

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 (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.18–4A.28, 4A.33–4A.44 and 4A.60–4A.61 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.

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Table 4A.1

Table 4A.1 Real government recurrent expenditure, (2004 dollars) (\$ million)
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2000	1 383.6	803.6	663.1	378.3	271.9	87.0	75.1	79.7	3 742.3
2001	1 358.7	894.4	633.0	386.7	263.4	88.4	73.4	77.6	3 775.7
2002	1 386.3	943.8	666.5	394.7	296.6	86.9	77.0	81.7	3 933.6
2003	1 463.9	919.7	652.1	390.8	294.6	92.5	78.6	81.6	3 973.8
2004	1 315.1	905.3	658.5	418.7	298.4	89.7	87.4	79.8	3 853.0

- (a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for Vocational Education and Training Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by NCVER. 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 Commonwealth funds (ANTA and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on 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 Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.
- (c) Data in this publication may not be comparable with other VET related publications due to rounding and/or data revision.
- (d) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS Non-farm GDP price deflator 2004 = 100.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$2.9 million in 2000, \$2.9 million in 2001, \$3.0 million in 2002, and \$3.6 million in 2003 and \$3.9 million in 2004.
- (f) Includes ACT payroll tax estimate.

Source: NCVER (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.2

Table 4A.2 Real government recurrent expenditure per person aged 15–64 years, (2004 dollars) (\$ million per person) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2000	321.0	253.3	277.5	297.7	273.7	282.7	336.0	578.4	292.2
2001	310.7	277.9	260.0	299.7	263.6	287.1	324.1	557.8	290.6
2002	313.1	288.3	267.5	300.8	294.7	281.3	336.9	586.3	298.2
2003	327.9	277.8	255.0	293.4	290.9	296.1	342.2	584.3	297.4
2004	292.4	270.3	251.4	309.6	293.2	283.8	378.8	568.0	284.9

- (a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for Vocational Education and Training Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by NCVER. 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 Commonwealth funds (ANTA and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on 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 Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.
- (c) Data in this publication may not be comparable with other VET related publications due to rounding and/or data revision.
- (d) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS Non-farm GDP price deflator 2004 = 100.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$2.9 million in 2000, \$2.9 million in 2001, \$3.0 million in 2002, and \$3.6 million in 2003 and \$3.9 million in 2004.
- (f) Includes ACT payroll tax estimate.

Source: NCVER (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra; ABS 2004, *Estimated Residential Population, by Age, Cat. no. 3201.0*.

Table 4A.3

Table 4A.3 Size and scope of government funded and/or delivered VET, 2004 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students (b)	no.	389 221	302 481	180 170	99 928	81 922	25 622	18 934	18 219	1 116 497
Students who gain some recognition for prior learning	no.	26 194	7 563	2 875	2 531	4 287	885	2 468	1 069	47 872
TAFE and other government provider locations	no.	135	163	324	117	52	23	7	112	933
Community Education and other registered provider training locations	no.	1 463	1 731	2 588	933	362	202	54	326	7 659
Adjusted annual hours (c)	million	97.6	78.8	43.1	27.0	17.9	6.1	5.6	3.6	279.7
Annual hours per student	no.	250.7	260.5	239.0	270.6	218.6	236.2	297.6	198.0	250.5

(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 public providers.

(b) Government funded VET students excluding students participating in VET programs in schools.

(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 NCVET 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.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.4

Table 4A.4 Net assets of public VET providers per person aged 15–64 years, (2004 dollars) (\$ million per person) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2000	541.9	548.9	404.8	446.0	489.8	507.4	591.5	1 176.6	514.5
2001	514.0	565.5	377.1	455.2	476.1	485.3	572.2	1 060.8	499.3
2002	484.6	599.2	377.4	444.0	474.6	491.0	554.6	1 082.0	496.6
2003	559.2	638.6	364.7	475.1	437.4	458.3	532.7	950.9	525.9
2004	541.0	646.3	383.4	458.9	436.3	431.6	506.9	1 026.0	522.3

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

(b) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS Non-farm GDP price deflator, 2004 = 100.

Source: NCVET 2005, *Australian Vocational Education and Training Statistics: Financial Information 2004*, Adelaide; ABS 2000, 2001, 2002, 2003, 2004, *ABS 2004, Estimated Residential Population, by Age, Cat. no. 3201.0*.

Table 4A.5

Table 4A.5 Government payments to non-TAFE providers for VET delivery, 2004 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government payments (2004 dollars)										
2003	\$m	64.5	103.0	75.7	34.3	25.6	5.9	10.9	7.8	327.7
2004	\$m	73.3	107.2	76.7	43.8	20.2	6.3	11.0	4.3	342.9
2004 payments as a proportion of total recurrent expenditure	%	4.6	8.4	10.2	8.9	5.2	5.8	4.4	11.1	7.0
Real change in payments between 2003 and 2004	%	13.6	4.1	1.3	27.6	-21.1	6.6	1.0	-44.7	4.6

(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 2005, *Australian Vocational Education and Training Statistics: Financial Information 2004*, Adelaide.

Table 4A.6

Table 4A.6 Real allocation of government funds for VET (2004 dollars)

	Units	NSW	Vic (d)	Qld (e)	WA (f)	SA	Tas	ACT	NT	Aust
2004										
Amounts allocated										
Open competitive tendering (a)	\$m	18.9	12.5	15.1	11.4	2.0	1.6	2.8	-	64.3
Limited competitive tendering (b)	\$m	-	-	16.4	-	11.2	-	0.2	-	27.8
User choice	\$m	206.8	181.0	106.5	41.2	35.0	19.2	11.7	8.9	610.3
Total	\$m	225.7	193.5	138.0	52.6	48.2	20.8	14.7	8.9	702.4
Government recurrent funding	\$m	1 300.7	855.8	639.7	420.6	280.7	83.8	75.5	80.5	3 737.4
Proportion of government recurrent funding										
Open competitive tendering (a)	%	1.5	1.5	2.4	2.7	0.7	1.9	3.7	-	1.7
Limited competitive tendering (b)	%	-	-	2.6	-	4.0	-	0.3	-	0.7
User choice	%	15.9	21.2	16.6	9.8	12.5	22.9	15.5	11.1	16.3
2003										
Amounts allocated										
Open competitive tendering (a)	\$m	26.1	76.7	15.2	11.9	2.1	1.6	2.9	-	136.6
Limited competitive tendering (b)	\$m	-	-	10.7	-	3.1	-	0.2	-	14.0
User choice	\$m	236.0	124.4	103.7	38.0	40.4	15.0	9.0	9.0	575.7
Total	\$m	262.2	201.2	129.6	49.9	45.6	16.6	12.1	9.0	726.2
Government recurrent funding	\$m	1 104.6	824.5	622.1	399.4	258.0	79.2	68.0	74.1	3 471.9
Proportion of government recurrent funding										
Open competitive tendering (a)	%	2.4	9.3	2.5	3.0	0.8	2.0	4.3	-	3.9
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	16.6

Table 4A.6

Table 4A.6 Real allocation of government funds for VET (2004 dollars)

	Units	NSW	Vic (d)	Qld (e)	WA (f)	SA	Tas	ACT	NT	Aust
2002										
Amounts allocated										
Open competitive tendering (a)	\$m	33.8	15.4	18.5	12.4	7.2	1.8	3.5	-	92.8
Limited competitive tendering (b)	\$m	-	11.2	1.7	-	1.2	-	0.3	-	14.4
User choice	\$m	243.7	187.3	112.5	35.3	39.0	15.4	10.3	9.0	652.6
Total	\$m	277.6	213.9	132.7	47.8	47.4	17.2	14.2	9.0	759.8
Government recurrent funding	\$m	1 086.0	825.3	632.3	380.8	247.6	80.6	65.7	62.7	3 412.8
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	19.1
2001										
Amounts allocated										
Open competitive tendering (a)	\$m	42.7	15.8	33.7	15.9	6.9	1.6	3.6	-	120.3
Limited competitive tendering (b)	\$m	-	7.1	2.2	-	1.3	-	-	-	10.6
User choice	\$m	211.7	181.2	209.4	33.3	40.6	15.6	8.0	7.8	707.5
Total	\$m	254.4	204.1	245.3	49.2	48.7	17.2	11.6	7.8	838.3
Government recurrent funding (c)	\$m	1 100.4	820.8	590.1	336.4	236.4	77.7	64.7	71.5	3 332.1
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	21.2

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

Table 4A.6

Table 4A.6 Real allocation of government funds for VET (2004 dollars)

	Units	NSW	Vic (d)	Qld (e)	WA (f)	SA	Tas	ACT	NT	Aust
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(d) Victorian TAFE institutes and ACE organisations are not eligible to apply for open competitive tendering.

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

(f) For 2001, user choice data include user choice funding paid to TAFE colleges.
 – 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, 2004 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of students by age										
All students	'000	389.2	302.5	180.2	99.9	81.9	25.6	18.9	18.2	1 116.5
15-64 year olds	'000	368.2	287.9	174.7	97.4	76.9	25.1	18.8	17.3	1 066.4
15-24 year olds	'000	170.3	127.2	88.3	51.7	35.1	11.0	9.1	6.4	499.1
15-19 year olds	'000	102.8	69.1	53.6	33.7	20.1	6.1	4.6	3.6	293.5
20-24 year olds	'000	67.5	58.1	34.7	18.0	15.0	4.9	4.5	2.8	205.6
Number of students through recognition of prior learning										
All students	'000	26 194	7 563	2 875	2 531	4 287	885	2 468	1 069	47 872
Participation rate by age (b)										
Total population	%	5.8	6.1	4.6	5.0	5.3	5.3	5.8	9.1	5.6
15-64 year olds	%	8.2	8.6	6.7	7.2	7.6	7.9	8.1	12.3	7.9
15-24 year olds	%	18.7	18.5	16.0	18.1	17.0	17.0	17.4	21.1	17.9
15-19 year olds	%	22.7	20.6	19.6	23.3	19.4	17.8	19.1	24.7	21.2
20-24 year olds	%	14.7	16.5	12.5	12.7	14.7	16.2	16.0	17.8	14.6
Proportion of students through recognition of prior learning										
All students	%	6.7	2.5	1.6	2.5	5.2	3.5	13.0	5.9	4.3

(a) Government recurrent 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.

(b) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.8

Table 4A.8 VET participation of people aged 15–64 years, by sex, 2004 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of										
Male students	'000	174.1	142.7	94.4	51.3	39.0	13.3	9.0	9.2	533.0
Female students	'000	193.8	144.6	80.2	46.1	38.0	11.7	9.7	8.1	532.1
All students	'000	368.2	287.9	174.7	97.4	76.9	25.1	18.8	17.3	1 066.4
Participation rate (b)										
Male students	%	7.7	8.6	7.2	7.5	7.6	8.4	7.9	12.4	7.9
Female students	%	8.7	8.6	6.1	6.9	7.5	7.4	8.4	12.2	7.9
All students	%	8.2	8.6	6.7	7.2	7.6	7.9	8.1	12.3	7.9

(a) Government recurrent 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.

(b) The participation rate is the number of 15–64 years old students participating in VET expressed as a proportion of the population aged 15–64 years.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.9

Table 4A.9 VET participation of people aged 15–64 years, by region, 2004 (a), (b) (c), (d)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of students										
Capital city	'000	218.5	188.8	71.4	66.6	57.1	9.8	16.6	6.5	635.3
Other metropolitan	'000	46.3	11.6	21.3	na	na	na	na	na	79.5
Rural	'000	118.7	98.7	71.4	20.0	21.9	15.4	–	1.0	348.2
Remote	'000	3.0	2.2	11.0	13.2	2.1	0.3	..	6.8	38.5
Total	'000	389.2	302.5	180.2	99.9	81.9	25.6	18.9	18.2	1 116.5
Participation rate (e) (f)										
Capital city	%	5.2	5.4	4.2	4.7	5.8	5.0	5.2	7.1	5.1
Other metropolitan	%	5.4	7.2	4.0	na	na	na	na	na	5.2
Rural	%	7.6	8.4	5.6	5.9	4.3	5.7	–	5.9	6.8
Remote	%	5.3	16.9	5.2	7.5	7.8	9.6	..	7.5	6.7

(a) Government recurrent 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.

(b) VET student participation data by region are based on students' home postcode using the Rural, Remote and Metropolitan Area Classification system (RRMA) classification of regions (which includes the classification: capital city; other metropolitan; rural; remote; interstate and overseas), as distinct from the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the Australian Bureau of Statistics (ABS) (table A.6). Data for 2004 in other publications may be based on ARIA or other geographic classifications.

(c) 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.

(d) For 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 rural areas is too small to calculate meaningful rates. There are no remote areas in Victoria and the ACT. The remote data for Victoria are for students from remote areas outside Victoria, studying in Victoria at the time of their VET training.

(e) The participation rate for students from the various regions is the number of students participating in VET in the given region expressed as a proportion of the population of that resides in the specific region.

(f) Totals may not add up due to students whose regional location is not known.

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

Source: NCVET (unpublished).

Table 4A.10

Table 4A.10 **VET students, by disability status, 2004 (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	8.4	6.6	4.7	5.2	6.8	8.3	6.0	4.8	6.8
Adjusted for not reported	9.9	7.4	5.2	6.5	7.4	8.8	6.2	5.0	7.8
Reported as not having a disability	76.1	82.5	85.9	75.1	84.9	86.0	91.1	90.9	80.7
Disability status not reported	15.5	10.8	9.4	19.7	8.3	5.7	2.9	4.3	12.5
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, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.11

Table 4A.11 VET students, by language spoken at home, 2004 (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportion of VET students									
Speaking a language other than English at home	18.4	14.0	4.3	9.3	10.8	3.0	8.0	19.3	13.1
Adjusted for not reported	23.2	15.9	4.5	11.2	12.3	3.1	8.4	24.4	15.1
Speaking English at home	61.1	74.4	93.2	73.7	76.9	93.0	87.7	59.8	73.4
Language spoken at home not reported	20.5	11.5	2.5	17.0	12.3	4.0	4.3	20.8	13.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of total population 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, excluding students participating in VET programs in schools. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

(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); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.12

Table 4A.12 **VET participation, by Indigenous status, 2004 (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportion of VET students									
Reported as Indigenous	3.5	1.1	5.8	7.1	4.2	3.5	1.6	38.9	4.1
Adjusted for not reported	4.3	1.2	6.3	8.9	5.0	3.6	1.7	39.2	4.8
Reported as non-Indigenous	78.4	88.9	86.4	73.5	81.2	93.2	93.3	60.3	82.6
Indigenous status not reported	18.1	10.0	7.8	19.4	14.6	3.3	5.1	0.8	13.3
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									
Proportion of people	2.1	0.6	3.5	3.5	1.8	3.8	1.3	29.8	2.4
Participation rate (c)									
Indigenous people	16.4	18.2	15.9	17.1	21.2	8.4	11.7	19.1	16.0
All people	8.7	9.0	6.9	7.4	8.1	8.1	8.2	13.0	8.3

(a) Government recurrent 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.

(b) Care needs to be taken in interpreting these data as the Indigenous population data has a lower age profile than the non-Indigenous population. Participation rates for all ages are likely to differ from participation rates for working age populations.

(c) The Indigenous participation rate is the number of students who reported being Indigenous as a percentage of the experimental estimates of Indigenous people aged 15–64 years for 30 June 2004 (ABS Experimental estimates and projections, Indigenous Australians, 3238.0 (30 June 1991 to 30 June 2009); low projection series, tables 25–34, pp. 53–62). The Indigenous participation rate in the 2005 Report and in other VET publications was based on the number of students who reported being Indigenous as a percentage of the total Indigenous population from the ABS experimental projection of all Indigenous people.

Source: NCVER (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0 (see table A.2); ABS (unpublished) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0 (see table A.7).

Table 4A.13 Government real recurrent expenditure per adjusted annual hours of curriculum (2004 dollars) (\$ per hour) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2000	15.58	10.83	15.91	14.61	13.88	17.36	15.51	23.51	14.20
2001	14.20	11.72	13.78	14.97	12.39	15.61	13.59	21.52	13.51
2002	14.44	11.88	14.25	15.22	14.78	14.90	15.62	24.04	13.92
2003	15.18	12.23	14.66	14.18	15.91	13.84	13.88	23.05	14.29
2004	14.03	12.14	15.25	15.68	15.59	13.15	15.91	22.70	14.09

- (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 are audited. Supplementary information is also provided by NCVER. 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 Commonwealth funds (ANTA and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on 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 Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.
- (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 NCVER 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.
- (d) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS Non-farm GDP price deflator 2004 = 100.
- (e) Data in this publication may not be comparable with other VET related publications due to rounding and/or data revision.
- (f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$2.9 million in 2000, \$2.9 million in 2001, \$3.0 million in 2002, and \$3.6 million in 2003 and \$3.9 million in 2004.
- (g) Excludes ACT payroll tax estimate.

Source: NCVER (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.14 Real government recurrent expenditure per hour of publicly funded load pass, (2004 dollars) (\$ per hour) (a), (b), (c) (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2000	\$m	20.73	16.06	26.21	22.77	16.55	23.32	18.47	32.96	20.18
2001	\$	19.12	17.53	19.57	20.46	15.63	22.25	19.06	28.57	18.78
2002	\$	19.51	17.27	19.44	21.39	18.71	21.17	20.37	30.04	19.16
2003	\$	20.29	17.54	19.37	20.18	20.04	19.17	21.21	32.77	19.49
2004	\$	18.56	17.24	20.52	21.42	20.38	18.86	22.72	32.04	19.12

- (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 Commonwealth funds (ANTA and other).
- (b) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on 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 Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.
- (c) Load pass is based on assessable enrolments of competency achieved/passed and recognition for prior learning. It does not include non-assessable enrolments. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.
- (d) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS Non-farm GDP price deflator 2004 = 100.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$2.9 million in 2000, \$2.9 million in 2001, \$3.0 million in 2002, and \$3.6 million in 2003 and \$3.9 million in 2004.
- (f) Excludes ACT payroll tax estimate.

Source: NCVER (unpublished).

Table 4A.15

Table 4A.15 Cost of capital, 2004

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Physical noncurrent assets										
Land	\$m	549.2	507.7	169.2	99.7	50.7	9.4	7.1	8.6	1 401.6
Buildings	\$m	1 789.8	1 368.2	807.1	452.9	359.9	119.1	115.6	109.2	5 121.8
Plant, equipment and motor vehicles	\$m	70.3	137.3	43.0	39.8	39.5	11.5	3.0	3.2	347.6
Other	\$m	2.4	17.4	24.0	3.8	1.5	1.8	—	11.4	62.3
Total	\$m	2 411.7	2 030.6	1 043.3	596.3	451.6	141.8	125.8	132.4	6 933.4
Capital charge (a)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Cost of capital										
Land	\$m	43.9	40.6	13.5	8.0	4.1	0.8	0.6	0.7	112.1
Buildings	\$m	143.2	109.5	64.6	36.2	28.8	9.5	9.3	8.7	409.7
Plant, equipment and motor vehicles	\$m	5.6	11.0	3.4	3.2	3.2	0.9	0.2	0.3	27.8
Other	\$m	0.2	1.4	1.9	0.3	0.1	0.1	—	0.9	5.0
Total	\$m	192.9	162.4	83.5	47.7	36.1	11.3	10.1	10.6	554.7
Adjusted AHC (b)	million hours	95.08	75.70	41.52	26.31	18.96	6.59	5.44	3.61	273.20
Course mix weight	index	0.986	0.985	1.040	1.015	1.010	1.036	1.010	0.975	1.000
Cost of capital per adjusted AHC (c)										
Land	\$	0.47	0.54	0.31	0.30	0.21	0.11	0.10	0.20	0.41
Buildings	\$	1.53	1.47	1.50	1.36	1.50	1.40	1.69	2.49	1.50
Plant, equipment and motor vehicles	\$	0.06	0.15	0.08	0.12	0.17	0.13	0.04	0.07	0.10
Other	\$	—	0.02	0.04	0.01	0.01	0.02	—	0.26	0.02
Total	\$	2.06	2.18	1.93	1.79	1.89	1.66	1.83	3.01	2.03

(a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

Table 4A.15 **Cost of capital, 2004**

	Units								
	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(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 NCVER 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 2000–2004. 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.

Source: NCVER (unpublished); NCVER 2005, *Australian Vocational Education and Training Statistics: Financial Information 2004*, Adelaide.

Table 4A.16

Table 4A.16 Total government costs per adjusted annual curriculum hour, 2004 (\$ per hour) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT (d)	NT	Aust
Recurrent expenditure	14.03	12.14	15.25	15.68	15.59	13.15	15.91	22.70	14.09
Cost of capital (8%)									
Land	0.5	0.5	0.3	0.3	0.2	0.1	0.1	0.2	0.4
Buildings	1.5	1.5	1.5	1.4	1.5	1.4	1.7	2.5	1.5
Plant, equipment and motor vehicles	0.06	0.15	0.08	0.12	0.17	0.13	0.04	0.07	0.10
Other	–	0.02	0.04	0.01	0.01	0.02	–	0.26	0.02
Total cost of capital	2.06	2.18	1.93	1.79	1.89	1.66	1.83	3.01	2.03
Total cost	16.09	14.32	17.18	17.47	17.47	14.81	17.75	25.72	16.12

(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 NCVET 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.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS Non-farm GDP price deflator 2004 = 100.

(d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$2.9 million in 2000, \$2.9 million in 2001, \$3.0 million in 2002, and \$3.6 million in 2003 and \$3.9 million in 2004.

– Nil or rounded to zero.

Source: Derived from NCVET (unpublished); NCVET 2005, *Australian Vocational Education and Training Statistics: Financial Information 2004*, Adelaide.

Table 4A.17

Table 4A.17 **Total government VET costs per hour of publicly funded load pass, 2004 (\$ per hour) (a), (b), (c)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Recurrent expenditure (d)	\$	18.56	17.24	20.52	21.42	20.38	18.86	22.72	32.04	19.12
Cost of capital per load pass										
Land	\$	0.62	0.77	0.42	0.41	0.28	0.16	0.13	0.28	0.56
Building	\$	2.02	2.08	2.01	1.85	1.97	2.00	2.12	3.51	2.04
All other capital	\$	0.08	0.24	0.17	0.18	0.22	0.22	0.06	0.47	0.16
Total	\$	2.72	3.09	2.60	2.44	2.47	2.38	2.30	4.25	2.76
Total Cost	\$	21.29	20.33	23.13	23.85	22.85	21.25	25.02	36.30	21.88

(a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

(b) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for 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 Commonwealth funds (ANTA and other).

(c) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on 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 Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by ANTA.

(d) Load pass hours based on assessed modules only, it does not include non-assessed modules. Not adjusted for recognition of prior learning, credit transfer and student enrolment no participation.

Source: derived from NCVET (unpublished); NCVET 2005, *Australian Vocational Education and Training Statistics: Financial Information 2004*, Adelaide.

Table 4A.18

Table 4A.18 **Proportion of graduates who were in employment and/or continued on to further study after completing a VET course, (per cent) (a), (b)**

	2000	2001	2002	2003	2004
All graduates					
Employed or in further study	89	88	87	92	86
Two standard errors	0.3	0.3	0.3	0.3	0.6
Employed after training	76	74	74	74	75
Two standard errors	0.4	0.4	0.4	0.4	0.7
In further studying after training	38	39	40	43	32
Two standard errors	0.5	0.5	0.5	0.6	0.8
Female graduates					
Employed or in further study	87	86	86	91	84
Two standard errors	0.4	0.5	0.4	0.4	0.8
Employed after training	72	71	70	71	71
Two standard errors	0.3	0.5	0.6	0.6	0.9
In further studying after training	41	40	42	45	36
Two standard errors	0.4	0.6	0.6	0.8	1.0
Graduates from rural areas					
Employed or in further study	89	87	87	92	86
Two standard errors	0.5	0.6	0.6	0.5	1.0
Employed after training	77	75	76	75	76
Two standard errors	0.4	0.7	0.7	0.7	1.3
In further studying after training	37	37	37	41	30
Two standard errors	0.5	0.9	0.8	1.0	1.4
Graduates from remote areas					
Employed or in further study	93	91	93	95	89
Two standard errors	1.5	1.9	1.5	1.0	2.5
Employed after training	80	83	85	83	84
Two standard errors	1.1	2.0	1.9	1.7	2.9
In further studying after training	38	32	32	39	25
Two standard errors	1.8	3.1	2.7	2.9	3.4
Graduates with a disability (c), (d)					
Employed or in further study	77	72	71	84	68
Two standard errors	1.9	2.1	2.0	1.5	2.7
Employed after training	53	45	43	50	51
Two standard errors	1.0	2.0	2.1	1.9	2.9
In further studying after training	42	44	41	48	33
Two standard errors	1.3	2.3	2.1	2.3	2.7

Table 4A.18 Proportion of graduates who were in employment and/or continued on to further study after completing a VET course, (per cent) (a), (b)

	2000	2001	2002	2003	2004
Graduates speaking a language other than English at home (d)					
Employed or in further study	86	84	82	88	79
Two standard errors	0.8	0.9	0.9	0.9	1.6
Employed after training	64	60	60	61	61
Two standard errors	0.5	1.0	1.1	1.2	1.9
In further studying after training	46	45	47	51	34
Two standard errors	0.6	1.1	1.2	1.5	1.8

- (a) The further study outcomes findings are not applicable to module load completers. A module completer, by definition, is someone who has left the system.
- (b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate.
- (c) Students with disabilities are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (d) Care needs to be taken in comparing outcomes for students reporting a disability and students speaking a language other than English at home because of the high non identification rates for these groups.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.19

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed after training	71	76	76	76	82	72	82	80	75
Two standard errors	1.7	1.4	1.5	1.7	1.9	4.3	3.9	3.6	0.7
In further study after training	33	29	30	38	33	31	38	33	32
Two standard errors	1.8	1.5	1.6	1.9	2.3	4.4	4.9	4.2	0.8
In further study - At TAFE	69	57	56	71	70	70	51	34	64
Two standard errors	3.1	2.7	3.2	2.9	4.0	7.9	8.3	7.3	1.3
In further study - University	19	30	30	17	15	17	37	52	23
Two standard errors	2.6	2.5	2.9	2.4	3.1	6.5	8.0	7.8	1.2
2003									
Employed after training	71	78	73	73	81	75	82	78	74
Two standard errors	1.0	0.8	1.0	1.2	1.1	2.8	2.8	2.5	0.4
In further study after training	45	44	39	45	39	41	39	46	43
Two standard errors	1.3	1.3	1.3	1.7	1.8	4.3	4.3	3.8	0.6
In further study - At TAFE	75	62	61	69	71	81	46	48	69
Two standard errors	1.7	2.0	2.1	2.3	2.8	5.3	7.3	5.6	0.9
In further study - University	17	28	26	21	15	8	41	30	21
Two standard errors	1.5	1.8	1.9	2.1	2.2	3.6	7.2	5.2	0.8

Table 4A.19

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2002									
Employed after training	71	75	75	72	82	75	82	81	74
Two standard errors	0.9	0.9	0.8	1.1	1.3	2.0	2.2	3.0	0.4
In further study after training	43	40	33	42	33	39	39	42	40
Two standard errors	0.9	1.1	0.9	1.3	1.7	2.5	3.3	5.0	0.5
In further study - At TAFE	74	63	56	68	70	73	46	46	68
Two standard errors	1.3	1.7	1.7	1.8	2.9	3.6	5.4	7.8	0.7
In further study - University	18	27	27	24	13	14	43	32	21
Two standard errors	1.1	1.5	1.5	1.7	2.1	2.8	5.4	7.3	0.6

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

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.20

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed after training	68	72	74	70	80	73	84	80	71
Two standard errors	2.2	1.9	2.0	2.3	2.6	5.8	5.0	4.7	0.9
In further study after training	37	31	33	41	34	35	44	36	36
Two standard errors	2.3	3.6	4.1	3.8	5.2	10.5	10.6	8.9	1.7
In further study - At TAFE	65	51	53	68	69	69	49	28	61
Two standard errors	3.8	3.6	4.1	3.8	5.2	10.5	10.6	8.9	1.7
In further study - University	22	36	33	18	17	18	40	55	25
Two standard errors	3.3	3.5	3.8	3.1	4.2	8.8	10.4	9.9	1.5
2003									
Employed after training	67	75	70	70	79	74	83	76	71
Two standard errors	1.3	1.1	1.4	1.6	1.5	4.1	3.5	3.3	0.6
In further study after training	47	45	41	47	41	42	42	52	45
Two standard errors	1.6	1.7	1.7	2.2	2.5	6.2	5.5	4.9	0.8
In further study - At TAFE	71	61	64	70	68	75	40	45	68
Two standard errors	2.2	2.6	2.6	3.0	3.7	8.5	8.7	6.9	1.2
In further study - University	19	28	25	22	19	10	51	32	22
Two standard errors	1.9	2.4	2.3	2.7	3.1	5.9	8.8	6.5	1.0
2002									
Employed after training	66	73	74	68	80	73	81	80	70
Two standard errors	1.2	1.2	1.1	1.5	1.8	2.9	2.9	3.9	0.6
In further study after training	45	41	36	45	37	42	40	41	42
Two standard errors	1.2	2.2	2.1	2.3	3.9	5.3	6.5	9.8	0.9

Table 4A.20

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
In further study - At TAFE	73	61	56	68	67	68	42	51	67
Two standard errors	1.6	2.2	2.1	2.3	3.9	5.3	6.5	9.8	0.9
In further study - University	17	26	28	25	15	17	47	35	22
Two standard errors	1.4	2.0	1.9	2.1	3.0	4.3	6.6	9.3	0.8

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

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.21

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

	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
2004									
Employed after training	72	81	76	78	86	72	66	48	76
Two standard errors	3.2	2.5	2.3	3.3	3.2	5.6	22.3	19.2	1.3
In further study after training	31	28	29	36	29	26	21	11	30
Two standard errors	3.3	2.8	2.4	3.9	4.2	5.5	18.7	12.0	1.4
In further study - At TAFE	71	64	61	71	82	69	100	-	69
Two standard errors	5.8	5.4	4.9	6.1	6.3	11.6	-	-	2.5
In further study - University	16	21	24	16	7	18	-	100	18
Two standard errors	4.7	4.6	4.2	5.0	4.2	9.6	-	-	2.0
2003									
Employed after training	71	80	75	74	82	75	-	93	75
Two standard errors	1.6	1.2	1.5	2.1	1.8	3.6	-	8.0	0.7
In further study after training	42	41	38	40	36	43	-	49	41
Two standard errors	2.0	2.2	2.0	2.9	3.2	5.4	-	22.4	1.0
In further study - At TAFE	76	69	66	78	74	81	-	26	73
Two standard errors	2.6	3.3	3.1	3.8	4.7	6.4	-	29.2	1.4
In further study - University	13	19	20	12	13	8	-	59	16
Two standard errors	2.1	2.8	2.6	3.0	3.6	4.5	-	32.8	1.2
2002									
Employed after training	73	80	75	73	84	77	-	69	76
Two standard errors	1.4	1.6	1.4	2.3	2.2	2.4	-	15.6	0.7

Table 4A.21

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

	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
In further study after training	41	35	32	37	32	37	-	46	37
Two standard errors	1.6	1.9	1.5	2.6	3.1	3.2	-	21.8	0.8
In further study - At TAFE	72	63	60	77	72	75	-	51	68
Two standard errors	2.3	3.3	2.7	3.7	5.1	4.6	-	31.6	1.3
In further study - University	16	25	22	15	11	11	-	37	18
Two standard errors	1.9	3.0	2.3	3.1	3.6	3.3	-	30.5	1.1

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

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered too unreliable for general use.

(c) The data for the ACT are not published due to small sample size.

- Nil or rounded to zero.

Source: NCVET (unpublished).

Table 4A.22

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed after training	76	89	82	83	91	40	np	88	84
Two standard errors	23.7	15.2	6.2	5.4	8.3	56.6	np	4.6	2.9
In further study after training	10	11	20	29	46	np	np	30	25
Two standard errors	16.6	15.2	6.5	6.5	14.5	np	np	6.4	3.4
In further study - At TAFE	100	36	49	77	78	np	np	34	62
Two standard errors	-	55.4	16.4	11.2	20.7	np	np	11.8	7.2
In further study - University	-	64	18	12	9	np	np	47	21
Two standard errors	-	55.4	12.6	8.7	14.3	np	np	12.4	6.1
2003									
Employed after training	69	84	80	84	88	82	np	84	83
Two standard errors	13.1	9.2	3.7	2.7	5.0	19.8	np	3.4	1.7
In further study after training	35	30	35	38	39	46	np	47	39
Two standard errors	15.1	19.5	5.7	4.8	10.5	30.1	np	5.7	2.9
In further study - At TAFE	50	87	70	63	78	72	np	54	63
Two standard errors	28.9	25.4	8.9	8.0	14.4	40.2	np	8.5	4.6
In further study - University	50	8	19	22	11	-	np	16	20
Two standard errors	28.9	20.5	7.7	6.8	10.9	-	np	6.3	3.8
2002									
Employed after training	53	77	85	89	83	74	np	88	85
Two standard errors	13.8	17.9	3.4	2.9	6.8	25.3	np	4.1	1.9
In further study after training	30	43	31	28	43	89	np	41	32
Two standard errors	12.8	23.3	4.6	4.3	9.3	20.9	np	7.8	2.7

Table 4A.22

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
In further study - At TAFE	81	62	61	65	83	88	np	58	65
Two standard errors	19.6	36.7	8.4	8.4	11.1	23.0	np	12.4	4.8
In further study - University	6	18	13	25	-	-	np	18	16
Two standard errors	11.9	29.0	5.8	7.7	-	-	np	9.7	3.7

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

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdiction and are considered too unreliable for general use.

(c) Remote areas are defined in terms of low population density and long distances to associated large population centres. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions. The remote data for Tasmania (for 2004) and the ACT are not published due to small sample size.

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

Source: NCVET (unpublished).

Table 4A.23

Table 4A.23 Proportion of graduates with a disability in employment and/or continued on to further study after completing a VET course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed after training	47	51	54	57	54	46	53	61	51
Two standard errors	6.4	5.6	6.3	7.1	9.4	15.8	19.2	17.2	2.9
In further study after training	35	27	25	40	44	40	34	32	33
Two standard errors	6.2	4.9	5.5	7.0	9.3	15.5	18.2	16.5	2.7
In further study - At TAFE	76	70	68	78	75	61	58	33	73
Two standard errors	9.2	8.9	11.0	9.4	13.1	25.2	31.2	26.1	4.3
In further study - University	11	17	17	8	17	20	9	34	13
Two standard errors	6.7	7.3	8.9	6.1	11.3	20.7	18.1	26.3	3.3
2003									
Employed after training	47	51	51	46	59	48	49	61	50
Two standard errors	4.1	3.9	4.0	5.2	5.4	11.5	15.6	11.9	1.9
In further study after training	52	47	44	46	40	57	37	44	48
Two standard errors	4.7	5.3	4.7	6.3	6.8	15.9	18.6	15.9	2.3
In further study - At TAFE	81	74	73	79	73	84	65	52	78
Two standard errors	5.2	6.7	6.4	7.6	10.0	15.6	31.8	23.6	2.9
In further study - University	12	16	14	10	6	5	24	25	13
Two standard errors	4.3	5.6	5.0	5.6	5.3	9.3	28.5	20.4	2.3
2002									
Employed after training	36	51	47	41	59	36	57	45	43
Two standard errors	3.8	4.7	4.2	5.7	7.8	8.8	12.9	18.8	2.1
In further study after training	44	42	33	45	32	48	40	31	41
Two standard errors	4.1	4.8	4.1	5.9	8.2	11.0	14.8	21.8	2.1

Table 4A.23

Table 4A.23 Proportion of graduates with a disability in employment and/or continued on to further study after completing a VET course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
In further study - At TAFE	84	78	69	79	80	88	39	76	80
Two standard errors	4.6	6.1	6.6	7.1	12.2	10.3	22.4	32.3	2.7
In further study - University	9	12	18	15	13	7	37	24	12
Two standard errors	3.6	4.8	5.5	6.2	10.3	8.1	22.2	32.3	2.2

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

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdiction and are considered too unreliable for general use.

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

(d) Care needs to be taken in comparing outcomes for students reporting a disability and students speaking a language other than English at home because of the high non identification rates for these groups.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.24

Table 4A.24 Proportion of graduates speaking a language other than English in employment and/or continued on to further study after completing a VET course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed after training	59	63	63	65	70	71	76	80	61
Two standard errors	3.7	3.0	5.3	4.9	6.9	20.3	10.5	9.4	1.9
In further study after training	36	28	34	37	30	32	40	42	34
Two standard errors	3.6	2.8	5.2	4.9	7.0	20.9	12.1	11.6	1.8
In further study - At TAFE	67	52	59	70	75	84	65	29	64
Two standard errors	5.9	5.4	9.5	7.6	11.7	29.9	18.4	16.9	3.1
In further study - University	22	33	31	22	8	-	35	51	25
Two standard errors	5.2	5.1	8.9	6.9	7.3	-	18.4	18.6	2.8
2003									
Employed after training	58	66	58	60	75	60	4	3	0
Two standard errors	2.4	2.0	3.1	3.5	3.8	14.8	7.7	11.9	1.6
In further study after training	52	50	43	56	42	59	49	51	51
Two standard errors	2.9	2.8	3.8	4.5	6.1	19.3	10.7	8.9	1.5
In further study - At TAFE	74	62	60	67	66	61	59	39	70
Two standard errors	3.6	3.8	5.7	5.9	9.3	24.4	15.4	12.6	2.0
In further study - University	22	32	30	22	24	24	35	35	24
Two standard errors	3.4	3.7	5.3	5.2	8.4	21.4	14.9	12.3	1.9
2002									
Employed after training	58	58	62	63	71	62	70	20	2
Two standard errors	1.9	2.0	2.9	3.1	4.7	10.6	6.4	-	7.0
In further study after training	49	45	41	47	36	49	42	43	47
Two standard errors	1.9	2.1	3.0	3.3	5.7	13.1	8.5	11.1	1.2

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Table 4A.24

Table 4A.24 Proportion of graduates speaking a language other than English in employment and/or continued on to further study after completing a VET course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
In further study - At TAFE	76	63	53	63	65	69	42	42	70
Two standard errors	2.4	3.1	4.7	4.6	9.4	17.2	13.3	17.2	1.6
In further study - University	18	27	31	31	22	18	47	33	22
Two standard errors	2.1	2.8	4.4	4.4	8.2	14.3	13.5	16.4	1.4

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

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdiction and are considered too unreliable for general use.

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

– Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.25

Table 4A.25 Labour force status after the course of TAFE graduates who were not employed prior to the course and took the course for vocational reasons (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed	40	46	55	55	58	54	50	38	47
Two standard errors	2.5	2.4	2.3	3.1	3.8	5.6	10.2	7.9	1.2
Unemployed	43	41	35	32	26	35	37	31	39
Two standard errors	2.5	2.3	2.2	3.0	3.4	5.4	9.9	7.5	1.1
Not in the labour force	14	12	10	12	15	11	8	30	13
Two standard errors	1.7	1.5	1.4	2.1	2.7	3.5	5.5	7.4	0.8
2003									
Employed	41	47	48	44	55	49	52	44	45
Two standard errors	1.5	1.4	1.5	2.0	2.1	4.5	6.4	6.2	0.7
Unemployed	43	40	38	39	33	37	29	33	40
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	13	10	10	15	10	13	18	22	12
Two standard errors	1.0	0.8	0.9	1.4	1.3	3.0	4.9	5.1	0.5
2002									
Employed	40	45	50	49	62	51	59	54	45
Two standard errors	2.8	3.3	2.8	4.2	6.1	6.4	13.5	21.3	1.5
Unemployed	42	39	33	36	27	34	28	30	38
Two standard errors	2.8	3.2	2.7	4.1	5.6	6.1	12.3	19.5	1.4
Not in the labour force	16	15	16	14	11	14	13	na	15
Two standard errors	2.1	2.3	2.1	2.9	4.0	4.5	9.2	14.8	1.1
2001									
Employed	47	50	47	51	65	57	60	44	49
Two standard errors	5.7	6.4	6.6	8.6	11.9	14.6	23.5	23.4	1.5

Table 4A.25

Table 4A.25 Labour force status after the course of TAFE graduates who were not employed prior to the course and took the course for vocational reasons (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Unemployed	36	36	38	31	25	29	22	46	35
Two standard errors	6.9	6.1	6.4	7.9	10.9	13.4	19.9	23.5	1.5
Not in the labour force	16	14	14	17	8	13	18	10	15
Two standard errors	4.1	4.4	4.6	6.4	6.8	10.0	18.4	14.2	1.1

(a) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdiction and are considered too unreliable for general use.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.26

Table 4A.26 Labour force status after the course of graduates who were employed prior to the course and took the course for vocational reasons, 2004 (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed	89	89	88	89	93	89	92	89	89
Two standard errors	0.7	0.6	0.7	0.8	0.7	1.9	1.6	1.6	0.3
Unemployed	5	6	6	4	3	5	4	5	5
Two standard errors	0.5	0.5	0.5	0.5	0.5	1.3	1.1	1.1	0.2
Not in the labour force	6	5	6	7	5	6	3	6	6
Two standard errors	0.6	0.4	0.5	0.6	0.6	1.4	1.0	1.2	0.2
2003									
Employed	88	90	87	88	92	89	91	89	89
Two standard errors	0.4	0.3	0.5	0.5	0.4	1.3	1.2	1.1	0.2
Unemployed	6	6	7	6	5	6	5	5	6
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	5	4	5	6	3	4	4	5	4
Two standard errors	0.3	0.2	0.3	0.4	0.3	0.8	0.8	0.7	0.1
2002									
Employed	90	89	89	89	94	90	92	93	90
Two standard errors	0.8	1.0	0.9	1.2	1.2	2.1	2.5	3.4	0.4
Unemployed	6	6	6	6	4	7	4	na	6
Two standard errors	0.6	0.7	0.7	0.9	0.9	1.8	1.8	1.1	0.3
Not in the labour force	4	5	5	5	3	3	4	6	4
Two standard errors	0.5	0.7	0.6	0.8	0.7	1.3	1.7	3.1	0.3

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

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.27

Table 4A.27 Employed graduates who undertook their course for vocational reasons, by relevance of course to main job (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Highly relevant	53	51	56	52	55	53	52	51	53
Two standard errors	2.6	2.2	2.3	2.7	3.0	6.4	6.8	5.8	1.1
Some relevance	28	28	23	24	26	28	28	30	27
Two standard errors	2.4	1.9	1.9	2.3	2.6	5.8	6.1	5.3	1.0
Very little relevance	7	6	7	7	8	7	7	9	7
Two standard errors	1.4	1.0	1.2	1.4	1.6	3.3	3.5	3.3	0.5
Not relevant at all	12	15	14	17	11	12	13	10	13
Two standard errors	1.7	1.5	1.6	2.1	1.9	4.2	4.6	3.5	0.7
2003									
Highly relevant	54	54	56	49	56	60	60	52	54
Two standard errors	1.5	1.3	1.5	1.9	1.7	4.2	4.6	4.1	0.7
Some relevance	26	26	23	26	28	22	19	31	25
Two standard errors	1.4	1.1	1.3	1.6	1.5	3.5	3.7	3.8	0.6
Very little relevance	8	8	8	8	6	6	6	6	8
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	13	13	16	10	12	15	10	13
Two standard errors	1.0	0.8	1.0	1.4	1.0	2.8	3.4	2.5	0.4
2002									
Highly relevant	55	56	56	53	62	60	56	47	55
Two standard errors	1.3	1.5	1.3	1.8	2.2	3.2	4.4	6.6	0.7
Some relevance	26	25	25	21	24	25	20	33	25
Two standard errors	1.2	1.3	1.2	1.5	1.9	2.8	3.5	6.2	0.6

Table 4A.27

Table 4A.27 Employed graduates who undertook their course for vocational reasons, by relevance of course to main job (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Very little relevance	8	7	7	7	6	6	6	8	7
Two standard errors	0.7	0.8	0.7	0.9	1.0	1.5	2.1	3.6	0.4
Not relevant at all	1	13	11	18	8	9	18	12	12
Two standard errors	0.8	1.0	0.9	1.4	1.2	1.9	3.4	4.4	0.4

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

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.28

Table 4A.28 **TAFE graduates who undertook their course for vocational reasons, vocational benefits of course, 2004 (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>
Obtained a job	26	27	31	34	31	38	38	16	28
Two standard errors	2.4	1.9	2.2	2.6	2.8	6.3	6.7	4.3	1.0
An increase in earnings	26	28	31	28	31	32	33	22	28
Two standard errors	2.4	2.0	2.2	2.5	2.8	6.1	6.5	4.8	1.0
A promotion (or increased status at work)	29	26	26	26	28	24	24	32	27
Two standard errors	2.4	1.9	2.0	2.4	2.7	5.5	5.9	5.4	1.0
Change of job or new job	19	20	20	20	20	16	26	15	19
Two standard errors	2.1	1.7	1.9	2.2	2.4	4.8	6.0	4.2	0.9
Ability to start own business	9	9	6	7	6	7	7	6	8
Two standard errors	1.5	1.3	1.1	1.4	1.4	3.3	3.5	2.8	0.6
At least one benefit	75	74	77	74	75	78	78	66	75
Two standard errors	2.3	1.9	2.0	2.4	2.6	5.4	5.7	5.5	0.9

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

Source: NCVER (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.29

Table 4A.29 Load pass rates, by sex, (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Female students	77.3	77.4	77.5	73.6	87.1	80.7	82.5	71.4	77.7
Male students	77.2	75.2	78.7	73.6	85.9	78.2	77.6	67.0	77.0
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
Female students	76.9	77.9	78.1	73.2	87.2	82.1	82.5	72.9	77.8
Male students	76.4	75.4	76.0	72.6	86.2	78.4	76.7	70.5	76.3
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Female students	75.2	77.2	78.6	72.9	88.0	78.5	82.0	71.3	77.0
Male students	74.8	74.9	77.0	72.1	86.6	74.3	75.9	73.0	75.7
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Female students	74.5	76.2	77.1	72.4	88.1	81.2	82.8	71.2	76.3
Male students	73.6	73.5	75.5	72.3	88.0	77.3	76.0	73.2	75.0
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.30

Table 4A.30 Load pass rates, by region (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>
2004									
Capital city	77.1	75.6	75.2	73.5	84.7	80.5	79.7	72.3	76.7
Other metropolitan	77.6	76.6	78.2	95.0	89.2	67.4	82.1	71.9	77.6
Rural	77.5	77.8	80.8	74.8	91.3	78.7	83.2	72.3	79.0
Remote	75.6	85.3	83.4	71.9	91.5	80.7	70.9	61.4	75.4
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
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	95.5	97.3	48.9	79.7	63.0	77.5
Rural	76.8	78.1	79.5	73.0	90.7	80.0	84.5	75.9	78.5
Remote	79.7	85.4	82.5	72.6	93.1	76.7	77.1	67.9	76.5
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Capital city	75.0	75.2	74.9	72.5	85.7	78.0	78.3	74.1	75.7
Other metropolitan	76.1	77.1	79.0	83.1	94.2	44.2	84.9	79.2	77.1
Rural	74.3	77.9	80.3	73.8	91.2	75.0	82.1	74.8	77.7
Remote	73.8	83.7	81.6	69.4	92.1	77.3	79.9	70.2	75.2
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Capital city	73.7	73.5	74.6	71.8	86.6	81.2	79.2	74.7	74.8
Other metropolitan	75.7	78.2	77.0	52.5	96.0	82.9	83.5	74.2	76.3
Rural	74.1	78.1	78.3	74.8	91.6	77.6	83.0	73.8	77.4
Remote	73.7	82.8	72.7	72.2	92.6	77.8	33.3	69.5	73.3
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

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

(b) Load pass rates by region are based on students' home postcode using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city; other metropolitan; rural; remote; interstate and overseas), as distinct from the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the Australian Bureau of Statistics (ABS) (table A.6).

(c) 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. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are as a result of students from remote areas throughout Australia studying in these jurisdictions.

Source: NCVER (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.31

Table 4A.31 Load pass rates, by disability status, (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Reported as having a disability	70.0	66.4	69.2	63.6	79.7	68.3	73.6	59.4	69.0
Reported as not having a disability	77.9	76.8	78.6	74.3	87.0	80.2	80.6	69.3	78.0
Not reported disability	77.9	76.8	78.6	74.3	87.0	80.2	80.6	69.3	78.0
All students	77.2	76.3	78.2	73.6	86.5	79.4	80.1	69.1	77.4
2003									
Reported as having a disability	69.9	65.9	67.1	64.2	81.4	69.0	72.6	70.3	68.9
Reported as not having a disability	77.3	77.1	77.6	73.6	87.0	81.0	80.1	71.6	77.7
Not reported disability	77.3	77.1	77.6	73.6	87.0	81.0	80.1	71.6	77.7
All students	76.7	76.7	77.1	72.9	86.7	80.3	79.7	71.7	77.1
2002									
Reported as having a disability	67.6	66.9	66.7	63.5	81.6	66.7	74.4	68.0	67.7
Reported as not having a disability	75.6	76.4	78.3	73.4	87.6	76.6	79.0	72.2	76.9
Not reported disability	75.6	76.4	78.3	73.4	87.6	76.6	79.0	72.2	76.9
All students	75.0	76.0	77.7	72.4	87.3	76.2	79.0	72.4	76.4
2001									
Reported as having a disability	66.4	65.9	67.0	63.6	81.7	67.8	73.6	70.9	67.2
Reported as not having a disability	74.6	74.9	76.7	73.8	88.4	81.3	79.9	71.6	76.1
Not reported disability	74.6	74.9	76.7	73.8	88.4	81.3	79.9	71.6	76.1
All students	74.1	74.8	76.3	72.4	88.0	79.1	79.5	72.3	75.6

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

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

(c) Care needs to be taken in comparing 'load pass rates' for students reporting a disability because the non-identification rates for these groups are high.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.32

Table 4A.32 Load pass rates, by language spoken at home (per cent) (a), (b)

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

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

(b) Care needs to be taken in comparing 'load pass rates' for students speaking a language other than English at home because the non-identification rates for these groups are high.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.33

Table 4A.33 Whether VET course helped TAFE graduates achieve their main reason for doing the course, all graduates (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Sample size	no.	2 695	3 883	3 226	2 503	1 640	440	384	496	15 267
Helped achieve main reason	%	65	66	69	63	71	70	75	80	66
Two standard errors	%	1.8	1.5	1.6	1.9	2.2	4.4	4.4	3.6	0.8
Partly helped achieve main reason	%	15	16	13	16	11	12	10	9	14
Two standard errors	%	1.4	1.2	1.2	1.5	1.5	3.1	3.1	2.6	0.6
Did not help achieve main reason	%	8	7	9	9	8	7	6	6	8
Two standard errors	%	1.0	0.8	1.0	1.1	1.3	2.4	2.4	2.1	0.4
Did not know yet	%	12	12	9	13	10	10	10	5	11
Two standard errors	%	1.3	1.0	1.0	1.3	1.5	2.9	3.1	2.0	0.5
2003										
Sample size	no.	7 886	10 839	7 733	5 608	5 223	932	754	1 085	40 060
Helped achieve main reason	%	60	63	64	62	65	66	67	74	62
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	15	15	15	13	12	13	8	15
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	8	10	9	8	10	6	7	9
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	13	11	14	13	12	14	10	13
Two standard errors	%	0.8	0.6	0.7	0.9	0.9	2.1	2.5	1.8	0.3

(a) Care needs to be taken in making comparison with results published in previous years since from 2003 participants who identified themselves as graduates in the module completer questionnaire have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.34

Table 4A.34 Whether VET course helped TAFE graduates achieve their main reason for doing the course, female graduates (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Sample size	no.	1 770	2 296	1 846	1 546	940	233	212	284	9 127
Helped achieve main reason	%	62	63	67	61	70	69	72	80	64
Two standard errors	%	2.3	2.0	2.2	2.5	3.0	6.1	6.2	4.7	1.0
Partly helped achieve main reason	%	17	16	14	17	12	14	10	10	16
Two standard errors	%	1.8	1.5	1.6	1.9	2.1	4.5	4.1	3.6	0.8
Did not help achieve main reason	%	9	8	9	9	6	8	6	4	8
Two standard errors	%	1.4	1.1	1.3	1.5	1.5	3.6	3.3	2.3	0.6
Did not know yet	%	11	13	10	13	12	9	13	6	11
Two standard errors	%	1.5	1.4	1.4	1.7	2.1	3.7	4.6	2.8	0.7
2003										
Sample size	no.	4 889	5 863	4 500	3 254	2 939	459	449	664	23 017
Helped achieve main reason	%	60	61	61	62	64	66	64	73	61
Two standard errors	%	1.4	1.3	1.5	1.7	1.8	4.4	4.5	3.5	0.6
Partly helped achieve main reason	%	18	17	18	16	15	13	15	9	17
Two standard errors	%	1.1	1.0	1.1	1.3	1.3	3.2	3.4	2.2	0.5
Did not help achieve main reason	%	9	9	11	8	9	9	6	8	9
Two standard errors	%	0.8	0.7	0.9	1.0	1.0	2.7	2.2	2.1	0.4
Did not know yet	%	13	13	10	14	12	12	15	10	13
Two standard errors	%	1.0	0.9	0.9	1.2	1.2	3.0	3.4	2.4	0.4

(a) Care needs to be taken in making comparison with results published in previous years since from 2003 participants who identified themselves as graduates in the module completer questionnaire have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported.

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

Source: NCVER (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.35

Table 4A.35 Whether VET course helped TAFE graduates achieve their main reason for doing the course, graduates from rural areas (a), (b), (c)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT (b)	NT	Aust
2004										
Sample size	no.	773	996	1 387	617	477	255	18	26	4 549
Helped achieve main reason	%	68	70	70	62	75	68	82	78	69
Two standard errors	%	3.4	2.9	2.5	3.9	4.0	5.8	18.1	16.2	1.4
Partly helped achieve main reason	%	12	15	12	16	11	13	–	3	13
Two standard errors	%	2.3	2.3	1.7	3.0	2.9	4.2	–	6.7	1.0
Did not help achieve main reason	%	7	7	8	9	5	9	18	–	7
Two standard errors	%	1.8	1.6	1.5	2.3	2.0	3.6	18.1	–	0.8
Did not know yet	%	13	9	10	14	9	10	–	19	11
Two standard errors	%	2.4	1.8	1.6	2.8	2.6	3.8	–	15.4	0.9
2003										
Sample size	no.	3 150	4 135	3 317	1 802	1 769	572	np	41	14 786
Helped achieve main reason	%	65	69	65	66	69	67	np	69	66
Two standard errors	%	1.7	1.4	1.7	2.2	2.2	3.9	np	14.4	0.8
Partly helped achieve main reason	%	15	13	14	16	12	12	np	–	14
Two standard errors	%	1.3	1.1	1.2	1.7	1.5	2.7	np	–	0.6
Did not help achieve main reason	%	9	8	10	7	9	10	np	–	9
Two standard errors	%	1.0	0.8	1.0	1.2	1.3	2.6	np	–	0.5
Did not know yet	%	11	10	11	11	10	11	np	–	11
Two standard errors	%	1.1	0.9	1.1	1.5	1.4	2.6	np	–	0.5

(a) Care needs to be taken in making comparison with results published in previous years since from 2003 participants who identified themselves as graduates in the module completer questionnaire have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered unreliable for general use.

Table 4A.35

Table 4A.35 Whether VET course helped TAFE graduates achieve their main reason for doing the course, graduates from rural areas (a), (b), (c)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT (b)	NT	Aust
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(c) The rural data for the ACT for 2003 are not published due to small sample size.

– Nil or rounded to zero. np Not published.

Source: NCVET (unpublished).

Table 4A.36

Table 4A.36 Whether VET course helped TAFE graduates achieve their main reason for doing the course, by graduates from remote areas (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Sample size	no.	13	17	153	198	47	np	np	204	635
Helped achieve main reason	%	66	80	74	80	82	np	np	86	78
Two standard errors	%	26.3	19.4	7.1	5.7	11.2	np	np	4.9	3.3
Partly helped achieve main reason	%	18	10	13	10	7	np	np	9	11
Two standard errors	%	21.3	14.6	5.4	4.3	7.4	np	np	4.0	2.5
Did not help achieve main reason	%	10	–	5	3	5	np	np	3	4
Two standard errors	%	16.6	0.0	3.5	2.4	6.4	np	np	2.4	1.6
Did not know yet	%	6	10	8	7	6	np	np	2	6
Two standard errors	%	13.2	14.6	4.4	3.6	6.9	np	np	2.0	1.9
2003										
Sample size	no.	50	64	455	725	170	np	np	470	1 949
Helped achieve main reason	%	68	74	73	72	70	np	np	82	74
Two standard errors	%	13.2	10.9	4.1	3.3	7.0	np	np	3.6	2.0
Partly helped achieve main reason	%	12	7	12	11	10	np	np	5	10
Two standard errors	%	9.3	6.5	3.0	2.4	4.7	np	np	2.1	1.4
Did not help achieve main reason	%	np	12.0	8.0	4.2	7.1	np	np	4.5	5.9
Two standard errors	%	np	8.1	2.5	1.5	3.9	np	np	1.9	1.1
Did not know yet	%	np	np	6.8	12.6	12.6	np	np	8.4	10.0
Two standard errors	%	np	np	2.4	2.5	5.1	np	np	2.6	1.4

(a) Care needs to be taken in making comparison with results published in previous years since from 2003 participants who identified themselves as graduates in the module completer questionnaire have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered unreliable for general use.

Table 4A.36 Whether VET course helped TAFE graduates achieve their main reason for doing the course, by graduates from remote areas (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>
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(c) There are no remote areas in Victoria and the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in Victoria. The remote data for Tasmania and the ACT are not published due to small sample size.

np Not published.

Source: NCVET (unpublished).

Table 4A.37

Table 4A.37 Whether VET course helped TAFE graduates achieve their main reason for doing the course, by graduates with a disability (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Sample size	no.	240	323	251	196	112	40	27	32	1 221
Helped achieve main reason	%	48	53	61	57	49	55	60	81	53
Two standard errors	%	6.4	5.6	6.2	7.1	9.4	15.7	18.9	13.9	2.9
Partly helped achieve main reason	%	16	16	12	17	14	20	23	8	16
Two standard errors	%	4.7	4.1	4.1	5.4	6.6	12.6	16.2	9.6	2.1
Did not help achieve main reason	%	14	10	12	11	12	–	10	10	12
Two standard errors	%	4.5	3.3	4.1	4.5	6.1	–	11.5	10.6	1.9
Did not know yet	%	21	21	15	15	25	25	7	2	20
Two standard errors	%	5.3	4.5	4.5	5.1	8.2	13.7	9.8	4.9	2.3
2003										
Sample size	no.	605	652	636	374	336	74	42	65	2 784
Helped achieve main reason	%	48	49	54	53	53	47	53	65	51
Two standard errors	%	4.1	3.9	4.0	5.2	5.4	11.6	15.4	11.8	1.9
Partly helped achieve main reason	%	17	17	17	17	19	17	21	15	17
Two standard errors	%	3.1	2.9	3.0	3.9	4.3	8.7	12.5	8.9	1.4
Did not help achieve main reason	%	15	16	13	14	11	21	12	9	14
Two standard errors	%	2.9	2.8	2.7	3.6	3.4	9.5	9.9	7.3	1.3
Did not know yet	%	20	19	15	16	17	15	14	10	18
Two standard errors	%	3.3	3.1	2.9	3.8	4.1	8.3	10.8	7.6	1.5

(a) Care needs to be taken in making comparison with results published in previous years since from 2003 participants who identified themselves as graduates in the module completer questionnaire have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered unreliable for general use.

Table 4A.37 Whether VET course helped TAFE graduates achieve their main reason for doing the course, by graduates with a disability (a), (b), (c)

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

– Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.38

Table 4A.38 Whether VET course helped TAFE graduates achieve their main reason for doing the course, by graduates speaking a language other than English at home (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT (b)	Aust
2004										
Sample size	no.	695	1 014	331	386	174	20	66	73	2 759
Helped achieve main reason	%	56	56	65	55	62	58	64	82	58
Two standard errors	%	3.8	3.1	5.2	5.1	7.4	22.1	11.8	9.0	1.9
Partly helped achieve main reason	%	19	22	16	19	18	27	13	8	19
Two standard errors	%	3.0	2.6	4.0	4.0	5.8	19.9	8.3	6.4	1.5
Did not help achieve main reason	%	10	8	10	11	13	5	13	5	10
Two standard errors	%	2.3	1.7	3.3	3.2	5.1	9.7	8.3	5.1	1.1
Did not know yet	%	15	14	9	15	8	10	11	5	14
Two standard errors	%	2.7	2.2	3.1	3.6	4.1	13.4	7.7	5.1	1.3
2003										
Sample size	no.	1 699	2 224	990	764	514	44	133	189	6 557
Helped achieve main reason	%	52	57	55	55	55	67	54	68	54
Two standard errors	%	2.4	2.1	3.2	3.6	4.4	14.2	8.6	6.8	1.2
Partly helped achieve main reason	%	20	18	22	18	18	19	17	11	19
Two standard errors	%	2.0	1.6	2.6	2.8	3.4	11.7	6.5	4.6	1.0
Did not help achieve main reason	%	11	9	10	10	10	np	7	8	10
Two standard errors	%	1.5	1.2	1.9	2.1	2.7	np	4.4	3.9	0.7
Did not know yet	%	17	16	13	17	17	11	22	13	16
Two standard errors	%	1.8	1.5	2.2	2.7	3.3	9.3	7.2	5.0	0.9

(a) Care needs to be taken in making comparison with results published in previous years since from 2003 participants who identified themselves as graduates in the module completer questionnaire have been included in the graduate segment for reporting. In previous years' publications these additional graduates were not reported.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.39

Table 4A.39 Proportion of all graduates who were satisfied with the quality of their completed VET course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Sample size	no.	2 780	4 133	3 268	2 626	1 688	457	396	499	15 847
Satisfied with the quality of their training	%	86	83	85	84	86	87	83	87	85
Two standard errors	%	1.3	1.2	1.2	1.4	1.7	3.1	3.8	3.0	0.6
Seeking employment related outcomes	%	87	83	85	84	85	87	83	84	85
Two standard errors	%	1.6	1.5	1.5	1.8	2.0	3.8	4.8	4.0	0.7
Seeking a further study outcomes	%	88	83	86	80	84	76	88	86	86
Two standard errors	%	4.9	4.3	5.1	5.2	10.5	28.5	10.5	17.9	2.2
Seeking a personal development outcomes	%	85	83	84	84	87	85	79	94	84
Two standard errors	%	3.3	3.0	3.3	3.6	4.7	7.7	8.2	4.5	1.5
2003										
Sample size	no.	7 814	10 716	7 640	5 533	5 151	929	739	1 055	39 577
Satisfied with the quality of their training	%	83	83	81	82	83	83	80	79	82
Two standard errors	%	0.8	0.7	0.9	1.0	1.0	2.5	2.9	2.5	0.4
Seeking employment related outcomes	%	83	83	80	81	83	84	78	76	82
Two standard errors	%	1.0	0.9	1.1	1.3	1.2	2.8	3.7	3.2	0.5
Seeking a further study outcomes	%	86	82	81	82	88	81	90	84	84
Two standard errors	%	3.3	3.1	3.8	3.7	4.9	14.3	8.1	11.9	1.6
Seeking a personal development outcomes	%	84	83	83	83	83	81	82	84	83
Two standard errors	%	1.8	1.8	2.1	2.3	2.9	6.1	6.5	4.5	0.9
2002										
Sample size	no.	10 737	8 817	10 340	6 405	3 475	1 927	1 239	675	43 615
Satisfied with the quality of their training	%	78	76	78	71	77	74	71	78	77
Two standard errors	%	0.8	0.9	0.8	1.1	1.4	2.0	2.6	3.2	0.4

Table 4A.39

Table 4A.39 Proportion of all graduates who were satisfied with the quality of their completed VET course, by purpose of study (a), (b)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
Seeking employment related outcomes	%	77	77	78	69	77	74	70	78	76
Two standard errors	%	1.0	1.1	1.0	1.4	1.6	2.2	3.3	3.9	0.5
Seeking a further study outcomes	%	75	75	78	71	85	72	85	78	75
Two standard errors	%	3.5	3.6	3.5	3.7	6.8	15.4	7.7	17.3	1.7
Seeking a personal development outcomes	%	82	73	81	79	82	71	79	77	79
Two standard errors	%	1.8	2.5	2.0	2.3	3.8	6.2	5.6	7.1	1.0

(a) From 2003, satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdiction and are considered too unreliable for general use.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.40

Table 4A.40 Proportion of female graduates who were satisfied with the quality of their completed VET course, by purpose of study (a), (b)

	Unit										
	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust		
2004											
Sample size	no. 1 832	2 428	1 863	1 618	957	242	222	290	9 452		
Satisfied with the quality of their training	% 87	84	84	85	85	89	82	89	86		
Two standard errors	% 1.6	1.5	1.7	1.8	2.3	4.0	5.2	3.7	0.7		
Seeking employment related outcomes	% 88	85	85	86	85	89	82	85	86		
Two standard errors	% 1.9	1.8	2.0	2.2	2.7	4.9	6.8	5.3	0.9		
Seeking a further study outcomes	% 86	87	84	86	81	100	82	100	86		
Two standard errors	% 6.2	5.0	6.8	5.6	13.5	0.0	14.5	0.0	2.7		
Seeking a personal development outcomes	% 85	82	82	81	87	91	79	97	84		
Two standard errors	% 3.9	3.8	4.5	4.7	5.8	7.9	10.8	4.0	1.8		
2003											
Sample size	no. 4 851	5 794	4 445	3 213	2 895	456	441	647	22 742		
Satisfied with the quality of their training	% 85	83	82	84	84	82	79	78	83		
Two standard errors	% 1.0	1.0	1.2	1.3	1.4	3.6	3.9	3.3	0.5		
Seeking employment related outcomes	% 84	84	81	83	84	82	76	75	83		
Two standard errors	% 1.3	1.2	1.4	1.7	1.6	4.3	5.0	4.2	0.6		
Seeking a further study outcomes	% 87	78	86	82	89	88	88	88	85		
Two standard errors	% 3.9	4.4	4.3	4.5	5.4	15.8	10.3	12.5	1.9		
Seeking a personal development outcomes	% 85	84	84	84	81	81	79	85	84		
Two standard errors	% 2.2	2.3	2.5	2.8	3.9	7.6	8.6	5.5	1.1		
2002											
Sample size	no. 6 429	4 948	6 191	3 785	1 839	914	763	405	25 274		
Satisfied with the quality of their training	% 77	75	77	72	77	71	70	75	76		
Two standard errors	% 1.0	1.2	1.1	1.5	2.0	3.0	3.3	4.3	0.5		

Table 4A.40

Table 4A.40 Proportion of female graduates who were satisfied with the quality of their completed VET course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Seeking employment related outcomes	%	76	76	76	69	76	72	71	73	75
Two standard errors	%	1.3	1.5	1.3	1.9	2.3	3.5	4.2	5.5	0.7
Seeking a further study outcomes	%	69	77	77	72	81	58	80	78	73
Two standard errors	%	4.4	4.7	4.3	4.4	8.9	22.1	10.3	22.1	2.1
Seeking a personal development outcomes	%	83	72	81	77	80	73	70	82	80
Two standard errors	%	2.1	3.1	2.5	3.0	5.2	7.7	7.7	8.0	1.2

(a) From 2003, satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdiction and are considered too unreliable for general use.

– Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.41

Table 4A.41 Proportion of graduates from rural areas who were satisfied with the quality of their completed VET course, by purpose of study (a), (b)

	Unit										
	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust		
2004											
Sample size	no.	1 044	1 397	634	496	265	np	27	4 677		
Satisfied with the quality of their training	%	82	85	85	86	89	np	88	85		
Two standard errors	%	2.4	1.9	2.8	3.1	3.8	np	12.5	1.1		
Seeking employment related outcomes	%	81	85	85	87	89	np	87	86		
Two standard errors	%	2.9	2.2	3.4	3.5	4.6	np	16.3	1.2		
Seeking a further study outcomes	%	94	92	92	57	100	np	0	90		
Two standard errors	%	8.4	8.4	8.0	35.0	0.0	np	0.0	4.7		
Seeking a personal development outcomes	%	84	84	82	77	88	np	97	80		
Two standard errors	%	5.6	5.0	7.9	10.5	9.2	np	12.9	2.9		
2003											
Sample size	no.	4 088	3 280	1 782	1 742	569	np	41	14 630		
Satisfied with the quality of their training	%	85	82	84	84	84	np	76	84		
Two standard errors	%	1.1	1.3	1.7	1.8	3.1	np	13.3	0.6		
Seeking employment related outcomes	%	84	81	84	83	83	np	72	84		
Two standard errors	%	1.3	1.6	2.1	2.0	3.7	np	15.4	0.7		
Seeking a further study outcomes	%	85	85	78	82	89	np	0	82		
Two standard errors	%	6.0	7.0	8.0	12.1	16.2	np	0.0	3.3		
Seeking a personal development outcomes	%	87	84	87	89	84	np	86	86		
Two standard errors	%	2.6	3.2	3.6	4.0	6.9	np	28.3	1.4		
2002											
Sample size	no.	2 505	3 912	1 429	1 076	1 189	np	36	13 841		
Satisfied with the quality of their training	%	81	79	74	79	75	np	74	79		
Two standard errors	%	1.3	1.3	2.3	2.5	2.5	np	14.6	0.7		

Table 4A.41

Table 4A.41 Proportion of graduates from rural areas who were satisfied with the quality of their completed VET course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust
Seeking employment related outcomes	%	81	80	78	73	80	76	np	66	79
Two standard errors	%	1.6	1.9	1.5	2.8	2.7	2.8	np	18.9	0.8
Seeking a further study outcomes	%	69	91	79	72	82	50	np	100	74
Two standard errors	%	7.6	6.7	7.1	9.6	17.6	25.8	np	0.0	4.0
Seeking a personal development outcomes	%	86	78	85	81	80	74	np	81	83
Two standard errors	%	2.6	4.2	2.9	4.7	6.8	7.6	np	32.0	1.6

(a) From 2003, satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdiction and are considered too unreliable for general use.

(c) The rural data for the ACT is not published due to small sample size.

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

Source: NCVET (unpublished).

Table 4A.42

Table 4A.42 Proportion of graduates from remote areas who were satisfied with the quality of their completed VET course, by purpose of study (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas (d)	ACT (d)	NT	Aust
2004										
Sample size	no.	13	18	153	202	48	np	np	210	648
Satisfied with the quality of their training	%	86	93	89	89	86	np	np	93	90
Two standard errors	%	19.2	12.0	5.1	4.4	10.0	np	np	3.8	2.4
Seeking employment related outcomes	%	85	100	93	88	89	np	np	91	90
Two standard errors	%	21.5	-	4.9	5.5	10.2	np	np	5.0	2.9
Seeking a further study outcomes	%	100	-	100	73	47	np	np	61	67
Two standard errors	%	-	-	-	39.7	70.6	np	np	56.3	27.1
Seeking a personal development outcomes	%	100	100	69	94	100	np	np	98	89
Two standard errors	%	-	-	17.2	7.7	-	np	np	3.8	5.5
2003										
Sample size	no.	49	65	450	705	164	np	np	454	1 902
Satisfied with the quality of their training	%	92	85	85	82	82	np	np	85	84
Two standard errors	%	7.8	8.9	3.4	2.9	6.0	np	np	3.4	1.7
Seeking employment related outcomes	%	92	87	84	83	87	np	np	84	85
Two standard errors	%	9.6	9.9	4.1	3.5	6.1	np	np	4.3	2.0
Seeking a further study outcomes	%	100	100	61	84	100	np	np	83	82
Two standard errors	%	-	-	32.5	14.1	-	np	np	21.7	10.5
Seeking a personal development outcomes	%	92	79	90	79	63	np	np	87	83
Two standard errors	%	17.2	21.0	6.5	6.1	17.3	np	np	6.0	3.5
2002										
Sample size	no.	51	20	425	469	116	np	np	248	1 342
Satisfied with the quality of their training	%	48	95	80	71	73	np	np	85	76
Two standard errors	%	14.0	9.7	3.9	4.2	8.2	np	np	4.5	2.3

Table 4A.42

Table 4A.42 Proportion of graduates from remote areas who were satisfied with the quality of their completed VET course, by purpose of study (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas (d)	ACT (d)	NT	Aust
Seeking employment related outcomes	%	85	95	77	70	72	np	np	86	77
Two standard errors	%	11.6	10.0	4.6	5.2	9.4	np	np	5.3	2.7
Seeking a further study outcomes	%	100	–	77	50	100	np	np	100	68
Two standard errors	%	–	–	42.1	27.7	–	np	np	–	18.3
Seeking a personal development outcomes	%	8	100	89	81	92	np	np	87	77
Two standard errors	%	22.2	–	7.4	7.9	13.2	np	np	9.3	5.3

(a) From 2003, satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered unreliable for general use.

(c) There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions.

(d) The remote data for Tasmania and the ACT are not published due to small sample size.

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

Source: NCVET (unpublished).

Table 4A.43

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
	Sample size	no.	320	245	194	113	40	26	30	1 207
	Satisfied with the quality of their training	%	88	80	77	79	85	91	89	84
	Two standard errors	%	3.6	5.1	6.0	7.7	11.3	11.2	11.4	2.1
	Seeking employment related outcomes	%	90	82	77	79	79	100	93	86
	Two standard errors	%	5.1	6.0	7.6	8.7	15.1	0.0	12.0	2.5
	Seeking a further study outcomes	%	100	87	75	67	—	—	—	88
	Two standard errors	%	—	20.3	22.4	42.1	—	—	—	8.8
	Seeking a personal development outcomes	%	79	78	72	83	100	90	100	81
	Two standard errors	%	10.3	10.9	13.7	20.1	—	22.7	—	4.7
2003										
	Sample size	no.	636	623	365	331	75	41	62	2 726
	Satisfied with the quality of their training	%	82	84	77	84	78	83	86	81
	Two standard errors	%	3.0	2.9	4.4	4.0	9.6	11.7	8.8	1.5
	Seeking employment related outcomes	%	84	83	75	83	81	83	81	81
	Two standard errors	%	4.2	3.9	5.8	4.9	11.4	15.3	13.1	1.9
	Seeking a further study outcomes	%	87	88	74	79	—	100.0	49.0	84
	Two standard errors	%	12.1	11.9	17.9	23.5	—	—	70.7	6.1
	Seeking a personal development outcomes	%	81	89	78	87	75	68	100	80
	Two standard errors	%	6.7	4.9	8.7	8.8	18.1	29.5	—	3.1
2002										
	Sample size	no.	430	534	279	153	114	57	25	2 172
	Satisfied with the quality of their training	%	78	79	76	68	72	72	81	78
	Two standard errors	%	3.3	3.5	5.1	7.5	8.4	11.9	15.7	1.8

Table 4A.43

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Seeking employment related outcomes	%	81	72	78	71	72	74	61	76	77
Two standard errors	%	4.2	5.5	4.5	7.6	8.4	10.3	17.8	19.6	2.3
Seeking a further study outcomes	%	78	93	67	74	83	69.0	69.0	–	79
Two standard errors	%	14.2	9.5	19.6	15.0	28.4	41.4	53.4	–	7.0
Seeking a personal development outcomes	%	81.0	74.0	86.0	83.0	32.0	66.0	84.0	91.0	79.0
Two standard errors	%	6.5	8.8	6.1	8.7	22.0	18.6	18.9	25.6	3.6

(a) From 2003, satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered unreliable for general use.

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

– Nil or rounded to zero. np Not published.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.44

Table 4A.44 Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed VET Course (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Sample size	no.	681	999	326	383	174	20	66	65	2 714
Satisfied with the quality of their training	%	88	85	84	78	87	81	79	91	86
Two standard errors	%	2.5	2.3	4.1	4.2	5.1	17.5	10.0	7.1	1.3
Seeking employment related outcomes	%	86	85	83	76	84	79	82	87	85
Two standard errors	%	3.3	2.9	5.2	5.5	6.5	21.8	12.6	11.4	1.7
Seeking a further study outcomes	%	96	75	83	75	92	—	72	100	89
Two standard errors	%	3.3	2.9	5.2	5.5	6.5	21.8	12.6	11.4	1.7
Seeking a personal development outcomes	%	89	84	82	83	92	85	73	94	87
Two standard errors	%	5.7	5.4	9.9	9.4	9.9	29.2	20.9	10.6	3.0
2003										
Sample size	no.	1 676	2 185	968	758	512	43	129	184	6 455
Satisfied with the quality of their training	%	84	81	81	83	85	86	84	88	83
Two standard errors	%	1.8	1.7	2.5	2.7	3.2	10.6	6.5	4.8	0.9
Seeking employment related outcomes	%	82	81	80	81	85	95	78	88	82
Two standard errors	%	2.4	2.1	3.4	3.8	3.6	8.7	9.3	6.0	1.2
Seeking a further study outcomes	%	89	82	85	84	83	100	88	91	87
Two standard errors	%	4.9	4.9	6.6	7.8	16.0	—	14.9	15.3	2.6
Seeking a personal development outcomes	%	86	81	81	84	82	67	94	92	84
Two standard errors	%	3.8	4.1	5.2	5.6	10.6	25.1	10.1	8.7	2.1
2002										
Sample size	no.	2 477	2 174	1 058	938	348	83	193	105	7 376
Satisfied with the quality of their training	%	73	70	75	69	80	74	74	78	73
Two standard errors	%	1.8	2.0	2.7	3.0	4.3	9.6	6.3	8.1	1.0

Table 4A.44

Table 4A.44 Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed VET Course (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Seeking employment related outcomes	%	72	70	73	67	78	78	72	80	72
Two standard errors	%	2.2	2.4	3.4	4.0	5.2	11.1	8.1	10.3	1.3
Seeking a further study outcomes	%	76	67	74	67	83	100	80	52	73
Two standard errors	%	5.3	6.1	8.7	7.8	15.7	–	20.7	40.8	3.2
Seeking a personal development outcomes	%	75	69	83	73	90	71	81	76	75
Two standard errors	%	4.0	4.9	5.2	6.6	9.5	22.7	12.4	14.9	2.4

(a) From 2003, satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes have a standard error of greater than 15 per cent for some jurisdictions and are considered unreliable for general use.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.45

Table 4A.45 Number of VET qualifications completed by students, by sex ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
Male students	46.7	35.8	14.4	10.3	10.6	4.7	2.3	1.4	126.3
Female students	58.9	41.4	20.0	12.9	12.5	4.9	3.3	1.5	155.4
All students	105.7	77.4	34.4	23.2	23.1	9.7	5.6	2.9	282.2
2002									
Male students	39.9	35.5	20.7	12.6	14.8	4.4	2.5	1.2	131.5
Female students	52.9	40.7	25.4	14.0	16.4	4.5	2.9	1.3	158.1
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Male students	42.4	29.2	22.6	12.2	10.4	4.3	2.2	1.5	124.7
Female students	50.3	33.3	26.9	13.7	10.5	4.0	2.8	1.6	143.1
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2004 is not available. Only preliminary data is available from the 2004 national provider collection. Final data for 2004 will not be available until 2006 when late notification of qualifications completed are received as part of the 2005 data collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students.

(c) Excludes students participating in VET programs in schools.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.46

Table 4A.46 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003									
Capital city	62.0	47.1	14.9	16.2	15.6	4.3	4.9	1.4	166.4
Other metropolitan	13.5	2.7	4.3	-	0.1	-	0.1	-	20.7
Rural	27.3	22.1	12.7	4.4	5.8	5.2	0.3	0.2	78.0
Remote	0.6	0.4	1.7	1.8	0.5	0.1	-	1.2	6.3
All students	105.7	77.4	34.4	23.2	23.1	9.7	5.6	2.9	282.2
2002									
Capital city	55.9	44.3	19.8	18.8	21.3	3.8	4.1	1.1	169.0
Other metropolitan	11.7	3.3	6.3	-	0.1	-	0.1	-	21.4
Rural	22.7	21.6	16.6	5.1	8.1	4.8	0.3	0.2	79.3
Remote	0.5	0.3	1.8	2.1	0.7	0.2	-	1.2	6.8
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Capital city	54.0	35.4	21.1	18.1	14.6	3.4	4.2	1.5	152.4
Other metropolitan	12.7	2.8	7.0	-	-	-	0.1	-	22.7
Rural	23.4	20.5	17.4	4.9	5.4	4.7	0.2	0.2	76.9
Remote	0.7	0.4	2.4	2.1	0.5	0.1	-	1.2	7.5
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2004 is not available. Only preliminary data is available from the 2004 national provider collection. Final data for 2004 will not be available until 2006 when late notification of qualifications completed are received as part of the 2005 data collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students.

(c) Capital city areas are defined as State and Territory capital city statistical divisions. Other metropolitan areas are defined as other statistical subdivisions that include 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. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas outside Victoria and the ACT but were enrolled in Victoria for their VET training.

Table 4A.46

Table 4A.46 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) Excludes students participating in VET programs in schools.
 – Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.47

Table 4A.47 Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003									
Reported as having a disability	6.2	2.9	1.1	1.0	1.1	0.5	0.3	0.1	13.2
Reported as not having a disability	83.1	65.2	31.8	18.1	19.6	8.3	5.3	2.6	234.1
Not reported (disability)	16.4	9.3	1.6	4.1	2.4	0.9	0.1	0.1	34.9
All students	105.7	77.4	34.4	23.2	23.1	9.7	5.6	2.9	282.2
2002									
Reported as having a disability	4.6	2.8	1.7	0.9	1.1	0.4	0.2	0.1	11.8
Reported as not having a disability	75.2	65.7	41.5	18.9	26.6	7.8	5.0	2.3	243.0
Not reported (disability)	13.0	7.9	2.9	6.9	3.5	0.7	0.1	0.2	35.2
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Reported as having a disability	3.6	2.2	1.6	0.7	0.6	0.4	0.2	0.1	9.3
Reported as not having a disability	76.9	56.0	47.7	19.3	17.5	7.5	4.5	2.8	232.3
Not reported (disability)	12.3	4.5	0.2	5.9	2.7	0.5	0.2	0.2	26.5
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2004 is not available. Only preliminary data is available from the 2004 national provider collection. Final data for 2004 will not be available until 2006 when late notification of qualifications completed are received as part of the 2005 data collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students.

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

(d) Excludes students participating in VET programs in schools.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.48

Table 4A.48 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003									
Language other than English	19.4	13.6	3.2	4.3	2.2	0.5	0.9	0.2	44.2
English	70.3	53.5	30.3	15.5	19.1	8.9	4.2	2.6	204.3
Not reported (language)	16.0	10.4	0.9	3.5	1.8	0.3	0.6	0.1	33.7
All students	105.7	77.4	34.4	23.2	23.1	9.7	5.6	2.9	282.2
2002									
Language other than English	19.0	14.2	5.4	3.5	2.8	0.5	1.0	0.2	46.5
English	61.6	52.5	38.7	16.8	25.7	8.0	3.7	2.1	209.1
Not reported (language)	12.2	9.6	2.0	6.4	2.7	0.4	0.7	0.2	34.3
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Language other than English	18.8	10.8	4.7	3.3	1.6	0.4	0.7	0.3	40.7
English	62.7	43.0	41.2	16.6	16.9	7.8	3.8	2.6	194.6
Not reported (language)	11.2	8.7	3.6	6.0	2.4	0.2	0.5	0.2	32.8
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2004 is not available. Only preliminary data is available from the 2004 national provider collection. Final data for 2004 will not be available until 2006 when late notification of qualifications completed are received as part of the 2005 data collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students.

(c) Excludes students participating in VET programs in schools.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.49

Table 4A.49 **Number of units of competency achieved by students, by sex ('000) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004									
Male students	834.8	636.3	435.9	250.7	166.3	70.2	51.7	32.3	2 478
Female students	898.3	622.7	363.0	196.1	151.2	56.9	57.4	25.4	2 371
All students	1 734	1 262	801	447	317	128	109	58	4 856
2003									
Male students	852.7	607.1	446.4	236.2	180.3	71.1	44.7	36.5	2 475
Female students	953.9	628.2	416.4	185.5	161.3	64.5	50.6	32.0	2 492
All students	1 808	1 242	865	423	342	136	95	69	4 979
2002									
Male students	645.1	548.4	414.7	191.8	180.5	62.0	42.1	38.0	2 122
Female students	846.3	562.5	395.8	149.3	162.5	53.4	44.8	30.3	2 245
All students	1 493	1 113	811	342	344	116	87	69	4 373

(a) Government recurrent 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.

Source: NCVET (unpublished); *DEST 2005, Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.50

Table 4A.50 Number of units of competency completed students, by regions ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Capital city	1 008.2	827.3	321.9	294.7	214.5	52.7	95.3	25.7	2 840.5
Other metropolitan	229.2	55.9	102.6	0.2	0.2	0.1	1.5	0.1	389.6
Rural	476.1	367.2	311.2	100.8	91.3	73.9	6.5	4.2	1 431.1
Remote	9.7	7.4	44.4	50.4	9.1	1.1	-	16.5	138.6
All students	1 733.7	1 261.6	800.8	446.9	317.5	127.9	109.3	57.8	4 855.5
2003									
Capital city	1 053.6	812.6	364.9	276.7	228.6	55.7	87.6	30.0	2 909.7
Other metropolitan	240.5	49.2	113.8	0.1	0.2	-	1.2	0.1	405.2
Rural	491.6	364.7	329.6	97.3	102.0	79.1	6.3	4.8	1 475.4
Remote	10.4	7.7	49.4	48.2	10.3	1.2	-	31.5	158.7
All students	1 808.1	1 241.8	864.5	423.3	341.6	136.3	95.3	68.5	4 979.4
2002									
Capital city	872.4	708.1	333.7	217.1	228.7	46.2	64.6	29.8	2 500.6
Other metropolitan	201.0	47.6	113.6	0.1	0.1	-	-	0.2	363.4
Rural	400.6	332.0	306.3	81.2	102.4	66.9	5.2	5.0	1 299.7
Remote	8.1	6.9	51.4	43.0	9.7	1.3	0.0	32.1	152.6
All students	1 492.7	1 113.0	810.6	342.1	343.7	115.6	86.9	68.7	4 373.4

(a) Government recurrent 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.

(b) Data by region are based on students' home postcode using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city; other metropolitan; rural; remote; interstate and overseas), as distinct from the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the Australian Bureau of Statistics (ABS) (table A.6). Data for 2004 in other VET related publications may be based on ARIA or other geographic classifications.

Table 4A.50

Table 4A.50 **Number of units of competency completed students, by regions ('000) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) Capital city areas are defined as State and Territory capital city statistical divisions. Other metropolitan areas are defined as other statistical subdivisions that include 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. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas outside Victoria and the ACT but were enrolled in Victoria for their VET training.

– Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.51

Table 4A.51 Number of units of competency completed by students, by disability status ('000) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Reported as having a disability	121.4	56.5	28.2	18.7	16.3	7.6	5.8	2.3	256.7
Reported as not having a disability	1 405.0	1 079.8	726.4	366.7	274.4	114.0	100.0	53.7	4 120.0
Not reported (disability)	207.3	125.3	46.2	61.6	26.8	6.3	3.5	1.8	478.8
All students	1 733.7	1 261.6	800.8	446.9	317.5	127.9	109.3	57.8	4 855.5
2003									
Reported as having a disability	121.4	47.8	32.5	18.0	15.8	7.3	5.4	3.0	251.2
Reported as not having a disability	1 473.2	1 076.6	800.2	343.3	297.5	122.5	87.5	64.2	4 265.0
Not reported (disability)	213.5	117.4	31.9	62.0	28.3	6.5	2.4	1.3	463.3
All students	1 808.1	1 241.8	864.5	423.3	341.6	136.3	95.3	68.5	4 979.4
2002									
Reported as having a disability	82.3	40.3	32.5	12.8	11.4	6.7	3.5	2.6	192.0
Reported as not having a disability	1 268.1	983.2	742.4	252.7	297.6	103.4	81.2	62.6	3 791.3
Not reported (disability)	142.3	89.4	35.8	76.6	34.6	5.5	2.3	3.5	390.1
All students	1 492.7	1 113.0	810.6	342.1	343.7	115.6	86.9	68.7	4 373.4

(a) Government recurrent 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.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.52

Table 4A.52 Number of units of competency completed by students, by language spoken at home ('000) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Language other than English	273.7	139.5	45.7	34.2	18.0	4.4	10.2	3.2	528.9
English	1237.6	977.5	743.4	365.6	280.6	121.2	93.4	42.6	3861.8
Not reported (language)	222.4	144.6	11.8	47.2	18.9	2.4	5.6	12.0	464.8
All students	1 734	1 262	801	447	317	128	109	58	4 856
2003									
Language other than English	305.2	138.1	48.3	33.5	20.3	4.5	9.6	4.5	564.1
English	1293.6	988.2	800.3	338.0	300.4	129.3	74.7	62.4	3986.8
Not reported (language)	209.3	115.5	15.9	51.8	20.9	2.5	11.1	1.6	428.5
All students	1 808	1 242	865	423	342	136	95	69	4 979
2002									
Language other than English	276.4	122.1	46.1	23.5	20.0	4.3	9.5	4.4	506.3
English	1085.4	873.0	747.8	248.5	295.1	108.2	56.2	61.7	3475.9
Not reported (language)	130.9	117.9	16.7	70.0	28.7	3.2	21.2	2.6	391.2
All students	1 493	1 113	811	342	344	116	87	69	4 373

(a) Government recurrent 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.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.53

Table 4A.53 Number of modules completed by students, by sex ('000) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Male students	376.8	241.2	116.0	91.4	85.4	12.4	11.4	6.4	941.0
Female students	333.1	170.9	83.9	72.9	62.2	8.4	10.3	7.4	749.1
All students	710.0	412.7	200.8	164.3	147.5	20.8	21.7	13.8	1 691.6
2003									
Male students	395.1	308.6	144.6	109.2	83.3	14.7	12.2	6.1	1 073.8
Female students	315.1	219.2	98.2	84.2	67.2	8.3	10.4	8.0	810.6
All students	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
2002									
Male students	621.2	435.4	191.9	141.0	108.5	16.5	14.2	10.6	1,539.2
Female students	496.6	340.0	127.6	115.1	98.1	8.6	14.9	11.7	1 212.6
All students	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0

(a) Government recurrent 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.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.54

Table 4A.54 Number of modules completed, by region ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Capital city	446.6	294.0	96.1	129.9	113.9	7.9	19.5	4.8	1 112.8
Other metropolitan	82.8	16.3	27.0	0.1	-	-	0.4	-	126.6
Rural	173.5	99.7	65.2	24.2	30.4	12.8	1.7	0.5	408.1
Remote	4.4	1.8	8.4	9.6	3.1	0.1	-	4.4	31.8
All students	710.0	412.7	200.8	164.3	147.5	20.8	21.7	13.8	1 691.6
2003									
Capital city	452.0	374.6	113.2	152.1	114.8	8.8	20.8	5.0	1 241.2
Other metropolitan	82.3	20.4	33.3	0.1	0.1	-	0.3	-	136.5
Rural	167.9	127.8	82.3	29.6	32.4	14.0	1.6	0.6	456.2
Remote	4.4	2.2	13.1	11.5	3.0	0.2	-	6.5	41.0
All students	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
2002									
Capital city	711.7	549.5	149.7	193.3	153.4	10.4	22.4	7.9	1 798.2
Other metropolitan	135.4	28.8	39.3	0.1	0.1	-	0.3	-	204.1
Rural	258.7	182.3	112.7	43.1	46.5	14.3	1.4	1.3	660.3
Remote	6.6	3.4	16.7	19.2	5.2	0.2	-	11.6	62.9
All students	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0

(a) Government recurrent 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.

(b) Data by region are based on students' home postcode using the Rural, Remote and Metropolitan Area Classifications system (RRMA) classification of regions (which includes the classifications: capital city; other metropolitan; rural; remote; interstate and overseas), as distinct from the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the Australian Bureau of Statistics (ABS) (table A.6). Data for 2004 in other VET related publications may be based on ARIA or other geographic classifications.

Table 4A.54 **Number of modules completed, by region ('000) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) Capital city areas are defined as State and Territory capital city statistical divisions. Other metropolitan areas are defined as other statistical subdivisions that include 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. There are no remote areas in Victoria and the ACT. The remote data for Victoria and the ACT are for students from remote areas outside Victoria and the ACT but were enrolled in Victoria for their VET training.

– Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.55

Table 4A.55 Number of modules completed by students, by disability status ('000) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Reported as having a disability	76.3	28.5	10.9	8.2	10.6	2.5	1.6	0.9	139.6
Reported as not having a disability	545.0	361.3	169.2	130.0	124.9	17.7	19.4	12.0	1 379.3
Not reported (disability)	88.7	22.9	20.8	26.2	12.1	0.7	0.6	0.9	172.8
All students	710.0	412.7	200.8	164.3	147.5	20.8	21.7	13.8	1 691.6
2003									
Reported as having a disability	70.4	31.1	14.1	9.6	11.3	2.5	1.3	0.8	140.9
Reported as not having a disability	542.7	468.9	206.7	156.2	129.6	20.0	20.9	12.6	1 557.6
Not reported (disability)	97.4	28.4	22.3	28.1	9.6	0.6	0.5	0.8	187.7
All students	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
2002									
Reported as having a disability	74.6	39.7	16.7	10.5	10.5	2.4	1.5	0.9	156.8
Reported as not having a disability	916.5	699.5	280.2	202.1	180.1	21.1	27.4	20.3	2 347.2
Not reported (disability)	97.4	28.4	22.3	28.1	9.6	0.6	0.5	0.8	187.7
All students	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0

(a) Government recurrent 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.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.56

Table 4A.56 Number of modules completed by students, by language spoken at home ('000) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Language other than English	178.1	68.2	23.6	17.7	16.5	0.9	1.7	2.9	309.6
English	438.2	284.0	171.7	125.0	114.3	19.4	19.2	7.4	1 179.1
Not reported (language)	93.7	60.5	5.5	21.7	16.7	0.5	0.8	3.4	202.9
All students	710.0	412.7	200.8	164.3	147.5	20.8	21.7	13.8	1 691.6
2003									
Language other than English	165.4	85.2	21.6	18.8	14.9	0.8	1.4	5.1	313.1
English	447.9	375.9	214.8	149.9	123.3	21.4	20.5	7.6	1 361.4
Not reported (language)	97.2	67.4	6.7	25.2	12.2	0.8	0.8	1.5	211.7
All students	710.5	528.4	243.1	193.9	150.5	23.0	22.7	14.2	1 886.3
2002									
Language other than English	253.8	119.7	18.3	21.9	19.9	0.7	1.9	7.1	443.3
English	741.4	551.9	288.9	195.9	159.8	23.5	25.9	13.2	2 000.4
Not reported (language)	122.9	104.2	12.6	38.8	27.1	0.9	1.3	2.6	310.3
All students	1 118.1	775.8	319.8	256.6	206.7	25.1	29.1	22.8	2 754.0

(a) Government recurrent 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.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.57

Table 4A.57 Load pass rates, by Indigenous status 2004 (per cent) (a)

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

(a) Government recurrent 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.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.58

Table 4A.58 Number of VET qualifications completed, by Indigenous status ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003									
Reported as Indigenous	1.9	0.5	1.7	0.9	0.7	0.3	–	0.7	6.7
Reported as non-Indigenous	86.1	66.3	30.7	18.6	20.5	8.6	5.3	2.1	238.3
Not reported (Indigenous)	17.7	10.6	2.0	3.9	1.9	0.8	0.2	0.1	37.2
All students	105.7	77.4	34.4	23.3	23.1	9.7	5.6	2.9	282.2
2002									
Reported as Indigenous	2.3	0.4	2.4	0.7	0.9	0.2	0.1	0.7	7.6
Reported as non-Indigenous	77.2	61.2	39.6	19.3	26.9	8.0	5.2	1.8	239.1
Not reported (Indigenous)	13.3	14.7	4.1	6.7	3.5	0.7	0.1	0.1	43.2
All students	92.8	76.4	46.1	26.7	31.2	8.9	5.3	2.6	289.9
2001									
Reported as Indigenous	2.6	0.5	1.9	0.8	0.6	0.2	0.1	0.8	7.4
Reported as non-Indigenous	78.0	54.3	41.4	19.5	17.8	7.5	4.8	2.2	225.5
Not reported (Indigenous)	12.2	7.8	6.3	5.6	2.5	0.7	0.2	0.1	35.2
All students	92.8	62.6	49.5	25.9	20.9	8.4	5.0	3.1	268.1

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Qualifications completed data for 2004 is not available. Only preliminary data is available from the 2004 national provider collection. Final data for 2004 will not be available until 2006 when late notification of qualifications completed are received as part of the 2005 data collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students.

(c) Excludes students participating in VET programs in schools.

– Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.59

Table 4A.59 Number of units of competency and modules completed, by Indigenous status ('000) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Indigenous - units of competency	44.5	9.7	38.8	23.8	8.4	4.4	1.3	16.2	147.0
Non-Indigenous - unit of competency	1 462.1	1 150.6	717.3	363.3	278.8	119.5	101.8	41.2	4 234.5
Not reported (Indigenous)	227.2	101.3	44.8	59.8	30.3	4.0	6.2	0.5	474.0
Indigenous - modules completed	28.4	5.1	11.3	8.9	12.3	0.8	0.4	6.4	73.7
Non-Indigenous modules completed	583.8	369.7	175.3	129.3	125.5	19.7	20.8	7.3	1 431.4
Not reported (Indigenous)	97.7	37.9	14.2	26.1	9.7	0.4	0.4	0.1	186.6
2003									
Indigenous - units of competency	36.9	9.3	42.3	23.5	10.4	4.9	0.9	21.5	149.8
Non-Indigenous - unit of competency	1 540.4	1 115.3	775.3	333.8	301.6	125.6	91.4	45.3	4 328.5
Not reported (Indigenous)	230.8	117.2	46.9	66.0	29.6	5.7	3.1	1.8	501.1
Indigenous - modules completed	25.1	6.3	17.5	10.1	12.1	1.1	0.3	7.7	80.2
Non-Indigenous modules completed	576.2	469.0	208.1	153.9	127.7	21.3	22.0	5.8	1 584.2
Not reported (Indigenous)	109.1	53.1	17.4	29.9	10.6	0.7	0.4	0.7	221.9
2002									
Indigenous - units of competency	32.3	8.8	44.0	15.0	9.9	3.5	1.0	19.5	133.9
Non-Indigenous - unit of competency	1 314.3	910.8	703.9	242.0	292.0	106.5	83.6	47.2	3 700.3
Not reported (Indigenous)	146.1	193.4	62.7	85.1	41.9	5.6	2.3	2.1	539.1
Indigenous - modules completed	38.7	8.5	23.2	10.7	13.4	1.1	0.4	11.9	108.1
Non-Indigenous modules completed	951.4	656.7	268.5	197.6	176.5	23.1	28.5	9.6	2 311.9
Not reported (Indigenous)	128.0	110.5	28.1	48.3	16.8	0.9	0.2	1.3	334.0

(a) Government recurrent 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.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.60

Table 4A.60 Proportion of Indigenous VET graduates who were satisfied with their VET training, by purpose of study (a), (b), (c)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT(c)	NT	Aust
2004										
Indigenous graduates - sample size	no.	57	37	102	63	26	19	np	37	347
Indigenous graduates	%	89	90	92	79	88	95	np	94	89
Two standard errors	%	8.3	9.9	5.4	10.3	12.7	10.0	np	7.8	3.4
Seeking employment related outcome	%	94	96	87	90	83	100	np	93	92
Two standard errors	%	8.3	8.4	7.9	8.7	17.2	0.0	np	10.2	3.5
Seeking a further study outcome	%	100	100	100	100	100	64	np	100	94
Two standard errors	%	-	-	-	-	-	55.4	np	0.0	13.7
Seeking a personal development outcome	%	90	100	100	38	100	100	np	100	88
Two standard errors	%	16.0	0.0	0.0	36.7	-	-	np	0.0	8.4
2003										
Indigenous graduates - sample size	no.	202	90	282	128	105	39	np	130	982
Indigenous graduates	%	79	84	89	88	85	89	np	86	84
Two standard errors	%	5.7	7.7	3.7	5.7	7.0	10.0	np	6.1	2.3
Seeking employment related outcome	%	76	89	91	88	88	89	np	81	83
Two standard errors	%	7.5	8.5	4.3	7.5	7.9	11.4	np	8.5	3.0
Seeking a further study outcome	%	73	100	85	100	60	100	np	93	84
Two standard errors	%	31.4	-	18.4	-	56.6	-	np	22.8	11.9
Seeking a personal development outcome	%	87	69	86	92	91	100	np	96	87
Two standard errors	%	9.3	19.3	9.0	9.2	11.7	-	np	7.2	4.4
2002										
Indigenous graduates - sample size	no.	233	62	377	108	91	69	np	64	1011
Indigenous graduates	%	74	94	80	81	94	77	np	78	80
Two standard errors	%	5.7	6.0	4.1	7.5	5.0	10.1	np	10.4	2.5

Table 4A.60

Table 4A.60 Proportion of Indigenous VET graduates who were satisfied with their VET training, by purpose of study (a), (b), (c)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT (c)	NT	Aust
Seeking employment related outcome	%	86	95	78	85	91	76	np	80	83
Two standard errors	%	6.0	6.9	5.1	9.6	7.0	12.1	np	12.3	2.9
Seeking a further study outcome	%	65	100	62	79	100	66	np	100	71
Two standard errors	%	24.6	–	30.7	27.2	–	54.7	np	0.0	13.1
Seeking a personal development outcome	%	63	80	88	75	99	79	np	77	75
Two standard errors	%	12.0	23.1	7.5	16.1	5.1	24.6	np	21.7	5.8
2001										
Indigenous graduates - sample size	no.	264	86	257	98	70	50	np	83	919
Indigenous graduates	%	83	80	85	78	90	81	np	91	84
Two standard errors	%	4.6	8.6	4.5	8.4	7.2	11.1	np	6.3	2.4
Seeking employment related outcome	%	81	78	90	81	88	80	np	91	85
Two standard errors	%	6.4	11.1	4.5	10.0	8.8	13.0	np	7.3	2.9
Seeking a further study outcome	%	81	100	100	92	100	100	np	62	90
Two standard errors	%	19.6	–	–	18.1	–	–	np	68.6	9.5
Seeking a personal development outcome	%	85	83	75	65	89	86	np	95	81
Two standard errors	%	7.3	15.0	10.1	18.4	20.9	21.9	np	10.3	4.9

(a) From 2003, satisfaction with overall quality of training was rated as 4 or 5 on a 5 point scale. In previous years, a 10 point scale was used. The figures for previous years have been re-reported based on satisfaction being a rating of 7-10 out of 10.

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes for Indigenous students have a standard error greater than 25 per cent for some jurisdictions and are considered unreliable for general use.

(c) Data for the ACT are not published due to small sample size.

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

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.

Table 4A.61

Table 4A.61 Proportion of Indigenous VET graduates who were in employment and/or continued on to further study after completing their VET course (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004									
Employed after training	60	39	63	65	43	53	np	71	60
Two standard errors	13.0	16.0	9.6	11.9	19.4	22.3	np	14.5	5.2
In further study after training	34.8	33.6	23.4	36.7	43.2	35.0	np	36.3	32.8
Two standard errors	12.6	15.6	8.4	12.1	19.4	21.3	np	15.4	5.0
In further study - At TAFE	59.9	79.9	77.0	67.2	54.0	70.4	np	64.3	66.0
Two standard errors	22.5	19.4	16.8	21.6	31.5	34.6	np	24.8	8.9
In further study - At university	40.1	8.9	5.3	0.0	8.2	29.6	np	1.8	21.6
Two standard errors	22.5	13.9	8.7	0.0	17.2	34.6	np	7.2	7.8
2003									
Employed after training	51.0	67.0	64.0	61.0	65.0	65.0	np	69.0	60.0
Two standard errors	7.0	9.8	5.7	8.5	9.2	15.3	np	7.9	3.1
In further study after training	49.0	39.0	44.0	54.0	53.0	53.0	np	60.0	50.0
Two standard errors	8.6	14.2	7.2	12.0	11.3	20.4	np	10.3	4.0
In further study - At TAFE	83.0	72.0	77.0	73.0	68.0	84.0	np	38.0	73.0
Two standard errors	9.4	21.2	9.4	15.5	14.6	21.2	np	14.3	5.1
In further study - At university	7.0	8.0	9.0	11.0	8.0	0.0	np	16.0	9.0
Two standard errors	6.4	12.8	6.4	10.9	8.5	0.0	np	10.8	3.3
2002									
Employed after training	54.0	71.0	65.0	63.0	70.0	62.0	np	77.0	62.0
Two standard errors	6.5	11.2	4.8	9.0	9.5	11.7	np	10.2	3.0
In further study after training	43.0	47.0	35.0	42.0	49.0	33.0	np	43.0	40.0
Two standard errors	6.6	12.8	4.9	9.6	10.8	13.2	np	14.4	3.2

Table 4A.61

Table 4A.61 Proportion of Indigenous VET graduates who were in employment and/or continued on to further study after completing their VET course (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
In further study - At TAFE	67.0	67.0	62.0	69.0	88.0	77.0	np	46.0	66.0
Two standard errors	9.6	17.2	8.4	13.1	10.0	20.4	np	22.9	4.8
In further study - At university	21.0	23.0	16.0	21.0	2.0	10.0	np	2.0	16.0
Two standard errors	8.4	15.4	6.4	11.5	4.3	14.6	np	6.4	3.7
2001									
Employed after training	64.0	69.0	56.0	54.0	74.0	77.0	np	66.0	63.0
Two standard errors	5.8	9.9	6.0	9.8	10.1	11.7	np	9.7	3.1
In further study after training	42.0	39.0	26.0	39.0	40.0	39.0	np	33.0	36.0
Two standard errors	6.3	12.5	5.9	12.0	14.9	17.5	np	12.7	3.6
In further study - At TAFE	80.0	66.0	58.0	62.0	83.0	100.0	np	23.0	69.0
Two standard errors	8.3	21.2	12.5	19.8	20.1	0.0	np	21.7	6.0
In further study - At university	12.0	10.0	16.0	29.0	6.0	0.0	np	3.0	13.0
Two standard errors	6.8	13.4	9.3	18.5	12.7	0.0	np	8.8	4.3

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

(b) The standard errors corresponding to a 95 per cent confidence interval for the estimate are reported below the estimate. The estimates for VET outcomes for Indigenous students have a standard error greater than 25 per cent for some jurisdictions and are considered unreliable for general use.

(c) Data for the ACT are not published due to small sample size.

– Nil or rounded to zero.

Source: NCVET (unpublished); DEST 2005, *Annual National Report of the Australian Vocational Education and Training System 2004*, Canberra.