

4A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.7 of the chapter. 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 4.A20 to 4.A.36 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 (\$ millions) (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>
Nominal									
1997	1 190.3	653.6	533.9	299.4	235.7	75.6	72.5	55.8	3 113.7
1998	1 233.4	696.5	525.4	307.8	232.3	75.1	77.9	62.0	3 207.1
1999	1 227.8	683.0	532.7	327.0	242.1	77.2	70.1	60.5	3 217.6
2000	1 227.0	705.7	583.0	332.5	239.0	76.5	66.0	70.1	3 297.2
2001	1 246.0	820.2	580.5	354.6	241.5	81.0	67.3	71.2	3 459.7
Real (2001 dollars)									
1997	1 291.9	709.4	579.5	325.0	255.8	82.1	78.7	60.6	3 379.6
1998	1 320.1	745.5	562.3	329.4	248.6	80.3	83.4	66.3	3 432.6
1999	1 304.2	725.5	565.8	347.4	257.1	82.0	74.5	64.3	3 417.8
2000	1 279.7	736.0	608.1	346.8	249.3	79.8	68.9	73.1	3 438.9
2001	1 246.0	820.2	580.5	354.6	241.5	81.0	67.3	71.2	3 459.7

(a) 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 by \$3.2 million in 1997 (\$3.5 million real), \$3.1 million in 1998 (\$3.3 million real), \$2.8 million in 1999 (\$3.0 million real), \$2.6 million in 2000 (\$2.7 million real) and \$2.6 million in 2001.

Source: Derived from Australian National Training Authority 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.2

Table 4A.2 **Government recurrent expenditure per person aged 15–64 years (2001 dollars) (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>
1997	310.5	230.4	254.8	267.5	263.1	266.5	360.8	463.3	273.4
1998	313.0	238.7	242.3	265.0	253.9	261.0	381.0	497.6	273.6
1999	305.0	229.2	239.3	274.2	261.1	267.1	338.6	472.5	268.6
2000	296.4	229.3	252.9	269.8	252.0	259.3	311.7	530.3	267.1
2001	284.8	251.5	237.0	271.2	242.7	263.2	301.6	511.2	264.9

(a) 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 real recurrent government VET expenditure per person aged 15–64 years in the ACT by \$0.28 in 1997, \$0.26 in 1998, \$0.23 in 1999, \$0.21 in 2000 and \$0.20 in 2001.

Source: Derived from ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.3

Table 4A.3 Size and scope of publicly funded and/or delivered VET, 2001(a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students	'000	556.3	466.0	287.9	132.5	125.4	31.8	19.5	21.0	1 640.2
TAFE and other government provider locations	no.	139	248	485	155	53	9	7	226	1 322
Community Education and other registered provider training locations (a) (b)	no.	1 630	1 544	2 388	161	307	214	104	282	6 630
Annual hours	million	133.3	99.8	68.0	32.4	25.3	7.6	6.9	4.5	377.6
Annual hours per student	no.	239.6	214.2	236.2	244.6	201.8	239.1	354.2	214.8	230.2

(a) Includes publicly 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 public providers.

(b) For Victoria, the figure of 816 community providers, is based on the number of provider locations rather than the number of providers.

(c) Numbers of registered providers of VET in Schools include 627 (NSW), 346 (Qld), 167 (SA), 29 (Tasmania), 24 (NT) and 16 (ACT).

Source: National Centre for Vocational Education Research 2002, *Australian Vocational Education and Training Statistics 2001: In Detail (Appendix C)*, Adelaide; NCVET 2002, *Australian Vocational Education and Training Statistics 2001: At A Glance*, Adelaide.

Table 4A.4

Table 4A.4 **Net assets of public VET providers per person aged 15–64 years (2001 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>
1997	474.9	452.8	372.8	383.0	404.1	430.5	633.5	502.9	443.2
1998	540.9	451.6	384.5	395.0	397.3	496.2	609.7	1 113.9	474.9
1999	511.7	474.5	378.8	406.2	444.8	491.7	535.0	1 109.1	472.7
2000	502.5	497.5	368.9	404.4	450.8	465.5	548.7	1 079.1	469.3
2001	471.1	511.7	343.7	412.0	438.3	444.9	532.5	972.1	455.4

Source: NCVET 2002, *Australian Vocational Education and Training Statistics 2001: Financial Data*, Adelaide.

Table 4A.5

Table 4A.5		Government funding to non-TAFE providers for VET delivery, 2001 (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>
2001 government funding	\$m	75.8	101.2	73.0	22.1	28.5	4.7	7.1	6.2	318.7
As a proportion of total State recurrent VET expenditure	%	5.2	8.7	11.0	5.3	8.5	4.8	8.9	7.3	7.3
Real change in payments between 2000 and 2001	%	15.7	20.2	14.4	- 7.1	16.3	0.1	3.1	4.3	14.1

(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 2002, *Australian Vocational Education and Training Statistics 2001: Financial Data*, Adelaide.

Table 4A.6

Table 4A.6 Allocation of government funds for VET

	<i>Unit</i>	<i>NSW (d)</i>	<i>Vic (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2001										
Amounts allocated										
Open competitive tendering (a)	2001 \$m	39.2	14.5	30.9	14.6	6.3	1.5	3.3	–	110.3
Limited competitive tendering (b)	2001 \$m	–	6.5	2.0	–	1.2	–	–	–	9.7
User choice	2001 \$m	194.1	166.2	192.0	30.5	37.2	14.3	7.3	7.2	648.8
Total	2001 \$m	233.3	187.2	224.9	45.1	44.7	15.8	10.6	7.2	768.8
Proportion of recurrent government 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	21.5
Recurrent government funding (c)	2001 \$m	1 009.0	752.7	541.1	308.4	216.8	71.3	59.3	65.5	3 024.2
2000										
Amounts allocated										
Open competitive tendering (a)	2001 \$m	34.5	19.3	37.6	20.4	8.1	1.3	3.4	1.8	126.4
Limited competitive tendering (b)	2001 \$m	–	–	1.9	–	1.3	–	–	1.5	3.2
User choice	2001 \$m	216.7	132.1	179.2	30.9	39.9	13.2	7.6	7.3	626.9
Total	2001 \$m	251.2	151.4	218.7	51.3	49.2	14.5	11.0	10.5	756.5
Proportion of recurrent government 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	0.1
User choice	%	20.2	18.5	34.1	11.7	18.5	19.2	12.7	11.2	21.0
Recurrent government funding (c)	2001 \$m	1 073.0	714.1	525.1	265.0	214.9	69.1	59.8	64.9	2 986.0

(a) The tendering process is open to both public 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 was sourced from note 7 of the National Centre for Vocational Education Research Financial Report (it includes State recurrent funding and Commonwealth general purpose recurrent funding).

Table 4A.6

- (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); NCVET 2002b, *Australian Vocational Education and Training Statistics 2001: Financial Data*, Adelaide.

Table 4A.7

Table 4A.7 **VET participation, 2001 (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										
Total	'000	556.3	466.0	287.9	132.5	125.4	31.8	19.5	21.0	1 640.2
15–64 year olds	'000	514.2	436.4	277.1	127.0	112.8	30.9	19.3	19.2	1 536.8
15–24 year olds	'000	196.9	167.9	110.1	56.3	39.3	11.3	8.4	7.0	597.2
Participation rate										
Total population	%	8.5	9.6	7.9	6.9	8.3	6.8	6.2	10.6	8.5
15–64 year olds	%	11.8	13.4	11.3	9.7	11.3	10.0	8.6	13.8	11.8
15–24 year olds	%	21.8	24.5	21.0	19.9	19.5	17.7	16.1	22.6	21.8

(a) In 2001, some jurisdictions introduced a new reporting regime — enrolment activity end date reporting. This may cause a break in the series on student numbers in these jurisdictions.

(b) Student numbers exclude schools collections, and are adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: NCVET 2002, unpublished; Australian Bureau of Statistics, *Estimated Residential Population, by Age*, Cat. no. 3201.0, unpublished.

Table 4A.8

Table 4A.8 **VET participation for people aged 15–64 years, by gender, 2001 (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>
Male students	11.5	14.1	11.5	10.2	11.7	11.4	9.1	13.3	12.0
Female students	12.0	12.5	11.1	9.2	10.9	8.6	8.1	14.3	11.5
All students	11.8	13.4	11.3	9.7	11.3	10.0	8.6	13.8	11.8

(a) In 2001, some jurisdictions introduced a new reporting regime — enrolment activity end date reporting. This may cause a break in the series on student numbers in these jurisdictions.

(b) The participation rates for males and females are different from those reported in ANTA (2002) because the rates reported here are calculated using data from ABS (2002a).

Source: NCVET 2002, unpublished; Australian Bureau of Statistics, *Estimated Residential Population, by Age*, Cat. no. 3201.0, unpublished.

Table 4A.9

Table 4A.9 VET participation by region, 2001(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>
Number of students										
Capital city	'000	298.7	278.0	124.2	85.6	83.9	12.4	15.0	7.1	904.9
Other metropolitan	'000	65.4	17.2	34.0	0.1	0.1	–	0.5	–	117.3
Rural	'000	176.6	152.3	105.5	24.8	33.6	18.6	1.0	1.2	513.7
Remote	'000	5.8	3.8	17.8	19.9	4.7	0.5	–	11.6	64.1
Total	'000	556.3	466.0	287.9	132.5	125.4	31.8	19.5	21.0	1 640.2
Participation rate										
Capital city	%	7.1	8.0	7.5	6.1	7.5	6.2	4.7	7.6	7.2
Other metropolitan	%	8.0	10.5	6.5	..	..	..	..	..	7.8
Rural	%	11.4	13.2	8.2	7.6	9.2	6.9	..	10.8	10.4
Remote	%	13.4	30.7	10.5	11.2	14.4	8.0	..	12.2	11.9

- (a) In 2001, some jurisdictions introduced a new reporting regime — enrolment activity end date reporting. This may cause a break in the series on student numbers in these jurisdictions.
- (b) For WA, SA, Tasmania and the NT, the number of students from other metropolitan areas is too small to calculate meaningful rates.
- (c) For the ACT, the number of students from other metropolitan and rural areas is too small to calculate meaningful rates. There are no people in remote areas in the ACT.

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

Source: NCVET 2002, unpublished.

Table 4A.10

Table 4A.10 **VET participation by Indigenous status, 2001(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>
Number of students									
Reported as Indigenous	3.0	0.9	4.2	5.9	3.2	3.6	1.4	41.3	3.3
Adjusted for not reported	3.7	1.1	5.0	8.7	3.9	4.0	1.4	42.9	4.1
Reported as non-Indigenous	77.0	85.3	80.5	62.3	78.8	86.4	95.6	55.0	79.1
Client group not reported	20.0	13.8	15.3	31.8	18.0	10.0	3.0	3.7	17.6
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	29.1	2.4

(a) In 2001, some jurisdictions introduced a new reporting regime — enrolment activity end date reporting. This may cause a break in the series on student numbers in these jurisdictions.

(b) The proportion of the Australian population reported as Indigenous differs from the data in ANTA (2002) because the figures reported here are calculated using ABS estimated residential indigenous population data (table A.7).

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane; ABS, unpublished.

Table 4A.11

Table 4A.11 **Participation in VET, by people reporting a disability, 2001 (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	4.6	3.9	4.1	2.7	3.7	5.6	4.2	2.9	4.1
Adjusted for not reported	5.8	4.2	4.1	4.1	4.7	6.3	4.4	3.2	4.7
Reported as not having a disability	75.6	90.1	95.9	62.6	75.7	83.4	92.1	87.1	82.7
Disability status not reported	19.8	6.0	–	34.8	20.6	11.0	3.7	10.0	13.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of total population with disability (c)	19.3	18.0	19.9	19.5	22.4	22.3	17.2	13.3	19.3
Proportion of population aged 15–64 with a disability (c)	14.3	13.1	15.1	14.3	17.3	17.1	12.0	10.4	14.4

(a) In 2001, some jurisdictions introduced a new reporting regime — enrolment activity end date reporting. This may cause a break in the series on student numbers in these jurisdictions.

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

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

– Nil or rounded to zero.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.12

Table 4A.12 Participation in VET, by country of birth, 2001 (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									
Non-English speaking country (b)	15.1	13.2	7.9	9.5	9.9	4.1	13.9	7.4	12.1
Adjusted for not reported	18.7	16.2	8.8	14.2	11.9	4.3	16.3	7.9	14.7
Main English speaking country (c)	65.8	68.4	81.8	57.1	73.6	92.1	71.2	86.6	70.1
Country of birth not reported	19.2	18.4	10.3	33.4	16.5	3.7	14.9	6.0	17.8
All persons	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of total population born in a non-English speaking country (d)	22.3	22.3	12.5	16.9	14.6	9.0	18.0	15.3	18.8

(a) In 2001, some jurisdictions introduced a new reporting regime — enrolment activity end date reporting. This may cause a break in the series on student numbers in these jurisdictions.

(b) All countries other than the main English speaking countries.

(c) The main English speaking countries are Australia, New Zealand, United Kingdom (England, Scotland, Wales, Northern Ireland, Channel Islands, Isle of Man), Ireland, Canada, United States of America and South Africa.

(d) The proportion of the Australian population reported as being born in a non-English speaking country differs from the data in ANTA (2002) because the figures reported here are calculated using 2001 Census data.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane; ABS *Census of Population and Housing: Basic Community Profiles, Australia*, Cat. no. 2002.0, unpublished.

Table 4A.13

Table 4A.13 Participation in VET, by language spoken at home, 2001 (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	11.2	11.1	5.0	7.0	9.4	2.2	9.5	27.7	9.6
Adjusted for not reported	13.8	14.1	5.6	11.0	11.7	2.4	9.8	29.9	11.9
Speaking English at home	69.8	67.5	84.3	56.8	71.6	87.2	86.8	65.0	71.2
Language spoken at home not reported	19.0	21.5	10.7	36.2	19.0	10.6	3.8	7.3	19.1
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of total population speaking a language other than English at home (b)	19.0	20.0	7.1	11.3	11.8	3.1	13.6	22.8	15.2

(a) In 2001, some jurisdictions introduced a new reporting regime — enrolment activity end date reporting. This may cause a break in the series on student numbers in these jurisdictions.

(b) The proportion of the Australian population reported as speaking a language other than English at home differs from the data in ANTA (2002) because the figures reported here are calculated using 2001 Census data.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane; ABS *Census of Population and Housing: Basic Community Profiles, Australia*, Cat. no. 2002.0, unpublished.

Table 4A.14

Table 4A.14 **Load pass rates by gender, 2001 (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	74.7	76.1	76.5	71.7	87.5	81.0	81.4	69.3	76.1
Males	73.7	73.8	74.8	71.4	87.2	78.0	75.1	71.3	74.8
All persons	74.2	74.9	75.6	71.5	87.3	79.4	78.3	70.4	75.4

(a) For Victoria in 2001, nominal hours supervised have not been recorded for all units of competency and instead, scheduled hours have been used to calculate load pass rates.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.15

Table 4A.15 **Load pass rates by region, 2001 (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	73.6	73.6	73.9	70.8	85.8	81.3	77.7	71.8	74.5
Other metropolitan	75.4	77.4	76.3	..	..	..	..	..	75.9
Rural	74.4	78.7	77.8	74.2	91.2	77.8	..	72.4	77.5
Remote	74.1	81.9	72.9	69.4	92.0	79.2	..	68.1	72.3
All students	74.2	74.9	75.6	71.5	87.3	79.4	78.3	70.4	75.4

- (a) For Victoria in 2001, nominal hours supervised have not been recorded for all units of competency and instead, scheduled hours have been used to calculate load pass rates.
- (b) For WA, SA, Tasmania and the NT, the number of students from other metropolitan areas is too small to calculate meaningful rates.
- (c) For the ACT, the number of students from other metropolitan and rural areas is too small to calculate meaningful rates. There are no people in remote areas in the ACT.

.. Not applicable.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance*, Volume 3, Brisbane.

Table 4A.16

Table 4A.16 **Load pass rates by Indigenous status, 2001 (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	60.0	56.4	64.7	56.1	72.1	69.9	74.1	62.6	61.5
Reported as non-Indigenous	74.7	75.2	76.4	73.7	88.1	79.5	78.6	75.2	76.1
Not reported	75.5	74.6	74.8	68.6	87.2	84.1	66.5	83.4	75.0
All students	74.2	74.9	75.6	71.5	87.3	79.4	78.3	70.4	75.4

(a) For Victoria in 2001, nominal hours supervised have not been recorded for all units of competency and instead, scheduled hours have been used to calculate load pass rates.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance*, Volume 3, Brisbane.

Table 4A.17

Table 4A.17 **Load pass rates by disability status, 2001 (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	66.1	65.8	66.4	62.0	81.4	67.3	72.1	70.2	66.8
Reported as not having a disability	74.6	75.0	76.0	73.0	87.6	81.7	78.8	69.6	75.9
Not reported	75.5	83.5	65.9	67.7	87.4	60.6	73.0	79.4	75.6
All students	74.2	74.9	75.6	71.5	87.3	79.4	78.3	70.4	75.4

(a) For Victoria in 2001, nominal hours supervised have not been recorded for all units of competency and instead, scheduled hours have been used to calculate load pass rates.

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

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.18

Table 4A.18 **Load pass rates by country of birth, 2001 (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>
Non-English speaking country (b)	73.0	69.6	65.8	65.8	83.5	79.4	75.0	65.2	71.2
Main English speaking country (c)	74.3	76.7	76.9	73.3	87.9	79.3	78.7	70.5	76.5
Not reported	75.9	73.9	73.4	68.4	86.9	83.6	80.7	78.5	74.7
All students	74.2	74.9	75.6	71.5	87.3	79.4	78.3	70.4	75.4

(a) For Victoria in 2001, nominal hours supervised have not been recorded for all units of competency and instead, scheduled hours have been used to calculate load pass rates.

(b) All countries other than the main English speaking countries.

(c) The main English speaking countries are Australia, New Zealand, United Kingdom (England, Scotland, Wales, Northern Ireland, Channel Islands, Isle of Man), Ireland, Canada, United States of America and South Africa.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.19

Table 4A.19 **Load pass rates by language spoken at home, 2001 (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	72.5	68.3	62.7	62.4	80.8	81.2	72.8	59.6	69.8
English	74.4	76.8	77.0	73.8	88.1	80.3	79.4	74.7	76.7
Not reported	75.7	74.6	70.0	67.6	87.5	70.4	69.1	77.6	74.4
All students	74.2	74.9	75.6	71.5	87.3	79.4	78.3	70.4	75.4

(a) For Victoria in 2001, nominal hours supervised have not been recorded for all units of competency and instead, scheduled hours have been used to calculate load pass rates.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.20

Table 4A.20 Overall employer satisfaction with VET providers (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>
2001										
Population size	no.	51 200	21 900	23 300	9 900	12 100	4 000	2 600	1 500	126 500
Sample size	no.	547	526	428	409	438	367	293	263	3 271
Percentage of employers who ranked their satisfaction as '6 or higher'										
	%	83	77	81	71	75	84	73	72	79
2 standard errors	%	3.0	3.7	3.8	4.4	4.0	3.4	4.6	4.9	1.2
Employers' mean satisfaction score										
	no.	7.2	7.0	7.2	6.6	7.0	7.1	7.1	6.7	7.1
2 standard errors	no.	0.01	0.02	0.02	0.04	0.03	0.06	0.07	0.10	0.01
1999										
Population size	no.	39 127	27 500	22 844	11 659	9 624	3 231	2 062	1 242	117 289
Sample size	no.	696	557	484	451	443	441	214	272	3 558
Percentage of employers who ranked their satisfaction as '6 or higher'										
	%	87	77	82	82	87	74	86	85	83
2 Standard errors	%	2.6	3.6	3.5	3.6	3.2	4.2	4.7	4.3	1.3
Employers' mean satisfaction score										
	no.	7.3	7.1	7.1	7.3	7.0	6.7	7.0	7.0	7.2
2 Standard errors	no.	0.01	0.02	0.02	0.03	0.03	0.07	0.10	0.07	0.01

(a) Only employers of recent VET graduates were surveyed on their overall satisfaction with VET providers.

(b) Rankings: 1 = very dissatisfied; 10 = very satisfied.

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

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide; NCVET 1999, *Australian Vocational Education and Training Statistics 1999 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.21

Table 4A.21 Mean overall satisfaction with VET providers, by employer size, 2001 (a), (b), (c)

<i>Employer size</i>	<i>Mean score</i>	<i>2 standard errors</i>	<i>% 'satisfied'</i>	<i>2 standard errors</i>	<i>Sample size</i>
Small (1–19 employees)	7.1	0.02	78	2.3	1 274
Medium (20–99 employees)	7.1	0.02	81	2.2	1 183
Large (100 or more employees)	7.0	0.03	84	2.3	814

(a) Only employers of recent VET graduates were surveyed on their overall satisfaction with VET providers.

(b) Rankings: 1 = very dissatisfied; 10 = very satisfied.

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

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.22

Table 4A.22 **Mean overall employer satisfaction score with VET providers, by industry, 2001 (a), (b), (c)**

Industry	Score	2 standard errors	Sample size
Accommodation, cafes, restaurants	7.4	0.05	261
Personal, other services	7.3	0.07	167
Transport, storage	7.3	0.07	137
Wholesale trade	7.3	0.08	121
Communication services	7.2	0.16	30
Education	7.2	0.06	209
Finance, insurance	7.2	0.06	186
Culture, recreation services	7.1	0.08	120
Health, community services	7.1	0.04	479
Manufacturing	7.1	0.05	349
Construction	7.0	0.07	154
Property, business services	7.0	0.05	357
Electricity, gas, water	6.9	0.16	29
Mining	6.8	0.12	52
Retail trade	6.8	0.05	286
Government administration, defence	6.7	0.05	288
Agriculture, forestry and fishing	6.6	0.14	46

(a) Only employers of recent VET graduates were surveyed on their overall satisfaction with VET providers.

(b) Rankings: 1 = very dissatisfied; 10 = very satisfied.

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

Source: NCVER 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.23

Table 4A.23 Employers with recent VET graduates by importance of aspects of course delivery, 2001 (per cent) (a)

	<i>Extremely important</i>	<i>Very important</i>	<i>Fairly important</i>	<i>Of minor importance</i>
Relevance of course content	48	39	10	2
Teacher ability	40	48	9	4
Teacher industry experience	40	46	11	4
Balance between theory and practice	32	46	18	3
Method of assessment	29	41	23	8

(a) Only employers of recent VET graduates who had completed the course after commencing their current employment were surveyed on their views of course delivery.

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.24

Table 4A.24 Employers' top priority for improvement, 2001 (per cent) (a)

	<i>Priority</i>
Relevance of course content	29
Balance between theory and practice	26
Teacher industry experience	20
Method of assessment	14
Teacher ability	10

(a) Only employers of recent VET graduates who had completed the course after commencing their current employment were surveyed on their views of course delivery.

Source: NCVER 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.25

Table 4A.25 **Employers of recent VET graduates satisfied with aspects of VET course delivery, 2001 (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.	426	413	350	311	319	285	213	200	2517
Relevance of course content	%	81	75	77	74	75	79	75	71	77
2 standard errors	%	3.8	4.1	4.5	4.7	4.6	4.3	5.4	5.6	1.7
Balance between theory and practice	%	72	68	70	67	71	71	68	64	71
2 standard errors	%	4.3	4.4	4.7	5.2	4.9	5.0	5.7	5.8	1.8
Teacher ability	%	64	65	71	72	66	64	64	63	66
2 standard errors	%	4.5	4.6	4.7	5.0	5.1	5.2	5.9	5.8	1.8
Teacher industry experience	%	64	60	70	65	58	62	59	61	64
2 standard errors	%	4.5	4.7	4.7	5.2	5.3	5.3	6.1	6.0	1.8
Method of assesment	%	70	62	72	64	64	63	61	55	68
2 standard errors	%	4.3	4.7	4.7	5.2	5.1	5.2	6.1	6.1	1.8

(a) Only employers of recent VET graduates who had completed the course after commencing their current employment were surveyed on their views of course delivery.

(b) Respondents who indicated they were 'very' or 'quite' satisfied with each of the aspects of course delivery are classified as being 'satisfied'.

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

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.26

Table 4A.26 Employers of recent VET graduates by importance of aspects of graduates' skills, 2001 (per cent) (a)

	<i>Extremely important</i>	<i>Very important</i>	<i>Fairly important</i>	<i>Of minor importance</i>
Practical job skills	41	41	13	5
Problem solving skills	37	44	15	4
Computer skills	16	29	24	32
Ability to use current technology	29	42	16	13

(a) Only employers of recent VET graduates were surveyed on their views of graduate skills.

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.27

Table 4A.27 Employers' top priority for improvement, 2001 (per cent) (a)

	<i>Priority</i>
Practical job skills	11
Problem solving skills	12
Computer skills	5
Ability to use current technology	4

(a) Only employers of recent VET graduates were surveyed on their views of graduate skills.

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.28

Table 4A.28 **Employers of recent VET graduates satisfied with aspects of graduates' skills, 2001 (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.	547	526	428	409	438	367	293	263	3 271
Skills overall	%	86	83	86	77	80	90	88	80	84
2 standard errors	%	3.0	3.0	3.4	4.1	3.7	2.9	3.8	4.3	1.2
Practical job skills	%	69	74	80	80	77	89	87	81	75
2 standard errors	%	3.8	3.7	3.8	3.8	4.0	2.9	3.8	4.3	1.5
Problem solving skills	%	71	67	64	59	71	71	75	68	68
2 standard errors	%	3.8	4.0	4.5	4.7	4.2	4.4	4.9	4.9	1.5
Computer skills	%	51	57	47	39	51	61	63	43	51
2 standard errors	%	4.2	4.2	4.7	4.7	4.6	4.7	5.1	5.3	1.7
Ability to use current technology	%	67	70	71	68	69	77	75	72	69
2 standard errors	%	4.0	3.9	4.3	4.4	4.2	4.2	4.6	4.9	1.5

(a) Respondents who indicated they were 'very' or 'quite' satisfied with each of the graduate skills are classified as being 'satisfied'.

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

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide.

Table 4A.29

Table 4A.29 **Employer views on the relevance of training by attitude statement, 2001 (per cent in agreement) (a), (b)**

<i>Attitude statement</i>	<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>
Employers of recent VET graduates										
Sample size	no.	547	526	428	409	438	367	293	263	3 271
VET system is providing graduates with skills appropriate to employers' needs	%	69.1	71.6	69.5	60.8	64.7	70.0	78.7	66.8	68.7
2 standard errors	%	3.9	3.9	4.4	4.7	4.5	4.6	4.5	5.2	1.6
The VET system needs to provide more practical job skills	%	80.0	75.1	74.6	75.2	77.2	71.4	79.1	73.9	77.2
2 standard errors	%	3.4	3.7	4.1	4.2	3.9	4.5	4.5	4.9	1.5
Training pays for itself through increased worker productivity	%	70.7	81.9	74.9	67.5	80.4	74.5	86.7	70.0	74.5
2 standard errors	%	3.9	3.3	4.1	4.6	3.8	4.3	3.7	5.1	1.5
On-the-job skills are more useful than skills obtained through formal education	%	64.1	65.1	56.9	64.2	66.2	64.9	64.3	62.6	63.2
2 standard errors	%	4.1	4.1	4.7	4.6	4.4	4.7	5.3	5.4	1.7
Employers with no VET graduates										
Sample size	no.	388	429	350	320	311	282	220	200	2 500
VET system is providing graduates with skills appropriate to employers' needs	%	49.6	37.9	38.0	45.1	42.0	49.3	51.4	51.6	42.7
2 standard errors	%	5.1	4.7	5.2	5.5	5.5	5.7	6.4	6.8	2.0
The VET system needs to provide more practical job skills	%	78.2	72.4	72.0	75.0	69.9	70.0	76.8	74.9	74.1
2 standard errors	%	4.2	4.3	4.8	4.8	5.1	5.3	5.4	6.9	1.7
Training pays for itself through increased worker productivity	%	85.1	76.3	67.7	77.4	66.7	68.8	80.0	66.8	75.9
2 standard errors	%	3.6	4.1	5.0	4.7	5.2	5.3	5.1	6.4	1.7
On-the-job skills are more useful than skills obtained through formal education	%	74.4	71.4	73.3	70.0	72.4	72.1	76.6	69.4	72.6
2 standard errors	%	4.4	4.4	4.7	5.1	5.0	5.1	5.4	6.2	1.8

(a) Respondents who indicated they 'agree' or 'strongly agree' with each statement are classified as being in agreement.

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

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Survey of Employer Views on Vocational Education and Training: National Report*, Adelaide, unpublished.

Table 4A.30

Table 4A.30 **TAFE graduates' main reason for undertaking a VET course, 2001 (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	<i>no.</i>	11 167	9 308	7 602	6 110	2 891	1 109	847	392	39 426
Vocational	%	71.9	72.8	75.8	72.8	82.5	83.4	74.9	76.1	73.7
2 standard errors	%	1.7	1.8	1.9	2.2	2.8	4.4	5.9	8.5	0.9
Non-vocational	%	28.1	27.2	24.2	27.2	17.5	16.6	25.1	23.9	26.3
2 standard errors	%	1.7	1.8	1.9	2.2	2.8	4.4	5.9	8.5	0.9

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

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Student Outcomes Survey: National Report*, Adelaide, unpublished.

Table 4A.31

Table 4A.31 **Whether VET course helped TAFE Institute graduates achieve their main reason for doing the course, 2001 (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 (b)</i>	<i>Aust</i>
Sample size	<i>no.</i>	11 167	9 308	7 602	6 110	2 891	1 109	847	392	39 426
Helped achieve main reason	%	66.6	64.2	69.1	63.9	72.5	63.7	67.0	73.0	66.7
2 standard errors	%	1.8	2.0	2.1	2.4	3.3	5.7	6.4	8.8	0.9
Partly helped achieve main reason	%	13.3	14.6	11.9	13.3	12.8	13.7	13.2	10.5	13.2
2 standard errors	%	1.3	1.4	1.5	1.7	2.5	4.1	4.6	6.1	0.7
Did not help achieve main reason	%	8.2	7.8	9.3	10.1	7.2	10.3	9.1	4.9	8.5
2 standard errors	%	1.0	1.1	1.3	1.5	1.9	3.6	3.9	4.3	0.6
Do not know yet	%	12.0	13.4	9.7	12.7	7.4	12.4	10.7	11.6	11.6
2 standard errors	%	1.2	1.4	1.3	1.7	1.9	3.9	4.2	6.4	0.6

(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 and 50 per cent. These estimates need to be used with caution.

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Student Outcomes Survey: National Report*, Adelaide, unpublished.

Table 4A.32

Table 4A.32 **Whether VET course helped graduates from defined equity groups achieve their main reason for doing the course, 2001 (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>
Female graduates	65	14	9	12	23 500
2 standard errors	0.6	0.4	0.4	0.4	
Graduates from rural areas	68	12	9	10	12 639
2 standard errors	0.8	0.5	0.5	0.5	
Graduates from remote areas	78	9	6	8	935
2 standard errors	2.7	2.0	1.9	1.9	
Indigenous graduates	69	11	9	10	737
2 standard errors	3.5	2.3	2.3	2.3	
Graduates reporting a disability	52	17	14	17	1 831
2 standard errors	2.5	1.9	1.7	1.9	
Graduates speaking a language other than English at home	59	16	10	16	7 574
2 standard errors	1.1	0.8	0.7	0.8	
Graduates from a non-English speaking country	56	17	10	17	6 302
2 standard errors	1.3	0.9	0.8	0.9	
All graduates	67	13	9	12	39 426
2 standard errors	0.5	0.3	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: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.

Table 4A.33

Table 4A.33 Labour force status after the course of graduates who were unemployed prior to the course and took the course for vocational reasons, 2001 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas(d)</i>	<i>ACT(d),(e)</i>	<i>NT</i>	<i>Aust</i>
Employed	47.4	50.0	46.9	51.3	65.1	57.2	59.9	na	49.1
2 standard errors	5.7	6.4	6.6	8.6	11.9	14.6	23.5	na	1.5
Unemployed	35.8	35.6	37.9	31.5	25.5	28.9	22.1	na	35.2
2 standard errors	6.9	6.1	6.4	7.9	10.9	13.4	19.9	na	1.5
Not in the labour force	15.9	14.0	14.0	16.6	8.0	13.2	18.0	na	14.8
2 standard errors	4.1	4.4	4.6	6.4	6.8	10.0	18.4	na	1.1

(a) At 25 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 Tasmania and for graduates unemployed for the ACT have relative standard errors between 25 and 50 per cent and need to be used with caution.

(e) The estimate for graduates not in the labour force has a relative standard error greater than 50 per cent and is considered too unreliable for general use.

na Data from the NT are not published due to the high standard errors associated with the estimates.

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Student Outcomes Survey: National Report*, Adelaide, unpublished.

Table 4A.34

Table 4A.34 Labour force status after the course of graduates who were employed prior to the course and took the course for vocational reasons, 2001 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas(d)</i>	<i>ACT(d)</i>	<i>NT(e)</i>	<i>Aust</i>
Employed	89.5	90.1	89.5	87.8	92.8	91.2	91.7	94.0	89.7
2 standard errors	1.6	1.7	1.9	2.4	2.4	4.6	5.1	6.1	0.4
Unemployed	5.6	5.4	5.5	6.9	3.4	4.5	3.7	2.1	5.5
2 standard errors	1.2	1.3	1.4	1.9	1.7	3.3	3.5	3.7	0.3
Not in the labour force	4.7	4.3	4.8	5.1	3.6	4.1	4.7	3.4	4.6
2 standard errors	1.1	1.2	1.3	1.6	1.7	3.2	3.9	4.6	0.3

(a) At 25 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 unemployed and not in the labour force for Tasmania and the ACT have relative standard errors between 25 and 50 per cent and should be used with caution.

(e) The estimates for graduates unemployed and not in the labour force have relative standard errors greater than 50 per cent and are considered too unreliable for general use.

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Student Outcomes Survey: National Report*, Adelaide, unpublished.

Table 4A.35

Table 4A.35 Employed TAFE institute graduates who undertook their course for vocational reasons, relevance of course to main job, 2001 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (b)</i>	<i>ACT (b)</i>	<i>NT (b), (c)</i>	<i>Aust</i>
Highly relevant	56.1	55.5	55.7	59.0	62.1	60.8	57.2	56.4	56.7
2 standard errors	2.5	2.7	3.0	3.5	4.2	7.2	8.6	12.6	1.3
Some relevance	24.1	24.3	24.5	18.3	22.7	23.7	19.1	30.7	23.6
2 standard errors	2.2	2.3	2.6	2.7	3.7	6.3	6.8	11.7	1.1
Very little relevance	7.3	6.9	8.5	6.4	6.4	4.8	6.1	5.7	7.2
2 standard errors	1.3	1.4	1.7	1.7	2.1	3.1	4.2	5.9	0.7
Not relevant at all	12.5	13.3	11.4	16.3	8.8	10.8	17.6	7.2	12.5
2 standard errors	1.7	1.9	1.9	2.6	2.5	4.6	6.6	6.6	0.9

- (a) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.
- (b) The estimates for graduates who found the course of very little relevance for Tasmania and the ACT and not relevant at all for the NT have relative standard errors between 25 and 50 per cent and should be used with caution.
- (c) The estimate for graduates who found the course of very little relevance has a relative standard error of greater than 50 per cent and is considered too unreliable for general use.

Source: NCVER 2001, *Australian Vocational Education and Training Statistics 2001 Student Outcomes Survey: National Report*, Adelaide, unpublished.

Table 4A.36

Table 4A.36 **TAFE institute graduates who undertook their course for vocational reasons, vocational benefits of course, 2001 (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 (b)</i>	<i>Aust</i>
Obtained a job	28.4	32.3	27.8	36.0	31.8	29.3	38.7	20.7	30.0
2 standard errors	2.3	2.5	2.7	3.3	4.0	6.7	8.4	10.3	1.2
An increase in earnings	30.3	29.5	24.7	28.4	29.9	31.9	32.0	30.1	28.8
2 standard errors	2.3	2.5	2.6	3.1	4.0	6.8	8.0	11.6	1.2
A promotion (or increased status at work)	23.6	20.5	18.2	18.2	23.9	21.9	17.6	27.3	21.3
2 standard errors	2.1	2.2	2.3	2.7	3.7	6.1	6.6	11.3	1.1
Change of job or new job	20.3	20.5	16.0	18.8	19.8	15.3	25.3	19.6	19.2
2 standard errors	2.0	2.2	2.2	2.7	3.5	5.3	7.5	10.0	1.0
At least one benefit	70.5	70.9	60.0	70.0	70.8	69.4	71.9	67.9	68.4
2 standard errors	2.4	2.6	3.1	3.3	4.1	7.0	8.0	12.2	1.3

(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 and 50 per cent and should be used with caution.

Source: NCVET 2001, *Australian Vocational Education and Training Statistics 2001 Student Outcomes Survey: National Report*, Adelaide, unpublished.

Table 4A.37

Table 4A.37 Government real recurrent expenditure per adjusted annual hours of curriculum (2001 dollars) (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>
1997	15.97	11.10	15.79	16.06	16.55	20.15	19.14	30.54	14.84
1998	16.24	11.05	13.04	14.22	14.42	17.62	18.93	29.45	14.10
1999	15.45	9.88	14.19	13.84	12.49	16.83	16.73	20.85	13.37
2000	14.41	9.92	14.93	13.39	12.73	15.91	14.23	21.56	13.11
2001	13.03	10.75	12.90	13.73	11.36	14.32	12.46	19.73	12.42

(a) 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 real recurrent government VET expenditure per adjusted annual curriculum hour in the ACT by \$0.83 in 1997, \$0.75 in 1998, \$0.65 in 1999, \$0.55 in 2000 and \$0.47 in 2001.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane; NCVET 2002, *Australian Vocational Education and Training Statistics 2001: Financial Data*, Adelaide.

Table 4A.38

Table 4A.38		Cost of capital, 2001								
	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Physical non-current assets										
Land	\$m	312	282	121	82	36	9	7	5	855
Buildings	\$m	1 595	1 084	691	414	337	103	111	122	4 457
Plant, equipment and motor vehicles	\$m	81	124	74	30	44	11	3	7	375
Other	\$m	4	13	–	5	28	19	1	–	69
Total	\$m	1 993	1 503	886	531	444	142	122	135	5 756
Capital charge	%	8	8	8	8	8	8	8	8	8
Cost of capital										
Land	\$m	25.0	22.6	9.7	6.6	2.8	0.7	0.6	0.4	68.4
Buildings	\$m	127.6	86.7	55.3	33.2	26.9	8.3	8.9	9.8	356.5
Plant, equipment and motor vehicles	\$m	6.5	9.9	5.9	2.4	3.5	0.9	0.3	0.6	30.0
Other	\$m	0.3	1.1	–	0.4	2.2	1.5	0.1	–	5.6
Total	\$m	159.4	120.2	70.9	42.5	35.5	11.3	9.7	10.8	460.4
Adjusted AHC (a)	million	98.0	75.2	44.6	24.8	21.2	5.5	5.6	3.6	278.6
Cost of capital per adjusted AHC										
Land	\$	0.26	0.30	0.22	0.26	0.13	0.12	0.10	0.12	0.25
Buildings	\$	1.33	1.14	1.23	1.28	1.27	1.46	1.64	2.70	1.28
Plant, equipment and motor vehicles	\$	0.07	0.13	0.13	0.09	0.17	0.16	0.05	0.16	0.11
Other	\$	–	0.01	–	0.01	0.10	0.26	0.01	–	0.02
Total	\$	1.67	1.58	1.58	1.65	1.67	2.01	1.80	2.99	1.65

AHC = annual hour of curriculum.

(a) Adjusted for invalid enrolments and course weight mix.

– Nil or rounded to zero.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane; NCVER 2002, *Australian Vocational Education and Training Statistics 2001: Financial Data*, Adelaide.

Table 4A.39

Table 4A.39 **Total VET costs per adjusted annual curriculum hour, 2001 (dollars) (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>
Recurrent expenditure	13.03	10.75	12.90	13.73	11.36	14.32	12.46	19.73	12.42
Cost of capital									
Land	0.26	0.30	0.22	0.26	0.13	0.12	0.10	0.12	0.25
Buildings	1.33	1.14	1.23	1.28	1.27	1.46	1.64	2.70	1.28
Plant, equipment and motor vehicles	0.07	0.13	0.13	0.09	0.17	0.16	0.05	0.16	0.11
Other	–	0.01	–	0.01	0.10	0.26	0.01	–	0.02
Total	1.67	1.58	1.58	1.65	1.67	2.01	1.80	2.99	1.65
Total VET cost	14.70	12.33	14.48	15.38	13.04	16.33	14.26	22.72	14.07

(a) 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 real recurrent government VET expenditure per adjusted annual curriculum hour in the ACT by \$0.47 in 2001.

– Nil or rounded to zero.

Source: ANTA 2002, *Annual National Report 2001: Vocational Education and Training Performance, Volume 3*, Brisbane.