction with 1998 VET providers, 1999 ^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.	696	557	484	451	443	441	214	272	3 558
Population size	no.	39 127	27 500	22 844	11 659	9 624	3 231	2 062	1 242	117 289
<i>Overall results</i>										
Percentage of employers responding with a ranking of 6 or higher										
	%	87	77	82	82	87	74	86	85	83
Mean score	no.	7.3	7.1	7.1	7.0	7.3	6.7	7.0	7.0	7.2
<i>Two standard errors</i>										
Percentage of employers responding with a ranking of 6 or higher										
	%	2.5	3.5	3.4	3.5	3.1	3.9	4.4	3.8	1.2
Mean score	no.	0.01	0.02	0.02	0.03	0.03	0.07	0.07	0.10	0.01

^a Rankings: 1 = very dissatisfied; 10 = very satisfied.

Source: NCVET 1999, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.16 Mean overall employer satisfaction score with 1998 VET providers, by industry, 1999

Industry	Unit	Score	Two standard errors
Sample size	no.	3558	
Communication services	%	9.3	0.06
Mining	%	7.6	0.14
Agriculture	%	7.5	0.05
Retail trade	%	7.3	0.02
Personal, other services	%	7.3	0.03
Education	%	7.3	0.08
Transport, storage	%	7.2	0.04
Wholesale trade	%	7.2	0.05
Construction	%	7.2	0.03
Accommodation, cafes, restaurants	%	7.1	0.03
Property, business services	%	7.1	0.03
Culture, recreation services	%	7.1	0.06
Finance, insurance	%	7.0	0.06
Health, community services	%	6.9	0.03
Manufacturing	%	6.8	0.03
Government administration, defence	%	6.8	0.06
Electricity, gas, water	%	6.4	0.17

Source: NCVET 1999, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.17 **Employer satisfaction with the relevance of VET course content, 1999^{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>
Descriptions of the level of relevance of course content										
Sample size	no.	518	422	369	283	314	295	135	168	2 504
Population size	no.	27 966	19 383	16 306	8 448	6 912	2 302	1 471	883	83 672
<i>Overall results</i>										
Not relevant to industry's current need	%	8	6	6	9	7	7	10 ^c	10	7
Mostly current and useable by the industry	%	48	28	45	31	29	38	40	32	39
Directly relevant to the needs of the industry	%	34	46	34	44	49	48	36	48	40
At the leading edge of industry needs	%	9	16	10	10	7	6	9 ^c	9 ^c	11
Cannot say	%	1 ^c	3 ^c	5	5 ^c	7	2 ^c	5 ^c	2 ^c	3
<i>Two standard errors</i>										
Not relevant to industry's current need	%	2.4	2.3	2.4	3.3	2.8	2.8	4.9	4.2	1.0
Mostly current and useable by the industry	%	4.3	4.3	5.1	5.4	5.0	5.3	8.0	6.5	1.9
Directly relevant to the needs of the industry	%	4.1	4.8	4.9	5.8	5.5	5.4	7.9	6.9	1.9
At the leading edge of industry needs	%	2.5	3.5	3.1	3.5	2.8	2.6	4.7	4.0	1.2
Cannot say	%	0.9	1.6	2.2	2.5	2.8	1.5	3.6	1.9	0.7

a This question was asked only of employers with recent VET graduates employed during training.

Table 4A.17 Employer satisfaction with the relevance of VET course content, 1999^{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>
-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

b Totals for each jurisdiction may not add to 100 per cent as a result of rounding.

c The relative standard errors associated with this estimate are greater than 25 per cent. This estimate is not considered reliable for most practical purposes.

Source: NCVER 1999e, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.18 **Employer satisfaction with the flexibility of VET course delivery, 1999^{a, b, c}**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Flexibility in times, venues, duration and distance education</i>										
Sample size	no.	518	422	369	283	314	295	135	168	2 504
Population size	no.	27 966	19 383	16 306	8 448	6 912	2 302	1 471	883	83 672
<i>Overall results</i>										
Flexible course delivery										
The institutions try to meet individual and industry needs										
	%	43	44	43	41	40	43	44	43	43
Delivery is custom designed to suit industry and individual needs										
	%	13	19	28	20	32	17	17	22	20
Total	%	56	63	71	61	72	60	61	65	63
Limited or no flexibility in course delivery										
No flexibility	%	7	12	4 ^c	5 ^c	6	9	3 ^c	11	8
Limited choice	%	31	21	23	29	20	28	26	15	26
Total	%	38	33	27	34	26	37	29	26	34
<i>Two standard errors</i>										
Flexible course delivery										
The institutions try to meet individual and industry needs										
	%	4.4	4.8	5.2	5.8	5.5	5.8	8.5	7.6	2.0
Delivery is custom designed to suit industry and individual needs										
	%	3.0	3.8	4.7	4.8	5.3	4.4	6.5	6.4	1.6
Total	%	4.4	4.7	4.7	5.8	5.1	5.7	8.4	7.4	1.9

Table 4A.18 **Employer satisfaction with the flexibility of VET course delivery, 1999^{a, b, c}**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Limited or no flexibility in course delivery										
No flexibility	%	2.2	3.2	2.0	2.6	2.7	3.3	2.9	4.8	1.1
Limited choice	%	4.0	4.0	4.4	5.4	4.5	5.2	7.6	5.5	1.8
Total	%	4.3	4.6	4.6	5.6	5.0	5.6	7.8	6.8	1.9

^a This question was asked only of employers with recent VET graduates employed during training.

^b 'Cannot say' represented the balance of responses in each jurisdiction.

^c The relative standard errors associated with this estimate are greater than 25 per cent. This estimate is not considered reliable for most practical purposes.

Source: NCVER 1999e, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.19 **Employers' views on the relevance of VET training, by attitude statement, 1999 (per cent in agreement)**

<i>Attitude statement</i>	<i>Employers of recent graduates</i>	<i>Employers with no VET graduates</i>
<i>Overall results</i>		
The VET system is providing graduates with appropriate skills.	69	41
There should be more work experience or work placements as part of VET.	85	86
The VET system needs to provide more practical skills.	77	79
On-the-job skills are more useful than skills obtained through formal education.	66	74
<i>Two standard errors</i>		
The VET system is providing graduates with appropriate skills.	0.7	0.9
There should be more work experience or work placements as part of VET.	0.7	0.9
The VET system needs to provide more practical skills.	0.7	0.9
On-the-job skills are more useful than skills obtained through formal education.	0.7	0.9

Source: NCVER 1999e, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.20 **Reasons for not employing VET graduates, 1999^a**

<i>Reason</i>	<i>Unit</i>	
Sample size	no.	2 495
<i>Overall results</i>		
These qualifications are not relevant to our industry	%	48
All our training requirements are done in-house	%	27
Fully qualified people are not required; staff attend only modules relevant to our operations	%	15
We have staff currently studying for such qualifications.	%	12
We are not aware of any training available to suit our needs	%	4
We are not happy with the quality of VET qualifications	%	2
Other	%	10
Do not know	%	4
<i>Two standard errors</i>		
These qualifications are not relevant to our industry	%	0.9
All our training requirements are done in-house	%	0.9
Fully qualified people are not required;staff attend only modules relevant to our operations	%	0.9
We have staff currently studying for such qualifications	%	0.9
We are not aware of any training available to suit our needs	%	0.9
We are not happy with the quality of VET qualifications	%	0.9
Other	%	0.9
Do not know	%	0.9

^a More than one reason could be given.

Source: NCVET 1999e, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: At a Glance*, Adelaide.

Table 4A.21 **TAFE graduates main reason for undertaking a VET course, 1998^{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>
Sample size	no.	29 472	12 457	7 748	6 016	4 673	1 343	1 176	313	63 198
<i>Main reason for doing course</i>										
Vocational	%	78	80	81	74	86	85	79	78	79
Non-vocational	%	22	19	18	26	13	14	21	21	20
<i>Two standard errors</i>										
Vocational	%	0.5	0.7	0.9	1.1	1.0	1.9	2.4	4.7	0.3
Non-vocational	%	0.5	0.7	0.9	1.1	1.0	1.9	2.4	4.6	0.3

^a Includes 'to get into another course of study', which could ultimately be vocational.

^b 'Not stated/refused' represented the balance of responses in each jurisdiction.

Source: NCVET 1999d, *Australian Vocational Education and Training Statistics 1999 Student Outcomes Survey: In Summary*, Adelaide.

Table 4A.22 Whether VET course helped graduates achieve their main aim for doing course, 1999^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.	29 472	12 457	7 748	6 016	4 673	1 343	1 176	313	63 198
Course helped to achieve main reason	%	62.1	64.6	62.4	66.5	66.8	57.6	64.5	69.6	63.4
Course partly helped to achieve main reason	%	16.6	15.4	16.4	14.9	14.6	15.6	16.3	15.7	16.0
Course did not help to achieve main reason	%	8.0	6.9	9.9	7.3	8.2	12.4	7.2	4.2 ^b	8.0
Do not know yet	%	12.5	12.1	10.3	10.4	9.2	13.2	10.9	9.3	11.7
<i>Two standard errors</i>										
Course helped to achieve main reason	%	0.6	0.9	1.1	1.2	1.4	2.7	2.8	5.2	0.4
Course partly helped to achieve main reason	%	0.4	0.6	0.8	0.9	1.0	2.0	2.2	4.1	0.3
Course did not help to achieve main reason	%	0.3	0.5	0.7	0.7	0.8	1.8	1.5	2.3	0.2
Do not know yet	%	0.4	0.6	0.7	0.8	0.8	1.8	1.8	3.3	0.3

^a 'Not stated/refused' represented the balance of responses in each jurisdiction.

^b The relative standard errors associated with this estimate are greater than 25 per cent. This estimate is not considered reliable for most practical purposes.

Source: NCVER 1999d, *Australian Vocational Education and Training Statistics 1999 Student Outcomes Survey: In Summary*, Adelaide.

Table 4A.23 **Whether VET course helped TAFE institute graduates achieve their main aim for the course, by reason and special needs groups, 1999 (per cent)^a**

	<i>All graduates</i>	<i>Indigenous graduates</i>	<i>Graduates from NESB backgrounds</i>
<i>Main reason for doing course</i>			
To get a job (or own business)	67.8	64.5	64.8
To try for a different career	68.3	72.8	65.2
To get a better job or promotion	72.8	81.2	69.3
To fulfil requirement of the job	94.6	90.4	94.2
To get extra skills for the job	93.9	91.6	91.9
To get into another course	88.8	86.5	89.0
Interest or personal development	92.0	91.3	90.0
Other	76.8	63.4	77.1
<i>Two standard errors</i>			
To get a job (or own business)	0.4	2.9	0.7
To try for a different career	0.4	2.7	0.7
To get a better job or promotion	0.4	2.3	0.7
To fulfil requirement of the job	0.2	1.8	0.3
To get extra skills for the job	0.2	1.7	0.4
To get into another course	0.3	2.1	0.4
Interest or personal development	0.2	1.7	0.4
Other	0.3	2.9	0.6

^a Includes respondents who indicated that their VET course helped or partly helped them achieve their main reason for doing the course.

Source: NCVET 1999d, *Australian Vocational Education and Training Statistics 1999 Student Outcomes Survey: In Summary*, Adelaide.

Table 4A.24 **Labour force status of 1998 TAFE institute graduates, 1999^{a, b, c}**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Sample size	no.	29 472	12 457	7 748	6 016	4 673	1 343	1 176	313	63 198
<i>Main reason for doing course</i>										
Employed	%	70.8	75.0	73.3	71.0	80.6	71.0	73.6	76.7	72.8
Full time	%	43.0	42.3	38.4	36.8	49.1	40.4	42.4	44.7	42.1
Part time	%	15.8	18.9	22.1	21.3	18.0	19.1	18.8	20.1	18.0
Unemployed	%	13.9	12.1	13.6	12.1	9.9	15.5	13.6	10.5	13.0
Not in labour force	%	14.7	12.0	12.4	16.4	8.8	12.2	12.6	11.5	13.5
<i>Two standard errors</i>										
Employed	%	0.5	0.8	1.0	1.2	1.2	2.5	2.6	4.8	0.4
Full time	%	0.6	0.9	1.1	1.2	1.5	2.7	2.9	5.6	0.4
Part time	%	0.4	0.7	0.9	1.1	1.1	2.1	2.3	4.5	0.3
Unemployed	%	0.4	0.6	0.8	0.8	0.9	2.0	2.0	3.5	0.3
Not in labour force	%	0.4	0.6	0.7	1.0	0.8	1.8	1.9	3.6	0.3

a At 28 May.

b 'Not stated/refused' represented the balance of responses in each jurisdiction.

c The proportion of TAFE institute graduates employed does not equal the sum of those employed full time and part time because some graduates reported that they were employed but not whether their work was full time or part time.

Source: NCVET 1999d, *Australian Vocational Education and Training Statistics 1999 Student Outcomes Survey: In Summary*, Adelaide.

Table 4A.25 **Employed 1998 TAFE institute graduates, by relevance of course, 1999 (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>
<i>Relevance of course</i>									
Highly relevant	49.0	52.8	50.3	55.0	53.1	52.9	56.0	55.3	51.1
Some relevance	24.1	22.4	23.4	17.6	22.5	23.8	20.1	24.1	22.9
Total	73.2	75.2	73.7	72.6	75.5	76.8	76.0	79.4	74.0
<i>Two standard errors</i>									
Highly relevant	0.6	0.9	1.1	1.3	1.5	2.7	2.9	5.6	0.4
Some relevance	0.5	0.7	1.0	1.0	1.2	2.3	2.3	4.8	0.3
Total	0.5	0.8	1.0	1.2	1.3	2.3	2.5	4.6	0.3

^a Totals may not add as a result of rounding.

Source: NCVET 1999, *Australian Vocational Education and Training Statistics 1999 Student Outcomes Survey: In Summary*, Adelaide.

Table 4A.26 **Employed 1998 TAFE institute graduates who undertook their course for vocational reasons, by benefits of course, 1999**

	<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>
Sample size	no.	29 472	12 457	7 748	6 016	4 673	1 343	1 176	313	63 198
<i>Main reason for doing course</i>										
An increase in earnings	%	26.0	26.3	22.3	27.9	24.2	28.4	27.0	29.1	25.7
A promotion (or increased status at work)	%	17.9	17.2	15.6	15.8	20.9	20.3	20.6	23.1	17.7
Obtained a job	%	24.0	27.0	28.3	34.7	25.1	25.2	28.3	23.1	26.3
Change of job or new job	%	18.0	16.6	19.5	15.8	16.9	15.3	20.6	22.1	na
Benefited in some way ^a	%	65.9	66.8	64.5	68.5	66.6	66.5	68.6	71.4	66.3
<i>Two standard errors</i>										
An increase in earnings	%	0.5	0.8	0.9	1.2	1.3	2.5	2.6	5.1	0.3
A promotion (or increased status at work)	%	0.4	0.7	0.8	0.9	1.2	2.2	2.4	4.8	0.3
Obtained a job		0.5	0.8	1.0	1.2	1.3	2.4	2.6	4.8	0.4
Change of job or new job	%	0.4	0.7	0.9	0.9	1.1	2.0	2.4	4.7	0.0
Benefited in some way ^a	%	0.6	0.8	1.1	1.2	1.4	2.6	2.7	5.1	0.4

^a 'Benefit in some way' may not equal the sum of the benefits, because graduates could report more than one type of benefit.

na Not available

Source: NCVET 1999, *Australian Vocational Education and Training Statistics 1999 Student Outcomes Survey: In Summary*, Adelaide.

Table 4A.27 **Sample sizes and response rates for Student Outcomes Survey, 1999**

	<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>
All graduates	no.	29 472	12 457	7 748	6 016	4 673	1 343	1 176	313	63 198
Indigenous graduates	no.	na	na	na	na	na	na	na	na	1 110
Graduates from non-English speaking background	no.	na	na	na	na	na	na	na	na	19 507
Response rate for all graduates	%	57.0	53.8	54.4	55.0	56.9	59.4	57.2	42.1	55.8

na Not available.

Sources: NCVET 1999d, *Australian Vocational Education and Training Statistics 1999 Student Outcomes Survey: In Summary*, Adelaide; AC Nielsen 1999, (unpublished).

Table 4A.28 Government recurrent expenditure per adjusted annual hours of curriculum, 1999 (1999 dollars)^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</i>
1998	15.29	10.40	12.28	13.39	13.58	16.59	17.59	27.72	13.19
1999	14.54	9.30	13.36	13.03	11.76	15.85	15.37	19.63	12.60

^a The deflator used is the gross non-farm product deflator.

^b The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure per adjusted annual curriculum hour in the ACT by \$0.48 in 1998 and by \$0.25 in 1999.

Sources: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane; NCVET 2000b, *Australian Vocational Education and Training Statistics 1999: Financial Data*, Adelaide.

Table 4A.29 **Cost of capital, 1999**

	<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>
Physical non-current assets										
Land	\$m	315	255	121	69	37	11	7	18	834
Other	\$m	1 720	1 056	744	378	391	132	106	124	4 651
Total	\$m	2 035	1 311	865	447	428	143	113	142	5 485
Capital charge	%	8	8	8	8	8	8	8	8	8
Cost of capital										
Land	\$m	25.20	20.40	9.68	5.52	2.96	0.88	0.56	1.44	66.72
Other	\$m	137.6	84.48	59.52	30.24	31.28	10.56	8.48	9.92	372.08
Total	\$m	162.8	104.88	69.20	35.76	34.24	11.44	9.04	11.36	438.80
Adjusted AHC	('000)	86.25	72.40	40.19	23.99	20.46	4.70	4.56	3.07	255.60
Cost of capital per adjusted AHC										
Land	\$	0.29	0.28	0.24	0.23	0.14	0.19	0.12	0.47	0.26
Other	\$	1.60	1.17	1.48	1.26	1.53	2.25	1.86	3.23	1.46
Total	\$	1.89	1.45	1.72	1.49	1.67	2.43	1.98	3.70	1.72
Cost of capital per module load completion										
Land	\$	0.48	0.42	0.38	0.40	0.20	0.34	0.01	0.56	0.41
Other	\$	2.67	1.78	2.27	2.00	2.04	3.70	2.65	5.65	2.28
Total	\$	3.15	2.22	2.61	2.40	2.24	3.70	2.98	6.21	2.69
Adjusted load completion rate										
	million	51.67	47.22	26.40	15.00	15.20	2.97	3.02	1.77	163.01

^a Totals may not add as a result of rounding.

AHC = annual hour of curriculum.

Sources: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3, Brisbane*; NCVER 2000b, *Australian Vocational Education and Training Statistics 1999: Financial Data, Adelaide*.

Table 4A.30 **Total VET costs per adjusted annual curriculum hour, 1999 (dollars)**

	<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	14.54	9.30	13.36	13.03	11.76	15.85	15.37	19.63	12.60
Cost of capital									
Land	0.29	0.28	0.24	0.23	0.14	0.19	0.12	0.47	0.26
Other	1.60	1.17	1.48	1.26	1.53	2.25	1.86	3.23	1.46
Total	1.89	1.45	1.72	1.49	1.67	2.43	1.98	3.70	1.72
Total VET cost	16.43	10.75	15.08	14.52	13.53	18.29	17.35	23.33	14.32

a ANTA data include gains and losses arising from asset sales in reported unit cost estimates. This had a small effect on most jurisdictions, but increased NSW reported costs by 0.5 per cent in 1998.

b The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate has been included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure per adjusted annual curriculum hour in the ACT by \$0.25 in 1999.

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.31 Government recurrent expenditure per hour of publicly funded successful module load completion (1999 dollars)

	<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>
1998	24.70	16.40	22.10	22.10	20.90	30.30	28.12	49.30	21.70
1999	23.76	14.47	20.18	21.80	16.01	26.05	23.22	34.19	19.75

- a Comparisons across jurisdictions should be made with care because average module durations and competencies achieved by students vary across jurisdictions.
- b The deflator used is the gross non-farm product deflator.
- c ANTA data include gains and losses from asset sales in recurrent expenditure and, thus, unit costs. These gains and losses accounted for about half of the reported increase in NSW unit costs between 1997 and 1998 but had a much smaller effect on the unit costs of other jurisdictions.
- d The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate, has been included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure per publicly funded successful module load completion in the ACT by \$1.12 in 1998 and by \$0.92 in 1999.

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.32 **Total government VET costs per module load completion, 1999**

	<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>
Recurrent expenditure	\$	23.76	14.47	20.18	21.8	16.01	26.05	23.22	34.19	19.75
Cost of capital per adjusted module load completion										
Land	\$	0.48	0.42	0.38	0.40	0.20	0.34	0.01	0.57	0.41
Other	\$	2.67	1.78	2.27	2.00	2.04	3.70	2.65	5.65	2.28
Total	\$	3.15	2.22	2.61	2.40	2.24	3.70	2.98	6.21	2.70
Total VET cost	\$	26.91	16.67	22.82	24.20	18.25	30.08	25.88	40.40	22.44

^a ANTA data include gains and losses arising from asset sales in reported unit cost estimates. This had a small effect on most jurisdictions, but increased NSW reported costs by 0.5 per cent in 1998.

^b The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate, based on the ACT payroll tax rate, has been included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure per publicly funded successful module load completion in the ACT by \$1.12 in 1998 and by \$0.92 in 1999.

Source: ANTA 2000, *Annual National Report 1999: Vocational Education and Training Performance, Volume 3*, Brisbane.