
5 Vocational education and training

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Attachment tables

Attachment tables are identified in references throughout this chapter by an 'A' suffix (for example, table 5A.3). A full list of attachment tables is provided at the end of this chapter, and the attachment tables themselves are available on the CD-ROM enclosed with the Report or from the Review website at <www.pc.gov.au/qsp>.

This chapter reports performance information about the equity, effectiveness and efficiency of government funded vocational education and training (VET) in Australia in 2007. The VET system delivers employment related skills across a wide range of vocations. It provides Australians with the skills to enter or re-enter the labour force, retrain for a new job or upgrade skills for an existing job. The VET system includes government and privately funded VET delivered through a number of methods by a wide range of training institutions and enterprises.

The focus of this chapter is on VET services delivered by providers receiving government funding, and which relate directly to training activity funded under the *Commonwealth–State Agreement for Skilling Australia's Workforce*. These services

include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private registered training organisations (RTOs). The scope of this chapter does not extend to VET services provided in schools (which are within the scope of school education in chapter 4) or university education (some information on university education is included in preface B).

This year, the chapter has been enhanced by:

- reporting of participation in certificate level III qualifications and above (high level qualifications), by target age groups
- reporting of VET and TAFE graduates who improved their employment circumstances after training, by Indigenous status
- reporting of TAFE graduates who improved their employment circumstances after training, by selected target groups.

5.1 Profile of vocational education and training

Service overview

The VET system involves the interaction of students, employers, the Australian, State, Territory and local governments (as both purchasers and providers), and an increasing number of private and community RTOs. Students have access to a diverse range of programs and qualification levels, with course durations varying from a module or unit of competency (a stand-alone course component or subject) of a few hours to full courses of up to four years (box 5.1).

Box 5.1 Diversity of the VET system

VET programs range from a single module or unit of competency (which can involve fewer than 10 contact hours) to advanced diplomas (which can involve up to four years of study). All training in the VET system needs to be assessed, because many students complete modules or units of competency without intending to complete a course or qualification.

The types of training range from formal classroom learning to workplace-based learning, and may include flexible, self-paced learning and/or online training, often in combination. The availability of distance education has increased, with off-campus options such as correspondence, Internet study and interactive teleconferencing.

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Box 5.1 (Continued)

The types of training organisation include: institutions specialising in VET delivery, such as government owned TAFE institutes, agricultural colleges and private training businesses; adult community education (ACE) providers; secondary schools and colleges; universities; industry and community bodies with an RTO arm; and businesses, organisations and government agencies that have RTO status to train their own staff. Group Training Organisations are RTOs and some RTOs may also be Australian Apprenticeship Centres (formerly New Apprenticeship Centres). Schools and universities provide dual award courses that combine traditional studies with VET, with an award from both the VET provider and the secondary school or university. In addition to formal VET delivered by an RTO, many people undertake on-the-job training in the workplace or attend training courses that do not lead to a recognised VET qualification.

The general roles of the VET system, and the main reasons that students participate in VET programs, are to:

- obtain a qualification to enter the labour force
- retrain or update labour force skills
- develop skills, including general education skills such as literacy and numeracy, that enhance students' ability to enter the labour force
- provide a pathway to further tertiary education, including entrance to higher education.

Expenditure

Recurrent expenditure on VET by Australian, State and Territory governments totalled \$4.0 billion in 2007 — an increase of 1.0 per cent (in real terms) from 2006 (table 5A.1). Government recurrent expenditure was equal to \$282.88 per person aged 15–64 years across Australia in 2007 (table 5A.2). Further information on the breakdown of real funding by jurisdictions over a five year period is available in the attachment tables.

Government funded activity is the primary focus of the Report. However, not all data can be limited to government funded activity. A representation of data used for statistical reporting is provided in figure 5.1.

Figure 5.1 Scope of reporting

Training Funding Type ^a	Registered Training Organisations		
	TAFE and other government providers	Community providers	Private providers
Government Funded (Agreement)			
Government Funded (specific purpose outside Agreement)			
Fee-for-Service (domestic and international)			

- Data available for reporting and used to report government funded activity
- Data available for reporting and used to report VET activity
- Data not available for reporting

^a 'Agreement' refers to the *Commonwealth–State Agreement for Skilling Australia’s Workforce*.

Source: Department of Education, Employment and Workplace Relations (DEEWR) (2008).

Where the Report refers to ‘government funded’ activity, it refers only to VET activity that is recurrently funded under the *Commonwealth–State Agreement for Skilling Australia’s Workforce*. Where the Report refers to ‘VET’ activity, it is referring to all VET data available for reporting. Where activity is not specified to be VET or government funded, reporting relates to government funded activity. A detailed explanation of data inclusions and exclusions is provided in box 5.2.

Box 5.2 Scope of reporting

Data on student participation, efficiency measures, student achievement, qualifications completed and competencies/modules completed presented in this Report are limited to services that are recurrently funded under the *Commonwealth–State Agreement for Skilling Australia’s Workforce*. These include VET services provided by:

- TAFE and other government providers, including multi-sector higher education institutions
- registered community providers and registered private providers.

Data on student outcomes and student satisfaction includes information on VET activity and includes training from the following funding sources:

- *Commonwealth–State Agreement for Skilling Australia’s Workforce* (government recurrent)
- government specific purpose outside the Agreement
- domestic fee-for-service (TAFE only).

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Box 5.2 (Continued)

The discussion in the chapter of student outcomes and student satisfaction focuses on students undertaking government funded (that is, both recurrent and specific) TAFE activity. Additional data relating to all VET providers are available in the attachment tables.

Data on employer engagement and satisfaction is on all nationally recognised training, from all provider types, regardless of the funding.

Size and scope

In 2007, 31.1 per cent of Australians aged 15–64 years held a certificate or diploma as their highest level qualification (table BA.12). These qualifications could have been completed in schools, VET institutions or higher education institutions.

The VET sector is large and varied. Qualifications vary significantly by length, level and field. Approximately 1.7 million people were reported as participating in VET programs at 12 427 locations across Australia in 2007 (DEEWR 2008) (table 5A.3). This represented 11.3 per cent of the population aged 15–64 (DEEWR 2008). The number of VET students decreased by 0.7 per cent between 2006 and 2007, and decreased by 3.6 per cent between 2003 and 2007 (DEEWR 2008).

Of the approximately 1.7 million VET students who were reported as participating in VET programs in 2007, 1.2 million students (71.9 per cent) were funded by the *Commonwealth—State Agreement* (government recurrent expenditure) and 46 000 students (2.8 per cent of all VET students) were funded through specific purpose government programs (DEEWR 2008). The remaining 421 100 students participated on a fee-for-service basis as domestic students (23.2 per cent of all VET students) or international students (2.1 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 26.3 per cent of all VET students in 2003 to 23.2 per cent in 2007 (DEEWR 2008).

Students

Student participation data presented in this chapter refer only to VET students who were funded by government recurrent expenditure and where the program was delivered by TAFE or other government providers (including multi-sector higher education institutions), registered community providers or registered private providers. The data do not include students who participated in VET programs in

schools or undertook 'recreation, leisure or personal enrichment' education programs.

Nationally, 1.2 million students participated in VET programs funded by government recurrent expenditure through State and Territory agencies (table 5A.4). Between 2006 and 2007, the number of government funded students decreased by 0.02 per cent (approximately 200 students) and the number of government funded annual hours increased by 3.6 per cent (table 5A.5). Over the longer term, the number of government funded annual hours increased by 8.3 per cent between 2003 and 2007, although the number of government funded VET students declined by 0.9 per cent over the same period (implying that a smaller number of students studied more hours on average in 2007 compared to 2003) (table 5A.9 and NCVET unpublished).

Of the 1.2 million government funded VET students who participated in government funded VET programs in 2007, 4.1 per cent, or 49 286, gained some sort of recognition of prior learning (RPL) (table 5A.4).

Hours

Government funded VET students participated in 307.4 million government funded annual hours in 2007. On average, each government funded VET student in 2007 received 256.6 hours of VET (table 5A.4).

Courses

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and advanced diplomas. In 2007, 11.5 per cent of government funded VET students were undertaking a diploma or advanced diploma, 46.6 per cent were enrolled in a certificate level III or IV, 25.5 per cent were enrolled in a certificate level I or II or lower, and 16.5 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of study also varied greatly. In 2007, 22.7 per cent of units of competency or modules completed by government funded VET students were in management and commerce, 18.4 per cent were in engineering and related technologies, 15.0 per cent were in mixed field programs, 9.4 per cent were in health, 8.6 per cent were in society and culture and 7.0 per cent were in architecture and building. Other fields studied by government funded VET students included agriculture, environment and related studies, information technology, education, creative arts, food, hospitality and personal services, and natural and physical sciences (DEEWR 2008).

Institutions

In 2007, there were 163 TAFE and other government providers. Government funded programs were delivered at 12 427 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government recurrent funding for VET delivery) (tables 5A.3 and 5A.4).

The infrastructure (noncurrent physical assets) of government owned TAFE institutions and TAFE divisions of universities was valued at \$8.5 billion in 2007, of which 93.6 per cent comprised the value of land and buildings (table 5A.18). The value of net assets of government VET providers was \$611.24 per person aged 15–64 years across Australia in 2007. Asset values per person varied across jurisdictions (table 5A.6).

Roles and responsibilities in 2007

The *Commonwealth–State Agreement for Skilling Australia’s Workforce*, which commenced 1 July 2005, continued until 31 December 2008. This will be replaced by the *National Agreement on Skills and Workforce Development* agreed by COAG on 29 November 2008. Australian and State/Territory government ministers, through the Ministerial Council for Vocational and Technical Education (MCVTE), provide direction on national policy, strategy, priorities, goals and objectives, in partnership with industry, and private and public training providers.

National Training System Framework in 2007

One of the guiding principles for the training system is that industry needs to drive training priorities and delivery. Industry advice is provided to the MCVTE through the National Industry Skills Committee (NISC) (figure 5.2). The NISC advises MCVTE on workforce planning, future training priorities and other critical issues facing Australian industry.

The National Quality Council (NQC), a committee of MCVTE (figure 5.2), oversees quality assurance, ensures national consistency in the application of the Australian Quality Training Framework (AQTF) standards for the audit and registration of training providers, and endorses training packages.

The National Senior Officials Committee (NSOC) is the administrative arm of MCVTE and is responsible for implementing MCVTE decisions (figure 5.2). NSOC can establish National Action Groups on an as needs basis, to advance the work of MCVTE and complement NISC. Protocols are in place to ensure that

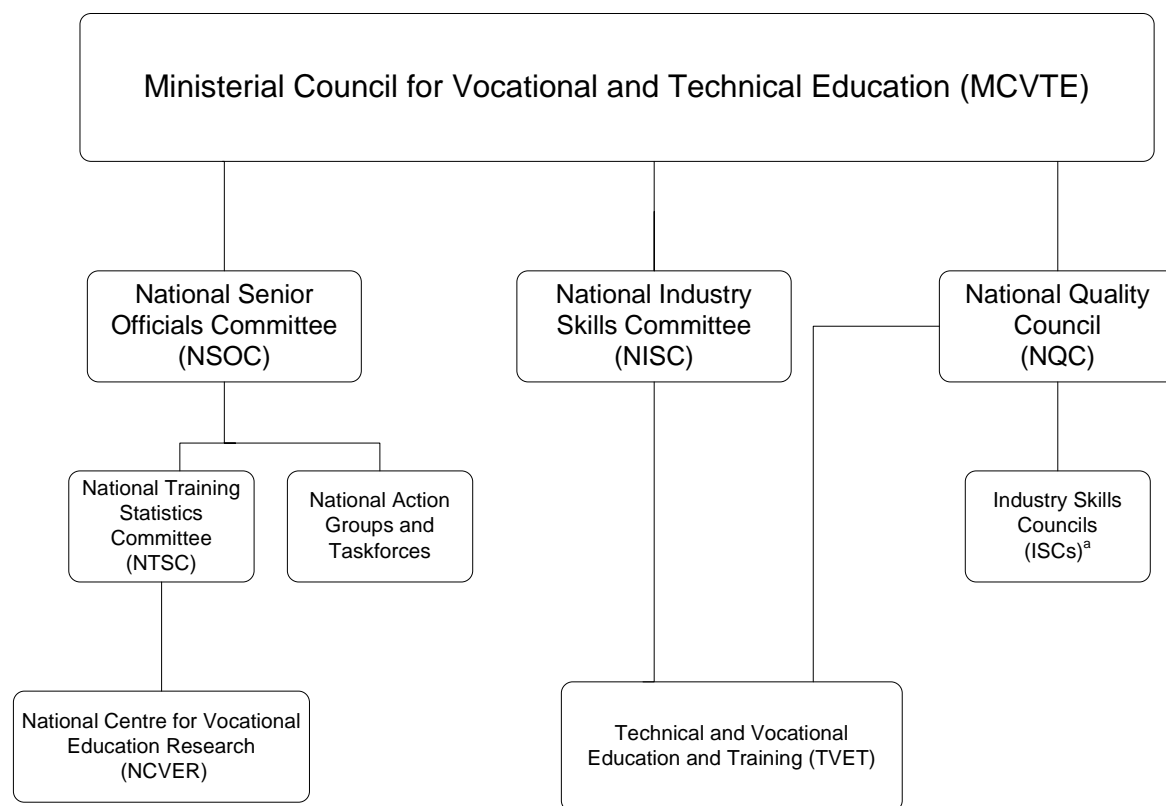
Action Groups have appropriate and balanced memberships, including representatives from government, training providers, and businesses.

The National Training Statistics Committee (NTSC) is the key strategic and policy advisory forum for data collection and reporting (figure 5.2). The National Centre for Vocational Education Research (NCVER), a ministerial company, provides secretariat services to the NTSC, and manages a VET research programme and VET statistical services.

Technical and Vocational Education and Training (TVET) (figure 5.2) is a ministerial company, whose functions under the *Commonwealth–State Agreement for Skilling Australia’s Workforce* include:

- providing the secretariat for the NQC and the NISC
- providing to users of the national training system an integrated service to:
 - identify and acquire training materials
 - identify copyright requirements
 - enter licenses for use of that material, consistent with the scope and direction of the NQC.

Figure 5.2 National reporting relationships within the VET system in 2007



^a ISCs are funded by the Department of Education, Employment and Workplace Relations (DEEWR). ISCs deliver Training Packages to the NQC for endorsement.

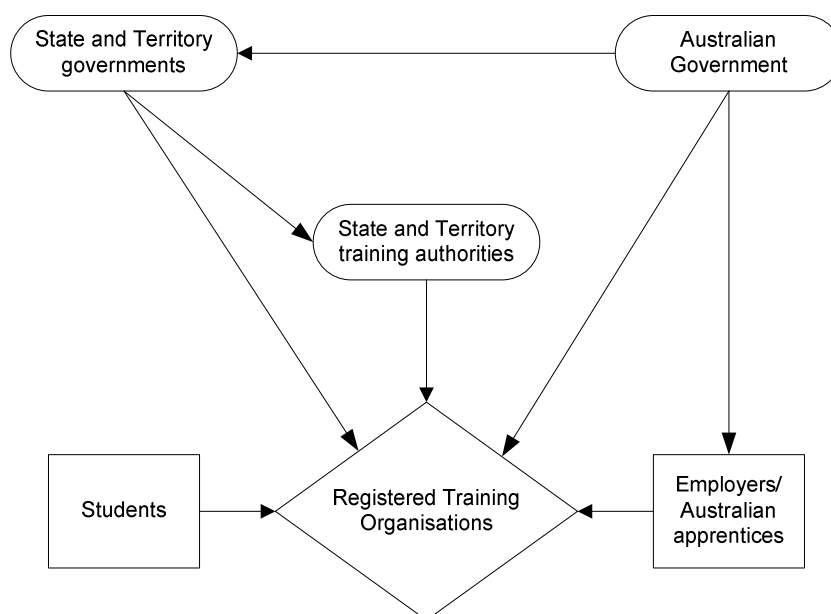
Source: DEEWR (2008).

VET funding flows

State and Territory governments provide funding for VET services through the State and Territory training authorities. They provided \$3.0 billion in 2007 — 74.4 per cent of government recurrent funding. The Australian Government provided the remainder of government recurrent funding (\$1.0 billion) (table 5A.8).

RTOs also receive revenue from individuals and organisations for fee-for-service programs, ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds (figure 5.3). The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships.

Figure 5.3 Major funding flows within the VET system



Allocation of VET funding

The bulk of government VET funds are allocated to government VET providers based on the planned activity set by State and Territory training authorities. The disbursement of a component of VET funding on a competitive basis was introduced in the early 1990s to allocate additional Australian Government funds. Processes used to allocate funds on a competitive basis include:

- *competitive tendering*, whereby government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
- *user choice*, whereby the employer and apprentice/trainee choose a registered training provider and negotiate key aspects of their training, and then government funds flow to that provider
- *preferred supplier arrangements*, an extension of competitive tendering, whereby a contract is awarded to providers (chosen by the tender process) to provide training on a longer term basis.

An estimated \$830.2 million (20.6 per cent) of government VET funding was allocated on a competitive basis in 2007 (including user choice arrangements) — 0.6 per cent more in real terms than in 2006 (table 5A.8). \$414.0 million went to non-government providers — a 6.7 per cent increase in real terms on 2006 (table 5A.7). The degree of competition in the tendering process varies across jurisdictions and within jurisdictions, depending on the program. Some tenders can

be contested by any RTOs (open competitive tendering), while some tenders are restricted to RTOs able to deliver a specific type of training, for example in a selected industry or to a certain client group (limited competitive tendering).

Similarly, the scope for competition, in terms of the size of the market of potential providers, varies across jurisdictions. TAFE institutes and universities with TAFE divisions may be subject to factors that affect their ability to compete effectively for funding allocated by competitive tendering. The House of Representatives Standing Committee on Employment, Education and Training found a number of factors impede the competitive position of TAFE institutes (HRSCEET 1998).

5.2 Framework of performance indicators

This chapter provides information on the equity, effectiveness and efficiency of government funded VET services. For example, ‘VET participation by target group’ is a measure of equitable access to VET, ‘student employment and further study outcomes’ is a measure of the effect of VET on equipping Australians for participation in the workforce, and ‘government recurrent expenditure per annual hour’ is an indicator of the extent to which the value of government VET expenditure is maximised. The performance indicator framework is developed around the VET objectives established under the national strategy for 2004–2010 (box 5.3).

Box 5.3 Objectives for VET, 2004–2010

The objectives established in *Shaping our Future — Australia’s National Strategy for Vocational Education and Training 2004–2010*, are:

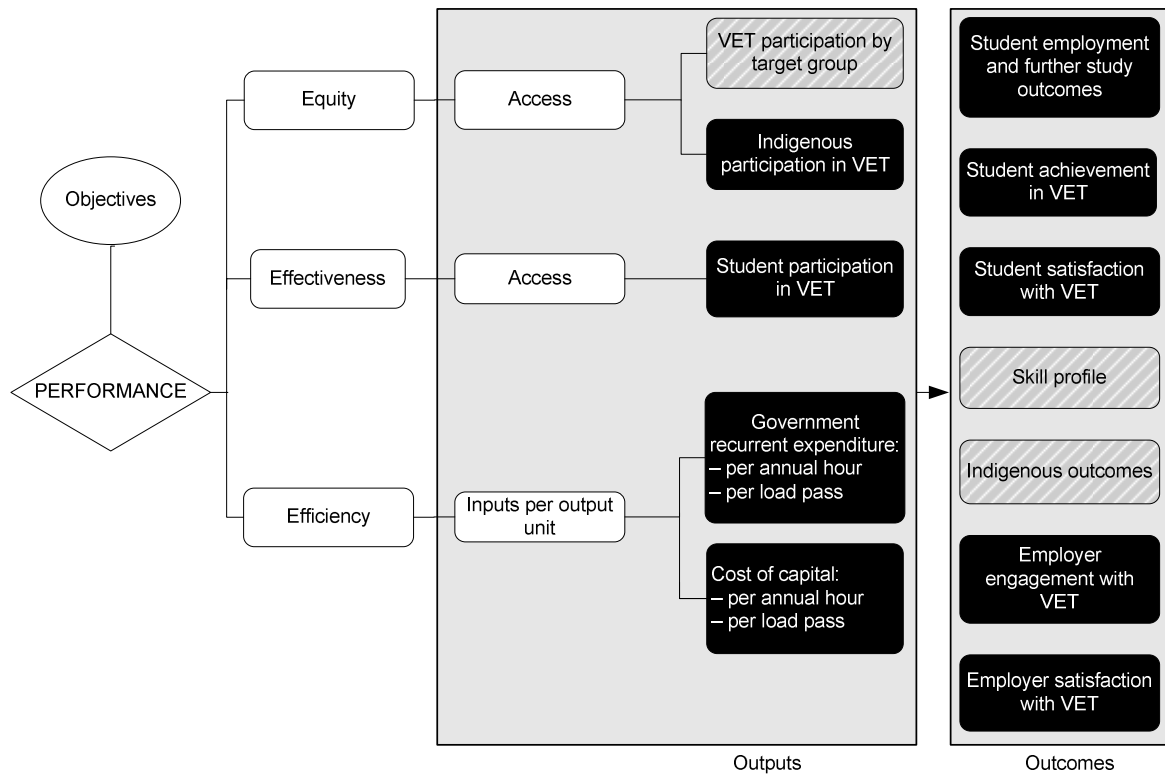
- industry will have a highly skilled workforce to support strong performance in the global economy
- employers and individuals will be at the centre of vocational education and training
- communities and regions will be strengthened economically and socially through learning and employment
- Indigenous Australians will have skills for viable jobs and their learning culture will be shared.

Source: ANTA (2004).

The performance indicator framework (figure 5.4) distinguishes the outputs and outcomes of VET services, and shows which data are comparable in the 2009 Report. For data that are not directly comparable, the text includes relevant

caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Figure 5.4 Performance indicators for VET services



Key to indicators

- Text Data for these indicators comparable, subject to caveats to each chart or table
- Text Data for these indicators not complete or not directly comparable
- Text These indicators yet to be developed or data not collected for this Report; chapter contains explanatory text

5.3 Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client. Appendix A contains detailed statistics and short profiles on each state and territory, which may help in interpreting the performance indicators presented in this chapter.

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups. The designated equity groups are females, residents of remote and very remote areas, Indigenous people, people with a disability and people speaking a language other than English at home. This section includes indicators of access to VET by these target groups in 2007.

VET participation by target group

‘VET participation by target group’ is an indicator of equitable access to the VET system by target groups (females, residents of remote and very remote areas, people with a disability, and people speaking a language other than English at home), compared with that of the general population, and reflects performance against the objective of achieving equitable outcomes in VET (box 5.4). (Indigenous participation in VET is reported as a separate indicator.)

Box 5.4 VET participation by target group

‘VET participation by target group’ is defined as the number of government funded participants in the VET system who self-identified that they are from a target group, as a proportion of the total number of people in the population in that group.

It is desirable that ‘VET participation by target group’ reaches a level that is comparable to that for all students. A lower participation rate means the target group is under-represented in VET; a higher participation rate means the group is over-represented in VET.

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Box 5.4 (Continued)

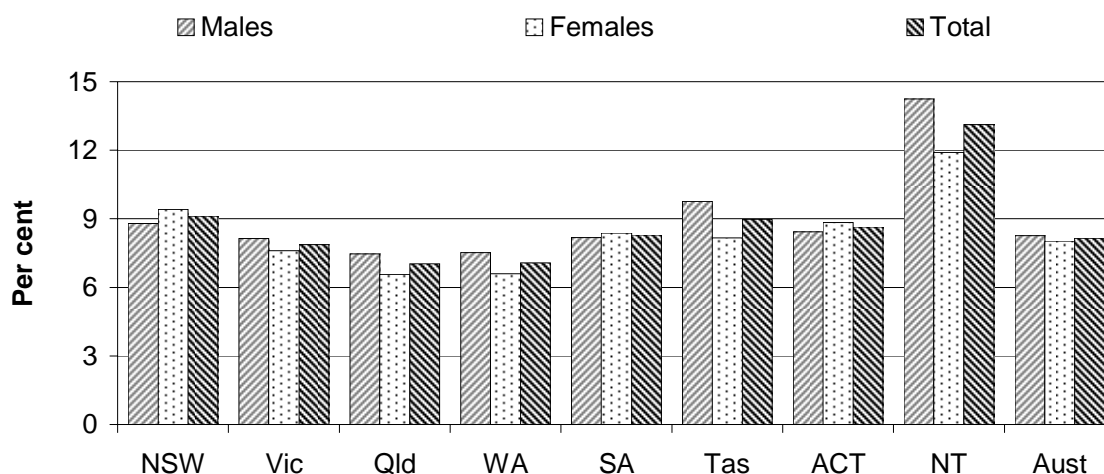
Care needs to be taken in interpreting the participation rates presented for people with a disability and people speaking a language other than English at home because (1) the data depend on self-identification at the time of enrolment, (2) the number of non-responses (that is, students who did not indicate whether they belong to these groups) varies across jurisdictions, and (3) appropriate denominators were not available to calculate the participation rates of students reporting a disability or people speaking a language other than English at home. Data on participation (apart from disaggregation by gender) have not been limited to students identified as aged 15–64, due to the variable number of students across target groups for whom age is unknown. Data on participation are limited to students who have participated in Australia's government funded VET system.

Data reported for this indicator are not directly comparable.

VET participation by target group — females

In recent years, the national VET participation rates for females and males have been comparable (table 5A.10). In 2007, male student participation was 8.3 per cent and female participation was 8.0 per cent (figure 5.5).

Figure 5.5 VET participation rate for people aged 15–64 years, by sex, 2007^{a, b}



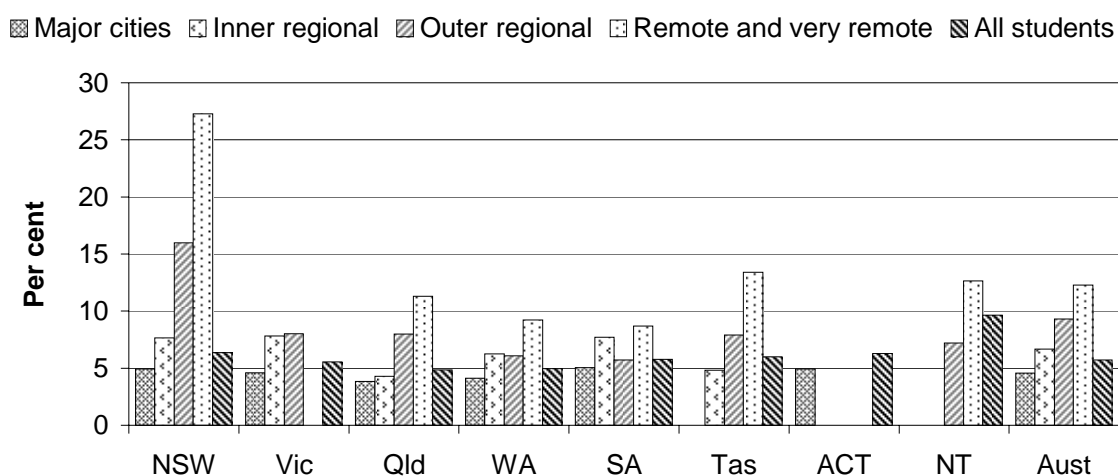
^a Data are for government recurrent funded VET students. ^b The participation rate is the number of 15–64 year old students participating in VET expressed as a proportion of the population (of that sex) aged 15–64 years, as at 30 June 2007.

Source: ABS (unpublished), derived from *Australian Demographic Statistics, December Quarter 2007*, Cat. No. 3101.0; NCVET National VET provider collection (unpublished); table 5A.10.

VET participation by target group — people from remote and very remote areas

VET student data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system currently used by the Australian Bureau of Statistics (ABS). Nationally, the VET participation rate increased with remoteness. Participation was higher for people from remote and very remote areas (12.3 per cent) than for people from other geographic regions (9.3 per cent for outer regional areas, 6.7 per cent for inner regional areas and 4.6 per cent for major cities) compared to 5.7 per cent for all students (figure 5.6). Employment opportunities and the availability of alternative education services in regional and remote areas may affect the level of VET participation in these areas.

Figure 5.6 **VET participation rate for people of all ages, by region, 2007^{a, b, c}**



^a Data are for government recurrent funded VET students. ^b The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the total population that resides in that region. ^c There are no very remote areas in Victoria, no major cities in Tasmania, no outer regional areas, remote areas or very remote areas in the ACT, and no major cities or inner regional areas in the NT. Data for Victorian remote areas and ACT inner regional areas are not published due to a high proportion of these areas sharing postcodes with NSW that cannot be disaggregated, but are included in the Australia totals.

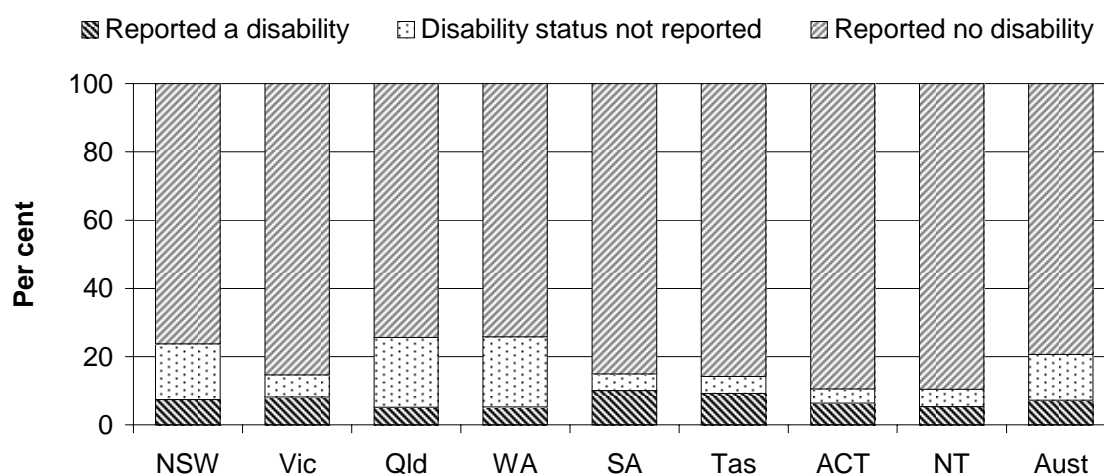
Source: ABS (unpublished), derived from *Regional Population Growth, Australia, 2006-07*, Cat. No. 3101.0 (table AA.6); NCVET National VET provider collection (unpublished); table 5A.11.

VET participation by target group — people with a disability

Nationally, 7.2 per cent of government funded VET students in 2007 reported having a disability, impairment or long-term condition (figure 5.7). Based on 2003 ABS data, an estimated 16.8 per cent of all 15–64 year olds in the population and

20.0 per cent of the total population reported having a disability (derived from ABS 2004a). The proportion of VET students reporting a disability is not directly comparable with the proportion of the population reporting a disability, as the classifications of disabilities differ. Within the VET system, the focus is on identifying students that require additional teaching and learning support.

Figure 5.7 VET students, by disability status, 2007^{a, b}



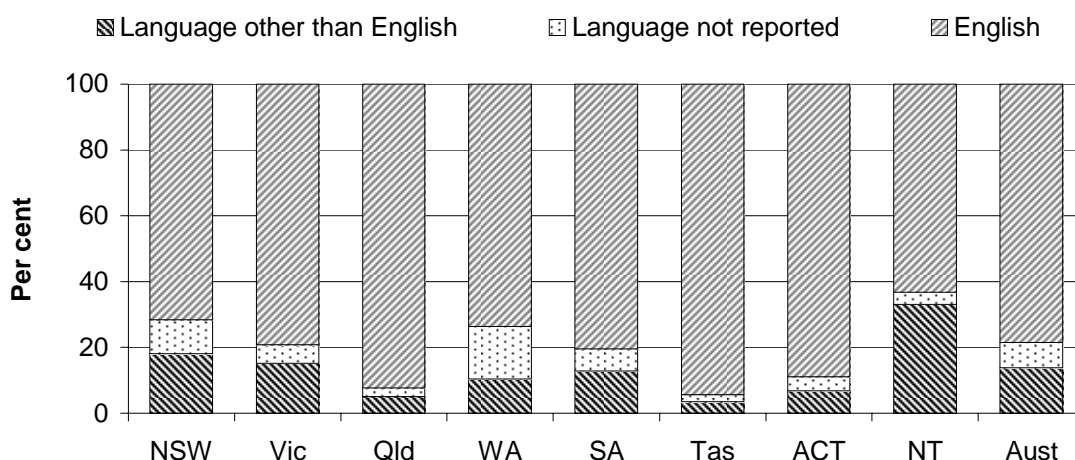
^a Data are for government recurrent funded VET students. ^b Students reported as having a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities

Source: NCVET National VET provider collection (unpublished); table 5A.12.

VET participation by target group — students speaking a language other than English at home

In 2007, 13.8 per cent of government funded VET students reported speaking a language other than English at home (figure 5.8). By comparison, 15.8 per cent of the total population of Australia spoke a language other than English at home (derived from ABS 2006 Census of Population and Housing, table AA.5).

Figure 5.8 VET students, by language spoken at home, 2007^a



^a Data are for government recurrent funded VET students.

Source: NCVET National VET provider collection (unpublished); table 5A.13.

Indigenous participation in VET

‘Indigenous participation in VET’ is an indicator of equitable access to the VET system by Indigenous people (box 5.5).

Box 5.5 Indigenous participation in VET

‘Indigenous participation in VET’ is defined as the number of all government funded participants in the VET system who self-identified as Indigenous, as a proportion of the total number of Indigenous people aged 15–64 years, compared with that of the general population.

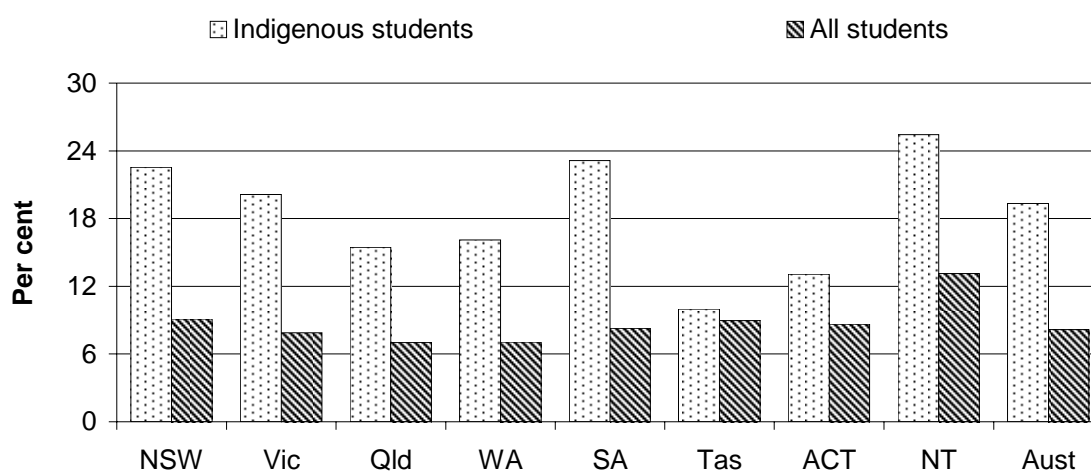
A lower participation rate means Indigenous people are under-represented in VET; a higher participation rate means Indigenous people are over-represented in VET.

Care needs to be taken in interpreting the participation rates presented for Indigenous people because (1) the data depend on self-identification at the time of enrolment and (2) the number of non-responses (that is, students who did not indicate whether or not they were Indigenous) varies across jurisdictions. Data are for government funded VET students.

Data reported for this indicator are comparable.

Nationally, the VET participation rate for all Indigenous students (the number of all Indigenous students as a percentage of Indigenous people aged 15–64) was 19.4 per cent. The participation rate for all 15–64 year old students (the number of 15–64 year old students as a percentage of the 15–64 year old population) was 8.2 per cent (figure 5.9). These student participation data are not age standardised, so the younger age profile of the Indigenous population relative to all Australians is likely to affect the results.

Figure 5.9 VET participation rate, by Indigenous status, 2007^{a, b, c, d}

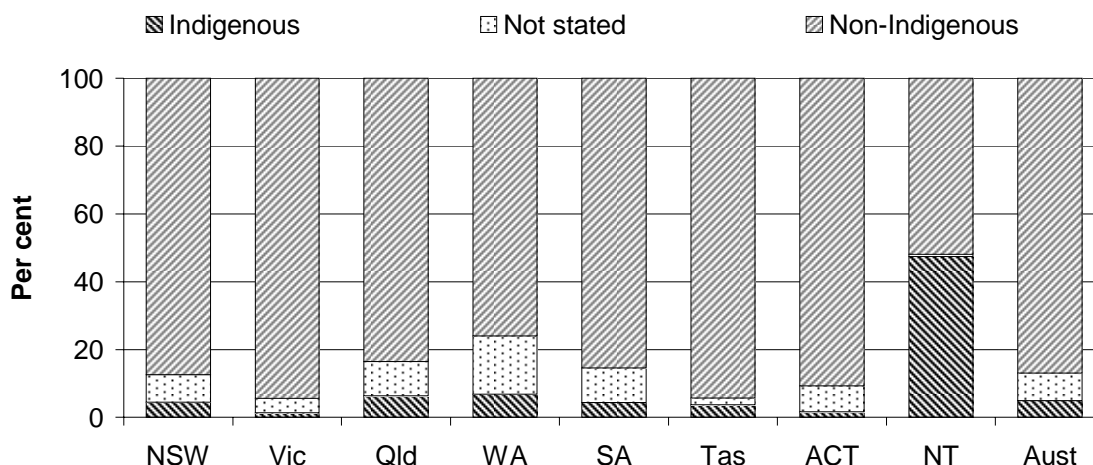


^a Data are for government recurrent funded VET students. ^b The scope of Indigenous students covers all age groups who reported being Indigenous and the scope of all students covers those aged 15–64 years. ^c The Indigenous participation rate is the number of Indigenous students as a percentage of the experimental estimates of Indigenous people aged 15–64 years for 30 June 2007 (ABS 2004b; low series, tables 25–34, pp. 53–62). The all students participation rate is the number of students as a percentage of the estimated resident population aged 15–64 as at 30 June 2007. ^d Care needs to be taken in interpreting these data because the Indigenous population's age profile is younger than that of the non-Indigenous population. Participation rates for all ages are likely to differ from participation rates for working age populations.

Source: ABS (unpublished), *Australian Demographic Statistics, December Quarter 2007*, Cat. No. 3101.0; NCVET National VET provider collection (unpublished); table 5A.14.

In 2007, 4.9 per cent of government funded VET students in Australia identified themselves as Indigenous, while 8.2 per cent of students did not report their Indigenous status (figure 5.10). The proportion of government funded VET students who identified themselves as Indigenous (4.9 per cent) was higher than the proportion of Indigenous people in the total population nationally (2.4 per cent) (table 5A.14).

Figure 5.10 VET students, all ages, by Indigenous status, 2007^a



^a Data are for government recurrent funded VET students.

Source: NCVET National VET provider collection (unpublished); table 5A.14.

Effectiveness

Student participation in VET

‘Student participation in VET’ is an indicator of the level of access for people aged 15–64 years to the VET system. It reflects the performance of the VET system in meeting its objective of having a highly skilled workforce (box 5.6).

Box 5.6 Student participation in VET

‘Student participation in VET’ is defined by two measures:

- the number of 15–64 year olds participating in VET expressed as a proportion of the population aged 15–64 years
- the number of 15–64 year olds participating in certificate level III qualifications and above expressed as a proportion of the population aged 15–64 years.

High VET participation rates indicate high levels of access to the VET system by the general population. High proportions of VET students in certificate level III qualifications and above indicate greater participation in higher skill level courses, which is desirable.

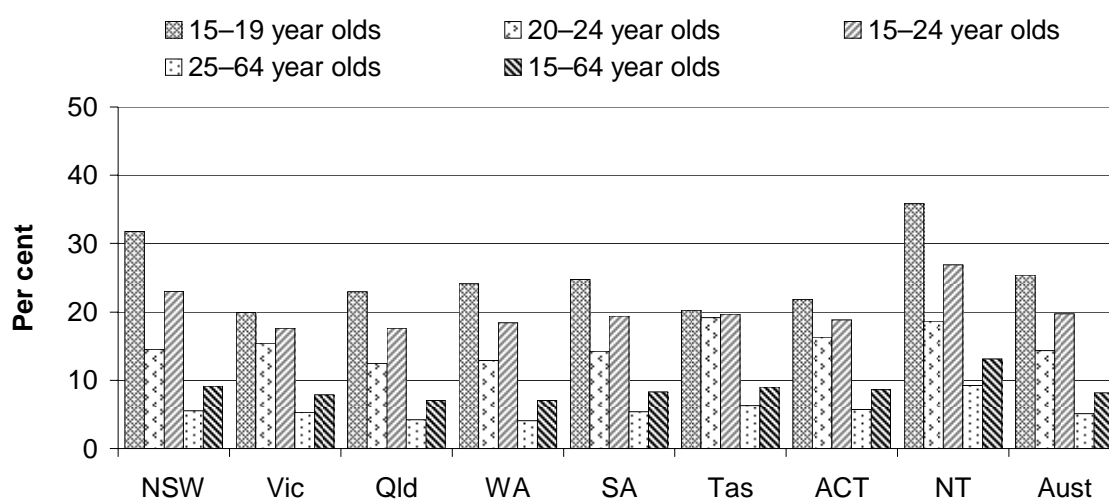
Data are for government funded VET students.

Data reported for this indicator are comparable.

In 2007, 1.2 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 8.2 per cent of people aged 15–64 years nationally. The proportion of people participating in VET declined in older age groups. The 1.2 million government funded VET students include:

- 365 400 or 25.4 per cent of people aged 15–19 years
- 213 800 or 14.3 per cent of people aged 20–24 years
- 576 400 or 5.1 per cent of people aged 25–64 years (figure 5.11).

Figure 5.11 VET participation rates, by target age groups, 2007^a

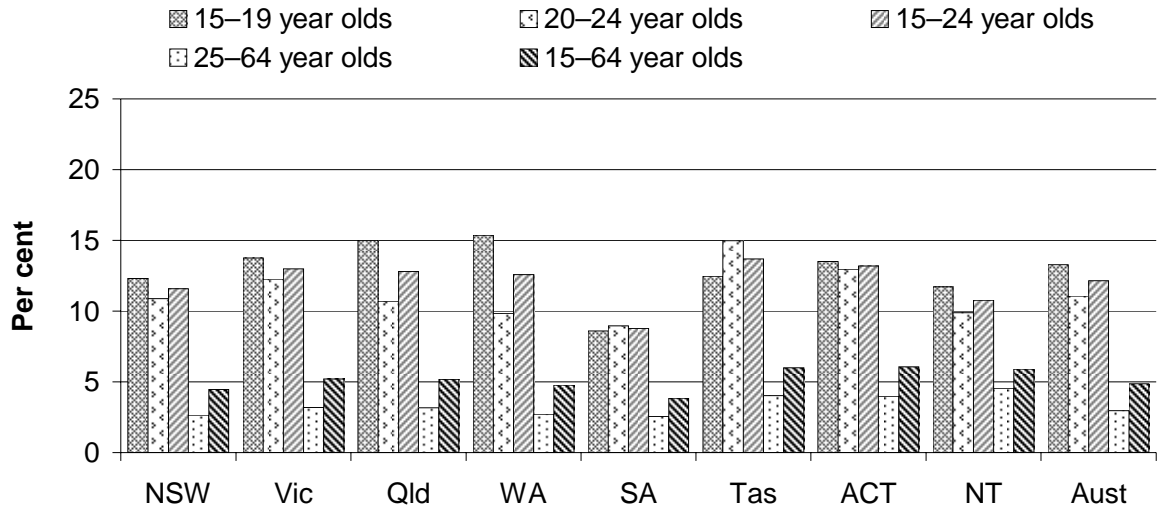


^a Data are for government recurrent funded VET students.

Source: NCVET National VET provider collection (unpublished); ABS (unpublished), derived from *Australian Demographic Statistics, December Quarter 2007*, Cat. No. 3101.0; table 5A.9.

In 2007, approximately 688 600 people aged 15–64 years participated in a government funded VET program at the certificate III level or higher, representing 4.9 per cent of the population aged 15–64 years (figure 5.12). The national proportion was also 4.9 per cent in 2003 (table 5A.15).

Figure 5.12 VET participation in Certificate III and above, by target age group, 2007^a



^a Data are for government recurrent funded VET students.

Source: NCVET National VET provider collection (unpublished); ABS (unpublished), *Australian Demographic Statistics, December Quarter 2007*; table 5A.15.

Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicator of unit cost reported here is 'recurrent expenditure per annual hour'. The Steering Committee has identified issues that may reduce the comparability of cost estimates across jurisdictions in VET. To promote accuracy and comparability of reported efficiency measures some adjustments are made to improve the data (box 5.7).

Box 5.7 **Comparability of cost estimates**

Government recurrent expenditure is calculated using data prepared by states and territories under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by the Department of Education, Employment and Workplace Relations (DEEWR). The method for calculating government recurrent expenditure was changed for the 2009 Report. Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian and State and Territory governments. It is calculated by summing the following AVETMISS financial statements revenue items: Commonwealth General Purpose Recurrent revenue (net of VET in Schools revenue), State Recurrent revenue, and revenue for VET expenditures of State/Territory training departments or public providers undertaken by another department or public agency and reported as Assumption of Liabilities.

To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, expenditure is adjusted by course mix weights to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. Expenditure data for 2003–2006 are adjusted to real dollars (2007 dollars) using the gross domestic product (GDP) chain price index (table 5A.76).

Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2003, except for Victoria, for which data prior to 2007 can not be rebased from scheduled hours to standard nominal hours .

In Reports prior to the 2009 Report, annual hours were not calculated on an enrolment activity end date reporting, and Recognition of Prior Learning (RPL) was discounted on an agreed formula. As a result, care should be taken in making comparisons between reports.

(Continued on next page)

Box 5.7 (Continued)

The Steering Committee has addressed four areas that could improve the comparability of efficiency indicators: superannuation; depreciation; user cost of capital; and payroll tax (see chapter 2). The user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately as the 'cost of capital per annual hour' (box 5.10) and, 'cost of capital per load pass (box 5.11)'. The user cost of capital represents the opportunity cost to government of the funds tied up in VET assets. Not reporting the user cost of capital underestimates the cost to government service provision. Comparability can be improved by adding the reported user cost of capital to accrued costs if debt servicing costs and State/Territory-based capital asset charges are deducted from accrual costs.

Source: DEEWR (2008); SCRCSSP (1998, 1999).

Government recurrent expenditure per annual hour and per load pass

'Government recurrent expenditure per annual hour' is an indicator of the efficiency of VET services. It is the cost to government to deliver VET services per unit of output. Recurrent cost per annual hour of training measures the average cost of producing a training output of the VET system (a unit cost) (box 5.8).

Box 5.8 Government recurrent expenditure per annual hour

'Government recurrent expenditure per annual hour' is defined as total government recurrent expenditure (excluding capital costs) per annual hour. Expenditure is adjusted for course mix differences across jurisdictions.

Low unit costs may indicate efficient delivery of VET services.

'Government recurrent expenditure per annual hour' needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. The factors that have the greatest impact on efficiency include:

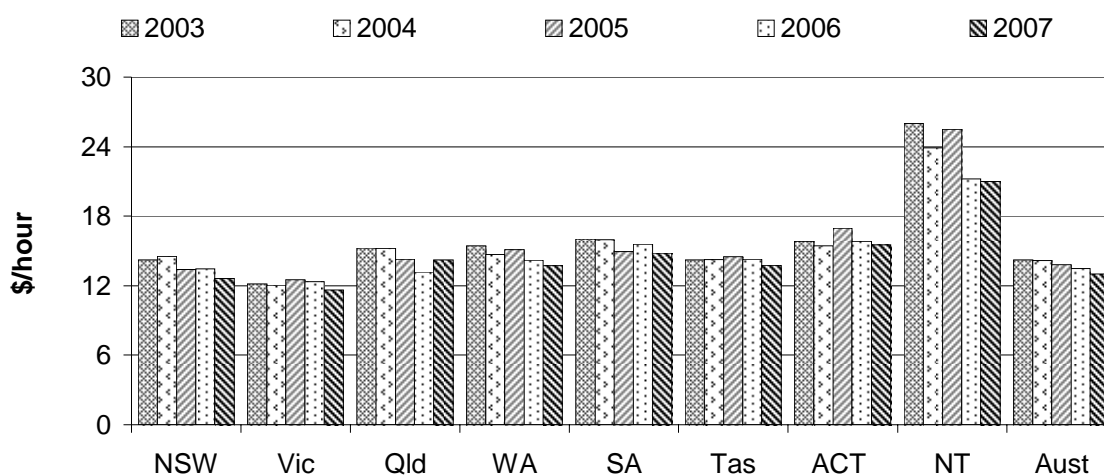
- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
- differences among states and territories, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

Data reported for this indicator are comparable.

Financial and activity data from states and territories are reported here within an agreed scope to ensure unit costs accurately reflect the relative efficiency of government service provision across jurisdictions. Data used to calculate unit cost are derived from data that comply with the AVETMIS Standard.

Government real recurrent expenditure per annual hour of government funded VET programs in 2007 was \$13.03 nationally. Government real recurrent expenditure per annual hour decreased from \$14.23 in 2003 (figure 5.13).

Figure 5.13 **Government real recurrent expenditure per annual hour (2007 dollars)^{a, b, c}**



^a The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate. ^c Historical data have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

Source: DEEWR (2008); NCVET National financial and VET provider collections (unpublished); table 5A.16.

‘Government recurrent expenditure per load pass’ is an indicator of the efficiency of VET services. It is the cost to government of each successfully completed VET module or unit of competency (that is, the cost per successfully achieved output) (box 5.9).

Box 5.9 Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is defined as the total government recurrent expenditure divided by the number of hours successfully completed from assessable modules or units of competency. 'Load pass' is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

Low unit costs may indicate efficient delivery of VET services per successfully completed load pass hour.

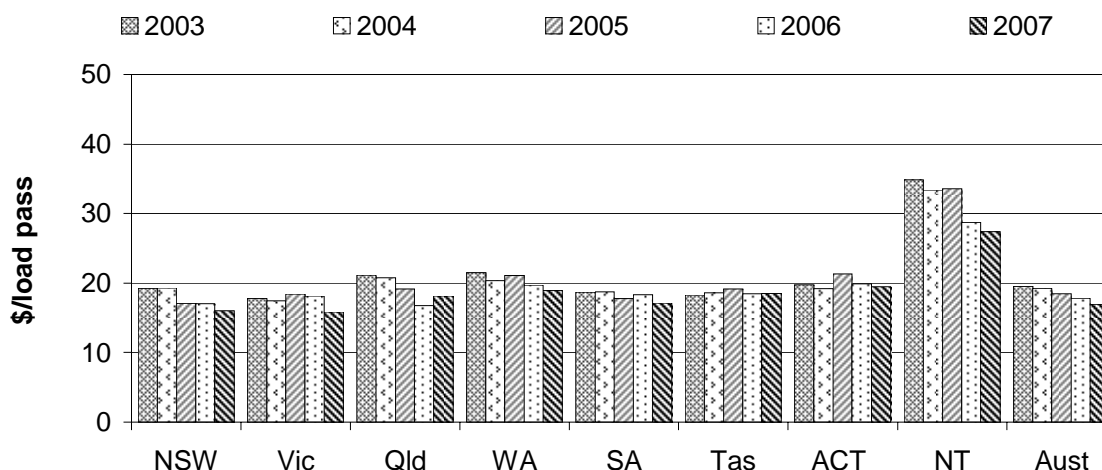
The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
- differences among states and territories, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

Data reported for this indicator are comparable.

Government real expenditure per load pass hour of government funded VET programs in 2007 was \$16.90 nationally. Government real recurrent expenditure per load pass hour decreased from \$19.52 in 2003 (figure 5.14).

Figure 5.14 **Government real recurrent expenditure per hour of publicly funded load pass (2007 dollars)^{a, b, c, d}**



^a The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate. ^c Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL and it does not include non-assessable enrolments. ^d Historical data have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

Source: NCVET National financial and VET provider collections (unpublished); table 5A.17.

Cost of capital per annual hour and per load pass

‘Cost of capital per annual hour’ is an indicator of the efficiency of VET services. The cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets that could otherwise be used to provide other services or to retire debt. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.10).

Box 5.10 Cost of capital per annual hour

The 'cost of capital per annual hour' is defined as the cost of capital (adjusted for course mix weight) divided by annual hours. The cost of VET service delivery includes both the cost of capital and recurrent costs. Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy.

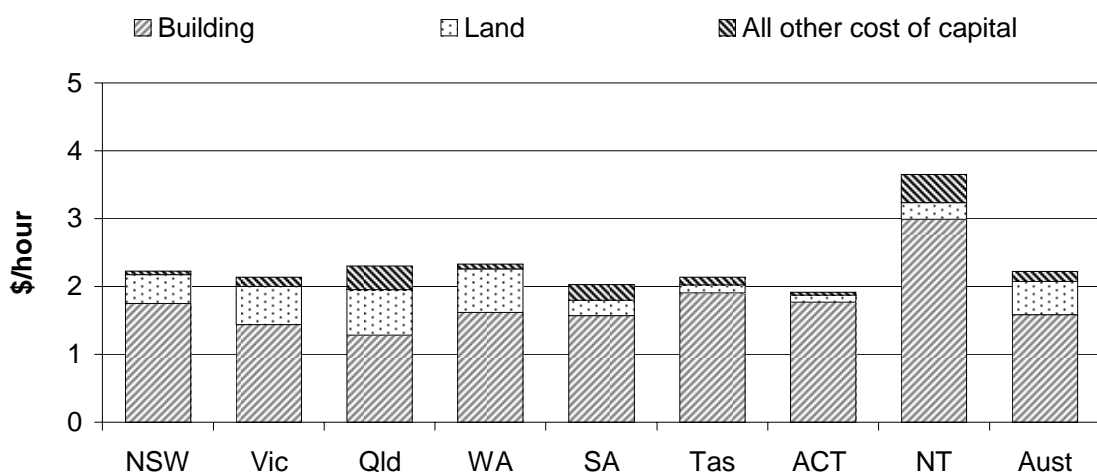
Lower total costs per annual hour may reflect higher efficiency in the delivery of VET services.

The 'cost of capital per annual hour' needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. 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.

Data reported for this indicator are comparable.

Nationally, the cost of capital per annual hour in 2007 was \$2.22. The largest components of cost of capital per annual hour were building costs (\$1.58) followed by land costs (\$0.50) (figure 5.15).

Figure 5.15 Cost of capital per annual hour, 2007^a

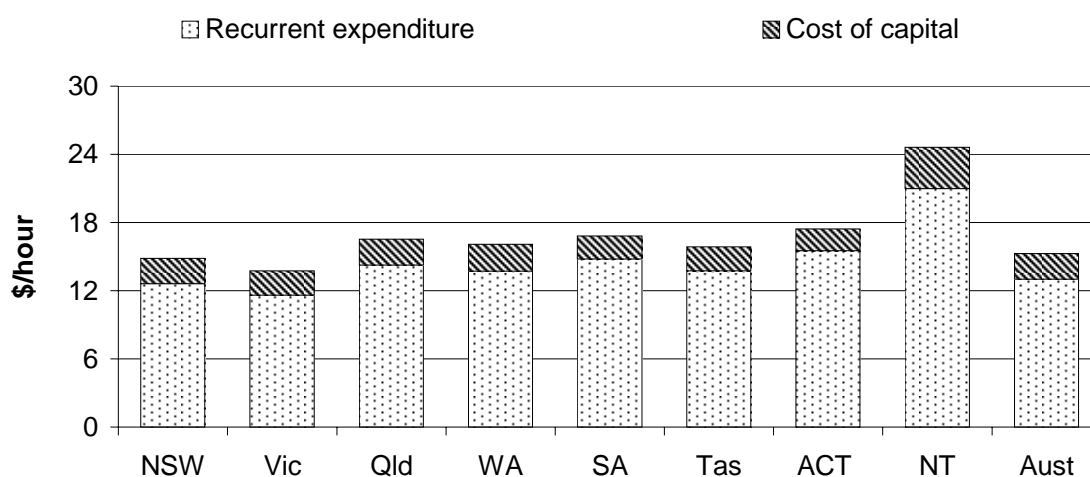


^a Cost of capital includes a user cost of capital rate of 8 per cent for all jurisdictions. 'All other cost of capital' includes plant, equipment, motor vehicles and other capital.

Source: NCVET National financial and VET provider collections (unpublished); table 5A.18.

The total cost of VET service delivery includes both the cost of capital and recurrent costs. Nationally, the total cost to government of funding VET per annual hour in 2007 was \$15.25, comprising \$13.03 in recurrent costs and \$2.22 in capital costs (figure 5.16). These results need to be interpreted carefully, because the asset data used to calculate the cost of capital are less reliable than the recurrent cost data.

Figure 5.16 Total government VET costs per annual hour, 2007^{a, b}



^a The ACT is the only jurisdiction not to levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been added to the recurrent expenditure data presented for the ACT. ^b Cost of capital includes a user cost of capital rate of 8 per cent for all jurisdictions. 'Cost of capital' includes buildings, land, plant, equipment, motor vehicles and other capital.

Source: NCVET National financial and VET provider collections (unpublished); table 5A.19.

'Cost of capital per load pass' is an indicator of the efficiency of VET services. The cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets that could otherwise be used to provide other services or to retire debt. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.11).

Box 5.11 Cost of capital per load pass

The 'cost of capital per load pass' is defined as the cost of capital divided by hours of publicly funded load pass. 'Load pass' is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

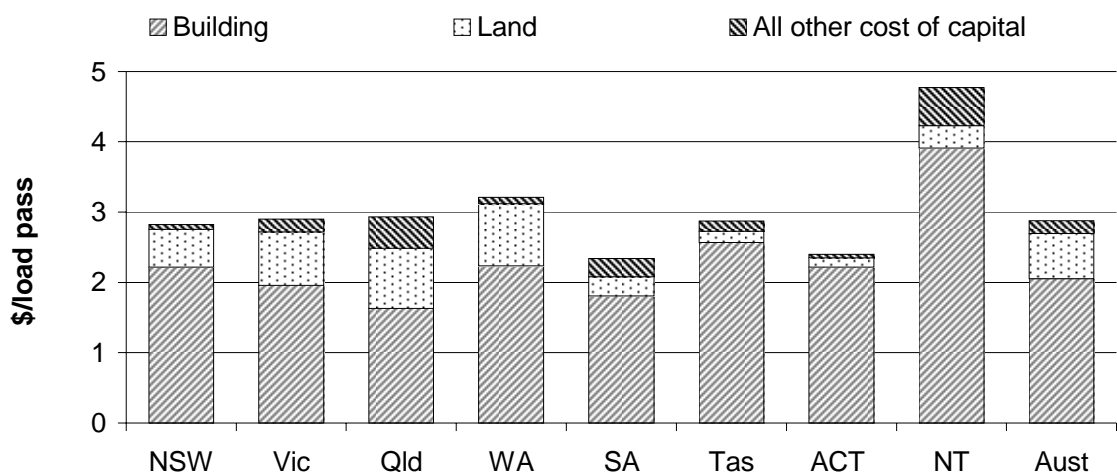
Lower total costs per load pass hour may reflect higher efficiency in the delivery of VET services.

The 'cost of capital per load pass' needs to be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. 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.

Data reported for this indicator are comparable.

In 2007, the cost of capital per load pass hour was \$2.88 nationally, the largest components were building (\$2.05) and land (\$0.64) costs (figure 5.17).

Figure 5.17 Cost of capital per hour of publicly funded load pass, 2007^{a, b}



^a Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, it does not include non-assessable enrolments. ^b Cost of capital includes a user cost of capital rate of 8 per cent for all jurisdictions. 'All other cost of capital' includes plant, equipment, motor vehicles and other capital.

Source: NCVET National financial and VET provider collections (unpublished); table 5A.20.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see chapter 1, section 1.5). The objectives for VET services are to achieve a range of outcomes for students and employers (box 5.3). A range of indicators relating to student and employer outcomes have been identified.

Student outcomes

The annual 'Student Outcomes Survey' conducted by the NCVET identifies training outcomes for students who graduated with a qualification from a course (graduates) and students who successfully completed some training below the level of full qualification and who were no longer engaged in training when the survey was undertaken (module completers). The students must have been undertaking activity within the VET system in Australia in the previous year (box 5.12).

Box 5.12 Student Outcomes Survey

The data collected about graduates and module completers describes their general characteristics, fields of study, employment outcomes, occupations, industries of employment, satisfaction with their course of study, and further study outcomes.

The survey collects the opinions of a sample of VET students, so the results are estimates of the opinions of the total VET student population. The sample is randomly selected and stratified for graduates and module completers by TAFE institute, field of study, gender and age. Responses are weighted to population benchmarks to minimise non-response bias.

The precision of survey estimates depends on the sample size and the distribution of sample responses. Consequently, jurisdictional comparisons need to be made with care. To assist with making comparisons across jurisdictions, error bars representing the 95 per cent confidence intervals associated with each point estimate are presented in the survey figures. These confidence intervals can be used to test whether the estimates are statistically different across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions overlap, then no statistical difference is detected between the estimates (at the 95 per cent confidence level). Confidence intervals are also included in the relevant tables of the attachment.

In the 2005 survey year, the Student Outcomes Survey underwent a broadening in scope. While the survey in the past was limited to TAFE students, the expanded survey yields data on all VET providers, capturing government funded students (TAFE, private and community education providers), as well as those training on a fee-for-service basis (TAFE and some private and community education providers).

(Continued on next page)

Box 5.12 (Continued)

Additional data relating to all VET providers are provided in the attachment tables. Comparisons between TAFE outcomes and all VET provider outcomes must take into account the demographic characteristics of students as well as the level of qualifications offered across training provider types. The discussion of student outcomes in the chapter focuses on TAFE graduates, that is, students who undertook government funded TAFE activity.

Care needs to be taken when comparing student outcomes across states and territories, because each jurisdiction has different economic, demographic and social profiles that are likely to have an effect on a range of training related outcomes. In particular, economic parameters beyond the control of the VET system may affect employment outcomes for graduates (see appendix A).

Source: NCVET (2007a); DEEWR (2008).

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of the VET system’s ability to meet individual students’ objectives. It reports on the benefits students gained from the VET system. These benefits include employment, improved employment circumstances, a pathway for further study/training, and personal development (box 5.13).

Box 5.13 Student employment and further study outcomes

'Student employment and further study outcomes' is defined by four measures:

- the proportion of graduates who were employed and/or continued on to further study after completing their course
- the employment rate after participating in VET for students who were unemployed before the course
- the proportion of graduates who improved their employment circumstances after completing their training. The definition of 'improved employment circumstances' is at least one of :
 - employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full-time or part-time after training
 - employed at a higher skill level after training
 - received a work-related benefit after completing their training, including set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits
- the proportion of graduates who undertook their course for employment-related reasons and who reported at least one work-related benefit from completing the course.

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training and a high level of students who received at least one work-related benefit from completing the course. The proportion of students who improved their employment outcomes or were engaged in further study may overlap, since students may realise the two outcomes simultaneously.

Comparison of labour market outcomes must also account for the general economic conditions in each jurisdiction (see appendix A).

Data reported for this indicator are comparable.

Student employment and further study outcomes — Students who were employed and/or continued on to further study after completing their course

Nationally, 88.3 per cent of TAFE graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2007 — compared with 86.7 per cent in 2006 (table 5A.21). Of all TAFE graduates in 2007, 78.8 per cent said they were in employment while 32.8 per cent continued on to further study (figure 5.18).

Figure 5.18 Proportion of TAFE graduates in employment and/or who continued on to further study after completing a course, 2007^{a, b}



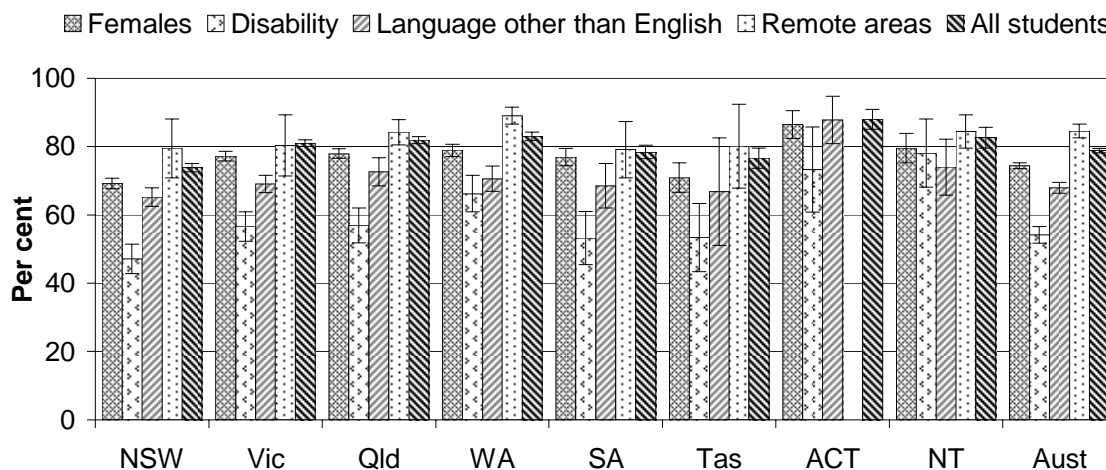
^a Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.21.

The proportion of graduates by target groups who improved their employment circumstance (figure 5.19) or continued onto further study (figure 5.20) can also indicate the equity of outcomes for these groups. (Indigenous student outcomes are reported in a separate indicator.)

Nationally, 84.5 per cent of TAFE graduates from remote and very remote areas, 74.4 per cent of female graduates, 67.9 per cent of graduates who spoke a language other than English at home, and 54.1 per cent of graduates with a disability were employed after completing a course in 2006, compared with 78.8 per cent of all TAFE graduates (figure 5.19). Further information on graduates in employment and/or who continued on to further study after completing a course in 2003–2007 for target groups and geolocation disaggregations are reported in tables 5A.21–5A.28.

Figure 5.19 Proportion of TAFE graduates in employment after completing a course, by target groups, 2007^{a, b, c, d}

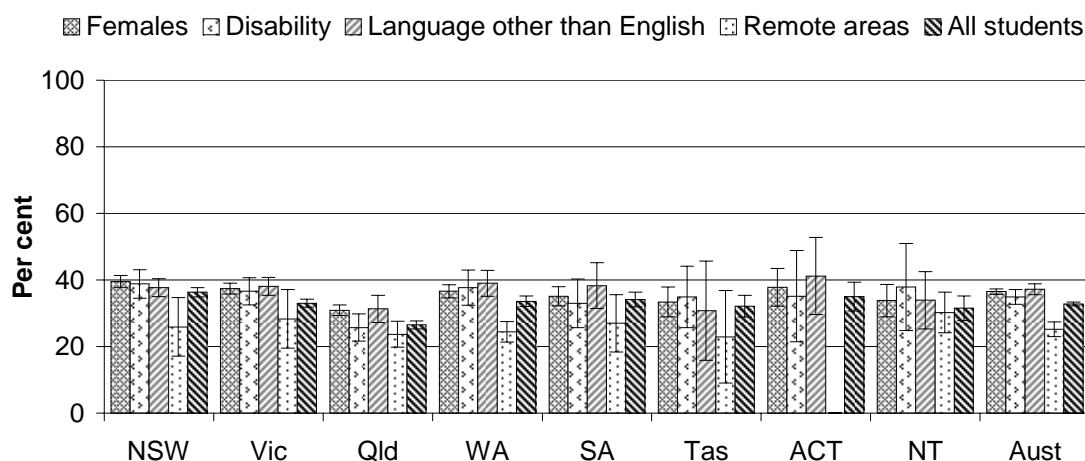


^a Students reported as having a disability are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b 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. ^c There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. The remote data for the ACT was not published due to 5 or fewer responses. ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); tables 5A.21–22 and 5A.26–28.

Nationally, in 2007, a higher proportion of female students (36.5 per cent) and students speaking a language other than English at home (37.2 per cent) continued on to further study after completing a course, compared to all TAFE students (32.8 per cent), students with a disability (34.9 per cent) and students from remote and very remote areas (25.2 per cent) (figure 5.20).

Figure 5.20 Proportion of TAFE graduates who continued on to further study after completing a course, by target groups, 2007^{a, b, c, d}

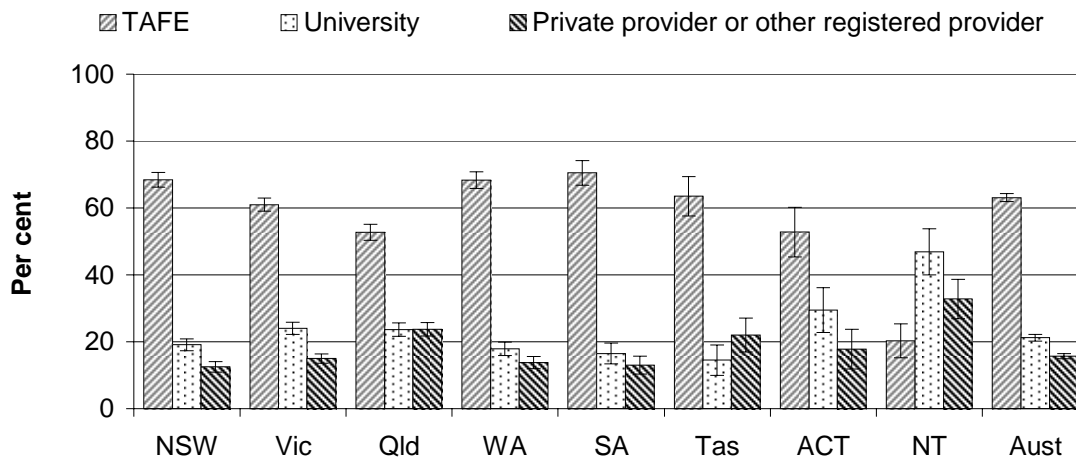


^a Students reported as having a disability are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b Care needs to be taken in comparing results 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. ^c There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. The remote data for the ACT was not published due to 5 or fewer responses. ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. The Tasmania 'Remote areas' estimate has a relative standard error greater than 25 per cent and needs to be used with caution.

Source: NCVET Student Outcomes Survey (unpublished); tables 5A.21–22 and 5A.26–28.

Of those TAFE graduates who continued on to further study, 63.1 per cent pursued their further study within the TAFE system, while 21.2 per cent went on to further study at universities and 15.7 per cent went on to further study at private providers or other registered providers (figure 5.21).

Figure 5.21 TAFE graduates who continued on to further study after completing a course, by type of institution, 2007^a



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.21.

Student employment and further study outcomes — Students who were employed after completing their course

Nationally, of the TAFE graduates surveyed in 2007 who were unemployed before the course, 52.5 per cent indicated they were employed after the course, 38.6 per cent were unemployed and 8.5 per cent were not in the labour force (figure 5.22).

Figure 5.22 Labour force status after the course of TAFE graduates who were unemployed before the course, 2007^a

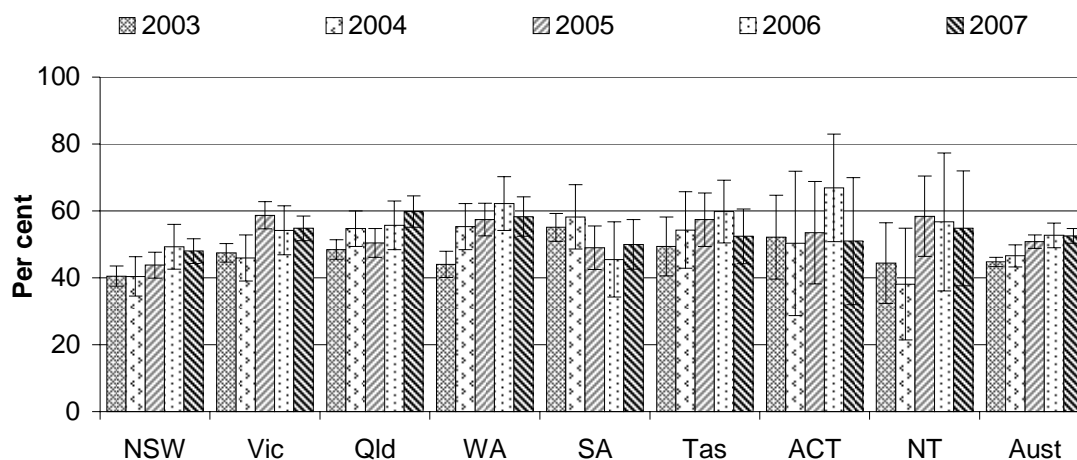


^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.29. The 'Not in the labour force' estimates for Tasmania, ACT and NT, and 'Unemployed' estimates for ACT and NT have relative standard errors greater than 25 per cent and need to be used with caution.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.29.

Between 2003 and 2007, the proportion of TAFE graduates who were unemployed before the course and who became employed after the course increased by 7.7 percentage points (from 44.8 to 52.5 per cent) (figure 5.23).

Figure 5.23 Proportion of TAFE graduates who were unemployed prior to commencing a course and were employed after completing a course^a



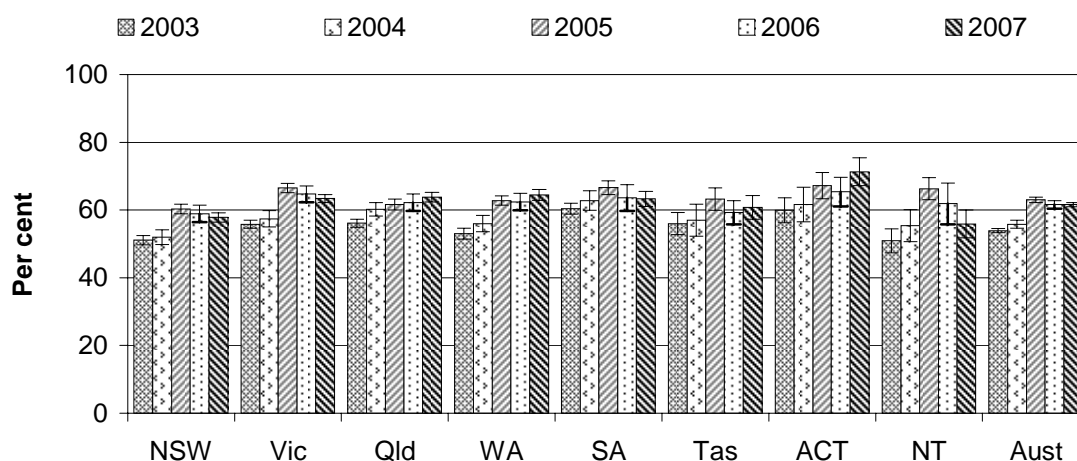
^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.29.

Student employment and further study outcomes — Students who improved their employment circumstances after completing their course

Nationally, 61.6 per cent of all TAFE graduates in 2007 indicated they had improved their employment circumstances after completing their course (figure 5.24), an increase of 7.7 percentage points from 2003 (53.9 per cent). Table 5A.34 includes national data for female graduates, graduates who spoke a language other than English at home, graduates with a disability, and graduates from remote and very remote areas. Of these groups, TAFE graduates who reported a disability were the least likely to indicate that they had improved employment circumstances (42.9 per cent).

Figure 5.24 TAFE graduates who improved their employment circumstances after training, 2007^a



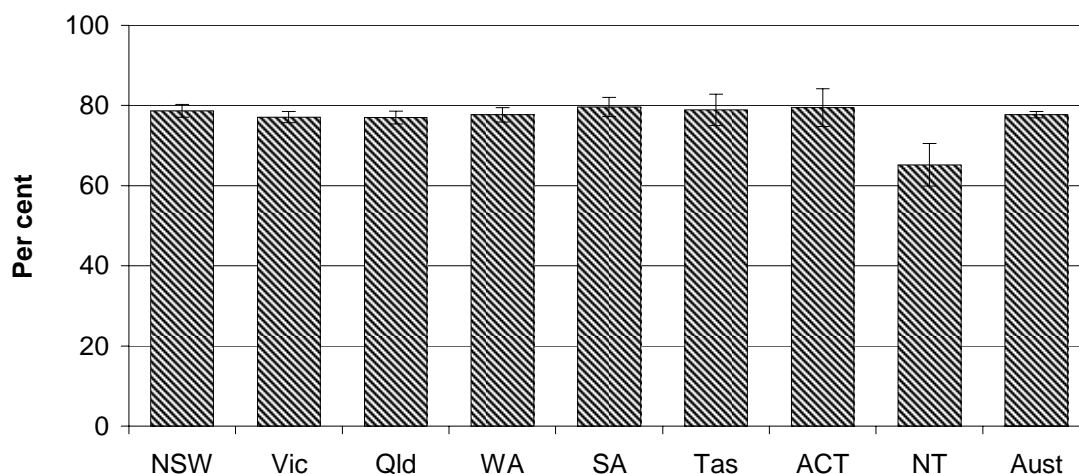
^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.33.

Student employment and further study outcomes — Students receiving work-related benefit

Nationally, of the TAFE graduates who undertook their course for employment-related reasons in 2007, 77.7 per cent indicated they had gained at least one work-related benefit from completing the course (figure 5.25).

Figure 5.25 **TAFE graduates who undertook their course for employment-related reasons and who received at least one work-related benefit from completing the course, 2007^a**



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.32.

Individual graduates could receive more than one benefit. The benefits reported by graduates included:

- obtained a job (33.4 per cent)
- achieved an increase in earnings (27.0 per cent)
- achieved a promotion or an increased status at work (27.0 per cent)
- a change of job or new job (17.2 per cent)
- gaining the ability to start their own business (6.9 per cent) (table 5A.32).

Information on students who were employed before undertaking a course and who took the course for employment-related reasons and students rating of the relevance of their completed course to their main job (by jurisdiction and over a five year time series) is available in the attachment (tables 5A.30-31).

Further information on VET employment outcomes is available from the *Down the Track* survey of long term VET outcomes for 15–24 year olds, which is available in the 2006 Report (SCRGSP 2006, box 4.13) and *Down the track: TAFE outcomes for young people two years on* (NCVER 2006).

Student achievement in VET

‘Student achievement in VET’ is an indicator of students’ success in VET. Achievement by VET target groups (females, residents of remote and very remote areas, people with a disability and people speaking a language other than English at home) can also indicate the equity of outcomes for these groups (box 5.14). (Indigenous student outcomes are reported in a separate indicator.)

Box 5.14 Student achievement in VET

‘Student achievement in VET’ is defined by two measures:

- ‘Load pass rate’ is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning (RPL).
- ‘Number of students who commenced and completed’ is defined as the number of VET students in a given year who commenced a course and eventually completed their course, expressed as a proportion of all course commencing enrolments in that year.

‘Load pass rate’ is a measure of students’ success, which has an impact on a student’s attainment of skills. High ‘load pass rates’ and ‘number of students who commenced and completed’ indicate that student achievement is high, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether target groups are as successful as other students.

Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

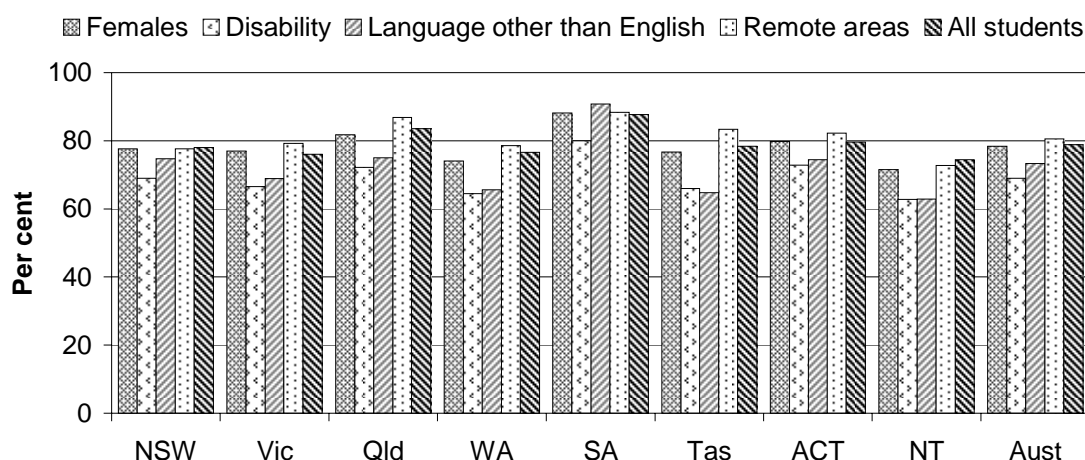
Reporting on the ‘number of students who commenced and completed’, expressed as a proportion of all course commencing enrolments in that year is dependent on the capacity to track individual students over more than one calendar year. Data were not available for the 2009 Report.

Data reported for this indicator are comparable.

Student achievement in VET — Load pass rate

In 2007, the ‘load pass rate’ for all government funded students was 78.8 per cent, similar to load pass rates for female students (78.4 per cent) and students from remote and very remote areas (80.5 per cent). The load pass rates for students reporting a disability (69.0 per cent) and students speaking a language other than English at home (73.3 per cent) were lower than for all students (figure 5.26).

Figure 5.26 Load pass rates, by target groups, 2007^{a, b, c, d}



^a Data are for government recurrent funded hours. ^b Students reported as having a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c Care needs to be taken in comparing load pass rates for students reporting a disability and students speaking a language other English at home because the non-identification rates for these groups are high. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. Data for these geolocation disaggregations are for students from these areas throughout Australia studying in the jurisdiction.

Source: NCVET National VET provider collection (unpublished); tables 5A.35–38.

Nationally, between 2003 and 2007, the load pass rates increased for:

- female students by 0.6 percentage points (from 77.8 to 78.4 per cent) (table 5A.35)
- students from remote and very remote areas by 2.7 percentage points (from 77.8 to 80.5 per cent) (table 5A.36)
- students with a disability by 0.1 percentage points (from 68.9 per cent to 69.0 per cent) (table 5A.37)
- students speaking a language other than English at home by 2.7 percentage points (from 70.6 to 73.3 per cent) (table 5A.38)
- all students by 1.7 percentage points (from 77.1 to 78.8) (table 5A.35).

Student achievement in VET — Number of students who commenced and completed

Data for this measure were not available for the 2009 Report.

Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of students’ satisfaction with their training program. It measures whether students achieved their main reason for doing a course and whether they were satisfied or very satisfied with the overall quality of their VET training program. Satisfaction by VET target groups (females, residents of remote and very remote areas, people with a disability and people speaking a language other than English at home) can also indicate the equity of outcomes for these groups (box 5.15). (Indigenous student outcomes are reported in a separate indicator.)

Box 5.15 Student satisfaction with VET

‘Student satisfaction with VET’ is defined by two measures:

- ‘proportion of students who achieve their main reason for doing a VET course’ is defined as the proportion of graduates in the Student Outcomes Survey who indicate that they achieved or partly achieved their main reason for doing the course
- ‘proportion of students who were satisfied with the quality of their completed VET course’ is defined as the proportion of graduates in the Student Outcomes Survey who indicate that they were satisfied or very satisfied with their VET training program.

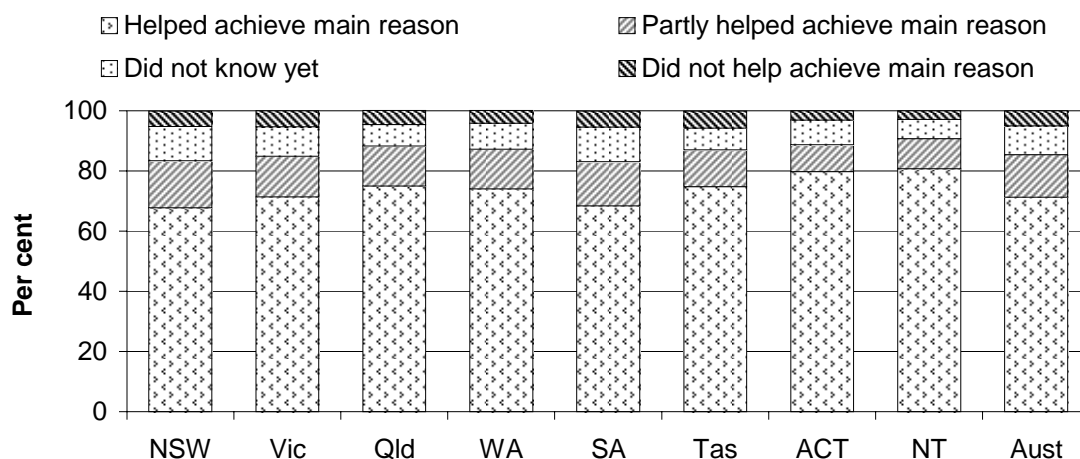
A higher percentage indicates a higher level of satisfaction. The proportion of graduates who achieve their training objectives varies according to their objectives — employment related, further study and/or developmental — so it is useful to distinguish amongst types of student objectives.

Data reported for this indicator are comparable.

Student satisfaction with VET — Students who achieve their main reason for doing a course

In 2007, 85.4 per cent of TAFE graduates surveyed nationally indicated that their course helped (71.3 per cent) or partly helped (14.1 per cent) them achieve their main reason for doing the course — slightly higher than the 77.8 per cent total reported in 2003. Of those graduates surveyed in 2007, 5.0 per cent indicated their course did not help them achieve the main reason they did the course, compared with 9.2 per cent in 2003 (table 5A.39, figure 5.27).

Figure 5.27 Proportion of TAFE graduates who achieved their main reason for doing the course, 2007^a

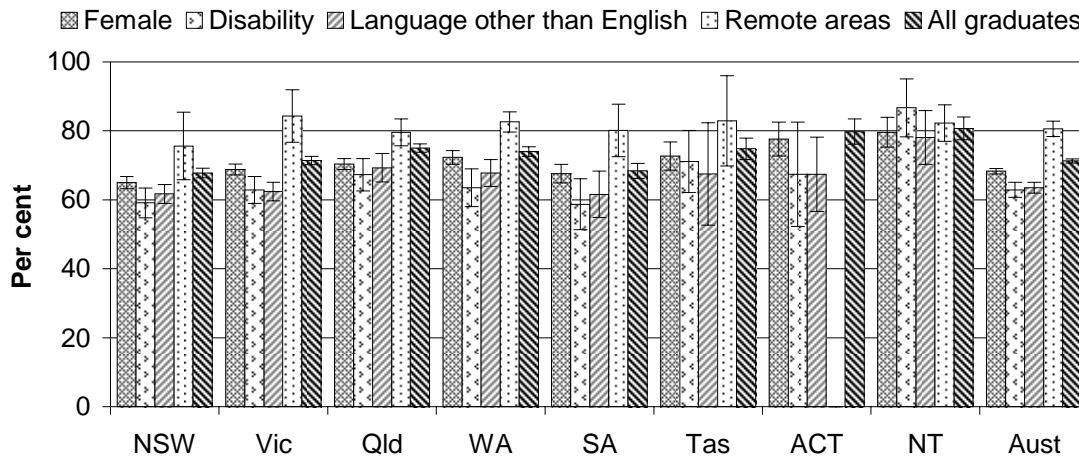


^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.39. The NT 'Did not help achieve main reason' estimate has a relative standard error greater than 25 per cent and needs to be used with caution.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.39.

Nationally in 2007, of the target groups, students from remote and very remote areas were the most likely to indicate that the course helped them achieve their main reason for doing the course (80.6 per cent), while graduates reporting a disability were the least likely to do so (62.9 per cent). Of all TAFE graduates surveyed, 71.3 per cent indicated that the course helped them achieve their main reason for doing the course (figure 5.28).

Figure 5.28 Proportion of TAFE graduates who achieved their main reason for doing the course, by target groups, 2007^{a, b, c}



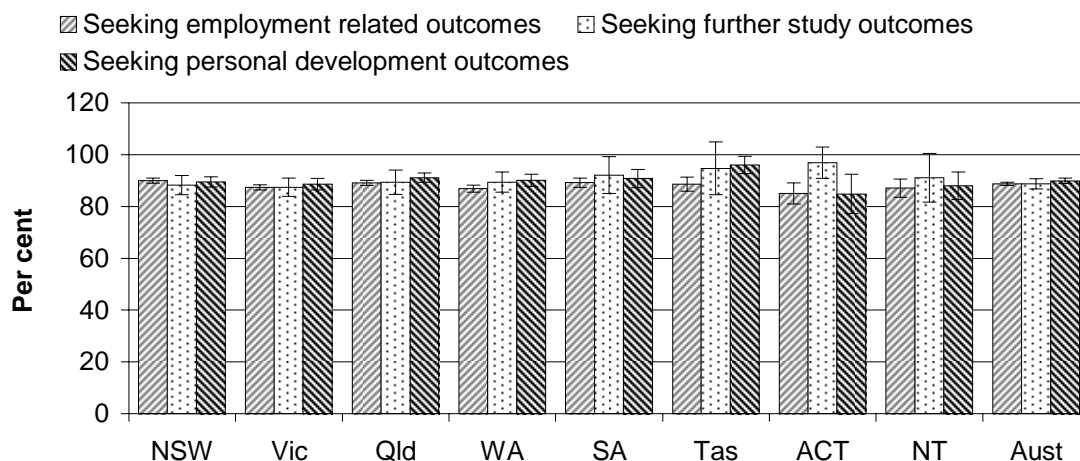
^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^b Students reported as having a disability are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^c There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. The remote data for the ACT not published due to 5 of fewer responses.

Source: NCVET Student Outcomes Survey (unpublished); tables 5A.39–40 and 5A.44–46.

Student satisfaction with VET — Students who were satisfied with the quality of their completed training

In 2007, 89.0 per cent of TAFE graduates surveyed nationally indicated that they were satisfied with the quality of their completed training (table 5A.47). The satisfaction levels across students undertaking training with different objectives were very similar — students seeking employment related outcomes (88.7 per cent), seeking further study outcomes (88.7 per cent) and seeking personal development outcomes (89.9 per cent) (figure 5.29).

Figure 5.29 Proportion of TAFE graduates who were satisfied with the quality of their completed course, by purpose of study, 2007^{a, b}



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

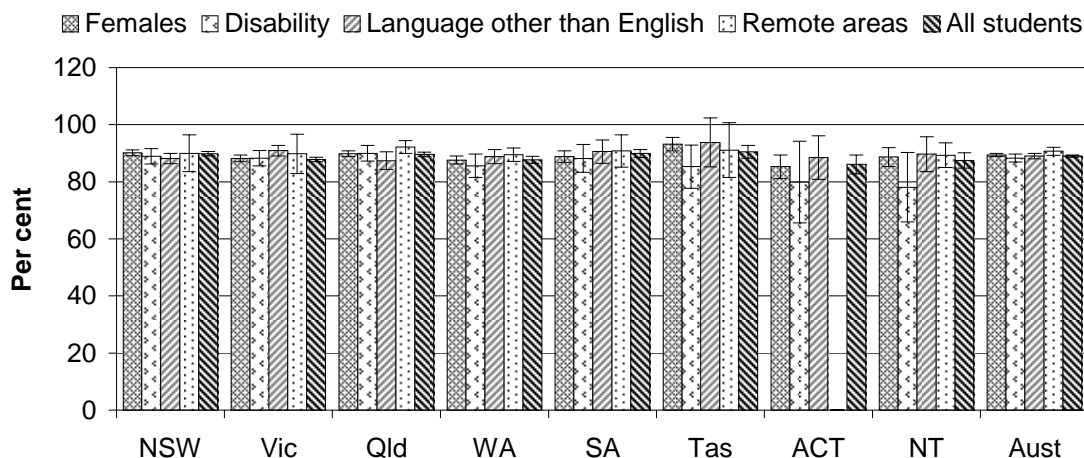
Source: NCVET Student Outcomes Survey (unpublished); table 5A.47.

The satisfaction level across target groups were also very similar (figure 5.30):

- female graduates (89.4 per cent) (table 5A.48)
- graduates speaking a language other than English at home (89.0 per cent) (table 5A.54)
- graduates reporting a disability (88.3 per cent) (table 5A.53)
- graduates from remote and very remote areas (90.7 per cent) (table 5A.52).

A further breakdown of graduates by target groups and graduates by Accessibility and Remoteness Index for Australia (ARIA) geographical classifications, by the purpose of study, can be found in attachment tables 5A.48–54.

Figure 5.30 Proportion of TAFE graduates who were satisfied with the quality of their completed course, by target groups, 2007^{a, b, c, d}



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^c Students reported as having a disability are defined as those who self-identify that they have a disability, impairment or long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in the jurisdiction. The remote data for the ACT were not published due to 5 or fewer responses.

Source: NCVET Student Outcomes Survey (unpublished); tables 5A.47–48 and 5A.52–54.

Skill profile

‘Skill profile’ is an indicator of the VET system’s ability to create and maintain a national pool of skilled Australian workers that is sufficient to support internationally competitive commerce and industry. It measures the stock of VET skills held by Australians (box 5.16).

Box 5.16 Skill profile

There are currently no indicators for ‘skill profile’, and in the interim ‘skill outputs from VET’ are reported under this indicator.

‘Skill outputs from VET’ measures students’ skill outputs from the VET system in a given year.

(Continued on next page)

Box 5.16 (Continued)

'Skill outputs from VET' is defined by four measures:

- 'Qualifications completed' is defined as the number of qualifications completed each year by both government and non-government funded students in VET, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.
- 'Units of competency' is defined as the number of units of competency achieved each year by government recurrent funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation.
- 'Modules completed' is defined as the number of modules (outside training packages) achieved/passed each year by government recurrent funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.
- 'Annual change in qualifications completed, units of competency and modules achieved/passed' is defined as the percentage change of qualifications, units of competency or modules achieved/passed from year to year.

Holding other factors constant, high or increasing numbers of qualifications completed and units of competency or modules achieved/passed results in a greater increase in the stock of VET skills.

Qualifications completed in 2006 are counted in 2008 and are included in the 2009 Report.

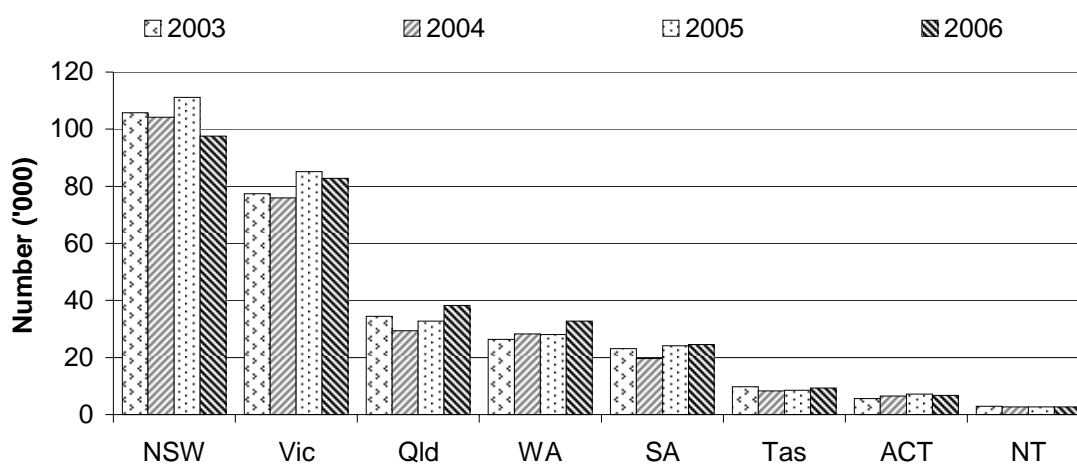
Data reported for this indicator are not directly comparable.

The VET sector is focussed on delivering nationally recognised training through training packages (qualifications and units of competency) and accredited courses (and their associated modules). Most accredited courses and modules have been phased out over the last five years as more industry training packages are endorsed. However, there are some niche markets where accredited courses will be maintained and new ones developed, for example, English proficiency courses, courses in viticulture and performing arts, dance and professional writing. Typically these are in training areas not covered by the 10 Industry Skills Councils.

Skill outputs from VET — qualifications completed

Nationally, approximately 294 600 VET qualifications were completed in 2006 (table 5A.55). The number of qualifications completed includes both government and non-government funded VET students. The number of qualifications completed varied across jurisdictions (figure 5.31).

Figure 5.31 **Qualifications completed, all graduates^{a, b, c, d}**

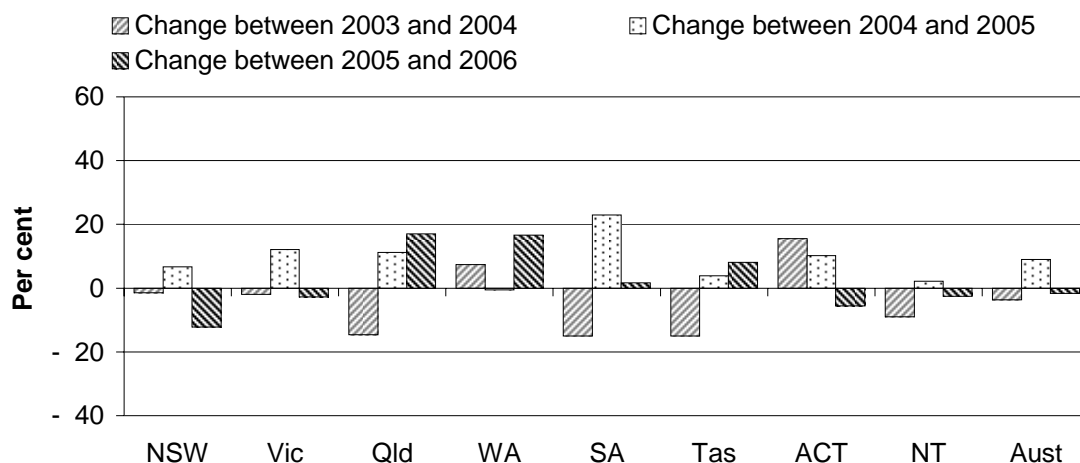


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c In 2006, WA reported additional awards completed in 2003. ^d SA data include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003-2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVET National VET provider collection (unpublished); table 5A.55.

The number of qualifications completed fell by 1.7 per cent between 2005 and 2006 after having increased by 9.0 per cent between 2004 and 2005 (figure 5.32). Overall, VET qualifications increased by 3.3 per cent between 2003 and 2006 (table 5A.55).

Figure 5.32 **Qualifications completed, by change from previous year, all graduates^{a, b, c, d}**



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c In 2006, WA reported additional awards completed in 2003. ^d SA data includes VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003-2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

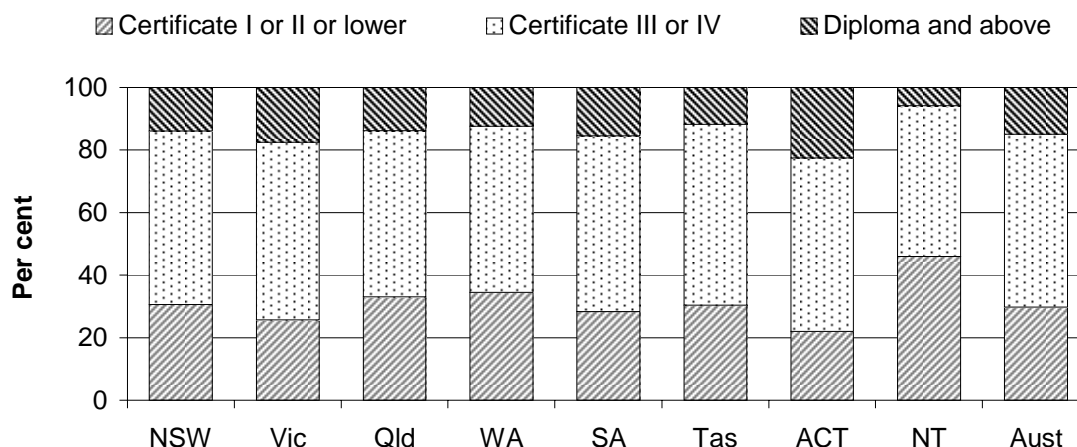
Source: NCVET National VET provider collection (unpublished); table 5A.55.

Amongst the VET target groups, between 2003 and 2006 the number of qualifications completed nationally increased by:

- 1.0 per cent for female students (table 5A.55)
- 20.9 per cent for students with a disability (table 5A.57)
- 14.5 per cent for students speaking a language other than English at home (table 5A.58)
- 7.7 per cent for students from remote and very remote areas (table 5A.56). (Indigenous student outcomes are reported in a separate indicator.)

In 2006, 14.9 per cent of qualifications completed were at the diploma or advanced diploma level, 55.3 per cent at certificate level III or IV and 29.7 per cent at certificate level I or II or lower (figure 5.33).

Figure 5.33 Qualifications completed, by course level, 2006^{a, b, c, d}



^a Qualifications completed include courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c In 2006, WA reported additional awards completed in 2003. ^d SA data includes VET in schools which has been assessed by TAFE.

Source: NCVET National VET provider collection (unpublished); table 5A.59.

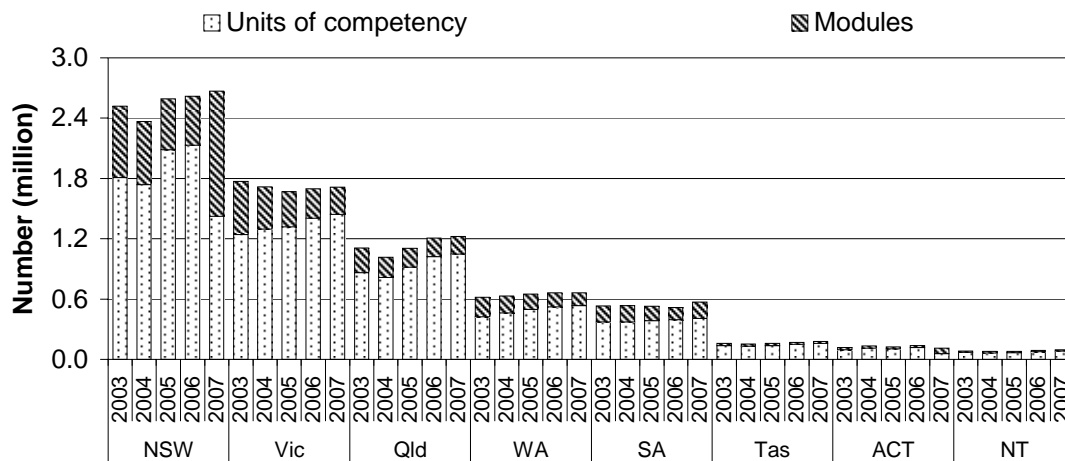
Skill outputs from VET — Units of competency and modules completed

Due to changes in the AVETMIS reporting standard and the method of implementation of these changes by some training providers and states, a large number of units of competency that the ACT and NSW reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007 by the ACT and NSW. As a result, reported units of competency have significantly decreased and the number of modules have significantly increased in 2007.

Nationally, students achieved 5.2 million units of competency in 2007, an increase from 5.0 million in 2003. This was a 2.9 per cent increase in units of competency achieved/passed over this period (table 5A.60).

Nationally, students achieved 2.1 million modules in 2007, an increase from 1.9 million modules in 2003. This was a 8.9 per cent increase in modules achieved/passed over this period (table 5A.64). The number of units of competency and number of modules achieved/passed varied across jurisdictions (figure 5.34).

Figure 5.34 Units of competency and modules achieved/passed, all students^{a, b, c, d}

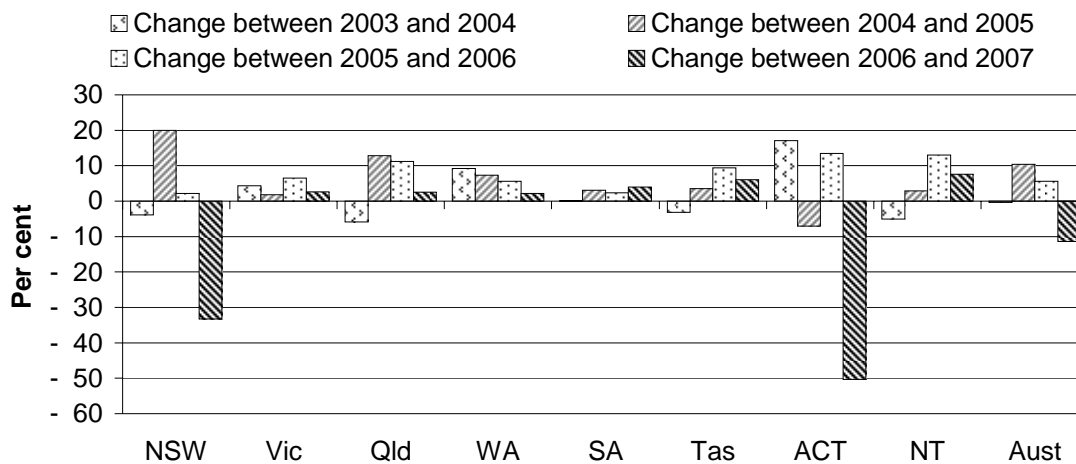


^a Data are for government recurrent funded VET students. ^b NSW reported data on two additional programs for the first time in 2006. ^c SA data include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. ^d Due to changes in the AVETMISS reporting standard and the method of implementation of these changes, a large number of Units of Competency that the ACT and NSW reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007 by the ACT and NSW.

Source: NCVET National VET provider collection (unpublished); tables 5A.60 and 5A.64.

Figure 5.35 shows the annual changes in the number of units of competency achieved/passed since 2003, indicating that the national number of units of competency achieved/passed decreased by 11.4 per cent from 2006 to 2007.

Figure 5.35 Units of competency achieved/passed, by change from previous year^{a, b, c, d, e}



^a Data are for government recurrent funded VET students. ^b NSW reported data on two additional programs for the first time in 2006. ^c SA data includes VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003-2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. ^d The Australia data for 2003-2005 have been revised due to changes to SA and NT reporting. ^e Due to changes in the AVETMIS reporting standard and the method of implementation of these changes, a large number of Units of Competency that the ACT and NSW reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007 by the ACT and NSW.

Source: NCVET National VET provider collection (unpublished); table 5A.60.

Amongst the VET target groups, between 2003 and 2007 the number of units of competency achieved/passed nationally changed as follows:

- decreased 4.3 per cent for female students, while for males, it increased by 10.4 per cent (table 5A.60)
- decreased by 5.4 per cent for students speaking a language other than English at home (table 5A.63)
- increased by 10.7 per cent for students from remote and very remote areas (table 5A.61)
- increased by 12.3 per cent for students reporting a disability (table 5A.62).

The number of modules achieved/passed by students nationally decreased annually from 2003 to 2006, while it increased by 61.6 per cent from 2006 to 2007 (figure 5.36).

Figure 5.36 Modules achieved/passed, by change from previous year^{a, b, c, d, e}



^a Data are for government recurrent funded VET students. ^b NSW reported data on two additional programs for the first time in 2006. ^c SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003-2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. ^d The Australia data for 2003-2005 have been revised due to changes to SA and NT reporting. ^e Due to changes in the AVETMISS reporting standard and the method of implementation of these changes, a large number of Units of Competency that the ACT and NSW reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007 by the ACT and NSW.

Source: NCVET National VET provider collection (unpublished); table 5A.64.

Amongst the VET target groups, the number of modules achieved/passed nationally between 2003 and 2007 decreased for students from remote and very remote areas by 1.9 per cent (tables 5A.65), and increased for other groups by:

- 16.4 per cent for female students, and by 3.5 per cent for males (table 5A.64)
- 15.7 per cent for students who reported a disability (table 5A.66)
- 52.9 per cent for students speaking a language other than English at home (table 5A.67).

Indigenous outcomes

'Indigenous outcomes' is an indicator of the extent to which Indigenous people achieve positive outcomes from VET services (box 5.17).

Box 5.17 Indigenous outcomes

'Indigenous outcomes' is defined by three measures:

- 'Indigenous students' achievement in VET' measures Indigenous students' success in VET. It reports on load pass rates achieved by Indigenous students and the number of Indigenous students who commenced and completed expressed as a proportion of all course commencing enrolments by Indigenous students in that year.
- 'Skill outputs of Indigenous students' measures the level of skill outputs achieved in a given year by Indigenous students from the VET system. It reports on the number of qualifications completed by Indigenous students, the number of units of competency and the number of modules (outside training packages) achieved/passed by Indigenous students.
 - 'Qualifications completed by Indigenous students' is defined as the number of qualifications completed by both government and non-government funded Indigenous students each year in VET, where a qualification is a certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.
 - 'Units of competency achieved by Indigenous students' is defined as the number of units of competency achieved/passed by Indigenous government recurrent funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation.
 - 'Modules completed by Indigenous students' is defined as the number of modules (outside training packages) achieved/passed each year by Indigenous government recurrent funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.
- 'VET outcomes for Indigenous students' measures the VET system's ability to meet Indigenous students' objectives. It reports on the proportion of Indigenous students who were satisfied with the quality of their completed course; the proportion of Indigenous graduates who were employed and/or continued on to further study after completing a course (compared to those of the general population); and the proportion of Indigenous graduates who improved their employment circumstances after completing training (compared to those of the general population).

(Continued on next page)

Box 5.17 (Continued)

High 'load pass rates' and 'number of students who commenced and completed' indicate that student achievement is high, which is desirable. Holding other factors constant, high or increasing numbers of qualifications completed, and units of competency or modules achieved/passed results in a greater increase in VET skills. Higher proportions of Indigenous student satisfaction indicates higher levels of satisfaction. The proportion of graduates who achieve their training objectives varies according to their objectives — employment related, further study and/or developmental — so it is useful to distinguish amongst types of student objective. High or increasing proportions of employment or further study outcomes after training are positive.

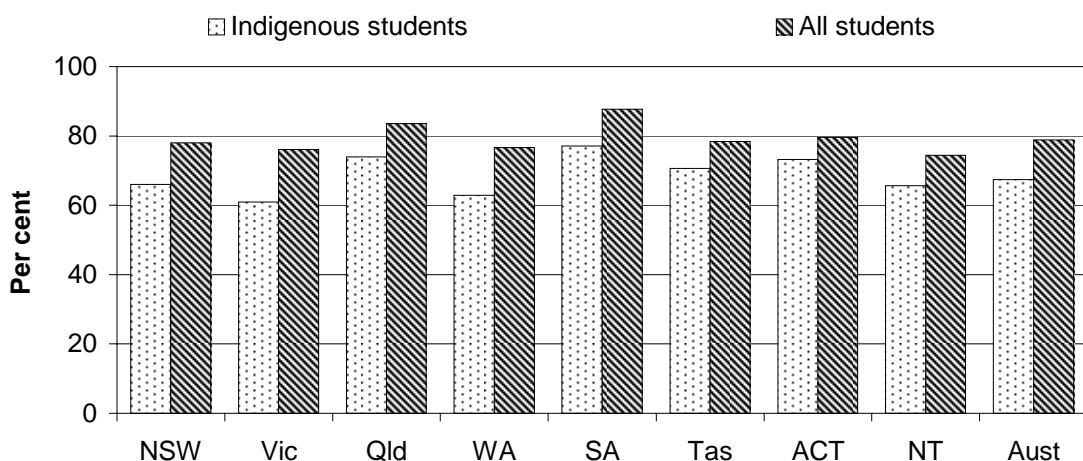
Reporting on students who commenced and completed is dependent on the capacity to track individual students over more than one calendar year and the data are not yet available. Qualifications completed in 2006 are counted in 2008 and are included in the 2009 Report.

Data reported for this indicator are not directly comparable.

Indigenous students' achievement in VET

In 2007, the national 'load pass rate' for Indigenous government funded students (67.4 per cent) was lower than the national load pass rate for all government funded students (78.8 per cent) (figure 5.37).

Figure 5.37 Indigenous students' load pass rate, 2007^a

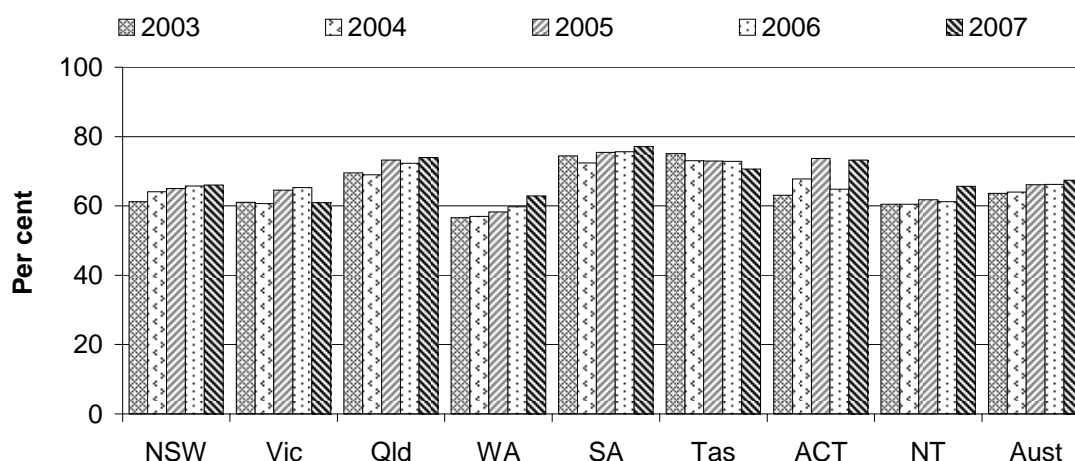


^a Data are for government recurrent funded hours.

Source: NCVET National VET provider collection (unpublished); table 5A.68.

Nationally, the load pass rate for Indigenous government funded students increased from 63.6 per cent in 2003 to 67.4 per cent in 2007 (figure 5.38).

Figure 5.38 Indigenous students' load pass rate^a



^a Data are for government recurrent funded hours..

Source: NCVET National VET provider collection (unpublished); table 5A.68.

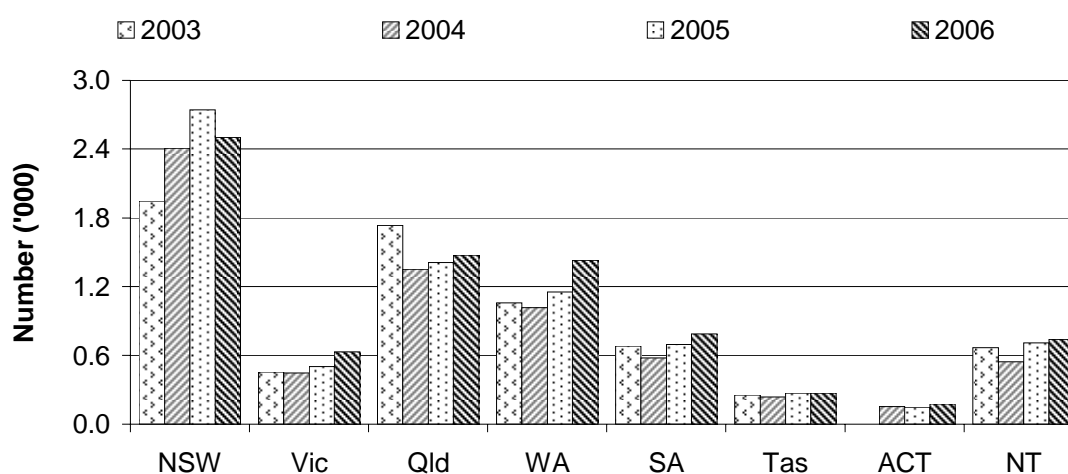
Indigenous students' skill outputs

The measure 'skill outputs of Indigenous students' reports on the number and proportion of qualifications completed, units of competency and modules (outside training packages) achieved/passed in a given year.

Indigenous students' skill outputs — Qualifications completed

Nationally, Indigenous students completed 8007 VET qualifications in 2006, an increase of 4.9 per cent from 7632 in 2005. Indigenous students accounted for 2.7 per cent of all the qualifications completed in 2006 (table 5A.69). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.39).

Figure 5.39 Qualifications completed by Indigenous students^{a, b, c, d}



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c In 2006, WA reported additional awards completed in 2003. The 2003 ACT data were rounded to zero. ^d SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVET National VET provider collection (unpublished); table 5A.69.

Indigenous students' skill outputs — Units of competency and modules completed

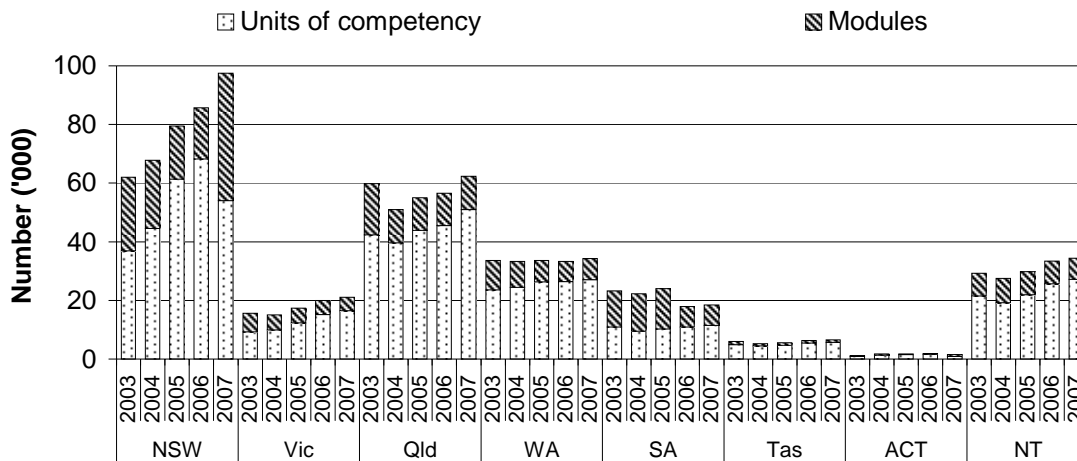
Due to changes in the AVETMIS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that the ACT and NSW reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007 by the ACT and NSW. As a result, reported units of competency have significantly decreased and the number of modules have significantly increased in 2007.

Nationally, Indigenous government funded students achieved/passed 193 823 units of competency in 2007, a decrease of 2.6 per cent from 198 899 units in 2006. Units of competency achieved/passed increased by 29.0 per cent from 150 221 units in 2003 (table 5A.70).

The VET sector is focussed on delivering nationally approved training package qualifications and units of competency as opposed to modules. Nationally, the number of modules achieved/passed by Indigenous government funded students increased by 46.5 per cent from 56 096 in 2006 to 82 182 in 2007. The number of modules achieved/passed increased by 2.2 per cent from 80 404 in 2003

(table 5A.70). The number of units of competency and number of modules achieved/passed varied across jurisdictions (figure 5.40).

Figure 5.40 Units of competency and modules achieved/passed, by Indigenous students^{a, b, c, d}



^a Data are for government recurrent funded VET students. ^b NSW reported data on two additional programs for the first time in 2006. ^c SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data. ^d Due to changes in the AVETMISS reporting standard and the method of implementation of these changes, a large number of Units of Competency that the ACT and NSW reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007 by the ACT and NSW.

Source: NCVET National VET provider collection (unpublished); table 5A.70.

VET outcomes for Indigenous students

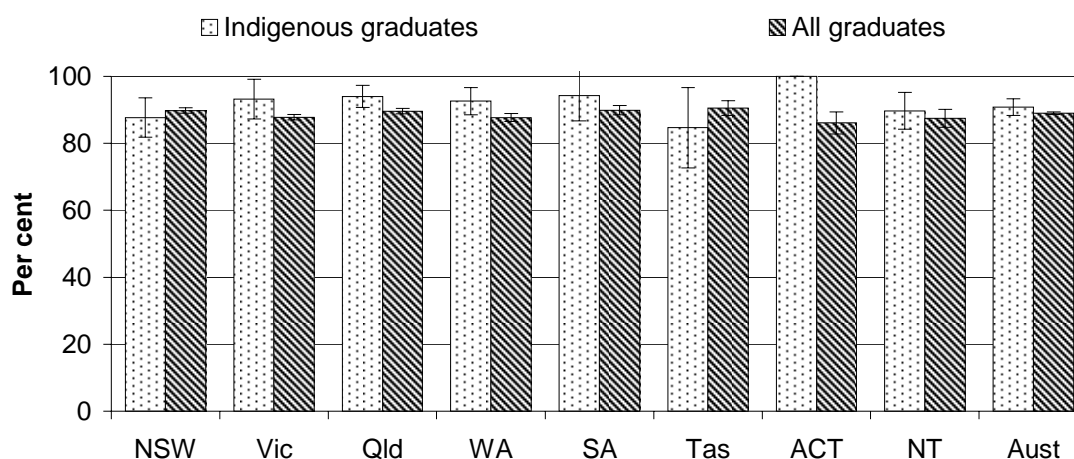
The measure ‘VET outcomes of Indigenous students’ reports on Indigenous students’ satisfaction with VET and Indigenous employment and further study outcomes.

VET outcomes for Indigenous students — satisfaction with VET

The measure ‘Indigenous students’ satisfaction with VET’ reports on the proportion of Indigenous graduates who indicated they were satisfied with the quality of their completed VET course.

Nationally, 90.8 per cent of Indigenous TAFE graduates surveyed in 2007 indicated that they were satisfied with the quality of their completed course, compared with 89.0 per cent for all TAFE graduates (figure 5.41).

Figure 5.41 **Proportion of TAFE graduates who were satisfied with the quality of their completed course, by Indigenous status, 2007^{a, b}**



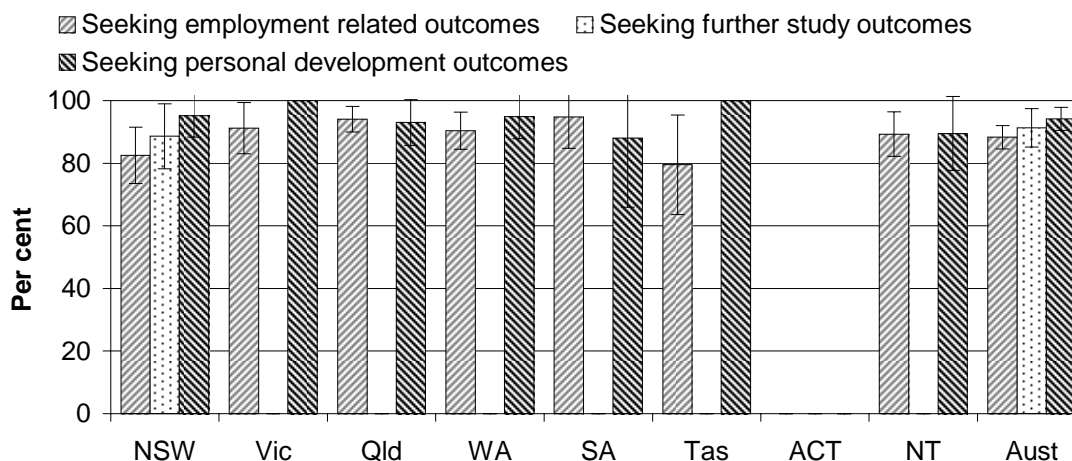
a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); tables 5A.47 and 5A.71.

Of those Indigenous TAFE graduates who completed courses in 2007, the proportion of those who indicated that they were satisfied with their courses was:

- 88.3 per cent of those seeking employment related outcomes
- 91.3 per cent of those seeking further study outcomes
- 94.2 per cent of those seeking personal development (figure 5.42).

Figure 5.42 Proportion of Indigenous TAFE graduates who were satisfied with the quality of their course, by purpose of study, 2007^{a, b, c, d}



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
^b The seeking further study outcomes data for ACT were nil or rounded to zero. Data for Victoria, Queensland, WA, SA, Tasmania, the ACT and the NT are not published due to 5 or fewer responses. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.
^d Due to insufficient sample size it was not possible to calculate an estimate of the variance for some proportions.

Source: NCVET Student Outcomes Survey (unpublished); table 5A.71.

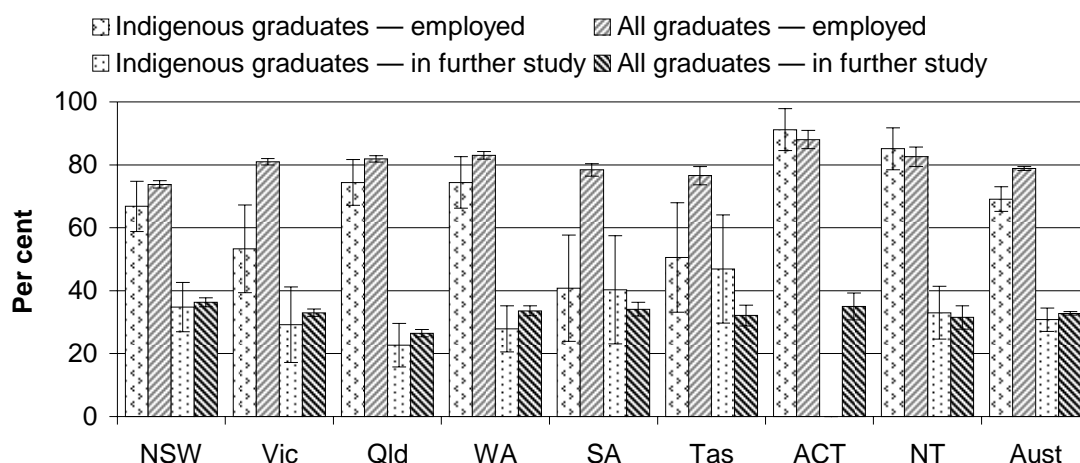
Further information on Indigenous students' views of their VET courses is available in the 2006 Report (SCRGSP 2006, box 4.18) and in the NCVET publication, *Indigenous Australians' training experiences 2004 – First findings* (NCVET 2005).

VET outcomes for Indigenous students —employment and further study outcomes

'Indigenous students' employment and further study outcomes' measures the proportion of Indigenous graduates who improved their employment circumstances or continued on to further study after completing training.

In 2007, 81.9 per cent of Indigenous TAFE graduates surveyed nationally indicated that they were employed and/or in further study after completing a course (table 5A.72). The proportion of students who improved their employment outcomes or were engaged in further study may overlap, since students may realise the two outcomes simultaneously. Of Indigenous TAFE graduates, 69.1 per cent indicated that they were employed after completing a course (compared with 78.8 per cent of all TAFE graduates) and 30.8 per cent continued on to further study (compared with 32.8 per cent of all TAFE graduates) (figure 5.43).

Figure 5.43 Proportion of TAFE graduates who were in employment and/or continued on to further study after completing a course, by Indigenous status, 2007^{a, b, c}

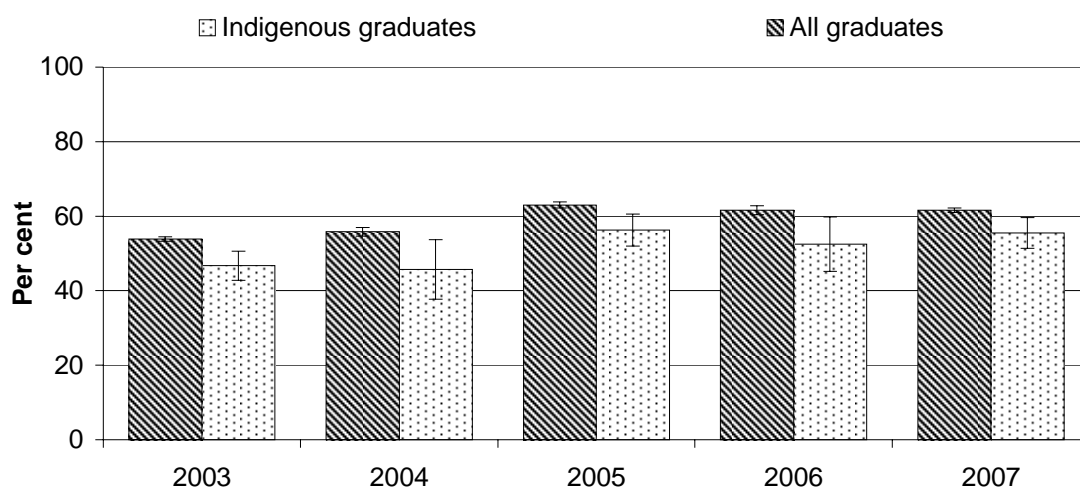


^a Graduates 'employed' and graduates 'in further study' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and in further study. ^b The ACT 'Indigenous graduates — in further study' data are not published due to 5 or fewer responses. ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER Student Outcomes Survey (unpublished); tables 5A.21 and 5A.72.

Nationally, 55.5 per cent of all Indigenous TAFE graduates in 2007 indicated they had improved their employment circumstances after completing their course (compared with 61.6 per cent of all TAFE graduates) (figure 5.44).

Figure 5.44 Indigenous TAFE graduates who improved their employment circumstances after training, 2007^a

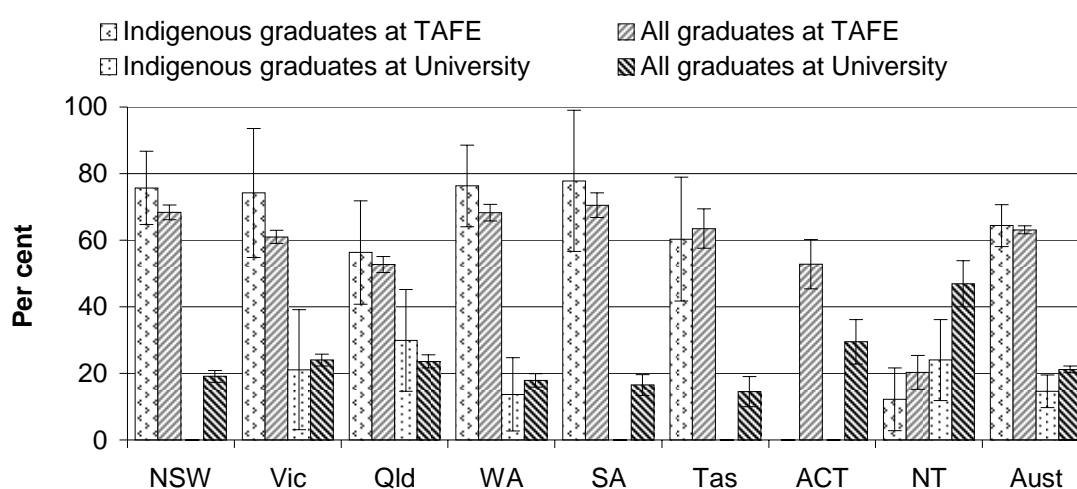


^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER Student Outcomes Survey (unpublished); table 5A.33 and table 5A.73.

Of those Indigenous TAFE graduates who went on to further study, 64.4 per cent continued on to further study within the TAFE system (compared with 63.1 per cent for all TAFE graduates) and 14.6 per cent went to university (compared with 21.2 per cent for all TAFE graduates) (figure 5.45).

Figure 5.45 TAFE graduates who continued on to further study after completing a course, by Indigenous status, by type of institution, 2007^{a, b}



^a The 'Indigenous graduates at TAFE' data for the ACT and the 'Indigenous graduates at University' data for NSW, SA, Tasmania and the ACT are not published due to 5 or fewer responses. The NT Indigenous graduates at TAFE estimate for the NT, and the Indigenous graduates at University estimates for the NT, Victoria, Queensland and WA, have relative standard errors greater than 25 per cent and should be used with caution. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET Student Outcomes Survey (unpublished); tables 5A.21 and 5A.72.

Employer outcomes

The biennial Survey of Employers' Use and Views of the VET System captures the extent to which employers make use of, and are satisfied with, aspects of the VET system. The latest survey was conducted in 2007. The survey reveals the reasons why employers make the choices they do in order to meet their skill needs, and their levels of satisfaction with the products and services of the VET system. The findings represent the responses of all employers with at least one employee and their training experiences in the 12 months prior to the survey.

The Survey of Employers' Use and Views includes responses from employers in relation to satisfaction with 'formal vocational qualifications as a job requirement' where their employees in that category may have completed their required 'formal vocational qualifications' prior to the last 12 months (that is, earlier than the survey

period), and irrespective of the timing, the training may have been provided by a non-VET provider. This presents a difference in scope to the current Report, which aims to report data relating to government funded VET programs for specific reporting periods.

Employer engagement with VET

‘Employer engagement with VET’ is an indicator of governments’ objective that employers and individuals will be at the centre of VET (box 5.18).

Box 5.18 Employer engagement with VET

‘Employer engagement with VET’ is defined as the proportion of Australian employers who in the last 12 months:

- had employees undertaking apprenticeships/traineeships
- arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees
- had employees with formal vocational qualifications as a requirement of their job.

A high or increasing proportion of employers who had employees undertaking apprenticeships/traineeships, who arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees or who had employees with formal vocational qualification as a requirement of their job is desirable, indicating greater employer engagement with VET.

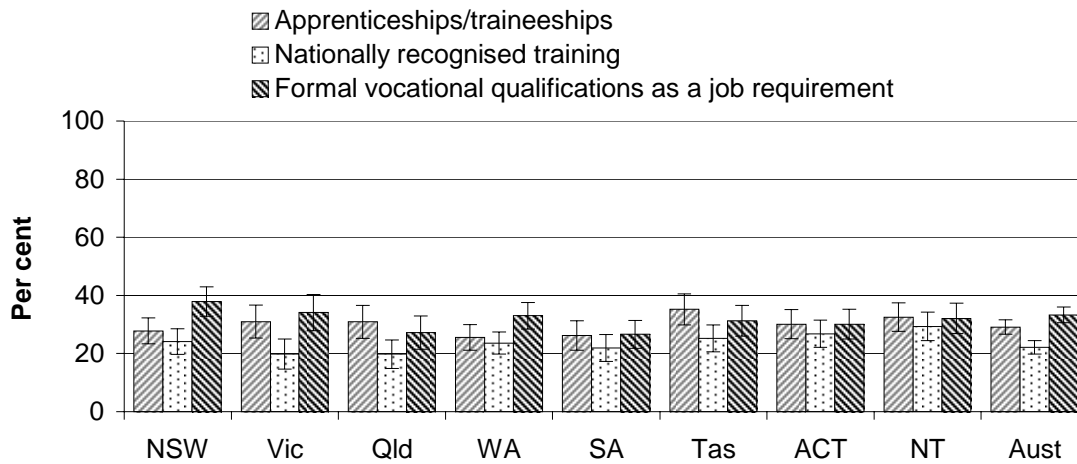
Data reported for this indicator are comparable.

The percentage of employers engaged with apprenticeships or traineeships in the past 12 months was 29.1 per cent (figure 5.46). This varied by industry, from 19.3 per cent in property and business services to 59.7 per cent in construction (NCVER 2007c).

The percentage of employers engaged with nationally recognised training in the past 12 months was 22.1 per cent (figure 5.46). Engagement with nationally recognised training varied by industry from 16.5 per cent in manufacturing to 63.4 per cent in mining (NCVER 2007c).

The percentage of employers engaged with employing people with a formal vocational qualification as a job requirement in the last 12 months was 33.3 per cent (figure 5.46). Employers with vocational qualifications as a job requirement varied from 20.1 per cent in cultural and recreational services to 76.1 per cent in the government administration and defence sector (NCVER 2007c).

Figure 5.46 **Proportion of employers who are engaged with aspects of the VET system, 2007^{a, b, c, d}**



^a Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months. ^b Engagement with nationally recognised training means arranged or provided nationally recognised training to employees over the past 12 months. ^c Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job. ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: DEEWR (2008); NCVET Survey of Employer Use and Views (unpublished); table 5A.74.

Employer satisfaction with VET

‘Employer satisfaction with VET’ is an indicator of governments’ objective that industry will have a highly skilled workforce to support strong performance in the global economy (box 5.19).

Box 5.19 Employer satisfaction with VET

‘Employer satisfaction with VET’ is defined as the proportion of Australian employers who engaged in an aspect of VET, and who are satisfied with VET in meeting the skill needs of their workforce.

A high or increasing proportion of employers who are satisfied with VET in meeting the skill needs of their workforce is desirable.

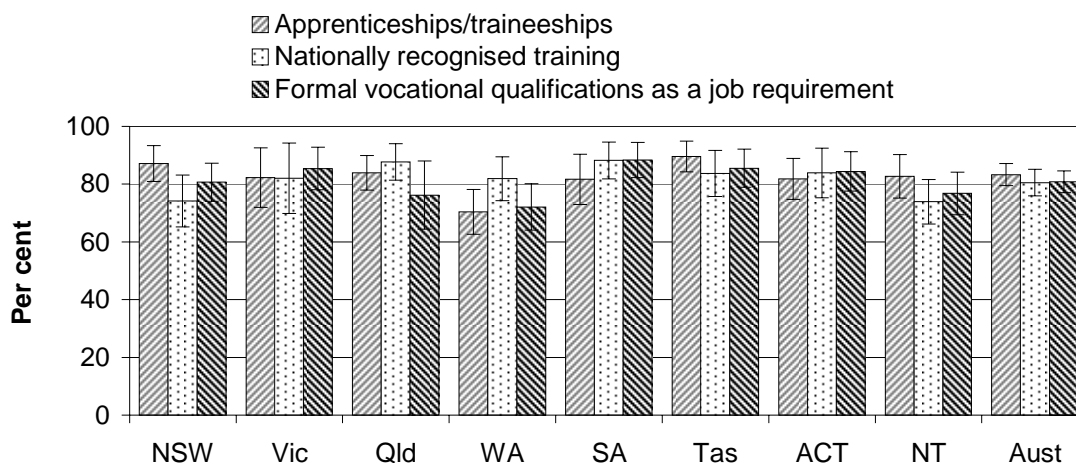
Data reported for this indicator are comparable.

Nationally, 83.3 per cent of employers engaged with apprenticeships or traineeships from the 2007 survey were satisfied with VET as a way of providing employees with skills required for the job (figure 5.47). Allowing for confidence intervals, satisfaction was similar to the 79.1 per cent in the 2005 survey (table 5A.75). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in health and community services (73.9 per cent) (NCVER 2007c).

Nationally, 80.5 per cent of employers who arranged or provided nationally recognised training to employees over the past 12 months were satisfied with nationally recognised training as a way of providing employees with skills required for the job (figure 5.47). Satisfaction was similar to the 80.3 per cent in the 2005 survey (table 5A.75). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job was lowest in property and business services (73.7 per cent) (NCVER 2007c).

Nationally, 80.8 per cent of employers who had employees in the last 12 months with a formal vocational qualification that was a requirement of their job were satisfied with formal vocational requirements as a way of meeting skills (figure 5.47). Allowing for confidence intervals, satisfaction was similar to the 76.8 per cent in the 2005 survey (table 5A.75). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skills needs was lowest in communication services (60.4 per cent) (NCVER 2007c).

Figure 5.47 Proportion of employers who engaged with an aspect of the VET system and are satisfied with VET as a way of meeting their skill needs, 2007^{a, b, c, d, e}



^a Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied. ^b Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job. ^c Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job. ^d Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills. ^e The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: DEEWR (2008); NCVET Survey of Employer Use and Views (unpublished); table 5A.75.

5.4 Future directions in performance reporting

Improving reporting of indicators

Aspects of some VET indicators are not yet fully developed or comparable, and work for future Reports includes:

- improving the quality of Indigenous outcomes data that are published in the Report
- reporting on students who commenced and completed courses and developing related skill profile indicators.

Reform of Specific Purpose Payments

In December 2007, COAG agreed to reform Specific Purpose Payments (SPPs). SPPs are financial agreements between the Australian Government and State and Territory governments involving a contribution by the Australian Government to the funding of services which are considered a joint Australian and State and Territory government responsibility. The *Commonwealth–State Agreement for Skilling Australia’s Workforce* was such an SPP for the VET sector.

At its 29 November 2008 meeting, COAG agreed to six new National Agreements, five of which are associated with a National SPP. In the area of VET, there is a *National Agreement on Skills and Workforce Development* associated with the *National Skills and Workforce Development SPP* (COAG 2008b). Under the reforms, the *National Agreement on Skills and Workforce Development* contains the objectives, outcomes, outputs and performance indicators for VET. The performance of governments in achieving these mutually agreed outcomes will be assessed by the COAG Reform Council (CRC). The Steering Committee has been requested by COAG to provide the SPP performance information to the CRC (COAG 2008a).

The National Agreements/SPPs will be supplemented by a range of National Partnerships (NPs): project, facilitation and reward agreements. Funding for NPs may be conditional on states and territories meeting agreed milestones and performance benchmarks.

The Steering Committee and the VET Working Group will ensure that reporting in this chapter reflects the COAG priorities identified in the *National Agreement on Skills and Workforce Development*, *National Skills and Workforce Development SPP* and relevant NPs.

5.5 Jurisdictions’ comments

This section provides comments from each jurisdiction on the services covered in this chapter. Appendix A contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (such as Indigenous and ethnic status).

Australian Government comments

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During 2007, the Australian Government continued to foster strong and effective working partnerships with all stakeholders. Through COAG, MCVTE, NQC, NSOC and other forums, all stakeholders created and operated in a cooperative environment to support the national training arrangements.

In 2007, the Australian Government continued to work closely with Industry through industry associations and the National Industry Skills Committee. The Australian Government also continued to work closely with the States and Territories through the VET planning and monitoring processes to ensure all jurisdictions met their agreed targets and benchmarks.

Highlights of 2007 included:

- the *Skilling Australia's Workforce (SAW) 2005–08 Mid-Term Review* which evaluated the progress towards the SAW Agreement's overall objectives, assessed its efficacy in driving those objectives and suggested ways in which future Agreements might be improved to support further reform in the VET sector
- development of quality indicators and streamlined audit requirements under the Australian Qualification Training Framework 2007 as agreed by training ministers in late 2006
- the launching of the SkillsInfo website which provides skills-related information on education, training, industries and regions and data on industry employment trends and prospects. The website is built around five themes: Education and Training, Industries, Regions, Skills Issues and Skills Links
- Australian Education International (AEI) worked with the national training system to enhance the sector's international engagement designed to encourage a shared vision and greater collaboration and partnerships amongst the key stakeholders of the sector.

In summary, 2007 was a year of consolidation with the Australian Government contributing \$1.27 billion, under the *2005–08 Commonwealth – State Agreement for Skilling Australia's Workforce*, which is just a part of the Australian Government's overall investment in VET activities during 2007 of \$2.71 billion.

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New South Wales Government comments

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NSW has an ongoing commitment to deliver high quality vocational education and training (VET) to meet the skill needs of industry and the people of NSW. In 2007, 128.4 million hours of training were delivered throughout the state.

NSW continues to assist young people to gain their first qualifications and support those trying to re-enter the workforce. NSW has increased its focus on the existing workforce, to raise productivity and improve employment opportunities and earnings. Training investment needs to be for the right skills for people at the right time to increase productivity and employability. Training should be targeted to respond to the demand for skills in areas of economic importance.

The NSW Government is continuing a number of key initiatives to achieve these priorities including:

- \$47 million over four years for the *Training our Workforce* initiative to provide additional training opportunities contributing to the achievement of the State Plan target
- \$50 million over four years for the *Learn or Earn* initiative to improve trade skills by increasing take up and completion of apprenticeships.

A network of nine one-stop skill centres has been established in State Training Services regional offices across NSW to provide independent advice and referral to training for employers and individuals.

NSW is committed to improving access to VET through the provision of more flexible delivery options, including workplace learning and online learning. NSW continues to develop successful programs to increase the participation rates of Aboriginal and Torres Strait Islanders and other disadvantaged people seeking to access VET.

TAFE NSW is a provider of total business solutions with a strong workforce development approach. Employment based delivery has increased by 186 per cent from 2006 to 2007. TAFE NSW assists industry and employers to increase their productivity through skill needs analysis and the provision of tailored training programs to develop required workforce skills.

In regional areas, TAFE NSW plays a major role in providing the skilled workforce needed to support the economic development of local communities.

By increasing the use of technology, regional students have more opportunity to improve their vocational skills without having to leave their home towns.

TAFE NSW performs an annual analysis of industry and community training requirements based on industry consultation, economic data and local advice to inform the training services provided by TAFE NSW Institutes.

NSW is ensuring that it has an appropriately skilled and educated workforce to support economic growth, strengthen regional and rural economies and to provide ways out of social disadvantage.

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Victorian Government comments

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In 2007, Victorian Registered Training Organisations (RTOs) provided training to about 510 000 students and delivered almost 126 million student contact hours of VET, an increase of 8 per cent on 2006 delivery. More than two thirds of this delivery was government funded.

There were an estimated 98 700 apprentices and trainees in training in Victoria at the end of 2007. Victoria contributed significantly to apprentice and trainee completions, representing close to one third of completions nationally.

Maintaining the Advantage – the Victorian Government's skills strategy, released in March 2006, provided significant additional funding to ensure that Victoria maintains its leadership position in VET by responding to the demand for higher-level qualifications and skills in an increasingly competitive and innovative global economy. The implementation of the following initiatives continued in 2007:

- thirteen Skills Stores were established to aid in the formal recognition of prior learning.
- *The Redefining The VET System* information campaign increased awareness of the excellent opportunities available through the VET system and *Careers in Manufacturing* information campaign has challenged stereotypes about careers in manufacturing.
- A guaranteed place for young people without Year 12 or equivalent qualifications — nearly 34 500 places were delivered.
- *Expanding opportunities for young people* through additional pre-apprenticeship programs — more than 8000 places were delivered.
- 3.7 per cent of mature age students (aged 35 to 64) were granted Recognition of Prior Learning.
- Mature age priority training — 21 800 places were delivered.
- Higher skills — nearly 52 600 places were delivered in higher level courses.

In late 2007, the Victorian Government began working on a series of significant reforms to further strengthen the VET system in Victoria. These reforms will build on the outcomes achieved under *Maintaining the Advantage* and will herald a fundamental shift in the way the training system in Victoria is managed.

The reforms will introduce an entitlement to training to bring access to government supported training to thousands more people. Choice will also be improved by enabling individuals and businesses to access government supported training at a broader range of public, private and community providers.

It is intended that a training entitlement and improved choice and contestability will contribute to a more responsive and flexible training system that will have increased capacity to meet the needs of business and individuals, and boost the skills and qualification levels of Victoria's workforce.

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Queensland Government comments

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Over the last five years, Queensland has recorded strong annual jobs growth. The *Queensland Skills Plan* was implemented in 2006 to upskill the workforce, and it has now been reviewed to ensure it remains relevant to the changing needs of industry, communities and individuals. The *Queensland Skills Plan 2008* is the Government's response to changing labour market needs.

To date, successes in addressing the skills shortage have been significant:

- with almost 12 000 additional trades training places Queensland is on track to achieve the Skills Plan target of 17 000 places by 2010
- more than 88 300 apprentices and trainees in Queensland were in training in 2007.

The Queensland Government is ensuring the TAFE system has improved capacity to respond to local industry and community through continuing reform:

- in 2008, Southbank Institute of Technology and Gold Coast Institute of TAFE became the first statutory institutes in Queensland.

Queensland's industry engagement framework continued to develop:

- three new Centres of Excellence were established, in manufacturing and engineering, energy, and building and construction
- 28 industry or region specific Skills Formation Strategies are now in operation throughout the State, encouraging business, registered training organisations and all levels of government to work collaboratively on finding skilling solutions.

The *Queensland Skills Plan 2008* takes a fresh approach to the changed environment with a number of new actions. The new measures to boost skills cover five main areas:

- developing the skills of existing workers and apprentices
- engaging unemployed and under-employed people
- improving youth transitions to enhance education, training and employment outcomes
- building the capacity of the Queensland vocational education and training sector
- building bridges to the professions.

Queensland is specifically addressing the needs of people in areas of high disadvantage; for example, a new *Indigenous Employment and Training Strategy: Positive Dreaming Solid Futures* has been launched.

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Western Australian Government comments

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Western Australia continued to address the demand for skills development and workforce training requirements to support the State's ongoing economic growth.

NCVER data for March 2008 showed that there were 36 400 apprentices and trainees 'in training', an annual increase of 7 per cent compared with a national increase of 2 per cent. In the context of skills shortages, the number of students in 'traditional trades' increased by 89 per cent in five years to March 2008, compared with a national increase of 44 per cent.

To ensure the State maintains a high quality, responsive VET system, funding was allocated to key trade reforms designed to support the increase in apprenticeship and traineeship numbers. Key initiatives included:

- an increase in the number of field officers providing support and mentoring services to employers, apprentices and trainees
- development of assessment tools to increase trades skills recognition for experienced but unqualified workers
- promotional campaigns to attract more young people to the trades.

The State continued to improve its capability and capacity to provide up-to-date trade training. Significant funding was invested in new and upgraded TAFEWA infrastructure and equipment. Key projects underway included:

- a new trade training centre for building and construction
- an expansion of trade workshops for building and construction, metals and heavy automotive
- a new regionally-based workshop for metal fabrication, electro-technology and automotive delivery.

In 2007, a review of Industry Training Advisory Arrangements was completed and a new industry advisory model was recommended. Under the new model, 10 training councils will take a leadership role in developing workforce plans to assist industry and government in addressing current and future skills shortages.

Better training outcomes for Indigenous people were achieved by increasing links to employment and improving support services. This included an Indigenous Trade Training package to support more Indigenous people to participate in apprenticeships and traineeships.

The take up of the VET in Schools program has increased significantly since its implementation in 1996. In 2007, more than 16 600 students, representing 52 per cent of the year 11 and 12 cohort were involved. The scope of the program was extended, with more than 2150 year 8 to 10 students participating in 2007.

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In 2007, NCVER reported that the proportions of TAFEWA graduates who were satisfied and those who achieved their main reason for study remained high.

South Australian Government comments

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The South Australian VET system continues to support the skill development needs of South Australians. VET hours delivered in 2007 grew by nearly 9 per cent over the 2006 figure. The increase in hours came from delivery from TAFE and private Registered Training Providers, with TAFE SA delivering the majority of the training. TAFE SA students achieved good employment outcomes and high levels of client satisfaction.

South Australia's apprenticeship and traineeship system continued to record successes, particularly among the traditional trades and other trades and technicians occupation groups, with the highest number on record for those in-training, and those commencing and completing their training. In 2007, South Australia also had the largest number of total apprentices and trainees on record that completed their training, as a result of the implementation of a policy allowing competency-based completion of traineeships and apprenticeships. This provides well for meeting the skill shortage needs of South Australia, especially in the important industry areas of defence, manufacturing and mining.

To meet the continuing growth in demand for skilled labour in South Australia it is essential that the VET sector responds effectively and efficiently. Therefore the South Australian Government has released its *Skill Strategy for South Australia's Future*, containing a number of initiatives to provide a demand-driven, responsive and flexible system for skills development. These initiatives have been developed so South Australia can meet the following four labour force performance indicators: increasing employment participation, more people with post-school qualifications, higher VET participation and better labour productivity.

Significant infrastructure was added to TAFE SA's assets in 2007 with the completion of the \$15 million Veterinary and Applied Science Centre at the Gilles Plains campus and a \$1.75 million expansion of the Barossa campus, which opened in October to help meet the region's growing skill needs.

Additionally, in cooperation with industry, TAFE SA provided access during 2007 to an \$800 000 high-tech mining truck simulator at its Port Augusta campus, to up-skill students and widen the skills base in the region. Also, state-of-the-art computer software, worth \$620 000 was donated to the geo-science program, based at the O'Halloran Hill campus, focusing on the training needs of the mineral and petroleum industries.

The NCVER Survey of Employers' Use and View of the VET system in 2007 reported that employers using the VET system in meeting their skill needs in South Australia had the highest level of satisfaction in the nation. Employers had high levels of satisfaction with the VET system in terms of apprenticeships and traineeships (82 per cent satisfied) and with nationally recognised training (88 per cent). Student satisfaction also remained high. The 2007 NCVER Student Outcomes Survey reported that 89 per cent of VET graduates were satisfied with the overall quality of their training and 90 per cent of VET graduates were employed or in further study after completing their training.

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Tasmanian Government comments

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The Tasmanian Government has worked to develop and implement strategies to respond to the demands of a strong economy, an ageing population and to meet Tasmania's skills needs.

Skills Tasmania, on behalf of the State, is currently developing the Tasmanian Skills Strategy which will set the strategic direction for future skills development through ten Action Areas.

Tasmania has introduced new legislation that will increase retention and completion rates for young people in post secondary education and training. Young people who have completed year 10 or have turned 16 are now required to participate in education and training for a further two years; or until they have gained a certificate III vocational qualification, or turned 17.

Supporting this legislation is the Qualifications and Skills for Tasmanian Tomorrow reform, which will provide greater post year 10 options through three new organisations. The Tasmanian Academy will focus on academic learning for year 11 and 12 students seeking university entrance. The Tasmanian Polytechnic will focus on applied learning, with a vocational pathway. The Tasmanian Skills Institute will focus on skills development for employees in enterprises, in line with their enterprise's skills needs. The initiative will commence in 2009.

The Tasmanian Government remains committed to reducing the impacts of skills shortages and has a strong focus on skills to support industry development. Skills Tasmania, in partnership with the Department of Economic Development and Tourism, has developed a Workforce Development Plan. The Plan will increase the capacity of employers to attract, retain and develop their workforce, and to increase the capacity of individuals to participate and be productive in the workforce.

Training enrolments are at record levels particularly for traditional trade apprentices, with 12 800 apprentices and trainees in training over 2007. The number of traditional trades apprentices in training has risen to 5300.

Approximately one in every eight people of working age participate in the public training system each year. In 2007, 43 900 students participated in the public Vocational Education and Training system, a 5 per cent increase from 2006. Participation has been increasing each year and is well above the national average. Total training effort is at record levels at 8.85 million hours.

Tasmania maintains consistently high levels of student satisfaction, with the National Centre for Vocational Education Research's 2007 Student Outcomes Survey showing 90 per cent of Tasmania's student graduates were satisfied with the overall quality of their training. Employer satisfaction is just as high, with 89.6 per cent of employers satisfied with their apprentices and trainees, 85.5 per cent with formal vocational qualifications as a job requirement, and 83.7 per cent with nationally recognised training. All of these figures are well above the national average.

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Australian Capital Territory Government comments

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During 2007 the ACT continued to experience high levels of economic growth, with record low unemployment placing the labour market under pressure. The ACT's trend labour force participation rate was 71.8 per cent at the end of 2007, well above the national trend participation rate of 65.2 per cent. This intensified the ACT Government's commitment to VET to ensure appropriately skilled and qualified citizens contribute to the economic and cultural wellbeing of the ACT.

In 2007, the total number of ACT VET students continued the upward trend of recent years increasing by 1.7 per cent since 2006 compared to a national average decrease of 0.7 per cent. VET students enrolled in certificate III courses rose by 4.7 per cent, compared to the national average of 2.9 per cent. The number of ACT students enrolled in certificate IV courses in 2007 rose by 9.7 per cent compared to the national average of 6.2 per cent.

In 2007, 8.6 per cent of the working age population were undertaking government funded VET, up from 8.5 per cent in 2006 and above the national average of 8.2 per cent. The number of people with a disability undertaking VET increased by 2.7 per cent. The participation rate for Indigenous students increased from 11.1 per cent in 2006 to 13.1 per cent in 2007. The number of students aged 15–19 undertaking VET increased by 6.9 per cent and in the ACT, participation is higher for females (51.6 per cent) than males.

NCVER data for apprenticeships and traineeships in the ACT indicates a decrease of 11.6 per cent in commencements from the record levels of 2006. The 2007 commencement levels are similar to those in 2004 and 2005. There were approximately 56.0 per cent more apprentices and trainees in training than in 2002, and more than double the 1997 figure. In the ACT, 17.4 per cent of apprentices and trainees were studying higher level VET qualifications at certificate IV or above, compared to the national average of 12.6 per cent.

Regular consultation with stakeholders, including Australian Apprenticeships Centres, Registered Training Organisations, and Group Training Organisations contributed positively to promoting training to targeted groups in skills shortage industries and ensured that the ACT VET sector remained flexible and responsive. The Accelerated Chefs Apprenticeship pilot continued with 8 apprentices entering Training Contracts and another 9 beginning their initial block training. The Joint Indigenous Funding Pool offered 104 places to Indigenous students to maximise their education and training opportunities and improve vocational and technical education outcomes. Twenty five foster carers took up places in a Statement of Attainment in the certificate IV in Children's Services (Protective Care), funded through the Strategic Priorities Program. It is anticipated they will complete in 2008.

The 2007 in the ACT there was a focus on the COAG directive to remove industrial, administrative and legislative barriers to ASBAs and the resultant cooperative strategies aimed at growing ASBAs in the ACT. These positive outcomes for the ACT have been achieved in the narrowest VET market in Australia in an economic setting different from that of other jurisdictions.

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Northern Territory Government comments

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The Northern Territory Government's (NTG) Jobs Plan 3 – Jobs for the Future was released as part of Budget 2007. It is a comprehensive, long term strategy to create a highly skilled and flexible workforce, maximise employment opportunities for all Territorians and provides a broad and coordinated approach to planning for jobs and future economic growth. The four themes in Jobs Plan 3 focus on strengthening partnerships between industry, government and the community; Indigenous training and employment; school to work transition and labour market research.

By forming partnerships with industry and the community, new opportunities for economic and social development have been identified to stimulate training and gain employment growth. The unemployment rate for the Northern Territory in February 2007 was 2.5 per cent, and has remained close to this level through 2008.

The Northern Territory has the second highest growth rate in apprenticeship and traineeship commencements in Australia, at 8 per cent for 2007. The growth of student participation in vocational education and training in 2007 was 4.3 per cent, which was the second highest growth rate of all jurisdictions.

A key priority under the Closing the Gap initiative is to assist Indigenous Territorians, particularly those in regional and remote areas, to enter into employment. The Northern Territory Government funds a range of Indigenous responsive training programs that include Flexible Response Funding, Training for Remote Youth and the Community Response programs. In 2007, Indigenous responsive programs delivered 190 programs to 2420 students in regional and remote locations to meet emerging employment and economic development opportunities and community capacity building needs. Training delivery in remote communities continues to present many challenges such as cost, availability of suitable infrastructure and accessibility.

Indigenous Territorians also access mainstream recurrent training and apprenticeships/traineeships. In 2007, 9820 Indigenous students undertook units of training in government funded programs (47.3 per cent), ranging from pre-employment to apprenticeships. The unit pass load rate for these participants increased by 4.4 percentage points from 61.2 per cent in 2006 to 65.6 per cent in 2007.

The School to Work Transition Strategic Plan 2007–2009 was implemented with the key focus being to provide students with a range of options to enable them to make a successful transition from school to work, further training and/or higher education. Major funding initiatives under this plan include a broad range of VET in Schools training initiatives and the WorkReady program, that expanded to eight schools with student participation increasing from 160 to around 220 students. The 2008 Workforce NT publication available in January 2009 will provide the NTG with the necessary information to determine training needs and better target investment to areas of skill shortage and economic growth.

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5.6 Definitions of key terms and indicators

Adult and community education providers	Organisations that deliver community-based adult education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. A nationally consistent standard for the collection, analysis and reporting of vocational education and training information throughout Australia. This standard was observed in the collection and preparation of data for this Report.
Completions	Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).
Cost of capital per annual hour	Cost to the government of using capital (physical non-current assets) to deliver VET services divided by the annual hours and course mix weight.
Cost of capital per load pass	Total government recurrent expenditure divided by successfully completed VET modules or units of competency.
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Expenditure is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings are based on revised planned activity hours, as reported in State/Territory annual vocational and technical education plans for 2000–2004. Actual audited activity hours data are used in the course mix weight calculations for 2007 activity. 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.
Employer engagement with VET	The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or had employees with formal vocational qualification as a requirement of their job.
Employer satisfaction with VET	The proportion of Australian employers who are satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were

	satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
Enrolment	The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.
Fee-for-service activity	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
Government funded VET students	Government recurrent funded students (which relates directly to training activity funded under the <i>Commonwealth–State Agreement for Skilling Australia's Workforce</i> unless otherwise specified) and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook 'recreation, leisure or personal enrichment' education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.
Government recurrent expenditure per annual hour	Government recurrent expenditure divided by the number of government funded annual hours (adjusted for invalid enrolment rates). Expenditure is adjusted for course mix weight.
Government recurrent expenditure per load pass	Government recurrent expenditure divided by the number of hours successfully completed from assessable enrolments of modules and units of competency achieved/passed and RPL.
Graduate	A person who has completed a VET program.
Graduates' main reason for undertaking a VET course	Either seeking an employment-related outcome (to get a job, to try for a different career, to meet job requirements, to get extra job skills), seeking a further study outcome (to get into another course) or seeking a personal development outcome (for personal interest, for other reasons).
Language spoken at home	Students speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home.
Load pass rate	The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to the hours of all students who were assessed and either passed, failed or withdrew. Load pass rate is calculated as the total competency achieved/passed and RPL divided by the total competency achieved/passed, RPL, competency not achieved/failed and withdrawn.
Module	A unit of training in which a student can enrol and be assessed.
Private provider	A commercial organisation that provides training to individuals and industry.
Program of study	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
Real	Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and

	expressed in terms of final year prices.
Recognition of prior learning (RPL)	RPL is an assessment process through which students may gain formal recognition for the skills they already have. An enrolment where the student has been assessed competent for the whole unit of competency or module by a trainer. The result of the assessment is on the basis of the student's prior skills and knowledge acquired through previous training, work or life experience.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
Registered training organisation (RTO)	RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.
TAFE	Technical and further education colleges and institutes, which are the primary providers of government funded VET.
Training packages	<p>An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.</p> <p>A Training Package is the grouping together of the training components designed to assist in achieving the competencies for a specific industry. Units of competency are packaged together which, when combined at various levels, can form qualifications (Certificate, Diploma etc.).</p>
Unit of competency	A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.
VET participation	VET student participation data presented in this Report refer only to VET students who were funded by government recurrent expenditure and delivered by TAFE and other government providers (including multi-sector higher education institutions), registered community providers and registered private providers. They do not include students who participated in VET programs delivered in schools (where the delivery was undertaken by schools) or undertook 'recreation, leisure or personal enrichment' education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.
VET participation by Indigenous people	The number of government funded participants of all ages in the VET system reported as Indigenous as a proportion of the number of Indigenous people aged 15–64 years in the Australian population.
VET participation by students speaking a language other than	The number of government funded participants of all ages in the VET system speaking a language other than English at home as a proportion of the number of all people in the Australian population

English

speaking a language other than English at home.

VET participation rate for people aged 15–64 years

The number of government funded participants aged 15–64 years in the VET system as a proportion of the number of people in Australia (or each jurisdiction) aged 15–64 years.

VET participation rate for people of all ages by region

The number of government funded participants of all ages in the VET system based on students' home postcodes using the Accessibility and Remoteness Index for Australia (that is, major cities; inner regional areas; outer regional areas; remote and very remote areas) as a proportion of the total population of people in those geographic areas.

VET program

A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.

Whether the VET course helped graduates achieve their main reason for doing the course

Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.

5.7 Attachment tables

Attachment tables are identified in references throughout this chapter by an ‘5A’ suffix (for example, table 5A.3). Attachment tables are provided on the CD-ROM enclosed with the Report and on the Review website (www.pc.gov.au/gsp). Users without access to the CD-ROM or the website can contact the Secretariat to obtain the attachment tables (see contact details on the inside front cover of the Report).

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5.8 References

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5A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 5.6. Data in this Report are examined by the Vocational Education and Training Working Group, but have not been formally audited by the Secretariat. A peer review process is also undertaken by the Vocational Education and Training Working Group in the development of the data definitions. Unsourced information was obtained from the Australian, State and Territory governments.

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

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Table 5A.1

Table 5A.1 **Government real recurrent expenditure, (2007 dollars) (\$ million) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust (d)
2003	1 413.3	932.3	703.2	451.4	291.3	89.2	80.6	84.8	4 045.9
2004	1 392.1	916.1	650.4	438.6	296.8	89.3	84.9	81.2	3 949.6
2005	1 375.1	954.6	666.6	470.8	286.4	93.7	87.8	82.4	4 017.5
2006	1 369.7	964.3	635.9	450.1	290.0	95.6	86.3	77.0	3 968.9
2007	1 342.7	973.4	702.2	432.7	299.8	98.3	84.1	76.4	4 009.7

(a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEEWR. Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Commonwealth, state and territory governments. It is calculated by adding the following AVETMIS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth General Purpose Recurrent revenue (net of VET in Schools revenues), State Recurrent revenue and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMIS financial statements.

(b) Data for 2003-2006 have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

(c) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$4.0 million in 2003, \$4.5 million in 2004, \$4.8 million in 2005, and \$4.8 million in 2006 and \$4.4 million in 2007.

(d) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); DEEWR 2008, *Annual National Report of the Australian Vocational and Technical Education System* 2007, Canberra.

Table 5A.2

Table 5A.2 **Government real recurrent expenditure, (2007 dollars) (\$ per person aged 15–64 years) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust (d)
2003	317.24	281.30	273.87	339.26	286.83	284.88	346.97	600.77	302.60
2004	310.47	272.68	246.77	324.33	290.22	281.92	362.74	569.48	291.49
2005	304.16	279.82	246.52	341.75	277.36	293.29	371.15	563.46	292.16
2006	300.02	277.89	230.12	319.73	277.58	296.83	359.83	515.69	284.22
2007	291.09	276.48	248.58	300.72	283.96	303.68	345.70	500.67	282.88

(a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEEWR. Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Commonwealth, state and territory governments. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth General Purpose Recurrent revenue (net of VET in Schools revenues), State Recurrent revenue and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements.

(b) Data for 2003-2006 have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

(c) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$4.0 million in 2003, \$4.5 million in 2004, \$4.8 million in 2005, and \$4.8 million in 2006 and \$4.4 million in 2007.

(d) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.; ABS (unpublished), *Australian Demographic Statistics, December Quarter 2007* (30 June data for various years); Table 5A.1

Table 5A.3

Table 5A.3 VET activity, 2007 (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of registered training organisations	no.	510	583	285	194	254	96	83	73	2 078
Number of registered training organisation delivery locations	no.	3 303	1 649	4 305	1 478	841	251	115	485	12 427

(a) VET activity for Australia refers to all VET data available for reporting. There were approximately 1.7 million VET students in 2007. This includes all VET delivered by TAFE and other government providers and publicly funded VET programs delivered on a fee-for-service basis. The scope of the current report is limited to VET activity funded through the *Commonwealth-State Agreement for Skilling Australia's Workforce* (table 5A.4).

(b) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, *Annual National Report of the Australian Vocational and Technical Education System 2007*, Canberra.

Table 5A.4

Table 5A.4 Commonwealth and State Agreement funded VET activity, 2007 (a)

	Unit	NSW (b)	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Students (c) (d)	no.	439 349	288 109	202 986	104 258	91 523	29 671	21 338	20 705	1 197 939
Students who gain some recognition of prior learning	no.	19 492	8 614	11 034	2 665	4 593	1 349	1 023	516	49 286
Annual hours (e)	million	109.7	84.6	47.0	29.9	20.4	6.9	5.5	3.7	307.4
Average hours per student	no.	249.6	293.5	231.4	286.8	222.6	231.2	255.5	176.6	256.6
TAFE and other government providers	no.	92	20	25	19	3	1	1	2	163
TAFE and other government provider locations	no.	1 302	171	412	143	228	18	7	242	2 523

(a) Government funded activity is based on Commonwealth and State/Territory recurrent funding only. It excludes government specific purpose funding, activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. VET delivered in schools, where the delivery has been undertaken by schools is excluded except for SA which now includes VET in schools which has been assessed by TAFE.

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

(c) Government funded VET students excluding students participating in VET programs in schools. Students reported only for Course Completions, and for Credit Transfer only are not included. Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

(d) Represents students who achieved a recognition of prior learning (RPL) - granted result in at least one enrolment in the collection year. RPL hours based on nationally consistent nominal hour values

(e) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.5

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

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2007										
Number of students										
Diploma and above	'000	38.1	46.6	24.8	12.1	7.0	3.0	5.7	0.4	137.7
Certificate III or IV	'000	170.7	138.8	123.0	57.2	33.7	16.6	9.2	8.6	557.8
Certificate I or II or lower (g)	'000	122.2	64.6	42.8	31.0	22.6	9.1	3.1	9.9	305.3
Other (h)	'000	108.4	38.1	12.4	4.0	28.2	1.0	3.4	1.7	197.1
All students	'000	439.3	288.1	203.0	104.3	91.5	29.7	21.3	20.7	1 197.9
Proportion of VET students										
Diploma and above	%	8.7	16.2	12.2	11.6	7.7	10.1	26.6	2.1	11.5
Certificate III or IV	%	38.9	48.2	60.6	54.8	36.8	55.9	43.0	41.7	46.6
Certificate I or II or lower (g)	%	27.8	22.4	21.1	29.8	24.7	30.6	14.6	47.9	25.5
Other (h)	%	24.7	13.2	6.1	3.8	30.8	3.4	15.8	8.2	16.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Number of students										
Diploma and above	'000	38.9	44.8	25.7	13.2	7.4	3.0	5.9	0.6	139.6
Certificate III or IV	'000	164.7	142.3	114.6	55.5	30.7	16.4	8.8	7.8	540.8
Certificate I or II or lower (g)	'000	126.5	64.2	48.6	27.7	21.1	8.9	2.9	10.3	310.2
Other (h)	'000	115.3	36.1	13.3	4.8	32.0	1.1	3.1	1.9	207.5
All students	'000	445.4	287.5	202.3	101.2	91.2	29.5	20.6	20.5	1 198.1
Proportion of VET students										
Diploma and above	%	8.7	15.6	12.7	13.1	8.1	10.3	28.5	2.8	11.7
Certificate III or IV	%	37.0	49.5	56.7	54.9	33.6	55.8	42.6	37.9	45.1
Certificate I or II or lower (g)	%	28.4	22.3	24.0	27.4	23.1	30.2	13.8	50.1	25.9
Other (h)	%	25.9	12.6	6.6	4.7	35.1	3.7	15.1	9.2	17.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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Table 5A.5

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

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2005										
Number of students										
Diploma and above	'000	38.8	48.9	26.3	14.1	7.2	3.2	6.0	0.6	145.2
Certificate III or IV	'000	163.0	135.0	105.3	53.8	32.4	14.7	7.6	7.1	518.9
Certificate I or II or lower (g)	'000	87.2	63.0	52.3	28.6	22.6	9.0	2.6	8.7	274.0
Other (h)	'000	137.9	42.7	10.4	3.4	32.9	1.3	3.1	1.7	233.3
All students	'000	427.0	289.5	194.3	100.0	95.1	28.2	19.3	18.1	1 171.5
Proportion of VET students										
Diploma and above	%	9.1	16.9	13.6	14.1	7.6	11.4	31.0	3.6	12.4
Certificate III or IV	%	38.2	46.6	54.2	53.8	34.1	52.0	39.5	39.0	44.3
Certificate I or II or lower (g)	%	20.4	21.7	26.9	28.6	23.8	31.9	13.6	47.9	23.4
Other (h)	%	32.3	14.7	5.3	3.4	34.6	4.6	15.9	9.5	19.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2004										
Number of students										
Diploma and above	'000	39.2	50.8	26.8	14.5	7.6	3.2	6.1	1.1	149.3
Certificate III or IV	'000	154.6	134.0	93.0	51.9	31.9	13.2	7.7	6.9	493.3
Certificate I or II or lower (g)	'000	82.5	65.7	50.1	28.5	22.5	8.0	2.6	7.9	267.8
Other (h)	'000	113.2	51.9	10.3	5.0	31.0	1.2	2.6	2.3	217.4
All students	'000	389.5	302.5	180.2	99.9	93.0	25.6	18.9	18.2	1 127.8
Proportion of VET students										
Diploma and above	%	10.1	16.8	14.9	14.5	8.1	12.3	32.4	6.2	13.2
Certificate III or IV	%	39.7	44.3	51.6	52.0	34.3	51.6	40.4	38.1	43.7
Certificate I or II or lower (g)	%	21.2	21.7	27.8	28.5	24.2	31.3	13.7	43.3	23.7
Other (h)	%	29.1	17.2	5.7	5.0	33.4	4.8	13.5	12.4	19.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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Table 5A.5

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

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2003										
Number of students										
Diploma and above	'000	42.6	53.4	31.0	16.3	8.2	3.2	6.3	1.1	162.0
Certificate III or IV	'000	163.5	133.4	93.6	50.2	34.8	12.7	7.2	6.6	502.0
Certificate I or II or lower (g)	'000	79.4	72.7	53.4	29.6	22.6	9.1	2.8	7.5	277.1
Other (h)	'000	157.9	58.0	15.9	7.2	23.1	1.0	2.8	2.3	268.2
All students	'000	443.5	317.4	193.9	103.4	88.6	26.0	19.1	17.5	1 209.3
Proportion of VET students										
Diploma and above	%	9.6	16.8	16.0	15.8	9.2	12.2	33.0	6.1	13.4
Certificate III or IV	%	36.9	42.0	48.3	48.6	39.3	48.8	37.7	37.9	41.5
Certificate I or II or lower (g)	%	17.9	22.9	27.6	28.6	25.5	35.0	14.7	42.6	22.9
Other (h)	%	35.6	18.3	8.2	7.0	26.0	4.0	14.6	13.4	22.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (e) below).

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

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

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

Table 5A.5

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

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
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(e) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(f) The Australia figures have been recast back to 2003 due to changes to South Australian and Northern Territory reporting.

(g) 'Certificate I, II or lower' includes Certificate I, II, and Senior Secondary.

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

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.6

Table 5A.6 Real net assets of public VET providers per person aged 15–64 years, (2007 dollars) (\$ per person) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003	634.88	722.55	411.64	538.74	493.82	519.20	598.06	1 065.30	594.58
2004	619.51	733.48	434.90	516.93	481.13	643.96	569.95	1 313.14	598.11
2005	573.32	720.14	414.98	559.07	449.29	623.68	546.39	1 226.79	575.45
2006	547.40	700.08	425.17	634.09	440.25	572.47	518.76	1 124.15	568.06
2007	640.27	722.76	421.77	683.54	470.02	552.19	507.36	1 261.04	611.24

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

(b) Data for 2003–06 have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

Source: NCVET National financial collection (unpublished); ABS (unpublished), *Australian Demographic Statistics, December Quarter 2007* (30 June data for various years).

Table 5A.7

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government payments (2007 dollars)										
2006	\$m	96.6	137.7	54.1	55.7	19.9	7.1	8.8	8.0	388.0
2007	\$m	106.7	132.3	83.6	48.5	18.0	6.9	9.5	8.5	414.0
2007 payments to non-TAFE providers as a proportion of Government recurrent funding (b)	%	7.9	13.5	11.8	11.2	6.0	7.0	11.7	11.0	10.3
Real change in payments to non-TAFE providers between 2006 and 2007 (c)	%	10.4	- 3.9	54.4	- 12.9	- 9.8	- 2.8	7.5	6.6	6.7

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

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

(c) The percentage change in real payments between 2006 and 2007 may not match manual calculations due to rounding of reported figures.

Source: NCVET National financial collection (unpublished).

Table 5A.8

Table 5A.8 Allocation of government real funds for VET (2007 dollars) (a)

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2007										
Australian Government recurrent funding (c)	\$m	352.0	255.5	182.4	99.8	82.0	28.1	19.9	12.1	1 031.9
State/Territory recurrent funding	\$m	998.3	723.1	524.3	335.4	219.6	71.0	60.5	65.6	2 998.0
Government recurrent funding	\$m	1 350.3	978.6	706.7	435.2	301.6	99.2	80.5	77.7	4 029.9
Amounts allocated										
Open competitive tendering (d)	\$m	20.3	12.5	13.5	10.0	10.6	4.5	2.9	na	74.3
Limited competitive tendering (e)	\$m	na	-	7.2	..	4.9	-	0.2	na	12.3
User choice	\$m	246.0	212.3	153.7	56.2	40.9	11.6	11.4	11.5	743.6
Total	\$m	266.3	224.8	174.4	66.2	56.4	16.1	14.5	11.5	830.2
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.5	1.3	1.9	2.3	3.5	4.5	3.6	-	1.8
Limited competitive tendering (e)	%	-	-	1.0	-	1.6	-	0.2	-	0.3
User choice	%	18.2	21.7	21.7	12.9	13.6	11.7	14.2	14.8	18.5
2006										
Australian Government recurrent funding (c)	\$m	354.7	257.3	183.3	100.5	82.7	28.4	20.1	12.2	1 039.2
State/Territory recurrent funding	\$m	1 022.8	712.3	458.3	352.3	209.2	68.1	62.2	66.1	2 951.2
Government recurrent funding	\$m	1 377.5	969.6	641.6	452.7	291.9	96.4	82.3	78.3	3 990.4
Amounts allocated										
Open competitive tendering (d)	\$m	28.3	13.2	14.9	9.5	8.7	5.1	2.6	-	82.3
Limited competitive tendering (e)	\$m	-	-	10.9	-	5.1	-	0.2	-	16.2
User choice	\$m	236.9	215.4	132.8	58.3	40.9	18.3	11.7	12.1	726.5
Total	\$m	265.3	228.6	158.6	67.8	54.7	23.4	14.5	12.1	825.0
Proportion of government recurrent funding										
Open competitive tendering (d)	%	2.1	1.4	2.3	2.1	3.0	5.3	3.2	-	2.1
Limited competitive tendering (e)	%	-	-	1.7	-	1.8	-	0.3	-	0.4
User choice	%	17.2	22.2	20.7	12.9	14.0	19.0	14.2	15.5	18.2
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Table 5A.8

Table 5A.8 Allocation of government real funds for VET (2007 dollars) (a)

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2005										
Australian Government recurrent funding (c)	\$m	357.6	259.8	183.3	100.8	83.5	28.7	20.4	11.9	1 046.1
State/Territory recurrent funding	\$m	1 025.1	700.3	488.7	372.7	204.9	65.9	63.4	72.9	2 993.9
Government recurrent funding	\$m	1 382.7	960.1	672.1	473.5	288.4	94.6	83.8	84.8	4 040.0
Amounts allocated										
Open competitive tendering (d)	\$m	21.9	13.7	16.4	13.3	6.6	3.2	2.9	—	78.0
Limited competitive tendering (e)	\$m	—	—	23.6	—	2.3	—	0.2	—	26.1
User choice	\$m	220.7	208.9	123.4	49.5	41.2	15.8	12.3	12.6	684.3
Total	\$m	242.7	222.6	163.4	62.7	50.1	19.0	15.4	12.6	788.4
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.6	1.4	2.4	2.8	2.3	3.4	3.4	—	1.9
Limited competitive tendering (e)	%	—	—	3.5	—	0.8	—	0.3	—	0.6
User choice	%	16.0	21.8	18.4	10.4	14.3	16.7	14.7	14.9	16.9
2004										
Australian Government recurrent funding (c)	\$m	354.1	256.8	180.1	99.4	82.9	28.6	20.3	11.8	1 033.9
State/Territory recurrent funding	\$m	1 046.2	664.9	476.2	353.3	216.1	61.7	61.0	74.7	2 954.1
Government recurrent funding	\$m	1 400.3	921.7	656.3	452.7	298.9	90.3	81.3	86.5	3 988.0
Amounts allocated										
Open competitive tendering (d)	\$m	21.6	14.3	17.2	13.0	2.3	1.8	3.2	—	73.4
Limited competitive tendering (e)	\$m	—	—	18.7	—	12.8	—	0.2	—	31.7
User choice	\$m	236.1	206.6	121.6	47.0	40.0	21.9	13.4	10.2	696.7
Total	\$m	257.6	220.9	157.5	60.0	55.0	23.7	16.8	10.2	801.8
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.5	1.5	2.6	2.9	0.8	2.0	3.9	—	1.8
Limited competitive tendering (e)	%	—	—	2.9	—	4.3	—	0.3	—	0.8
User choice	%	16.9	22.4	18.5	10.4	13.4	24.3	16.4	11.7	17.5
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Table 5A.8

Table 5A.8 Allocation of government real funds for VET (2007 dollars) (a)

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2003										
Australian Government recurrent funding (c)	\$m	357.8	259.5	181.6	100.4	83.8	29.0	20.6	12.8	1 045.5
State/Territory recurrent funding	\$m	1 066.0	678.4	526.5	357.9	209.6	61.1	56.8	76.2	3 032.6
Government recurrent funding	\$m	1 423.8	937.9	708.2	458.3	293.4	90.1	77.4	89.1	4 078.1
Amounts allocated										
Open competitive tendering (d)	\$m	29.6	87.0	17.3	13.5	2.4	1.8	3.3	–	154.8
Limited competitive tendering (e)	\$m	–	–	12.1	–	3.5	–	0.2	–	15.9
User choice	\$m	267.5	141.0	117.5	43.0	45.8	17.0	10.2	10.2	652.3
Total	\$m	297.1	228.0	146.9	56.5	51.7	18.8	13.7	10.2	822.9
Proportion of government recurrent funding										
Open competitive tendering (d)	%	2.1	9.3	2.4	2.9	0.8	2.0	4.3	–	3.8
Limited competitive tendering (e)	%	–	–	1.7	–	1.2	–	0.3	–	0.4
User choice	%	18.8	15.0	16.6	9.4	15.6	18.9	13.2	11.5	16.0

(a) Data for 2003–2006 years have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

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

(c) Commonwealth specific purpose funds for Australians Working Together (AWT) had been previously excluded but, due to their inclusion in general recurrent payments by DEEWR commencing for 2006, these revenues are now included in the calculation of expenditure. The AWT funding commenced in 2002. Accordingly, the 2003–2005 expenditures have been adjusted in this table to align with 2006 and 2007.

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

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

– Nil or rounded to zero.

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

Table 5A.9

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

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2007										
Number of students by age										
All students	'000	439.3	288.1	203.0	104.3	91.5	29.7	21.3	20.7	1 197.9
15-19 year olds	'000	147.5	70.4	67.2	36.1	26.3	6.9	5.4	5.8	365.4
20-24 year olds	'000	69.1	57.7	37.4	19.7	15.7	6.0	4.9	3.3	213.8
15-24 year olds	'000	216.6	128.1	104.6	55.8	41.9	12.9	10.3	9.1	579.2
25-64 year olds	'000	204.2	148.9	94.0	45.9	45.5	16.2	10.8	11.0	576.4
15-64 year olds	'000	420.7	277.0	198.5	101.7	87.5	29.1	21.0	20.0	1 155.6
Number of students through recognition of prior learning										
All students	no.	19 492	8 614	11 034	2 665	4 593	1 349	1 023	516	49 286
Participation rate by age (e)										
All students	%	6.4	5.5	4.9	5.0	5.8	6.0	6.3	9.6	5.7
15-19 year olds	%	31.7	19.9	23.0	24.2	24.8	20.2	21.8	35.9	25.4
20-24 year olds	%	14.5	15.4	12.4	12.9	14.2	19.2	16.3	18.6	14.3
15-24 year olds	%	23.0	17.6	17.6	18.4	19.4	19.7	18.8	26.9	19.7
25-64 year olds	%	5.6	5.3	4.2	4.0	5.4	6.3	5.7	9.2	5.1
15-64 year olds	%	9.1	7.9	7.0	7.1	8.3	9.0	8.6	13.1	8.2
Proportion of students through recognition of prior learning										
All students	%	4.4	3.0	5.4	2.6	5.0	4.5	4.8	2.5	4.1
2006										
Number of students by age										
All students	'000	445.4	287.5	202.3	101.2	91.2	29.5	20.6	20.5	1 198.1
15-19 year olds	'000	147.4	70.4	62.3	35.0	26.8	6.9	5.0	5.8	359.5
20-24 year olds	'000	71.0	58.8	38.4	19.1	15.1	5.7	4.9	3.4	216.4
15-24 year olds	'000	218.4	129.2	100.6	54.2	41.9	12.5	10.0	9.2	576.0

Table 5A.9

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

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
25-64 year olds	'000	207.3	145.0	96.6	44.8	42.8	16.0	10.4	10.7	573.6
15-64 year olds	'000	425.6	274.3	197.2	99.0	84.7	28.6	20.4	19.9	1 149.5
Number of students through recognition of prior learning										
All students	no.	19 939	8 726	10 053	2 731	4 059	1 175	1 044	729	48 456
Participation rate by age (e)										
All students	%	6.5	5.6	4.9	4.9	5.8	6.0	6.2	9.7	5.8
15-19 year olds	%	32.2	20.2	22.0	23.8	25.6	20.2	20.5	37.1	25.4
20-24 year olds	%	15.1	16.0	13.0	12.8	13.9	18.2	16.6	20.1	14.7
15-24 year olds	%	23.5	18.0	17.4	18.3	19.7	19.3	18.4	28.2	20.0
25-64 year olds	%	5.7	5.3	4.4	4.0	5.1	6.2	5.6	9.1	5.2
15-64 year olds	%	9.3	7.9	7.1	7.0	8.1	8.9	8.5	13.3	8.2
Proportion of students through recognition of prior learning										
All students	%	4.5	3.0	5.0	2.7	4.4	4.0	5.1	3.6	4.0
2005										
Number of students by age										
All students	'000	427.0	289.5	194.3	100.0	95.1	28.2	19.3	18.1	1 171.5
15-19 year olds	'000	107.5	70.1	57.6	34.3	28.9	6.4	4.7	4.1	313.5
20-24 year olds	'000	71.0	57.9	37.2	18.4	15.5	5.4	4.6	2.9	212.8
15-24 year olds	'000	178.4	127.9	94.8	52.7	44.4	11.9	9.3	7.0	526.4
25-64 year olds	'000	222.4	147.2	94.4	44.9	43.9	15.7	9.8	10.1	588.6
15-64 year olds	'000	400.8	275.2	189.2	97.7	88.2	27.6	19.1	17.2	1 114.9
Number of students through recognition of prior learning										
All students	no.	23 029	7 879	7 106	2 251	3 779	907	1 193	865	47 009
Participation rate by age (e)										
All students	%	6.3	5.7	4.9	5.0	6.1	5.8	5.9	8.8	5.7
15-19 year olds	%	23.8	20.6	20.8	23.7	27.8	19.1	19.5	27.2	22.6
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Table 5A.9

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

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
20-24 year olds	%	15.3	16.2	13.0	12.9	14.8	17.7	15.7	17.4	14.9
15-24 year olds	%	19.5	18.3	16.8	18.3	21.2	18.5	17.4	22.1	18.7
25-64 year olds	%	6.2	5.4	4.4	4.1	5.3	6.2	5.4	8.9	5.4
15-64 year olds	%	8.9	8.1	7.0	7.1	8.5	8.6	8.1	11.7	8.1
Proportion of students through recognition of prior learning										
All students	%	5.4	2.7	3.7	2.3	4.0	3.2	6.2	4.8	4.0
2004										
Number of students by age										
All students	'000	389.5	302.5	180.2	99.9	93.0	25.6	18.9	18.2	1 127.8
15-19 year olds	'000	102.8	69.1	53.6	33.7	29.9	6.1	4.6	3.6	303.3
20-24 year olds	'000	67.5	58.1	34.7	18.0	15.2	4.9	4.5	2.8	205.8
15-24 year olds	'000	170.3	127.2	88.3	51.7	45.1	11.0	9.1	6.4	509.1
25-64 year olds	'000	198.1	160.7	86.4	45.8	42.3	14.1	9.7	10.9	567.9
15-64 year olds	'000	368.4	287.9	174.7	97.4	87.4	25.1	18.8	17.3	1 077.0
Number of students through recognition of prior learning										
All students	no.	26 458	7 992	2 997	2 556	4 386	907	2 513	1 073	48 882
Participation rate by age (e)										
All students	%	5.8	6.1	4.7	5.1	6.1	5.4	5.8	9.1	5.7
15-19 year olds	%	22.8	20.6	19.7	23.6	28.8	18.0	18.8	24.6	22.0
20-24 year olds	%	14.8	16.6	12.5	12.9	14.9	16.3	15.7	17.5	14.7
15-24 year olds	%	18.8	18.6	16.1	18.3	21.9	17.2	17.1	20.9	18.3
25-64 year olds	%	5.5	6.0	4.1	4.3	5.2	5.6	5.4	9.7	5.3
15-64 year olds	%	8.2	8.6	6.6	7.2	8.5	7.9	8.0	12.2	7.9
Proportion of students through recognition of prior learning										
All students	%	6.8	2.6	1.7	2.6	4.7	3.5	13.3	5.9	4.3

Table 5A.9

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

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2003										
Number of students by age										
All students	'000	443.5	317.4	193.9	103.4	88.6	26.0	19.1	17.5	1 209.3
15-19 year olds	'000	87.8	67.7	53.4	32.3	26.8	5.8	4.4	3.5	281.9
20-24 year olds	'000	73.7	60.0	37.5	18.1	14.6	4.9	4.7	2.7	216.0
15-24 year olds	'000	161.5	127.7	90.9	50.4	41.5	10.7	9.1	6.2	497.9
25-64 year olds	'000	246.0	172.4	98.3	50.2	42.4	14.4	9.9	10.6	644.3
15-64 year olds	'000	407.5	300.1	189.2	100.6	83.9	25.1	18.9	16.8	1 142.2
Number of students through recognition of prior learning										
All students	no.	31 785	8 201	5 091	2 777	5 042	1 185	2 715	1 166	57 962
Participation rate by age (e)										
All students	%	6.6	6.4	5.1	5.3	5.8	5.4	5.9	8.8	6.1
15-19 year olds	%	19.5	20.3	19.9	22.7	25.8	17.2	18.1	24.0	20.6
20-24 year olds	%	16.4	17.5	14.1	13.2	14.7	16.5	16.5	16.7	15.8
15-24 year olds	%	18.0	18.9	17.0	18.1	20.4	16.9	17.2	20.2	18.2
25-64 year olds	%	6.9	6.5	4.8	4.8	5.2	5.8	5.5	9.6	6.1
15-64 year olds	%	9.1	9.1	7.4	7.6	8.3	8.0	8.2	11.9	8.5
Proportion of students through recognition of prior learning										
All students	%	7.2	2.6	2.6	2.7	5.7	4.6	14.2	6.7	4.8

(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

Table 5A.9

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

Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
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As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (c) below).

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

(c) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2006 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(d) The Australia figures have been recast back to 2003 due to changes to South Australian and Northern Territory reporting.

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

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

Table 5A.10

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

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2007										
Number of students										
Male students	'000	202.8	142.9	105.9	55.2	43.2	15.7	10.2	11.3	587.2
Female students	'000	217.3	134.0	92.4	46.6	44.1	13.3	10.8	8.7	567.3
All 15–64 year old students	'000	420.7	277.0	198.5	101.7	87.5	29.1	21.0	20.0	1 155.6
Participation rate (f)										
Male students	%	8.8	8.1	7.5	7.5	8.2	9.8	8.4	14.3	8.3
Female students	%	9.4	7.6	6.6	6.6	8.4	8.2	8.8	11.9	8.0
All 15–64 year old students	%	9.1	7.9	7.0	7.1	8.3	9.0	8.6	13.1	8.2
2006										
Number of students										
Male students	'000	203.9	140.6	105.3	53.0	41.8	15.3	9.8	10.8	580.4
Female students	'000	221.2	133.5	91.9	45.9	42.7	13.2	10.5	9.0	568.0
All 15–64 year old students	'000	425.6	274.3	197.2	99.0	84.7	28.6	20.4	19.9	1 149.5
Participation rate (f)										
Male students	%	8.9	8.1	7.6	7.4	8.0	9.6	8.2	13.9	8.3
Female students	%	9.7	7.7	6.7	6.6	8.2	8.1	8.7	12.6	8.2
All 15–64 year old students	%	9.3	7.9	7.1	7.0	8.1	8.9	8.5	13.3	8.2
2005										
Number of students										
Male students	'000	189.1	138.5	101.7	52.1	42.8	14.8	9.1	9.6	557.7
Female students	'000	211.1	136.5	87.2	45.6	45.4	12.7	10.0	7.5	556.0
All 15–64 year old students	'000	400.8	275.2	189.2	97.7	88.2	27.6	19.1	17.2	1 114.9
Participation rate (f)										
Male students	%	8.3	8.1	7.5	7.4	8.3	9.3	7.8	12.6	8.1
Female students	%	9.4	8.0	6.5	6.7	8.8	7.9	8.4	10.7	8.1

Table 5A.10

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

	Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
2004										
All 15–64 year old students	%	8.9	8.1	7.0	7.1	8.5	8.6	8.1	11.7	8.1
Number of students										
Male students	'000	174.2	142.7	94.4	51.3	43.6	13.3	9.0	9.2	537.7
Female students	'000	193.9	144.6	80.2	46.1	43.8	11.7	9.7	8.1	538.0
All 15–64 year old students	'000	368.4	287.9	174.7	97.4	87.4	25.1	18.8	17.3	1 077.0
Participation rate (f)										
Male students	%	7.7	8.5	7.1	7.5	8.5	8.4	7.8	12.4	7.9
Female students	%	8.7	8.6	6.1	6.9	8.6	7.4	8.3	11.9	8.0
All 15–64 year old students	%	8.2	8.6	6.6	7.2	8.5	7.9	8.0	12.2	7.9
2003										
Number of students										
Male students	'000	188.9	147.7	102.2	52.6	42.5	13.0	9.0	8.7	564.8
Female students	'000	218.1	151.5	86.7	47.7	41.4	12.0	9.9	8.1	575.5
All 15–64 year old students	'000	407.5	300.1	189.2	100.6	83.9	25.1	18.9	16.8	1 142.2
Participation rate (f)										
Male students	%	8.5	8.9	7.9	7.8	8.3	8.4	7.8	11.8	8.4
Female students	%	9.8	9.1	6.8	7.3	8.2	7.6	8.5	12.1	8.6
All 15–64 year old students	%	9.1	9.1	7.4	7.6	8.3	8.0	8.2	11.9	8.5

(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

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

Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
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As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (d) below).

(b) The sum of male and female students may not add up to the total number of all 15–64 year old students due to students who did not identify their sex.

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

(d) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2006 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

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

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

Table 5A.11

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

2007	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)
Number of students											
	Major cities	246.5	178.7	95.8	61.9	58.1	..	16.8	..	657.9	657.9
	Inner regional	106.9	82.1	39.4	16.8	14.8	15.4	1.3	..	276.7	276.7
	Outer regional	70.9	20.2	50.8	11.8	10.4	12.9	..	8.5	185.5	185.5
	Remote and very remote	10.2	2.6	15.2	13.0	5.2	1.4	..	12.2	59.8	59.8
	Interstate	..	..	..	..	..	..	..	..	..	..
	Unknown, unallocated or overseas	3.9	1.2	2.0	1.1	0.3	-	0.3	0.1	9.1	18.1
	Total	439.3	288.1	203.0	104.3	91.5	29.7	21.3	20.7	1 197.9	1 197.9
Participation rate (i)											
	Major cities	4.9	4.6	3.8	4.1	5.0	..	4.9	..	..	4.6
	Inner regional	7.6	7.8	4.3	6.3	7.7	4.8	np	..	..	6.7
	Outer regional	16.0	8.0	8.0	6.1	5.7	7.9	..	7.2	..	9.3
	Remote and very remote	27.3	np	11.3	9.2	8.7	13.4	..	12.6	..	12.3
	All students	6.4	5.5	4.9	5.0	5.8	6.0	6.3	9.6	..	5.7
2006											
Number of students											
	Major cities	256.2	178.7	93.1	61.7	58.9	..	16.0	..	664.6	664.6
	Inner regional	106.6	79.3	39.8	15.7	15.4	15.1	1.2	..	273.1	273.1
	Outer regional	71.5	21.8	51.1	10.7	10.8	12.9	..	7.9	186.7	186.7
	Remote and very remote	9.5	2.5	15.8	12.5	5.2	1.4	..	12.4	59.2	59.2
	Interstate	..	..	..	..	..	..	..	..	..	..
	Unknown, unallocated or overseas	2.4	0.8	1.8	1.6	0.4	0.2	0.2	0.2	7.4	14.6
	Total	445.4	287.5	202.3	101.2	91.2	29.5	20.6	20.5	1 198.1	1 198.1
Participation rate (i)											
	Major cities	5.2	4.7	3.8	4.2	5.2	..	4.8	..	..	4.7
	Inner regional	7.7	7.6	4.4	6.1	8.2	4.8	np	..	..	6.7

Table 5A.11

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

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)
2005											
Outer regional	%	16.1	8.7	8.2	5.6	6.0	7.9	..	6.8	..	9.5
Remote and very remote	%	25.1	np	11.7	8.9	8.8	13.5	..	13.0	..	12.2
All students	%	6.5	5.6	4.9	4.9	5.8	6.0	6.2	9.7	..	5.8
Number of students											
Major cities	'000	243.7	178.8	86.5	60.8	61.6	..	14.4	..	645.8	652.0
Inner regional	'000	97.3	77.6	37.1	14.8	15.4	14.1	2.4	..	258.6	264.9
Outer regional	'000	66.0	21.7	48.3	10.4	10.9	12.2	..	7.0	176.4	180.6
Remote and very remote	'000	8.3	2.9	15.5	11.8	5.1	1.6	..	9.7	55.0	56.0
Interstate	'000	6.7	5.2	2.1	0.3	0.8	0.2	1.9	0.7	17.9	..
Unknown, unallocated or overseas	'000	5.1	3.3	4.9	1.9	1.3	0.2	0.6	0.7	17.9	17.9
Total	'000	427.0	289.5	194.3	100.0	95.1	28.2	19.3	18.1	1 171.5	1 171.5
Participation rate (i)											
Major cities	%	5.0	4.7	3.6	4.2	5.5	..	4.4	..	..	4.7
Inner regional	%	7.1	7.6	4.2	6.0	8.3	4.5	np	..	..	6.6
Outer regional	%	14.9	8.7	8.0	5.5	6.0	7.5	..	6.3	..	9.3
Remote and very remote	%	21.6	np	11.5	8.6	8.6	15.9	..	10.3	..	11.6
All students	%	6.3	5.7	4.9	5.0	6.1	5.8	5.9	8.8	..	5.7
2004											
Number of students											
Major cities	'000	223.6	185.3	79.7	60.9	60.6	..	13.8	..	623.8	629.5
Inner regional	'000	89.6	81.3	34.0	14.1	15.8	12.9	2.3	..	250.1	257.3
Outer regional	'000	57.2	23.1	44.6	10.3	9.7	11.3	..	7.1	163.3	167.9

Table 5A.11

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

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)
Remote and very remote	'000	7.1	3.6	14.4	12.3	4.9	1.1	..	6.6	49.9	50.8
Interstate	'000	7.5	5.6	1.9	0.3	0.8	0.1	1.7	0.5	18.4	..
Unknown, unallocated or overseas	'000	4.5	3.6	5.6	2.1	1.2	0.2	1.2	4.0	22.3	22.3
Total	'000	389.5	302.5	180.2	99.9	93.0	25.6	18.9	18.2	1 127.8	1 127.8
Participation rate (i)											
Major cities	%	4.6	5.0	3.4	4.3	5.4	..	4.2	..	..	4.6
Inner regional	%	6.6	8.0	4.0	5.9	8.7	4.1	np	..	..	6.5
Outer regional	%	12.9	9.3	7.5	5.5	5.4	7.0	..	6.5	..	8.8
Remote and very remote	%	18.0	np	10.6	8.9	8.3	11.0	..	7.1	..	10.6
All students	%	5.8	6.1	4.7	5.1	6.1	5.4	5.8	9.1	..	5.7
2003											
Number of students											
Major cities	'000	253.0	191.8	89.5	63.7	56.6	..	14.8	..	669.3	675.8
Inner regional	'000	101.0	86.2	35.8	14.1	14.4	13.5	2.4	..	267.6	275.6
Outer regional	'000	64.6	24.9	47.1	10.6	9.7	11.0	..	6.0	173.8	178.7
Remote and very remote	'000	8.8	3.2	16.4	12.3	5.2	1.1	..	8.7	55.8	56.8
Interstate	'000	8.1	6.0	2.6	0.3	0.9	0.2	1.7	0.6	20.5	..
Unknown, unallocated or overseas	'000	7.9	5.3	2.4	2.3	1.7	0.2	0.2	2.3	22.4	22.4
Total	'000	443.5	317.4	193.9	103.4	88.6	26.0	19.1	17.5	1 209.3	1 209.3
Participation rate (i)											
Major cities	%	5.2	5.2	4.0	4.6	5.1	..	4.5	..	..	5.0
Inner regional	%	7.5	8.6	4.3	6.1	8.1	4.4	np	..	..	7.1
Outer regional	%	14.5	10.1	8.1	5.6	5.4	6.9	..	5.5	..	9.4
Remote and very remote	%	21.8	np	12.1	8.9	8.8	10.9	..	9.5	..	11.8
All students	%	6.6	6.4	5.1	5.3	5.8	5.4	5.9	8.8	..	6.1

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

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)
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(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (f) below).

(b) VET student participation data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6).

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote areas or very remote areas in the ACT. There are no major cities or regional areas in the NT.

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

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

(f) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2006 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

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

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

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

Source: NCVET National VET provider collection (unpublished); ABS (unpublished) derived from *Regional Population Growth, Australia, 2006-07*, Cat. No. 3101.0

Table 5A.12

Table 5A.12 VET students, all ages, by disability status, 2007 (per cent) (a), (b)

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
Proportion of VET students									
Reported as having a disability	7.4	8.2	5.2	5.3	10.0	9.2	6.4	5.4	7.2
Reported as not having a disability	76.3	85.4	74.5	74.3	85.1	85.8	89.5	89.6	79.4
Disability status not reported	16.4	6.4	20.4	20.4	4.9	5.0	4.1	5.0	13.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	8.8	8.8	6.5	6.7	10.5	9.7	6.6	5.7	8.3

(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (d) below).

(b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2003 – 13.2%; 2004 – 12.6%; 2005 – 14.7%; 2006 – 16.0%; 2007 – 13.4%

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

(d) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2006 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.13

Table 5A.13 VET students, all ages, by language spoken at home, 2007 (per cent) (a)

	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust
Proportion of VET students									
Speaking a language other than English (LOTE) at home (d)	18.1	15.2	5.1	10.4	12.8	3.5	6.8	33.0	13.8
Speaking English at home	71.6	79.2	92.4	73.7	80.4	94.4	88.9	63.2	78.5
Language spoken at home not reported	10.3	5.6	2.5	15.9	6.8	2.1	4.3	3.7	7.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	20.2	16.1	5.2	12.4	13.7	3.6	7.1	34.3	15.0
Proportion of total population speaking a LOTE at home (e)	20.1	20.4	7.8	11.6	12.2	3.5	14.6	23.2	15.8
Proportion of all people speaking a LOTE at home studying VET (f)	6.8	4.6	3.5	5.7	6.8	6.4	3.2	15.9	5.7

(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (c) below).

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

(c) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2006 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Table 5A.13 VET students, all ages, by language spoken at home, 2007 (per cent) (a)

	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust
(d) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%									
(e) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2006 Census data (table AA.5).									
(f) The proportion of all people speaking a LOTE at home studying VET calculated from VET students speaking a LOTE (adjusted for not reported) and ABS 2006 Census data (table AA.5).									

Source: NCVER National VET provider collection (unpublished); ABS (unpublished) 2006 Census of Population and Housing Cat. no. 2068.0 (table AA.5); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.14

Table 5A.14 VET participation by Indigenous status, 2007 (per cent) (a), (b)

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
Proportion of VET students, all ages									
Reported as Indigenous	4.5	1.3	6.3	6.8	4.4	3.8	1.6	47.4	4.9
Reported as non-Indigenous	87.4	94.4	83.5	76.0	85.4	94.3	90.7	52.0	86.9
Indigenous status not reported	8.1	4.2	10.1	17.2	10.3	1.9	7.7	0.6	8.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	4.9	1.4	7.1	8.2	4.9	3.9	1.8	47.7	5.4
Proportion of total population reported as Indigenous									
Proportion of people	2.1	0.6	3.3	3.4	1.8	3.8	1.3	28.5	2.4
Participation rate (e)									
Indigenous students	22.6	20.1	15.5	16.1	23.1	10.0	13.1	25.4	19.4
All 15–64 year old students	9.1	7.9	7.0	7.1	8.3	9.0	8.6	13.1	8.2

(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (d) below).

(b) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2003 – 13.8%; 2004 – 13.3%; 2005 – 12.9%; 2006 – 10.6%; 2007 – 8.2%. Care needs to be taken in interpreting these data as the Indigenous population data has a lower age profile than the non-Indigenous population. Participation rates for all ages are likely to differ from participation rates for working age populations.

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

Table 5A.14 VET participation by Indigenous status, 2007 (per cent) (a), (b)

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
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(d) South Australian data now include VET in schools which has been assessed by TAFE.

(e) The Indigenous participation rate is the number of students of all ages who reported being Indigenous as a percentage of the experimental estimates of Indigenous people aged 15–64 years for 30 June 2007 (ABS Experimental estimates and projections, Indigenous Australians, 3238.0; low projection series, tables 25–34, pp. 53–62).

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

Table 5A.15

Table 5A.15 VET participation in Certificate III and above, by age group (a)

2007	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
Number of students by age										
	All ages	'000	185.5	147.8	69.3	40.7	19.6	14.9	9.1	695.5
	15-19 year olds	'000	48.6	43.9	22.9	9.1	4.2	3.3	1.9	191.2
	20-24 year olds	'000	46.0	32.1	15.1	9.9	4.7	3.9	1.7	165.1
	15-24 year olds	'000	94.6	76.0	38.0	19.0	8.9	7.2	3.6	356.3
	25-64 year olds	'000	88.9	70.4	30.7	21.5	10.4	7.5	5.4	332.3
	15-64 year olds	'000	183.5	146.4	68.7	40.5	19.4	14.7	9.0	688.6
Participation rate by age (e)										
	All ages	%	3.6	3.5	3.3	2.6	4.0	4.4	4.2	3.3
	15-19 year olds	%	13.8	15.0	15.4	8.6	12.5	13.5	11.7	13.3
	20-24 year olds	%	12.3	10.7	9.9	9.0	15.0	13.0	9.9	11.0
	15-24 year olds	%	13.0	12.8	12.6	8.8	13.7	13.2	10.8	12.1
	25-64 year olds	%	3.2	3.2	2.7	2.6	4.0	4.0	4.5	3.0
	15-64 year olds	%	5.2	5.2	4.8	3.8	6.0	6.0	5.9	4.9
2006										
Number of students by age										
	All ages	'000	187.2	140.4	68.7	38.1	19.5	14.6	8.4	680.4
	15-19 year olds	'000	48.3	39.9	22.7	8.6	4.4	3.1	1.6	184.5
	20-24 year olds	'000	48.3	31.7	14.9	9.2	4.4	4.0	1.7	165.3
	15-24 year olds	'000	96.6	71.7	37.6	17.8	8.8	7.1	3.3	349.8
	25-64 year olds	'000	88.5	67.4	30.5	19.9	10.3	7.5	5.0	323.2
	15-64 year olds	'000	185.1	139.1	68.1	37.7	19.1	14.5	8.3	673.0

Table 5A.15

Table 5A.15 VET participation in Certificate III and above, by age group (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
Participation rate by age (e)										
All ages	%	3.0	3.6	3.4	3.3	2.4	4.0	4.4	4.0	3.3
15-19 year olds	%	12.2	13.9	14.1	15.5	8.2	13.1	12.7	10.5	13.0
20-24 year olds	%	10.9	13.1	10.8	10.0	8.5	14.0	13.3	9.9	11.2
15-24 year olds	%	11.5	13.5	12.4	12.7	8.3	13.5	13.0	10.2	12.1
25-64 year olds	%	2.6	3.2	3.1	2.7	2.4	4.0	4.0	4.2	2.9
15-64 year olds	%	4.4	5.3	5.0	4.8	3.6	5.9	6.1	5.5	4.8
2005										
Number of students by age										
All ages	'000	201.9	183.9	131.6	67.9	39.6	17.9	13.6	7.7	664.1
15-19 year olds	'000	54.4	48.1	36.5	21.7	9.1	4.1	3.0	1.3	178.1
20-24 year olds	'000	49.9	47.1	30.1	14.4	9.5	4.1	3.6	1.5	160.1
15-24 year olds	'000	104.3	95.1	66.6	36.1	18.6	8.2	6.6	2.8	338.3
25-64 year olds	'000	94.2	86.6	63.8	31.1	20.6	9.5	6.9	4.7	317.5
15-64 year olds	'000	198.4	181.7	130.4	67.2	39.2	17.7	13.5	7.6	655.8
Participation rate by age (e)										
All ages	%	3.0	3.6	3.3	3.4	2.5	3.7	4.1	3.7	3.3
15-19 year olds	%	12.0	14.1	13.2	15.0	8.8	12.2	12.3	8.7	12.8
20-24 year olds	%	10.8	13.2	10.5	10.0	9.0	13.3	12.5	9.0	11.2
15-24 year olds	%	11.4	13.6	11.8	12.5	8.9	12.7	12.4	8.9	12.0
25-64 year olds	%	2.6	3.2	3.0	2.9	2.5	3.7	3.8	4.1	2.9
15-64 year olds	%	4.4	5.3	4.8	4.9	3.8	5.5	5.7	5.2	4.8

Table 5A.15

Table 5A.15 VET participation in Certificate III and above, by age group (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
2004										
Number of students by age										
All ages	'000	193.8	184.8	119.8	66.4	39.5	16.4	13.8	8.1	642.6
15-19 year olds	'000	53.7	46.8	33.1	20.5	9.1	3.7	3.0	1.1	171.0
20-24 year olds	'000	48.2	45.2	27.7	13.6	9.1	3.6	3.6	1.4	152.6
15-24 year olds	'000	101.9	92.0	60.8	34.1	18.2	7.4	6.6	2.6	323.6
25-64 year olds	'000	89.5	90.2	57.4	31.5	20.9	8.8	7.1	5.3	310.9
15-64 year olds	'000	191.4	182.2	118.3	65.6	39.2	16.2	13.7	7.9	634.5
Participation rate by age (e)										
All ages	%	2.9	3.7	3.1	3.4	2.6	3.4	4.2	4.0	3.2
15-19 year olds	%	11.9	13.9	12.2	14.4	8.8	11.0	12.3	7.7	12.4
20-24 year olds	%	10.6	12.9	10.0	9.7	8.9	12.1	12.6	8.9	10.9
15-24 year olds	%	11.2	13.4	11.1	12.1	8.8	11.5	12.4	8.3	11.7
25-64 year olds	%	2.5	3.4	2.8	2.9	2.6	3.5	3.9	4.7	2.9
15-64 year olds	%	4.3	5.4	4.5	4.9	3.8	5.1	5.9	5.5	4.7
2003										
Number of students by age										
All ages	'000	206.2	186.7	124.5	66.6	42.9	15.9	13.5	7.7	664.0
15-19 year olds	'000	50.7	44.2	31.5	19.7	8.8	3.3	2.8	1.0	162.1
20-24 year olds	'000	49.2	45.3	28.3	13.2	9.4	3.4	3.6	1.3	153.6
15-24 year olds	'000	99.9	89.5	59.8	32.9	18.2	6.8	6.4	2.3	315.7
25-64 year olds	'000	102.6	94.2	63.6	32.7	24.5	8.9	7.0	5.3	338.8
15-64 year olds	'000	202.4	183.7	123.4	65.6	42.7	15.7	13.4	7.6	654.5

Table 5A.15

Table 5A.15 VET participation in Certificate III and above, by age group (a)

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
Participation rate by age (e)										
All ages	%	3.1	3.8	3.3	3.4	2.8	3.3	4.2	3.8	3.3
15–19 year olds	%	11.3	13.3	11.8	13.9	8.5	9.8	11.5	7.1	11.8
20–24 year olds	%	10.9	13.2	10.6	9.6	9.5	11.6	12.7	7.8	11.2
15–24 year olds	%	11.1	13.2	11.2	11.8	8.9	10.7	12.1	7.4	11.5
25–64 year olds	%	2.9	3.6	3.1	3.1	3.0	3.6	3.9	4.8	3.2
15–64 year olds	%	4.5	5.5	4.8	4.9	4.2	5.0	5.8	5.4	4.9

(a) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training).

As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers. Data on participation are limited to students who have participated in Australia's government funded VET system. This excludes students who train under government specific purpose funding, students enrolled in fee-for-service activity, credit transfer activity and students participating in VET programs in schools (except SA — see (c) below).

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

(c) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2006 have been adjusted to include SA VISA (VET in Schools Assessment) data.

(d) The Australia figures have been recast back to 2003 due to changes to South Australian and Northern Territory reporting.

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

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

Table 5A.16 Government real recurrent expenditure per annual hour (2007 dollars) (\$ per hour) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT (e)	NT	Aust (f)
2003	14.24	12.16	15.26	15.46	16.02	14.24	15.81	26.00	14.23
2004	14.51	12.05	15.22	14.69	15.96	14.25	15.45	23.89	14.17
2005	13.40	12.51	14.30	15.10	14.93	14.49	16.95	25.49	13.80
2006	13.43	12.33	13.20	14.19	15.56	14.28	15.83	21.20	13.46
2007	12.63	11.61	14.24	13.73	14.80	13.74	15.53	20.98	13.03

(a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEEWR. Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Commonwealth, state and territory governments. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth General Purpose Recurrent revenue (net of VET in Schools revenues), State Recurrent revenue and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements.

(b) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2006, all states and territories, except Victoria, adopted standard annual hour values for common units of competency and modules as the basis of calculating total annual hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard annual hour values have been used to recast the time series back to 2003. Consequently, the reporting of annual hours in this publication will not match those presented in past Reports.

(c) Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings used to adjust annual hours of activity are based on standard annual hour values as published by NCVET in Students and Courses 2007. 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.

(d) Data for 2003-2006 have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

(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 \$4.0 million in 2003, \$4.5 million in 2004, \$4.8 million in 2005, and \$4.8 million in 2006 and \$4.4 million in 2007.

(f) Excludes ACT payroll tax estimate.

Source: NCVET National financial and VET provider collections (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra; tables 5A.1 and 5A.17.

Table 5A.17

Table 5A.17 **Government real recurrent expenditure per hour of publicly funded load pass, (2007 dollars) (\$ per hour) (a), (b), (c) (d)**

	NSW	Vic	Qld	WA	SA	Tas	ACT (e)	NT	Aust (f)
2003	19.24	17.79	21.12	21.52	18.68	18.27	19.74	34.89	19.52
2004	19.28	17.45	20.72	20.35	18.71	18.62	19.19	33.39	19.23
2005	17.05	18.44	19.16	21.10	17.79	19.16	21.32	33.57	18.48
2006	17.00	18.13	16.80	19.71	18.32	18.48	19.88	28.75	17.82
2007	16.00	15.81	18.13	18.91	17.09	18.51	19.47	27.43	16.90

(a) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEEWR. Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Commonwealth, state and territory governments. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth General Purpose Recurrent revenue (net of VET in Schools revenues), State Recurrent revenue and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements.

(b) Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, it does not include non-assessable enrolments.

(c) Data for 2003-2006 have been adjusted to 2007 dollars using the GDP chain price index (table 5A.76).

(d) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

(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 \$4.0 million in 2003, \$4.5 million in 2004, \$4.8 million in 2005, and \$4.8 million in 2006 and \$4.4 million in 2007.

(f) Excludes ACT payroll tax estimate.

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

Table 5A.18

Table 5A.18 Cost of capital, 2007

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Physical non-current assets										
Land	\$m	564.0	585.1	414.4	252.5	58.8	10.7	7.1	11.0	1 903.6
Buildings	\$m	2 322.4	1 508.1	789.0	638.3	396.8	170.4	119.7	136.2	6 080.8
Plant, equipment and motor vehicles	\$m	73.0	125.7	27.0	23.0	54.6	7.9	2.6	5.3	319.0
Other	\$m	0.8	15.9	188.4	4.4	2.6	1.8	0.2	13.6	227.7
Total	\$m	2 960.1	2 234.9	1 418.8	918.2	512.7	190.8	129.5	166.2	8 531.2
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	45.1	46.8	33.2	20.2	4.7	0.9	0.6	0.9	152.3
Buildings	\$m	185.8	120.6	63.1	51.1	31.7	13.6	9.6	10.9	486.5
Plant, equipment and motor vehicles	\$m	5.8	10.1	2.2	1.8	4.4	0.6	0.2	0.4	25.5
Other	\$m	0.1	1.3	15.1	0.4	0.2	0.1	-	1.1	18.2
Total	\$m	236.8	178.8	113.5	73.5	41.0	15.3	10.4	13.3	682.5
Annual hours (b)	million hours	109.65	84.56	46.98	29.90	20.37	6.86	5.45	3.66	307.43
Course mix weight	index	0.970	0.991	1.049	1.054	0.994	1.043	0.993	0.996	1.000
Cost of capital per annual hours (c)										
Land	\$	0.42	0.56	0.67	0.64	0.23	0.12	0.10	0.24	0.50
Buildings	\$	1.75	1.44	1.28	1.62	1.57	1.90	1.77	2.99	1.58
Plant, equipment and motor vehicles	\$	0.05	0.12	0.04	0.06	0.22	0.09	0.04	0.12	0.08
Other	\$	-	0.02	0.31	0.01	0.01	0.02	-	0.30	0.06
Total	\$	2.23	2.13	2.30	2.33	2.03	2.13	1.91	3.65	2.22

Table 5A.18

Table 5A.18 **Cost of capital, 2007**

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
(a)	The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.										
(b)	Annual hours are adjusted for invalid enrolment rates based on formal advice of the 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 that enrolment within the collection period. In 2006, all states and territories, except Victoria, adopted standard annual hour values for common units of competency and modules as the basis of calculating total annual hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard annual hour values have been used to recast the time series back to 2003. Consequently, the reporting of annual hours in this publication will not match those presented in past Reports.										
(c)	Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings used to adjust annual hours of activity are based on standard annual hour values as published by NCVER in Students and Courses 2007. 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 National financial and VET provider collections (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.19

Table 5A.19 Total government costs per annual hour, 2007 (\$ per hour) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT (c)	NT	Aust (d)
Recurrent expenditure	12.63	11.61	14.24	13.73	14.80	13.74	15.53	20.98	13.03
Cost of capital (8%)									
Land	0.42	0.56	0.67	0.64	0.23	0.12	0.10	0.24	0.50
Buildings	1.75	1.44	1.28	1.62	1.57	1.90	1.77	2.99	1.58
Plant, equipment and motor vehicles	0.05	0.12	0.04	0.06	0.22	0.09	0.04	0.12	0.08
Other	–	0.02	0.31	0.01	0.01	0.02	–	0.30	0.06
Total cost of capital	2.23	2.13	2.30	2.33	2.03	2.13	1.91	3.65	2.22
Total cost 2007	14.85	13.75	16.54	16.06	16.83	15.88	17.44	24.63	15.25
Total cost 2006 (2007 dollars)	15.21	14.37	15.08	16.08	17.52	16.40	17.62	24.10	15.37

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

(b) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2006, all states and territories, except Victoria, adopted standard annual hour values for common units of competency and modules as the basis of calculating total annual hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard annual hour values have been used to recast the time series back to 2003. Consequently, the reporting of annual hours in this publication will not match those presented in past Reports.

(c) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. The payroll tax estimate has increased recurrent government VET expenditure by \$4.6 million in 2006.

(d) Excludes ACT payroll tax estimate.

– Nil or rounded to zero.

Source: Derived from NCVET National financial and VET provider collections (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra; tables 5A.16 and 5A.18.

Table 5A.20

Table 5A.20 **Total government VET costs per hour of publicly funded load pass, 2007 (\$ per hour) (a), (b), (c), (d)**

	NSW	Vic	Q/d	WA	SA	Tas	ACT (e)	NT	Aust (f)
Recurrent expenditure	16.00	15.81	18.13	18.91	17.09	18.51	19.47	27.43	16.90
Cost of capital per load pass (g)									
Land	0.54	0.76	0.86	0.88	0.27	0.16	0.13	0.32	0.64
Building	2.21	1.96	1.63	2.23	1.81	2.57	2.22	3.91	2.05
All other capital	0.07	0.18	0.44	0.10	0.26	0.15	0.05	0.54	0.18
Total	2.82	2.90	2.93	3.21	2.34	2.87	2.40	4.77	2.88
Total Cost	18.83	18.72	21.06	22.12	19.43	21.38	21.87	32.20	19.78

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

(b) Government recurrent expenditure is determined using data prepared by states/territories under the AVETMIS Standard for VET Financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEEWR. Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Commonwealth, state and territory governments. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth General Purpose Recurrent revenue (net of VET in Schools revenues), State Recurrent revenue and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements.

(c) To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, the following additional items have also been excluded from the data: Commonwealth funded expenditure on VET in schools; redundancy payments funded externally to VET budgets, as agreed with states and territories; skills centre capital revenue and new technologies monies receipted within states and territories as operating funds; and Commonwealth revenue associated with industry based skills centres, skill centres for school students and facilities for Aboriginal and Torres Strait Islander people, as determined by DEEWR.

(d) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Table 5A.20 Total government VET costs per hour of publicly funded load pass, 2007 (\$ per hour) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT (e)	NT	Aust (f)
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(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 \$4.6 million in 2006.

(f) Excludes ACT payroll tax estimate.

(g) Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL; it does not include non-assessable enrolments.

Source: Derived from NCVET National financial and VET provider collections (unpublished); tables 5A.17-18.

Table 5A.21

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed or in further study	87.6 ± 0.8	89.8 ± 0.6	89.3 ± 0.8	91.1 ± 0.8	89.9 ± 1.0	89.6 ± 1.6	93.5 ± 1.6	89.5 ± 2.2	89.2 ± 0.4
Employed after training	76.8 ± 1.2	81.8 ± 1.0	83.8 ± 0.8	84.3 ± 1.0	82.7 ± 1.4	81.7 ± 1.8	88.9 ± 2.2	83.1 ± 2.5	81.1 ± 0.6
In further study after training	35.1 ± 1.2	30.1 ± 0.8	24.8 ± 1.0	33.0 ± 1.4	30.3 ± 1.8	30.0 ± 2.4	32.3 ± 3.1	32.1 ± 2.9	30.8 ± 0.6
At TAFE	62.6 ± 2.0	53.5 ± 1.6	48.9 ± 2.2	60.5 ± 2.2	58.8 ± 2.9	51.4 ± 4.3	38.7 ± 4.9	17.3 ± 3.9	55.9 ± 1.0
At University	18.3 ± 1.6	23.7 ± 1.4	22.0 ± 1.8	16.3 ± 1.6	17.3 ± 2.5	17.7 ± 3.5	26.2 ± 4.9	42.7 ± 5.1	20.6 ± 0.8
At private provider or other registered provider	19.1 ± 1.8	22.8 ± 1.4	29.2 ± 2.0	23.2 ± 1.8	23.9 ± 2.5	30.9 ± 3.9	35.0 ± 4.9	40.0 ± 4.7	23.5 ± 0.8
VET 2006									
Employed or in further study	87.3 ± 1.6	88.6 ± 1.2	85.8 ± 1.6	89.8 ± 1.6	88.8 ± 2.0	89.5 ± 1.8	92.8 ± 2.0	86.9 ± 3.7	87.8 ± 0.6
Employed after training	77.2 ± 2.0	80.8 ± 1.6	80.0 ± 1.6	81.1 ± 2.0	80.7 ± 2.4	82.7 ± 2.2	86.4 ± 2.5	79.6 ± 4.5	79.6 ± 0.8
In further study after training	33.3 ± 2.2	28.8 ± 1.6	25.0 ± 1.8	32.8 ± 2.2	33.3 ± 2.9	27.9 ± 2.4	36.6 ± 3.7	34.5 ± 5.5	30.2 ± 1.0
At TAFE	67.7 ± 3.3	51.2 ± 2.9	52.7 ± 3.3	59.8 ± 3.1	62.7 ± 5.1	57.4 ± 4.5	38.9 ± 5.7	23.0 ± 5.3	58.2 ± 1.6
At University	16.3 ± 2.5	24.7 ± 2.4	21.9 ± 2.5	20.4 ± 3.3	19.3 ± 4.3	14.5 ± 3.3	24.8 ± 5.3	36.6 ± 9.2	20.4 ± 1.2
At private provider or other registered provider	16.0 ± 2.5	24.1 ± 2.5	25.4 ± 3.1	19.9 ± 3.3	18.0 ± 3.7	28.1 ± 4.1	36.3 ± 6.3	40.4 ± 8.6	21.4 ± 1.4
VET 2005									
Employed or in further study	87.1 ± 1.0	90.1 ± 0.6	86.7 ± 1.0	89.3 ± 0.8	90.9 ± 1.0	90.5 ± 1.2	92.9 ± 1.8	90.3 ± 1.6	88.7 ± 0.4
Employed after training	75.4 ± 1.6	81.6 ± 1.2	78.7 ± 1.2	79.7 ± 1.2	82.7 ± 1.4	83.9 ± 1.6	85.4 ± 2.4	83.8 ± 2.2	79.3 ± 0.6
In further study after training	35.2 ± 1.4	29.3 ± 1.0	28.1 ± 1.2	34.7 ± 1.4	32.9 ± 1.6	27.6 ± 2.0	32.9 ± 2.9	31.8 ± 2.9	31.6 ± 0.6
At TAFE	64.7 ± 2.2	49.8 ± 2.0	48.8 ± 2.4	58.1 ± 2.2	56.2 ± 2.7	51.8 ± 4.1	35.4 ± 4.7	23.1 ± 3.9	55.2 ± 1.0
At University	17.3 ± 1.6	27.9 ± 1.8	24.7 ± 2.0	19.9 ± 1.8	17.8 ± 2.4	15.8 ± 3.1	28.6 ± 4.7	43.1 ± 5.1	22.2 ± 0.8
At private provider or other registered provider	18.0 ± 2.0	22.3 ± 1.6	26.4 ± 2.2	22.0 ± 2.0	26.0 ± 2.5	32.4 ± 3.7	36.0 ± 4.5	33.9 ± 4.9	22.6 ± 1.0

Table 5A.21

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Employed or in further study	86.3 ± 1.0	89.8 ± 0.8	88.3 ± 1.0	90.9 ± 1.0	88.1 ± 1.6	86.7 ± 2.4	93.7 ± 2.2	89.9 ± 2.4	88.3 ± 0.4
Employed after training	73.8 ± 1.2	81.0 ± 1.0	81.9 ± 1.0	83.0 ± 1.2	78.4 ± 2.0	76.6 ± 2.9	88.0 ± 2.9	82.6 ± 3.1	78.8 ± 0.6
In further study after training	36.3 ± 1.4	33.0 ± 1.2	26.5 ± 1.2	33.6 ± 1.6	34.1 ± 2.2	32.1 ± 3.3	35.0 ± 4.3	31.5 ± 3.7	32.8 ± 0.6
At TAFE	68.4 ± 2.2	61.0 ± 2.0	52.7 ± 2.4	68.3 ± 2.5	70.5 ± 3.7	63.5 ± 5.9	52.8 ± 7.4	20.3 ± 5.1	63.1 ± 1.2
At University	19.1 ± 1.8	24.0 ± 1.8	23.6 ± 2.0	17.9 ± 2.0	16.5 ± 3.1	14.5 ± 4.5	29.5 ± 6.7	46.9 ± 6.9	21.2 ± 1.0
At private provider or other registered provider	12.5 ± 1.6	15.0 ± 1.4	23.7 ± 2.0	13.8 ± 1.8	13.0 ± 2.7	22.0 ± 5.1	17.8 ± 5.9	32.8 ± 5.9	15.7 ± 0.8
TAFE 2006									
Employed or in further study	86.1 ± 1.8	87.7 ± 1.8	84.3 ± 2.0	89.7 ± 1.6	88.9 ± 2.5	86.6 ± 2.4	91.2 ± 2.5	88.9 ± 3.3	86.7 ± 1.0
Employed after training	75.1 ± 2.4	79.8 ± 2.0	77.4 ± 2.2	79.8 ± 2.0	76.8 ± 3.5	77.7 ± 2.9	81.2 ± 3.5	79.2 ± 4.7	77.4 ± 1.2
In further study after training	35.5 ± 2.5	31.5 ± 2.2	26.4 ± 2.2	34.3 ± 2.4	39.9 ± 3.9	30.1 ± 3.1	36.5 ± 4.3	39.5 ± 6.3	32.8 ± 1.2
At TAFE	72.3 ± 3.3	58.9 ± 3.5	59.3 ± 3.7	67.3 ± 3.5	73.3 ± 5.7	72.4 ± 5.5	46.0 ± 7.4	27.7 ± 7.1	65.7 ± 1.8
At University	15.8 ± 2.7	25.0 ± 2.9	21.8 ± 2.7	20.7 ± 2.9	17.6 ± 4.9	9.9 ± 3.9	29.3 ± 6.5	40.4 ± 10.2	19.8 ± 1.4
At private provider or other registered provider	11.9 ± 2.4	16.2 ± 2.9	18.9 ± 3.1	12.0 ± 2.5	9.2 ± 3.7	17.7 ± 4.7	24.7 ± 6.5	31.9 ± 8.8	14.5 ± 1.4
TAFE 2005									
Employed or in further study	86.7 ± 1.0	89.8 ± 0.8	85.3 ± 1.2	88.6 ± 1.0	90.5 ± 1.2	87.0 ± 2.4	92.5 ± 2.2	91.2 ± 2.0	87.8 ± 0.6
Employed after training	72.9 ± 1.4	80.9 ± 1.2	75.5 ± 1.4	77.3 ± 1.2	79.0 ± 1.8	75.7 ± 2.9	83.0 ± 3.3	83.2 ± 2.7	76.5 ± 0.6
In further study after training	38.2 ± 1.4	32.4 ± 1.4	31.1 ± 1.4	36.6 ± 1.4	37.4 ± 2.0	33.8 ± 3.3	37.5 ± 4.1	34.7 ± 3.5	35.1 ± 0.8
At TAFE	68.9 ± 2.2	55.4 ± 2.5	53.3 ± 2.7	64.5 ± 2.4	66.5 ± 3.3	70.7 ± 5.5	48.7 ± 6.5	26.2 ± 4.9	61.9 ± 1.2
At University	18.2 ± 1.8	30.6 ± 2.4	25.7 ± 2.4	21.9 ± 2.0	16.5 ± 2.5	12.2 ± 3.9	34.3 ± 6.3	47.5 ± 6.3	23.0 ± 1.0
At private provider or other registered provider	12.9 ± 1.6	14.0 ± 1.8	21.0 ± 2.2	13.6 ± 1.6	17.1 ± 2.5	17.1 ± 4.3	17.0 ± 5.3	26.3 ± 5.7	15.1 ± 0.8

Table 5A.21

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed or in further study	84.3 ± 1.8	85.0 ± 1.8	86.0 ± 1.6	88.5 ± 1.4	90.8 ± 1.8	84.0 ± 3.5	89.4 ± 3.5	87.1 ± 2.7	85.7 ± 0.8
Employed after training	71.4 ± 2.0	76.3 ± 2.0	76.3 ± 1.8	75.9 ± 2.0	82.2 ± 2.4	71.8 ± 4.3	81.8 ± 4.1	80.1 ± 3.9	74.6 ± 1.0
In further study after training	33.3 ± 2.2	29.0 ± 2.0	30.0 ± 1.8	37.9 ± 2.2	32.7 ± 2.7	31.3 ± 4.5	37.6 ± 4.9	33.2 ± 4.5	32.4 ± 1.0
At TAFE	68.7 ± 3.3	56.9 ± 3.5	55.9 ± 3.1	71.0 ± 3.5	69.7 ± 4.3	70.2 ± 8.4	51.0 ± 8.0	33.5 ± 7.1	64.4 ± 1.8
At University	18.9 ± 2.9	30.3 ± 3.1	29.8 ± 2.7	17.4 ± 2.4	15.3 ± 3.3	16.5 ± 6.5	37.3 ± 7.8	51.8 ± 7.3	22.7 ± 1.6
At private provider or other registered provider	12.4 ± 2.7	12.8 ± 2.4	14.4 ± 2.4	11.6 ± 2.7	15.1 ± 3.3	13.3 ± 6.3	11.7 ± 5.5	14.7 ± 4.9	12.9 ± 1.4
TAFE 2003									
Employed or in further study	91.1 ± 0.7	94.9 ± 0.4	89.9 ± 0.7	92.4 ± 0.7	96.1 ± 0.6	93.3 ± 1.7	93.8 ± 1.8	93.4 ± 1.5	92.3 ± 0.3
Employed after training	70.8 ± 1.0	77.5 ± 0.8	73.5 ± 1.0	73.3 ± 1.2	80.5 ± 1.2	74.7 ± 2.8	81.9 ± 2.7	77.8 ± 2.5	73.9 ± 0.4
In further study after training	45.1 ± 1.3	43.8 ± 1.3	38.6 ± 1.3	44.6 ± 1.6	38.6 ± 1.8	41.2 ± 4.2	38.7 ± 4.2	46.4 ± 3.7	43.3 ± 0.6
At TAFE	74.9 ± 1.7	62.3 ± 1.9	61.2 ± 2.0	69.1 ± 2.3	71.4 ± 2.7	80.6 ± 5.2	45.6 ± 7.1	47.6 ± 5.5	69.4 ± 0.9
At University	17.0 ± 1.4	27.9 ± 1.8	25.7 ± 1.8	21.3 ± 2.0	15.5 ± 2.2	8.1 ± 3.6	41.4 ± 7.1	30.4 ± 5.1	20.7 ± 0.8
At private provider or other registered provider	8.1 ± 1.0	9.8 ± 1.2	13.1 ± 1.4	9.6 ± 1.5	13.1 ± 2.0	11.3 ± 4.2	13.0 ± 4.8	22.1 ± 4.6	9.9 ± 0.6

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.22

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed or in further study	85.9 ± 1.2	88.3 ± 0.8	86.8 ± 1.0	88.7 ± 1.2	89.4 ± 1.4	87.4 ± 2.4	93.0 ± 2.0	87.2 ± 3.5	87.4 ± 0.6
Employed after training	73.0 ± 1.8	78.6 ± 1.6	79.3 ± 1.2	80.1 ± 1.4	81.5 ± 2.0	77.6 ± 2.7	88.0 ± 2.7	81.2 ± 3.9	77.3 ± 0.8
In further study after training	38.2 ± 1.6	34.6 ± 1.2	29.1 ± 1.4	36.2 ± 1.8	31.5 ± 2.2	32.5 ± 3.1	34.5 ± 4.1	34.1 ± 4.1	34.5 ± 0.8
At TAFE	59.2 ± 2.5	50.0 ± 2.2	47.9 ± 2.5	58.4 ± 2.9	60.1 ± 3.7	47.6 ± 5.5	39.8 ± 6.1	13.6 ± 4.5	53.6 ± 1.2
At University	21.1 ± 2.2	26.8 ± 2.0	26.6 ± 2.4	20.6 ± 2.4	19.5 ± 3.3	17.4 ± 4.7	27.3 ± 5.9	45.5 ± 6.5	23.7 ± 1.0
At private provider or other registered provider	19.7 ± 2.2	23.3 ± 1.8	25.6 ± 2.4	21.0 ± 2.4	20.3 ± 2.9	35.0 ± 5.5	32.9 ± 5.9	40.9 ± 6.1	22.8 ± 1.0
VET 2006									
Employed or in further study	85.9 ± 2.2	87.1 ± 1.6	84.0 ± 2.0	86.8 ± 2.2	90.9 ± 2.2	85.6 ± 2.7	93.0 ± 2.2	86.5 ± 4.7	86.4 ± 1.0
Employed after training	74.1 ± 2.7	78.1 ± 2.2	76.1 ± 2.4	76.7 ± 2.5	82.9 ± 2.9	76.5 ± 3.1	87.6 ± 2.7	78.6 ± 5.7	76.6 ± 1.2
In further study after training	36.9 ± 2.9	32.1 ± 2.4	31.1 ± 2.4	35.9 ± 2.7	36.6 ± 3.9	32.2 ± 3.7	38.2 ± 4.7	41.6 ± 7.8	34.5 ± 1.4
At TAFE	66.9 ± 4.1	48.4 ± 3.9	54.0 ± 4.3	61.0 ± 4.1	61.6 ± 6.5	53.8 ± 6.1	36.8 ± 7.1	24.4 ± 5.5	57.9 ± 2.0
At University	15.8 ± 3.1	27.9 ± 3.5	25.1 ± 3.5	23.4 ± 3.3	21.4 ± 5.5	15.5 ± 4.5	27.0 ± 6.9	37.7 ± 11.2	21.8 ± 1.6
At private provider or other registered provider	17.3 ± 3.3	23.6 ± 3.1	20.9 ± 3.5	15.6 ± 3.1	17.0 ± 4.3	30.6 ± 5.9	36.1 ± 7.8	37.9 ± 10.8	20.2 ± 1.6
VET 2005									
Employed or in further study	85.2 ± 1.4	89.5 ± 0.8	84.5 ± 1.2	87.2 ± 1.2	89.6 ± 1.4	89.6 ± 1.8	90.9 ± 2.4	89.9 ± 2.5	87.1 ± 0.6
Employed after training	72.9 ± 2.2	78.6 ± 2.0	75.5 ± 1.4	76.7 ± 1.6	80.3 ± 1.8	81.3 ± 2.2	83.8 ± 2.9	81.3 ± 3.1	76.4 ± 1.0
In further study after training	37.5 ± 1.8	31.3 ± 1.4	30.7 ± 1.6	37.4 ± 1.8	35.6 ± 2.2	29.4 ± 2.7	35.9 ± 3.9	36.8 ± 3.9	34.1 ± 0.8
At TAFE	62.8 ± 2.7	46.2 ± 2.5	47.6 ± 2.9	58.2 ± 2.5	56.0 ± 3.5	45.3 ± 5.3	38.4 ± 6.3	24.0 ± 5.3	53.6 ± 1.4
At University	18.5 ± 2.4	30.6 ± 2.4	27.6 ± 2.7	20.2 ± 2.2	19.1 ± 2.9	18.9 ± 4.1	30.5 ± 6.1	45.1 ± 6.7	23.8 ± 1.2
At private provider or other registered provider	18.7 ± 2.4	23.1 ± 2.2	24.8 ± 2.5	21.6 ± 2.4	24.9 ± 3.1	35.8 ± 4.9	31.1 ± 5.5	30.9 ± 6.1	22.6 ± 1.2

Table 5A.22

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Employed or in further study	84.4 ± 1.4	88.2 ± 1.0	86.4 ± 1.2	88.7 ± 1.4	87.3 ± 2.0	84.0 ± 3.5	93.1 ± 2.7	86.8 ± 3.5	86.3 ± 0.6
Employed after training	69.2 ± 1.6	77.2 ± 1.4	77.9 ± 1.4	78.9 ± 1.8	76.9 ± 2.5	70.9 ± 4.3	86.4 ± 4.1	79.5 ± 4.3	74.4 ± 0.8
In further study after training	39.5 ± 1.8	37.4 ± 1.6	30.9 ± 1.6	36.6 ± 2.0	35.1 ± 2.9	33.4 ± 4.5	37.8 ± 5.7	33.8 ± 4.9	36.5 ± 0.8
At TAFE	64.6 ± 2.7	58.0 ± 2.5	51.8 ± 2.9	67.8 ± 3.1	71.9 ± 4.5	60.3 ± 7.6	55.2 ± 8.8	17.2 ± 6.1	60.8 ± 1.4
At University	21.3 ± 2.2	26.8 ± 2.4	27.3 ± 2.5	21.2 ± 2.7	18.1 ± 3.9	14.4 ± 5.9	31.4 ± 8.0	45.6 ± 8.0	23.7 ± 1.2
At private provider or other registered provider	14.1 ± 2.0	15.2 ± 2.0	20.9 ± 2.5	11.0 ± 2.2	10.0 ± 2.9	25.3 ± 6.9	13.5 ± 6.9	37.3 ± 7.6	15.6 ± 1.0
TAFE 2006									
Employed or in further study	84.4 ± 2.5	86.4 ± 2.4	82.4 ± 2.5	86.8 ± 2.4	90.7 ± 3.1	80.9 ± 3.9	89.7 ± 3.3	90.0 ± 4.5	85.1 ± 1.2
Employed after training	71.5 ± 3.3	76.1 ± 2.7	73.4 ± 2.9	75.7 ± 2.9	79.3 ± 4.3	69.1 ± 4.5	80.8 ± 4.5	77.9 ± 6.9	73.8 ± 1.6
In further study after training	37.8 ± 3.3	36.6 ± 3.1	32.0 ± 2.9	37.4 ± 3.1	42.6 ± 5.3	34.5 ± 4.5	39.6 ± 5.9	47.6 ± 8.6	36.8 ± 1.6
At TAFE	71.4 ± 4.1	58.5 ± 4.7	57.7 ± 4.7	67.7 ± 4.3	71.3 ± 7.1	67.2 ± 7.4	43.3 ± 9.2	28.1 ± 6.7	65.0 ± 2.4
At University	15.9 ± 3.3	26.1 ± 3.9	25.5 ± 3.9	23.6 ± 3.7	20.0 ± 6.1	12.4 ± 5.7	33.5 ± 8.4	40.6 ± 12.7	21.1 ± 2.0
At private provider or other registered provider	12.7 ± 2.9	15.4 ± 3.5	16.8 ± 3.5	8.7 ± 2.7	8.7 ± 4.5	20.4 ± 6.5	23.2 ± 7.8	31.3 ± 12.2	13.9 ± 1.6
TAFE 2005									
Employed or in further study	84.5 ± 1.4	88.4 ± 1.2	83.0 ± 1.6	86.3 ± 1.4	88.5 ± 1.8	84.4 ± 3.3	89.1 ± 3.3	91.0 ± 2.5	85.7 ± 0.6
Employed after training	68.8 ± 1.8	78.0 ± 1.6	72.4 ± 1.8	73.9 ± 1.6	76.1 ± 2.4	70.6 ± 4.1	78.9 ± 4.5	81.3 ± 3.7	72.9 ± 0.8
In further study after training	40.5 ± 1.8	35.1 ± 1.8	33.1 ± 1.8	39.5 ± 1.8	38.9 ± 2.5	35.2 ± 4.5	42.6 ± 5.5	38.2 ± 4.7	37.7 ± 1.0
At TAFE	67.9 ± 2.5	52.2 ± 3.1	52.5 ± 3.1	66.5 ± 2.5	65.9 ± 3.9	63.8 ± 7.8	50.6 ± 8.6	26.9 ± 6.3	61.1 ± 1.4
At University	18.9 ± 2.4	32.7 ± 3.1	27.6 ± 2.9	20.9 ± 2.2	16.4 ± 3.1	15.3 ± 5.7	36.8 ± 8.4	45.4 ± 8.0	23.7 ± 1.2
At private provider or other registered provider	13.3 ± 2.0	15.1 ± 2.4	20.0 ± 2.5	12.7 ± 2.0	17.6 ± 2.9	21.0 ± 6.3	12.6 ± 5.9	27.7 ± 7.3	15.3 ± 1.0

Table 5A.22

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed or in further study	82.9 ± 2.2	82.4 ± 2.5	84.9 ± 2.0	84.8 ± 2.0	88.9 ± 2.4	83.6 ± 4.9	92.0 ± 3.9	88.5 ± 3.3	84.0 ± 1.2
Employed after training	67.6 ± 2.5	72.2 ± 2.9	74.0 ± 2.4	69.6 ± 2.7	79.6 ± 3.3	73.0 ± 5.7	83.5 ± 5.1	80.0 ± 5.3	71.0 ± 1.4
In further study after training	36.8 ± 2.5	31.1 ± 2.7	33.4 ± 2.4	40.7 ± 2.9	33.8 ± 3.7	34.6 ± 6.3	44.2 ± 6.7	35.7 ± 6.1	35.6 ± 1.4
At TAFE	64.9 ± 4.1	51.0 ± 4.9	53.3 ± 4.1	67.7 ± 5.1	69.4 ± 5.7	68.8 ± 10.4	48.6 ± 10.6	27.8 ± 8.4	61.1 ± 2.2
At University	21.5 ± 3.9	36.1 ± 4.7	32.7 ± 3.7	18.2 ± 3.3	16.8 ± 4.9	18.3 ± 8.6	39.9 ± 9.8	55.1 ± 9.6	25.3 ± 2.2
At private provider or other registered provider	13.6 ± 3.1	12.9 ± 3.3	14.0 ± 2.9	14.1 ± 4.3	13.8 ± 4.5	12.9 ± 7.3	11.5 ± 6.9	17.2 ± 5.9	13.6 ± 1.8
TAFE 2003									
Employed or in further study	89.4 ± 0.9	93.6 ± 0.7	87.7 ± 1.0	90.9 ± 1.0	95.8 ± 0.8	92.9 ± 2.5	94.6 ± 2.2	92.8 ± 2.1	90.6 ± 0.4
Employed after training	67.4 ± 1.3	74.9 ± 1.1	69.7 ± 1.3	70.5 ± 1.6	79.2 ± 1.5	73.7 ± 4.0	82.5 ± 3.5	76.0 ± 3.3	70.7 ± 0.6
In further study after training	46.6 ± 1.6	44.7 ± 1.7	41.0 ± 1.6	46.9 ± 2.1	41.0 ± 2.4	42.3 ± 6.1	41.6 ± 5.4	51.6 ± 4.8	45.1 ± 0.8
At TAFE	71.5 ± 2.1	60.7 ± 2.5	63.9 ± 2.5	70.3 ± 2.9	67.8 ± 3.6	75.2 ± 8.3	40.3 ± 8.5	44.9 ± 6.8	67.8 ± 1.1
At University	18.7 ± 1.9	28.2 ± 2.3	25.0 ± 2.3	21.7 ± 2.7	19.0 ± 3.0	10.1 ± 5.8	50.6 ± 8.7	32.1 ± 6.3	21.9 ± 1.0
At private provider or other registered provider	9.8 ± 1.4	11.1 ± 1.6	11.1 ± 1.7	8.0 ± 1.7	13.3 ± 2.6	14.7 ± 6.8	9.1 ± 5.0	23.0 ± 5.7	10.3 ± 0.7

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

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.23

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

	NSW	Vic	Qld	WA	SA	Tas (d)	ACT	NT (d)	Aust
VET 2007									
Employed or in further study	86.8 ± 1.2	90.0 ± 0.8	89.5 ± 1.2	90.3 ± 1.2	90.3 ± 1.4	87.6 ± 22.9	92.6 ± 2.0	90.0 ± 15.7	89.0 ± 0.6
Employed after training	75.6 ± 1.6	81.3 ± 1.4	83.1 ± 1.4	82.3 ± 1.6	82.4 ± 1.8	87.6 ± 22.9	87.9 ± 2.4	84.9 ± 17.6	80.0 ± 0.8
In further study after training	36.0 ± 1.8	33.0 ± 1.2	25.9 ± 1.6	36.0 ± 2.0	31.6 ± 2.2	np	33.2 ± 3.5	34.5 ± 21.6	33.0 ± 0.8
At TAFE	60.9 ± 2.7	53.6 ± 2.2	48.0 ± 3.1	59.2 ± 3.1	55.1 ± 3.9	np	39.1 ± 5.9	np	55.8 ± 1.4
At University	22.1 ± 2.2	25.8 ± 2.0	29.0 ± 2.7	19.8 ± 2.4	21.5 ± 3.3	np	25.8 ± 5.7	np	24.0 ± 1.2
At private provider or other registered provider	17.0 ± 2.2	20.6 ± 1.8	23.0 ± 2.5	21.0 ± 2.5	23.4 ± 3.1	np	35.0 ± 5.7	np	20.2 ± 1.0
VET 2006									
Employed or in further study	87.2 ± 2.0	87.4 ± 1.6	86.7 ± 2.2	88.8 ± 2.2	89.0 ± 2.5	100.0	92.8 ± 2.4	92.2 ± 12.0	87.6 ± 1.0
Employed after training	76.4 ± 2.5	78.5 ± 2.0	80.2 ± 2.4	78.5 ± 2.5	79.0 ± 3.3	100.0	85.5 ± 2.9	92.2 ± 12.0	78.3 ± 1.2
In further study after training	35.1 ± 2.7	30.2 ± 2.4	27.8 ± 2.7	34.2 ± 2.9	36.3 ± 3.9	np	38.9 ± 4.3	np	32.5 ± 1.4
At TAFE	66.0 ± 4.3	53.9 ± 3.7	44.1 ± 5.3	61.5 ± 4.1	57.6 ± 6.5	np	39.5 ± 6.3	np	57.7 ± 2.2
At University	19.5 ± 3.5	26.5 ± 3.3	30.2 ± 4.3	22.7 ± 3.5	24.5 ± 5.9	np	25.2 ± 5.9	np	23.8 ± 1.8
At private provider or other registered provider	14.5 ± 3.1	19.7 ± 2.9	25.6 ± 4.9	15.7 ± 3.3	17.9 ± 4.7	np	35.2 ± 6.9	np	18.5 ± 1.8
VET 2005									
Employed or in further study	86.3 ± 1.4	90.3 ± 0.8	86.3 ± 1.6	88.6 ± 1.2	91.4 ± 1.2	100.0	92.6 ± 2.0	86.4 ± 12.7	88.4 ± 0.6
Employed after training	74.0 ± 2.0	81.3 ± 1.6	76.1 ± 1.8	77.9 ± 1.6	82.3 ± 1.8	97.2 ± 5.5	85.1 ± 2.5	77.2 ± 15.3	78.0 ± 0.8
In further study after training	36.7 ± 2.0	30.9 ± 1.4	30.9 ± 2.0	38.0 ± 1.8	34.2 ± 2.0	25.4 ± 18.0	33.4 ± 3.3	30.6 ± 16.7	33.9 ± 0.8
At TAFE	64.3 ± 2.9	48.4 ± 2.5	47.4 ± 3.5	56.8 ± 2.7	54.4 ± 3.5	np	34.4 ± 5.3	np	55.0 ± 1.4
At University	19.1 ± 2.2	32.0 ± 2.5	30.6 ± 3.1	21.9 ± 2.4	18.6 ± 2.9	np	29.3 ± 5.3	np	24.9 ± 1.2
At private provider or other registered provider	16.6 ± 2.5	19.6 ± 2.2	22.0 ± 3.1	21.3 ± 2.4	26.9 ± 3.1	np	36.3 ± 5.3	53.8 ± 31.8	20.1 ± 1.2

Table 5A.23

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

	NSW	Vic	Qld	WA	SA	Tas (d)	ACT	NT (d)	Aust
TAFE 2007									
Employed or in further study	85.5 ± 1.4	90.3 ± 1.0	89.1 ± 1.4	90.7 ± 1.4	88.3 ± 2.0	np	92.9 ± 2.7	86.6 ± 23.5	88.2 ± 0.6
Employed after training	72.8 ± 1.6	79.7 ± 1.4	81.8 ± 1.8	81.0 ± 1.8	77.2 ± 2.5	np	86.9 ± 3.5	78.7 ± 25.9	77.5 ± 0.8
In further study after training	37.4 ± 1.8	36.7 ± 1.6	28.3 ± 2.0	37.9 ± 2.2	36.1 ± 2.9	np	37.4 ± 5.1	43.6 ± 27.2	35.7 ± 1.0
At TAFE	66.4 ± 2.7	60.1 ± 2.5	49.0 ± 3.5	66.4 ± 3.3	68.0 ± 4.9	np	51.4 ± 8.4	np	62.2 ± 1.4
At University	23.3 ± 2.4	26.6 ± 2.4	30.8 ± 3.1	21.5 ± 2.7	19.3 ± 4.1	np	30.0 ± 7.8	np	24.9 ± 1.4
At private provider or other registered provider	10.3 ± 1.8	13.2 ± 1.8	20.2 ± 2.7	12.1 ± 2.4	12.6 ± 3.3	np	18.6 ± 6.7	-	12.9 ± 1.0
TAFE 2006									
Employed or in further study	86.1 ± 2.2	86.7 ± 2.2	85.1 ± 2.7	88.6 ± 2.2	88.2 ± 3.5	np	91.4 ± 2.7	95.2 ± 9.4	86.6 ± 1.2
Employed after training	73.5 ± 3.1	77.6 ± 2.5	76.2 ± 3.1	76.9 ± 2.7	73.0 ± 4.7	np	79.9 ± 4.1	95.2 ± 9.4	75.4 ± 1.6
In further study after training	37.9 ± 3.3	32.8 ± 2.9	30.3 ± 3.5	36.6 ± 3.1	43.3 ± 5.3	np	39.5 ± 5.1	np	35.7 ± 1.8
At TAFE	69.7 ± 4.5	60.5 ± 4.3	48.3 ± 5.9	68.4 ± 4.3	68.2 ± 7.6	np	44.6 ± 8.2	np	64.1 ± 2.5
At University	18.7 ± 3.7	26.1 ± 3.7	33.7 ± 4.9	23.0 ± 3.7	23.4 ± 6.9	np	31.0 ± 7.3	np	23.4 ± 2.2
At private provider or other registered provider	11.6 ± 2.9	13.4 ± 3.1	18.1 ± 4.5	8.6 ± 2.9	8.4 ± 4.5	np	24.3 ± 7.1	np	12.5 ± 1.6
TAFE 2005									
Employed or in further study	85.8 ± 1.4	89.9 ± 1.2	85.3 ± 1.8	87.9 ± 1.4	90.7 ± 1.6	100.0	92.0 ± 2.5	83.6 ± 17.1	87.6 ± 0.8
Employed after training	71.2 ± 1.8	80.2 ± 1.6	72.6 ± 2.4	75.2 ± 1.8	77.6 ± 2.4	np	83.1 ± 3.7	73.5 ± 19.8	74.9 ± 1.0
In further study after training	39.5 ± 2.0	34.0 ± 1.8	34.7 ± 2.4	40.6 ± 2.0	39.1 ± 2.7	np	38.1 ± 4.7	35.0 ± 20.6	37.5 ± 1.0
At TAFE	67.6 ± 2.7	53.8 ± 3.3	49.9 ± 4.1	63.8 ± 2.9	64.8 ± 4.1	np	48.0 ± 7.4	np	61.0 ± 1.6
At University	20.1 ± 2.4	34.4 ± 3.1	33.5 ± 3.7	23.7 ± 2.5	17.8 ± 3.3	np	33.7 ± 7.1	np	25.7 ± 1.4
At private provider or other registered provider	12.3 ± 2.0	11.8 ± 2.2	16.7 ± 2.9	12.5 ± 2.0	17.4 ± 3.1	np	18.3 ± 6.1	np	13.3 ± 1.2

Table 5A.23

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

	NSW	Vic	Qld	WA	SA	Tas (d)	ACT	NT (d)	Aust
TAFE 2004									
Employed or in further study	84.5 ± 2.2	83.5 ± 2.2	87.5 ± 2.0	88.4 ± 1.8	89.4 ± 2.5	–	90.8 ± 3.7	76.5 ± 20.8	85.7 ± 1.2
Employed after training	70.6 ± 2.5	73.8 ± 2.4	77.0 ± 2.4	73.8 ± 2.5	80.4 ± 3.1	–	82.7 ± 4.5	64.5 ± 24.1	73.5 ± 1.4
In further study after training	34.8 ± 2.7	30.1 ± 2.5	32.3 ± 2.7	40.8 ± 2.9	33.3 ± 3.5	–	39.6 ± 5.5	30.9 ± 22.9	34.1 ± 1.4
At TAFE	68.1 ± 4.1	52.5 ± 4.5	52.8 ± 4.5	70.0 ± 4.7	64.6 ± 5.7	–	45.7 ± 8.6	np	62.6 ± 2.4
At University	20.3 ± 3.9	35.0 ± 4.3	34.1 ± 4.1	18.1 ± 2.9	17.8 ± 4.3	–	41.0 ± 8.4	np	24.8 ± 2.2
At private provider or other registered provider	11.7 ± 3.3	12.5 ± 2.9	13.1 ± 3.3	11.9 ± 3.7	17.6 ± 4.5	–	13.3 ± 6.1	np	12.6 ± 1.8
TAFE 2003									
Employed or in further study	91.2 ± 0.9	94.0 ± 0.6	88.3 ± 1.1	91.8 ± 1.1	96.4 ± 0.7	np	93.8 ± 2.0	96.4 ± 6.3	91.9 ± 0.4
Employed after training	70.3 ± 1.4	75.5 ± 1.1	70.8 ± 1.5	70.6 ± 1.7	79.5 ± 1.4	np	80.1 ± 3.2	92.2 ± 9.0	72.4 ± 0.6
In further study after training	46.7 ± 1.9	45.2 ± 1.7	39.7 ± 1.9	46.9 ± 2.3	39.5 ± 2.4	np	41.0 ± 4.8	46.9 ± 18.2	45.0 ± 0.9
At TAFE	74.6 ± 2.4	60.9 ± 2.5	56.0 ± 3.1	68.3 ± 3.1	70.4 ± 3.5	np	47.9 ± 7.8	np	68.5 ± 1.2
At University	18.6 ± 2.2	30.0 ± 2.3	30.3 ± 2.9	22.7 ± 2.8	17.1 ± 2.9	np	39.6 ± 7.6	64.7 ± 25.0	22.8 ± 1.1
At private provider or other registered provider	6.8 ± 1.4	9.2 ± 1.5	13.7 ± 2.1	9.0 ± 1.9	12.5 ± 2.6	np	12.5 ± 5.1	np	8.7 ± 0.8

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

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

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

(d) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Data for Tasmania and the NT are not published due to 5 or fewer responses.

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.24

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

	NSW	Vic	Q/ld	WA	SA	Tas	ACT (d)	NT (d)	Aust
VET 2007									
Employed or in further study	88.5 ± 1.6	89.5 ± 1.0	88.7 ± 1.6	92.0 ± 1.8	91.1 ± 2.5	90.1 ± 2.2	97.4 ± 2.0	100.0	89.4 ± 0.8
Employed after training	78.3 ± 2.4	82.3 ± 2.0	83.1 ± 1.8	85.8 ± 2.4	84.6 ± 3.3	82.4 ± 2.7	93.1 ± 3.7	93.5 ± 13.1	81.6 ± 1.2
In further study after training	34.8 ± 2.5	26.3 ± 1.4	23.4 ± 2.2	33.8 ± 3.1	27.2 ± 3.9	31.9 ± 3.3	26.6 ± 6.9	np	29.1 ± 1.0
At TAFE	65.4 ± 4.1	53.3 ± 3.1	49.5 ± 4.7	55.6 ± 5.5	66.7 ± 7.6	46.3 ± 6.3	30.0 ± 12.5	np	56.9 ± 2.0
At University	14.1 ± 3.1	20.4 ± 2.5	19.8 ± 3.7	12.2 ± 3.5	10.9 ± 4.9	21.1 ± 5.3	30.7 ± 14.3	np	17.3 ± 1.6
At private provider or other registered provider	20.6 ± 3.5	26.4 ± 2.7	30.7 ± 4.5	32.2 ± 5.3	22.4 ± 6.9	32.6 ± 6.1	39.3 ± 15.1	np	25.8 ± 1.8
VET 2006									
Employed or in further study	85.9 ± 3.5	89.4 ± 2.2	84.1 ± 3.5	88.4 ± 3.3	89.8 ± 4.3	89.4 ± 2.5	93.6 ± 4.3	74.4 ± 32.1	87.3 ± 1.6
Employed after training	77.3 ± 4.1	82.7 ± 2.9	78.3 ± 3.7	80.5 ± 4.3	84.1 ± 5.3	82.6 ± 3.3	90.5 ± 4.9	74.4 ± 32.1	80.2 ± 1.8
In further study after training	31.0 ± 4.5	26.4 ± 2.7	25.1 ± 3.3	31.9 ± 6.3	26.3 ± 6.1	30.3 ± 3.5	30.6 ± 8.4	-	28.2 ± 2.0
At TAFE	69.7 ± 6.9	47.3 ± 5.1	52.4 ± 6.3	55.5 ± 11.6	71.5 ± 11.6	58.1 ± 6.5	38.3 ± 15.5	-	58.2 ± 3.3
At University	12.9 ± 5.1	22.7 ± 4.3	18.4 ± 4.3	22.1 ± 12.5	np	17.7 ± 5.5	19.9 ± 12.0	-	17.4 ± 2.5
At private provider or other registered provider	17.5 ± 5.3	30.0 ± 4.9	29.3 ± 6.3	22.3 ± 7.6	22.5 ± 10.6	24.1 ± 5.3	41.8 ± 16.5	-	24.4 ± 2.7
VET 2005									
Employed or in further study	89.3 ± 2.0	89.2 ± 1.2	86.2 ± 2.0	90.6 ± 2.2	91.5 ± 2.2	91.0 ± 1.8	94.5 ± 3.3	100.0	89.1 ± 0.8
Employed after training	78.1 ± 3.3	81.2 ± 2.2	79.0 ± 2.4	81.0 ± 2.7	85.3 ± 2.5	85.2 ± 2.2	85.9 ± 4.9	92.7 ± 13.9	80.5 ± 1.4
In further study after training	34.5 ± 2.9	27.4 ± 1.6	26.3 ± 2.4	33.2 ± 3.3	29.0 ± 3.3	28.9 ± 2.9	32.6 ± 7.1	np	29.7 ± 1.2
At TAFE	63.9 ± 5.3	52.2 ± 3.3	46.9 ± 4.9	57.7 ± 5.9	57.3 ± 6.9	49.1 ± 6.1	39.9 ± 12.7	np	55.1 ± 2.2
At University	15.6 ± 3.5	21.6 ± 2.9	23.0 ± 4.3	16.7 ± 3.9	17.9 ± 5.5	20.7 ± 4.9	29.1 ± 11.6	np	19.5 ± 1.8
At private provider or other registered provider	20.5 ± 5.1	26.2 ± 2.9	30.1 ± 4.9	25.7 ± 5.7	24.8 ± 6.1	30.2 ± 5.5	31.0 ± 11.4	np	25.4 ± 2.2

Table 5A.24

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

	NSW	Vic	Q/ld	WA	SA	Tas	ACT (d)	NT (d)	Aust
TAFE 2007									
Employed or in further study	87.7 ± 1.8	89.2 ± 1.4	87.5 ± 2.2	90.5 ± 2.2	90.0 ± 3.1	88.4 ± 3.3	97.6 ± 2.5	100.0	88.5 ± 1.0
Employed after training	75.6 ± 2.4	82.7 ± 1.8	80.7 ± 2.4	84.1 ± 2.7	83.1 ± 3.9	80.0 ± 4.1	93.0 ± 4.5	92.6 ± 15.1	79.8 ± 1.2
In further study after training	36.0 ± 2.7	27.8 ± 2.0	25.2 ± 2.5	32.1 ± 3.5	29.0 ± 4.7	33.5 ± 4.9	22.0 ± 8.4	np	30.9 ± 1.4
At TAFE	70.5 ± 4.1	64.5 ± 3.7	56.4 ± 5.3	70.9 ± 5.7	71.9 ± 8.8	58.4 ± 8.8	57.8 ± 21.4	np	66.2 ± 2.2
At University	13.8 ± 3.1	18.5 ± 2.9	19.4 ± 3.9	13.9 ± 4.3	12.0 ± 6.3	17.7 ± 6.9	26.0 ± 18.4	np	16.1 ± 1.8
At private provider or other registered provider	15.7 ± 2.9	16.9 ± 2.9	24.2 ± 4.5	15.2 ± 4.3	16.1 ± 7.4	23.9 ± 7.8	np	np	17.7 ± 1.8
TAFE 2006									
Employed or in further study	83.9 ± 4.3	88.4 ± 3.3	83.9 ± 4.3	87.2 ± 4.1	91.9 ± 4.3	87.6 ± 3.7	91.8 ± 6.1	74.4 ± 32.1	85.9 ± 2.2
Employed after training	75.5 ± 4.9	82.6 ± 3.7	77.0 ± 4.7	77.3 ± 5.3	83.6 ± 6.5	78.6 ± 4.5	86.6 ± 7.3	74.4 ± 32.1	78.3 ± 2.4
In further study after training	31.6 ± 5.1	29.2 ± 3.9	28.4 ± 4.5	34.3 ± 6.3	30.7 ± 8.0	32.8 ± 5.1	31.8 ± 9.8	-	30.5 ± 2.5
At TAFE	73.5 ± 7.1	57.0 ± 6.9	60.9 ± 6.7	64.1 ± 10.2	78.7 ± 13.1	74.2 ± 8.0	52.0 ± 18.8	-	66.7 ± 3.7
At University	13.7 ± 5.7	23.7 ± 5.5	16.2 ± 4.1	16.9 ± 7.4	np	13.3 ± 6.7	20.6 ± 14.3	-	16.5 ± 2.9
At private provider or other registered provider	12.8 ± 4.9	19.3 ± 6.3	22.9 ± 6.7	18.9 ± 8.2	15.5 ± 11.4	12.6 ± 5.9	27.4 ± 17.1	-	16.8 ± 2.9
TAFE 2005									
Employed or in further study	88.0 ± 2.0	89.4 ± 1.6	84.5 ± 2.5	90.0 ± 2.4	91.3 ± 2.5	87.9 ± 3.3	94.4 ± 4.5	100.0	88.2 ± 1.0
Employed after training	74.9 ± 2.5	81.7 ± 1.8	75.2 ± 2.9	78.1 ± 3.1	83.9 ± 3.3	78.7 ± 4.1	82.1 ± 7.4	86.6 ± 24.5	78.0 ± 1.2
In further study after training	37.1 ± 2.9	30.4 ± 2.2	29.4 ± 2.9	35.6 ± 3.5	31.3 ± 4.3	35.1 ± 4.9	37.5 ± 9.6	np	33.3 ± 1.4
At TAFE	70.3 ± 4.3	58.7 ± 4.3	55.2 ± 5.5	65.8 ± 5.7	64.6 ± 7.8	70.5 ± 8.2	46.9 ± 15.9	np	63.9 ± 2.4
At University	16.8 ± 3.5	24.0 ± 3.7	23.7 ± 4.9	19.4 ± 4.7	16.1 ± 5.9	14.7 ± 6.7	40.2 ± 15.7	np	20.2 ± 2.0
At private provider or other registered provider	12.9 ± 3.5	17.3 ± 3.3	21.1 ± 4.7	14.9 ± 4.3	19.3 ± 6.5	14.8 ± 6.3	12.9 ± 10.8	np	15.9 ± 1.8

Table 5A.24

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

	NSW	Vic	Q/ld	WA	SA	Tas	ACT (d)	NT (d)	Aust
TAFE 2004									
Employed or in further study	84.8 ± 3.5	87.5 ± 3.5	82.5 ± 3.1	86.8 ± 3.9	91.4 ± 3.9	85.7 ± 4.7	83.4 ± 10.8	75.5 ± 26.7	85.5 ± 2.0
Employed after training	73.3 ± 4.1	80.5 ± 3.9	70.4 ± 3.9	74.4 ± 4.9	84.0 ± 5.3	73.2 ± 6.1	77.9 ± 11.8	75.5 ± 26.7	75.0 ± 2.2
In further study after training	31.7 ± 4.1	28.8 ± 3.9	31.6 ± 3.9	38.2 ± 5.5	30.7 ± 6.7	34.0 ± 6.3	29.8 ± 11.8	np	31.6 ± 2.2
At TAFE	67.1 ± 6.9	66.1 ± 5.7	55.9 ± 6.5	72.0 ± 7.1	73.2 ± 9.8	71.7 ± 11.0	89.6 ± 13.7	np	66.3 ± 3.5
At University	18.7 ± 5.7	20.6 ± 4.5	26.1 ± 5.9	18.3 ± 6.1	17.1 ± 8.6	14.4 ± 8.2	np	np	19.8 ± 2.9
At private provider or other registered provider	14.2 ± 4.9	13.4 ± 3.9	18.0 ± 4.7	9.8 ± 4.5	9.7 ± 5.1	13.9 ± 8.8	–	np	13.9 ± 2.5
TAFE 2003									
Employed or in further study	90.5 ± 1.3	96.1 ± 0.7	90.9 ± 1.5	92.4 ± 1.7	95.5 ± 1.3	92.9 ± 2.4	93.6 ± 4.3	78.9 ± 17.9	92.4 ± 0.5
Employed after training	72.5 ± 1.9	80.2 ± 1.3	74.8 ± 2.1	75.4 ± 2.7	81.9 ± 2.4	73.2 ± 3.9	88.1 ± 5.7	64.9 ± 19.1	75.7 ± 0.8
In further study after training	41.7 ± 2.4	41.9 ± 2.3	38.2 ± 2.8	43.1 ± 3.8	33.7 ± 4.2	42.4 ± 5.9	29.4 ± 9.8	np	40.8 ± 1.2
At TAFE	74.9 ± 3.2	65.0 ± 3.4	65.3 ± 4.3	74.3 ± 5.1	66.9 ± 7.3	82.2 ± 7.0	45.5 ± 21.3	np	71.6 ± 1.8
At University	14.8 ± 2.6	23.6 ± 3.1	23.0 ± 3.8	16.9 ± 4.4	11.4 ± 4.9	7.7 ± 4.9	44.3 ± 21.2	np	17.5 ± 1.5
At private provider or other registered provider	10.3 ± 2.2	11.4 ± 2.3	11.8 ± 2.9	8.8 ± 3.3	21.7 ± 6.4	10.1 ± 5.5	np	np	10.9 ± 1.2

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

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

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

(d) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in those jurisdictions. Data for the ACT and the NT are not published due to 5 or fewer responses.

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.25

Table 5A.25 Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Q/d	WA	SA	Tas	ACT (d)	NT	Aust
VET 2007									
Employed or in further study	88.6 ± 2.2	89.8 ± 1.8	88.5 ± 1.4	91.3 ± 1.8	88.3 ± 3.1	89.3 ± 2.4	95.8 ± 8.2	89.8 ± 2.7	89.0 ± 0.8
Employed after training	76.7 ± 3.7	83.7 ± 3.1	84.0 ± 1.6	85.2 ± 2.4	81.3 ± 3.9	80.8 ± 2.9	95.8 ± 8.2	82.4 ± 3.5	81.5 ± 1.4
In further study after training	32.5 ± 3.3	26.3 ± 2.5	24.7 ± 2.0	28.6 ± 5.1	32.3 ± 4.7	28.9 ± 3.3	36.8 ± 24.7	34.4 ± 4.7	28.3 ± 1.4
At TAFE	64.4 ± 6.5	52.4 ± 5.5	50.0 ± 3.9	66.9 ± 5.5	66.6 ± 8.6	56.1 ± 6.5	np	14.7 ± 5.5	55.5 ± 2.5
At University	10.1 ± 2.9	19.5 ± 4.5	14.4 ± 2.7	7.9 ± 2.7	7.8 ± 4.3	13.2 ± 4.7	np	48.1 ± 7.6	14.5 ± 1.6
At private provider or other registered provider	25.5 ± 6.5	28.1 ± 5.1	35.6 ± 3.9	25.2 ± 5.3	25.6 ± 8.4	30.7 ± 5.9	np	37.2 ± 6.7	29.9 ± 2.5
VET 2006									
Employed or in further study	90.0 ± 3.9	93.4 ± 3.1	84.1 ± 3.3	90.8 ± 3.7	88.4 ± 5.7	88.8 ± 2.7	87.5 ± 13.3	82.7 ± 6.7	87.9 ± 1.8
Employed after training	81.5 ± 4.5	89.1 ± 3.7	79.0 ± 3.5	84.7 ± 4.7	84.2 ± 6.5	82.1 ± 3.1	84.6 ± 14.1	74.4 ± 7.6	81.8 ± 2.0
In further study after training	31.4 ± 5.9	28.7 ± 5.7	20.6 ± 3.1	28.7 ± 7.3	29.5 ± 8.2	26.2 ± 3.7	np	36.2 ± 8.4	26.5 ± 2.2
At TAFE	69.7 ± 8.0	49.8 ± 10.8	68.2 ± 6.3	53.8 ± 15.1	77.5 ± 11.4	57.7 ± 7.6	np	26.3 ± 10.8	62.2 ± 3.9
At University	10.0 ± 5.1	15.6 ± 6.9	12.3 ± 4.3	12.2 ± 6.7	6.8 ± 5.5	10.1 ± 4.3	np	40.0 ± 15.5	13.1 ± 2.5
At private provider or other registered provider	20.3 ± 7.4	34.6 ± 10.4	19.4 ± 5.3	34.0 ± 16.3	15.7 ± 10.2	32.1 ± 7.4	np	33.7 ± 14.5	24.7 ± 3.5
VET 2005									
Employed or in further study	88.2 ± 2.7	90.9 ± 1.8	87.0 ± 1.8	88.5 ± 2.2	90.0 ± 2.7	89.4 ± 2.0	93.0 ± 9.4	89.4 ± 2.9	88.6 ± 1.0
Employed after training	76.0 ± 5.3	83.1 ± 3.7	81.0 ± 2.0	79.4 ± 2.7	82.6 ± 3.7	81.5 ± 2.5	90.2 ± 10.6	81.4 ± 3.9	80.1 ± 1.8
In further study after training	31.9 ± 3.5	27.2 ± 2.7	26.0 ± 2.4	28.3 ± 3.1	33.3 ± 4.5	26.4 ± 2.9	22.2 ± 14.1	31.3 ± 4.7	28.5 ± 1.4
At TAFE	66.3 ± 5.3	50.6 ± 6.1	51.2 ± 4.9	69.7 ± 5.5	60.9 ± 8.0	53.0 ± 6.3	np	21.2 ± 6.3	56.1 ± 2.5
At University	12.2 ± 3.7	20.5 ± 5.1	17.7 ± 3.1	14.0 ± 3.9	15.7 ± 5.5	10.8 ± 4.1	-	46.0 ± 8.0	16.6 ± 1.8
At private provider or other registered provider	21.4 ± 4.7	28.8 ± 5.5	31.1 ± 4.7	16.3 ± 5.1	23.4 ± 7.8	36.2 ± 5.9	60.5 ± 34.3	32.8 ± 7.4	27.2 ± 2.4

Table 5A.25

Table 5A.25 Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Q/d	WA	SA	Tas	ACT (d)	NT	Aust
TAFE 2007									
Employed or in further study	86.5 ± 2.5	89.1 ± 2.4	87.5 ± 1.8	90.2 ± 2.0	85.5 ± 4.1	85.4 ± 3.7	94.1 ± 11.4	89.3 ± 3.7	87.5 ± 1.0
Employed after training	73.7 ± 3.3	83.7 ± 2.5	82.3 ± 2.0	82.8 ± 2.5	77.3 ± 5.1	72.8 ± 4.5	94.1 ± 11.4	79.3 ± 5.1	79.2 ± 1.4
In further study after training	33.5 ± 3.5	26.0 ± 3.1	25.3 ± 2.4	27.9 ± 3.1	34.8 ± 5.9	31.3 ± 4.9	47.2 ± 30.2	34.6 ± 6.1	29.0 ± 1.4
At TAFE	73.4 ± 5.5	58.3 ± 6.9	55.4 ± 4.5	70.1 ± 5.9	80.5 ± 8.2	69.9 ± 8.0	np	16.2 ± 7.1	63.4 ± 2.5
At University	9.6 ± 2.9	17.9 ± 5.5	16.3 ± 3.5	10.5 ± 3.9	10.5 ± 5.9	10.6 ± 5.9	np	57.0 ± 10.2	14.9 ± 1.8
At private provider or other registered provider	17.0 ± 5.1	23.7 ± 5.7	28.2 ± 4.3	19.4 ± 4.9	9.0 ± 6.5	19.5 ± 6.7	np	26.8 ± 8.2	21.7 ± 2.4
TAFE 2006									
Employed or in further study	89.2 ± 4.9	91.4 ± 4.9	81.6 ± 4.1	90.9 ± 4.3	87.8 ± 6.9	85.2 ± 3.7	81.4 ± 19.4	85.9 ± 7.3	86.2 ± 2.4
Employed after training	79.8 ± 6.1	87.8 ± 5.5	75.9 ± 4.3	84.4 ± 5.3	81.7 ± 8.2	75.7 ± 4.5	77.1 ± 20.6	72.8 ± 9.4	79.0 ± 2.5
In further study after training	33.2 ± 6.7	26.8 ± 7.1	21.3 ± 3.7	28.2 ± 6.7	35.4 ± 10.6	28.8 ± 4.7	np	42.5 ± 10.4	27.6 ± 2.7
At TAFE	80.6 ± 6.7	59.5 ± 14.1	73.6 ± 6.3	65.7 ± 12.3	86.6 ± 11.4	70.1 ± 8.6	np	32.7 ± 14.7	72.5 ± 3.7
At University	8.2 ± 4.3	15.1 ± 8.4	10.5 ± 3.3	18.1 ± 9.2	np	6.4 ± 4.5	np	40.0 ± 15.9	11.6 ± 2.4
At private provider or other registered provider	11.2 ± 5.7	25.4 ± 13.1	15.9 ± 5.7	16.2 ± 9.8	np	23.4 ± 8.0	np	27.3 ± 13.1	15.9 ± 3.3
TAFE 2005									
Employed or in further study	89.1 ± 2.2	90.3 ± 2.4	85.5 ± 2.2	87.2 ± 2.4	90.3 ± 3.3	85.7 ± 3.3	92.4 ± 14.3	88.5 ± 3.7	87.8 ± 1.0
Employed after training	77.1 ± 2.7	83.0 ± 2.7	78.3 ± 2.5	76.3 ± 3.1	80.8 ± 4.9	72.0 ± 4.5	86.0 ± 18.2	77.2 ± 4.9	78.0 ± 1.4
In further study after training	35.0 ± 3.1	29.3 ± 3.7	27.6 ± 2.7	31.5 ± 3.3	38.6 ± 5.5	32.3 ± 4.7	np	35.7 ± 5.3	31.6 ± 1.6
At TAFE	71.6 ± 4.9	55.9 ± 7.4	55.3 ± 5.1	73.1 ± 5.1	71.2 ± 8.4	69.5 ± 8.2	np	24.5 ± 7.8	63.1 ± 2.5
At University	12.4 ± 3.7	23.8 ± 7.1	17.6 ± 3.5	15.7 ± 4.3	15.1 ± 6.3	9.2 ± 5.1	np	56.0 ± 9.8	17.2 ± 2.0
At private provider or other registered provider	16.0 ± 4.1	20.3 ± 5.9	27.1 ± 4.9	11.2 ± 3.5	13.7 ± 7.1	21.3 ± 7.4	np	19.5 ± 7.8	19.7 ± 2.4

Table 5A.25

Table 5A.25 Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Q/d	WA	SA	Tas	ACT (d)	NT	Aust
TAFE 2004									
Employed or in further study	82.8 ± 5.5	90.6 ± 4.3	86.5 ± 3.3	90.5 ± 3.5	93.0 ± 4.7	82.7 ± 5.3	74.3 ± 31.9	78.3 ± 4.9	85.3 ± 2.5
Employed after training	70.7 ± 6.1	84.7 ± 5.9	79.1 ± 3.5	81.5 ± 5.1	81.3 ± 7.3	70.8 ± 6.5	np	71.9 ± 6.5	75.5 ± 2.9
In further study after training	31.2 ± 5.9	22.6 ± 7.1	26.2 ± 3.3	33.2 ± 6.5	36.6 ± 8.2	27.3 ± 6.5	np	33.4 ± 7.3	29.5 ± 2.9
At TAFE	73.3 ± 8.4	71.5 ± 13.1	63.1 ± 6.3	70.0 ± 9.4	80.7 ± 9.4	71.7 ± 12.7	-	30.9 ± 10.2	69.1 ± 4.3
At University	16.9 ± 8.0	13.7 ± 10.2	24.9 ± 5.7	15.0 ± 6.5	7.9 ± 6.9	17.9 ± 10.8	-	53.6 ± 11.4	19.4 ± 3.9
At private provider or other registered provider	9.8 ± 4.5	14.8 ± 9.8	12.1 ± 4.3	15.0 ± 8.2	11.4 ± 6.9	10.4 ± 8.0	-	15.5 ± 7.8	11.5 ± 2.5
TAFE 2003									
Employed or in further study	91.8 ± 1.4	97.8 ± 0.9	90.5 ± 1.3	91.9 ± 1.8	95.5 ± 1.4	94.2 ± 2.5	93.3 ± 11.0	91.6 ± 2.5	92.5 ± 0.6
Employed after training	70.8 ± 2.2	83.8 ± 2.1	75.1 ± 1.8	75.2 ± 2.7	81.6 ± 2.6	75.9 ± 4.3	87.8 ± 14.4	72.2 ± 3.9	75.1 ± 1.0
In further study after training	43.1 ± 2.7	36.8 ± 4.5	36.8 ± 2.4	39.2 ± 3.8	38.7 ± 4.4	37.5 ± 6.4	np	46.9 ± 5.6	40.0 ± 1.4
At TAFE	75.6 ± 3.6	69.9 ± 7.2	66.9 ± 3.8	77.7 ± 5.2	77.9 ± 5.9	77.4 ± 8.9	np	45.4 ± 8.0	71.5 ± 2.0
At University	12.5 ± 2.8	19.6 ± 6.2	19.9 ± 3.3	14.2 ± 4.4	14.2 ± 4.9	10.1 ± 6.4	np	41.9 ± 7.9	16.7 ± 1.7
At private provider or other registered provider	11.9 ± 2.7	10.5 ± 4.8	13.3 ± 2.8	8.2 ± 3.4	7.9 ± 3.8	12.5 ± 7.0	np	12.7 ± 5.3	11.8 ± 1.4

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

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

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

(d) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in those jurisdictions. Data for the ACT are not published due to 5 or fewer responses.

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.26

Table 5A.26 Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed or in further study	92.1 ± 5.3	89.2 ± 4.9	91.4 ± 2.4	92.8 ± 2.0	87.8 ± 4.7	90.9 ± 6.1	np	90.2 ± 3.5	91.3 ± 1.4
Employed after training	86.3 ± 6.3	79.2 ± 14.1	87.8 ± 2.7	89.5 ± 2.2	82.9 ± 5.5	85.3 ± 7.4	np	84.3 ± 4.3	86.6 ± 1.8
In further study after training	27.7 ± 8.4	22.7 ± 6.5	22.8 ± 3.3	24.0 ± 2.7	22.1 ± 5.9	21.5 ± 9.0	np	31.7 ± 5.3	24.3 ± 2.0
At TAFE	77.6 ± 14.7	54.8 ± 16.1	49.2 ± 7.8	66.8 ± 6.3	59.5 ± 14.7	73.2 ± 20.2	np	17.6 ± 7.1	53.8 ± 4.3
At University	np	25.9 ± 15.5	17.1 ± 6.1	12.6 ± 4.9	8.7 ± 8.0	np	np	34.2 ± 9.2	16.5 ± 3.1
At private provider or other registered provider	18.7 ± 14.3	19.4 ± 12.7	33.7 ± 8.0	20.6 ± 5.3	31.8 ± 14.1	np	np	48.2 ± 8.8	29.8 ± 4.1
VET 2006									
Employed or in further study	86.1 ± 10.0	92.8 ± 7.6	90.1 ± 4.3	93.9 ± 3.7	84.5 ± 10.6	93.5 ± 4.9	np	86.7 ± 6.7	90.2 ± 2.4
Employed after training	81.4 ± 11.6	79.7 ± 12.2	85.1 ± 5.1	88.3 ± 4.7	81.9 ± 10.8	86.1 ± 7.1	np	79.1 ± 7.6	84.2 ± 2.9
In further study after training	18.5 ± 10.4	33.1 ± 14.5	25.9 ± 6.5	31.1 ± 6.5	32.5 ± 12.2	20.9 ± 8.2	np	34.0 ± 8.6	27.7 ± 3.5
At TAFE	68.6 ± 26.9	34.4 ± 26.7	56.2 ± 13.1	65.4 ± 9.4	75.9 ± 17.4	61.3 ± 23.7	np	19.1 ± 9.4	54.5 ± 6.9
At University	np	30.6 ± 19.8	13.5 ± 9.6	14.0 ± 5.3	np	np	np	32.9 ± 13.1	16.8 ± 4.7
At private provider or other registered provider	np	34.9 ± 29.8	30.3 ± 12.5	20.6 ± 8.4	np	np	np	47.9 ± 14.9	28.6 ± 6.7
VET 2005									
Employed or in further study	87.8 ± 7.6	93.8 ± 3.9	88.3 ± 3.1	91.5 ± 2.4	86.4 ± 4.1	92.4 ± 4.5	-	87.0 ± 2.9	89.5 ± 1.6
Employed after training	84.3 ± 8.6	80.9 ± 15.3	84.5 ± 3.5	87.5 ± 2.7	79.2 ± 4.9	89.0 ± 5.5	-	81.4 ± 4.3	84.5 ± 2.2
In further study after training	20.4 ± 7.4	22.0 ± 7.4	26.0 ± 4.3	25.9 ± 4.1	30.0 ± 5.7	23.2 ± 8.6	-	34.7 ± 6.7	26.0 ± 2.2
At TAFE	79.8 ± 14.5	58.4 ± 19.2	55.6 ± 8.8	62.5 ± 7.4	64.0 ± 11.2	68.1 ± 19.2	-	26.8 ± 8.4	58.1 ± 4.3
At University	np	9.6 ± 8.0	15.1 ± 5.9	13.1 ± 5.7	13.0 ± 7.4	np	-	32.7 ± 7.8	14.5 ± 2.9
At private provider or other registered provider	16.3 ± 14.3	32.0 ± 19.4	29.3 ± 8.4	24.4 ± 6.1	23.0 ± 10.4	25.7 ± 18.2	-	40.5 ± 10.4	27.4 ± 4.1

Table 5A.26

Table 5A.26 Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Employed or in further study	90.6 ± 6.7	85.9 ± 8.2	89.4 ± 3.1	92.3 ± 2.4	87.0 ± 6.9	86.1 ± 11.4	np	89.9 ± 3.9	90.0 ± 1.8
Employed after training	79.5 ± 8.6	80.3 ± 9.0	84.2 ± 3.7	89.0 ± 2.5	79.1 ± 8.2	80.1 ± 12.3	np	84.4 ± 4.9	84.5 ± 2.0
In further study after training	25.9 ± 8.8	28.3 ± 8.8	23.7 ± 3.9	24.4 ± 3.1	27.0 ± 8.6	22.9 ± 13.9	np	30.2 ± 6.1	25.2 ± 2.2
At TAFE	87.8 ± 14.3	54.4 ± 18.4	56.3 ± 9.0	71.7 ± 6.5	73.7 ± 16.3	62.2 ± 33.1	np	22.0 ± 9.0	59.8 ± 4.7
At University	np	28.4 ± 18.2	19.8 ± 7.6	11.4 ± 5.3	np	–	np	33.9 ± 10.6	17.0 ± 3.7
At private provider or other registered provider	np	17.2 ± 12.7	23.9 ± 8.2	16.9 ± 5.1	17.0 ± 14.1	np	np	44.2 ± 10.4	23.2 ± 4.1
TAFE 2006									
Employed or in further study	87.6 ± 9.0	94.3 ± 7.8	89.1 ± 5.3	94.8 ± 3.7	89.3 ± 12.9	92.1 ± 6.9	np	87.5 ± 5.3	90.6 ± 2.7
Employed after training	81.8 ± 11.6	72.1 ± 20.8	85.9 ± 5.7	88.9 ± 5.1	84.7 ± 13.5	85.7 ± 8.6	np	77.5 ± 7.6	84.4 ± 3.3
In further study after training	22.5 ± 12.7	49.1 ± 22.5	24.8 ± 7.3	30.3 ± 7.6	48.3 ± 17.6	19.7 ± 10.0	np	36.7 ± 9.6	29.4 ± 4.3
At TAFE	68.6 ± 26.9	43.0 ± 34.5	70.3 ± 15.3	68.5 ± 10.2	88.7 ± 13.5	77.4 ± 23.5	np	20.9 ± 10.6	62.4 ± 7.6
At University	np	np	9.8 ± 7.3	16.4 ± 6.3	np	np	np	36.8 ± 14.9	15.7 ± 4.3
At private provider or other registered provider	np	np	19.9 ± 14.3	15.0 ± 9.8	np	np	np	42.3 ± 15.1	21.9 ± 7.3
TAFE 2005									
Employed or in further study	86.8 ± 7.3	90.9 ± 6.7	86.5 ± 4.5	91.1 ± 2.5	85.8 ± 5.5	86.8 ± 9.2	–	92.5 ± 3.7	88.7 ± 2.0
Employed after training	76.7 ± 8.8	80.8 ± 10.0	81.1 ± 4.9	86.7 ± 2.9	75.2 ± 6.9	77.8 ± 12.2	–	87.6 ± 4.7	82.4 ± 2.4
In further study after training	27.8 ± 9.0	29.2 ± 10.8	29.6 ± 5.5	24.7 ± 3.7	36.3 ± 7.6	33.9 ± 15.3	–	36.2 ± 7.8	29.0 ± 2.5
At TAFE	86.8 ± 9.8	63.0 ± 21.4	62.6 ± 9.8	61.9 ± 9.2	79.0 ± 11.2	82.7 ± 18.6	–	29.9 ± 9.8	63.7 ± 4.9
At University	np	13.7 ± 12.3	10.6 ± 6.5	15.9 ± 7.4	6.0 ± 6.5	np	–	35.8 ± 9.0	13.7 ± 3.3
At private provider or other registered provider	np	23.3 ± 19.8	26.9 ± 9.0	22.2 ± 7.3	15.0 ± 9.6	np	–	34.3 ± 11.4	22.5 ± 4.3

Table 5A.26

Table 5A.26 Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed or in further study	82.4 ± 14.1	75.7 ± 20.6	84.7 ± 5.7	89.5 ± 4.9	96.2 ± 3.3	77.4 ± 19.6	–	94.6 ± 4.5	87.1 ± 4.1
Employed after training	72.5 ± 15.5	66.4 ± 20.2	79.6 ± 6.3	82.8 ± 6.1	93.2 ± 4.7	62.9 ± 22.3	–	88.9 ± 6.1	80.3 ± 4.7
In further study after training	23.3 ± 13.3	13.7 ± 10.6	23.2 ± 6.3	28.9 ± 7.6	24.7 ± 10.0	38.2 ± 22.0	–	28.2 ± 9.2	25.1 ± 4.5
At TAFE	90.5 ± 13.1	np	52.9 ± 14.5	77.6 ± 12.0	84.5 ± 16.9	np	–	38.3 ± 16.9	71.7 ± 7.1
At University	np	np	25.4 ± 12.3	12.1 ± 9.2	np	np	–	33.4 ± 16.7	14.2 ± 4.9
At private provider or other registered provider	np	–	21.7 ± 12.3	10.3 ± 8.6	np	np	–	28.3 ± 13.7	14.1 ± 5.3
TAFE 2003									
Employed or in further study	91.2 ± 4.2	92.6 ± 4.8	95.5 ± 1.8	95.6 ± 1.7	95.7 ± 2.2	90.7 ± 8.2	–	95.4 ± 2.4	94.7 ± 1.0
Employed after training	69.3 ± 6.6	78.6 ± 7.1	82.5 ± 3.1	83.4 ± 2.9	83.5 ± 3.9	83.3 ± 10.2	–	83.0 ± 4.2	81.1 ± 1.6
In further study after training	38.3 ± 7.8	39.8 ± 12.4	38.2 ± 5.0	35.6 ± 5.1	41.2 ± 6.8	51.5 ± 17.0	–	41.7 ± 6.8	38.7 ± 2.6
At TAFE	70.5 ± 11.7	73.8 ± 17.2	71.5 ± 7.5	65.4 ± 8.4	76.3 ± 9.2	80.1 ± 19.6	–	49.7 ± 10.8	67.8 ± 4.0
At University	26.1 ± 11.3	np	16.1 ± 6.1	19.0 ± 7.0	9.6 ± 6.4	np	–	18.5 ± 8.4	17.4 ± 3.2
At private provider or other registered provider	np	np	12.4 ± 5.4	15.6 ± 6.4	14.0 ± 7.5	np	–	31.7 ± 10.0	14.9 ± 3.0

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

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

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

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

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.27

Table 5A.27 Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed or in further study	71.5 ± 3.9	78.3 ± 2.7	73.0 ± 3.7	83.7 ± 3.7	73.7 ± 5.7	77.2 ± 6.7	86.0 ± 7.3	88.5 ± 6.7	75.5 ± 1.8
Employed after training	49.1 ± 4.5	61.8 ± 3.9	61.6 ± 4.1	70.4 ± 5.1	59.8 ± 6.3	60.0 ± 7.6	73.8 ± 8.6	80.2 ± 8.4	58.8 ± 2.2
In further study after training	36.2 ± 3.9	32.9 ± 3.3	23.7 ± 3.3	32.6 ± 5.3	31.9 ± 6.1	31.9 ± 7.3	38.1 ± 9.8	41.0 ± 11.0	32.0 ± 1.8
At TAFE	74.6 ± 5.5	60.7 ± 5.5	59.8 ± 7.1	61.1 ± 8.2	64.2 ± 11.4	61.1 ± 12.9	43.3 ± 15.1	17.4 ± 10.4	64.5 ± 2.9
At University	13.6 ± 4.7	10.8 ± 3.1	17.3 ± 5.5	17.1 ± 6.3	12.0 ± 8.0	7.1 ± 6.5	21.4 ± 13.9	33.8 ± 15.5	13.9 ± 2.2
At private provider or other registered provider	11.8 ± 3.9	28.5 ± 4.9	22.9 ± 6.3	21.9 ± 7.1	23.9 ± 10.6	31.8 ± 12.3	35.3 ± 15.1	48.8 ± 15.1	21.6 ± 2.4
VET 2006									
Employed or in further study	69.0 ± 7.6	73.4 ± 5.5	72.4 ± 5.7	80.9 ± 6.1	65.4 ± 10.0	73.0 ± 7.6	83.5 ± 9.8	75.8 ± 12.3	72.0 ± 3.1
Employed after training	55.3 ± 7.6	65.8 ± 5.7	62.4 ± 6.5	62.7 ± 7.6	48.5 ± 10.4	63.4 ± 8.4	76.8 ± 11.0	69.7 ± 13.9	60.4 ± 3.3
In further study after training	28.8 ± 6.7	24.2 ± 5.3	25.1 ± 5.7	38.4 ± 7.6	35.7 ± 9.8	26.6 ± 7.8	36.1 ± 13.3	37.1 ± 17.4	28.2 ± 2.9
At TAFE	70.8 ± 12.0	63.9 ± 10.4	54.8 ± 10.2	80.7 ± 10.0	70.7 ± 15.3	59.1 ± 16.5	30.8 ± 18.6	np	65.0 ± 5.5
At University	8.8 ± 6.1	16.1 ± 7.4	9.0 ± 6.5	9.7 ± 6.3	18.6 ± 13.9	21.0 ± 13.1	np	42.4 ± 23.5	12.3 ± 3.3
At private provider or other registered provider	20.4 ± 11.4	20.0 ± 9.0	36.3 ± 10.4	9.6 ± 8.6	10.7 ± 8.4	20.0 ± 14.1	48.0 ± 22.9	46.9 ± 25.7	22.7 ± 5.1
VET 2005									
Employed or in further study	73.7 ± 4.5	76.2 ± 3.1	69.3 ± 3.9	78.9 ± 4.1	81.4 ± 4.1	74.6 ± 6.5	82.5 ± 7.8	79.1 ± 16.1	74.7 ± 2.0
Employed after training	56.1 ± 5.9	63.1 ± 4.5	53.4 ± 4.3	58.3 ± 4.9	62.0 ± 5.7	61.7 ± 7.1	64.8 ± 9.6	70.3 ± 16.3	58.6 ± 2.4
In further study after training	37.0 ± 4.7	29.8 ± 3.5	30.0 ± 4.1	39.3 ± 4.9	40.1 ± 5.7	31.6 ± 6.9	35.0 ± 9.8	24.3 ± 11.0	33.7 ± 2.0
At TAFE	72.7 ± 7.4	55.2 ± 6.7	53.5 ± 7.8	59.4 ± 7.4	64.1 ± 8.6	62.3 ± 12.9	44.9 ± 15.1	17.9 ± 13.9	61.4 ± 3.3
At University	12.0 ± 4.9	19.0 ± 5.5	16.1 ± 4.7	13.7 ± 4.7	14.0 ± 7.1	9.1 ± 6.9	14.1 ± 11.8	34.9 ± 16.5	14.9 ± 2.4
At private provider or other registered provider	15.3 ± 6.9	25.8 ± 5.9	30.4 ± 7.6	26.8 ± 7.3	21.9 ± 6.9	28.6 ± 12.3	41.0 ± 14.5	47.1 ± 18.4	23.7 ± 3.1

Table 5A.27

Table 5A.27 Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Employed or in further study	71.4 ± 4.1	76.5 ± 3.5	70.0 ± 4.7	84.2 ± 3.9	70.7 ± 7.3	75.9 ± 8.6	87.4 ± 9.6	86.2 ± 8.6	73.8 ± 2.2
Employed after training	47.1 ± 4.3	56.6 ± 4.3	56.9 ± 5.1	66.2 ± 5.3	53.2 ± 7.8	53.4 ± 10.0	73.3 ± 12.5	78.1 ± 10.0	54.1 ± 2.4
In further study after training	38.8 ± 4.3	36.6 ± 4.1	25.7 ± 4.1	37.7 ± 5.3	33.0 ± 7.3	34.9 ± 9.2	35.1 ± 13.7	37.9 ± 13.1	34.9 ± 2.2
At TAFE	77.9 ± 5.5	68.5 ± 6.1	64.3 ± 7.6	71.2 ± 8.2	80.8 ± 10.8	80.8 ± 11.8	69.2 ± 22.9	24.3 ± 14.3	72.3 ± 3.1
At University	13.8 ± 4.9	9.7 ± 3.3	18.9 ± 6.7	17.3 ± 7.1	np	np	np	45.9 ± 19.4	13.7 ± 2.5
At private provider or other registered provider	8.3 ± 3.1	21.8 ± 5.5	16.8 ± 5.7	11.5 ± 5.5	14.0 ± 9.4	12.5 ± 10.6	np	29.9 ± 17.2	13.9 ± 2.2
TAFE 2006									
Employed or in further study	64.3 ± 8.4	74.8 ± 7.1	70.7 ± 7.1	82.7 ± 6.5	67.8 ± 11.6	62.2 ± 10.8	82.9 ± 8.6	66.3 ± 15.5	69.6 ± 4.1
Employed after training	49.1 ± 8.2	64.8 ± 7.6	61.0 ± 7.8	61.1 ± 8.6	44.7 ± 12.3	49.5 ± 11.6	70.1 ± 14.1	57.8 ± 16.7	55.8 ± 4.1
In further study after training	30.0 ± 7.3	32.3 ± 7.8	24.7 ± 6.9	40.0 ± 8.4	42.7 ± 12.3	26.6 ± 9.4	31.3 ± 16.1	40.9 ± 19.2	31.0 ± 3.7
At TAFE	74.6 ± 12.3	66.2 ± 12.3	72.9 ± 10.6	86.2 ± 8.4	74.3 ± 17.1	73.1 ± 17.2	70.4 ± 31.2	np	72.7 ± 6.1
At University	8.4 ± 6.3	18.0 ± 8.8	5.7 ± 3.1	10.4 ± 7.1	17.2 ± 15.7	np	np	45.2 ± 27.8	11.5 ± 3.5
At private provider or other registered provider	17.0 ± 11.8	15.7 ± 10.4	21.4 ± 10.4	np	8.5 ± 8.6	np	np	52.2 ± 28.4	15.8 ± 5.5
TAFE 2005									
Employed or in further study	73.4 ± 4.3	74.2 ± 4.1	70.1 ± 4.7	77.9 ± 4.3	83.3 ± 4.7	75.0 ± 8.4	81.4 ± 9.8	83.0 ± 9.4	74.3 ± 2.2
Employed after training	49.4 ± 4.7	58.7 ± 4.7	52.8 ± 5.1	53.2 ± 5.3	57.4 ± 6.9	56.4 ± 9.8	52.9 ± 13.3	71.2 ± 11.6	53.7 ± 2.4
In further study after training	41.7 ± 4.7	32.9 ± 4.7	33.7 ± 4.7	42.0 ± 5.1	46.7 ± 7.1	36.7 ± 10.0	42.3 ± 13.3	34.8 ± 12.0	38.2 ± 2.4
At TAFE	78.8 ± 5.9	62.8 ± 8.4	54.9 ± 8.2	69.2 ± 7.1	74.1 ± 8.0	74.1 ± 14.5	59.2 ± 18.2	20.7 ± 17.2	69.0 ± 3.3
At University	11.3 ± 4.5	22.5 ± 7.6	19.4 ± 5.7	16.7 ± 5.5	11.9 ± 6.1	np	np	36.7 ± 19.4	15.7 ± 2.5
At private provider or other registered provider	9.8 ± 4.5	14.7 ± 5.7	25.7 ± 7.3	14.1 ± 5.7	14.0 ± 6.1	17.4 ± 12.5	31.6 ± 16.5	42.6 ± 21.6	15.3 ± 2.5

Table 5A.27

Table 5A.27 Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed or in further study	67.2 ± 8.0	64.4 ± 8.2	66.2 ± 7.1	74.5 ± 7.3	81.0 ± 8.4	71.1 ± 14.3	69.2 ± 21.2	68.4 ± 10.0	68.1 ± 4.1
Employed after training	47.0 ± 7.8	51.4 ± 8.2	54.4 ± 7.1	57.2 ± 8.2	54.0 ± 11.4	45.6 ± 15.7	52.6 ± 20.6	60.6 ± 11.2	50.6 ± 4.1
In further study after training	34.7 ± 7.3	26.9 ± 6.7	24.9 ± 5.9	39.8 ± 8.2	44.1 ± 11.4	40.0 ± 15.3	34.1 ± 18.4	31.8 ± 12.5	32.7 ± 3.7
At TAFE	76.2 ± 10.4	70.0 ± 8.8	67.9 ± 10.8	77.5 ± 10.6	75.0 ± 14.7	60.8 ± 24.7	58.2 ± 30.8	32.8 ± 23.7	73.0 ± 5.5
At University	11.5 ± 6.5	16.9 ± 6.9	16.7 ± 8.0	7.7 ± 4.9	16.8 ± 13.3	np	np	np	13.5 ± 3.7
At private provider or other registered provider	12.3 ± 9.2	13.0 ± 6.1	15.4 ± 8.0	14.8 ± 10.0	8.2 ± 7.8	np	np	np	13.5 ± 4.9
TAFE 2003									
Employed or in further study	83.1 ± 3.2	88.3 ± 2.8	80.4 ± 3.4	82.5 ± 4.2	86.6 ± 4.0	92.7 ± 7.1	82.2 ± 12.7	87.9 ± 8.7	83.8 ± 1.5
Employed after training	47.4 ± 4.0	51.2 ± 3.8	51.4 ± 3.9	45.7 ± 5.1	58.7 ± 5.3	47.7 ± 11.3	49.4 ± 15.3	61.2 ± 11.7	49.6 ± 1.9
In further study after training	51.8 ± 4.6	47.4 ± 5.2	44.1 ± 4.6	45.7 ± 6.2	39.6 ± 6.7	57.4 ± 15.5	37.2 ± 18.2	44.4 ± 15.6	48.2 ± 2.3
At TAFE	80.6 ± 5.1	73.7 ± 6.6	73.0 ± 6.3	79.3 ± 7.4	73.5 ± 9.8	84.2 ± 15.3	65.2 ± 31.2	51.7 ± 23.1	77.6 ± 2.8
At University	11.9 ± 4.2	16.2 ± 5.5	14.2 ± 4.9	10.4 ± 5.5	6.0 ± 5.2	np	np	24.7 ± 20.0	12.5 ± 2.3
At private provider or other registered provider	7.5 ± 3.4	10.1 ± 4.5	12.8 ± 4.7	10.3 ± 5.6	20.5 ± 8.9	np	np	np	9.9 ± 2.0

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

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

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

(d) Care needs to be taken in comparing outcomes for students reporting a disability because of the high non-identification rates.

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.28

Table 5A.28 Proportion of graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed or in further study	82.5 ± 2.0	86.1 ± 1.6	86.2 ± 2.5	86.6 ± 2.4	86.2 ± 3.7	84.2 ± 8.8	89.1 ± 4.7	81.2 ± 7.3	84.6 ± 1.0
Employed after training	67.1 ± 2.7	71.4 ± 2.9	74.0 ± 3.3	73.9 ± 3.1	75.9 ± 4.5	70.3 ± 11.8	84.9 ± 5.5	69.5 ± 8.0	70.5 ± 1.6
In further study after training	36.9 ± 2.5	33.7 ± 2.2	29.8 ± 3.3	37.4 ± 3.5	33.0 ± 5.1	27.7 ± 11.4	33.1 ± 8.0	35.9 ± 7.1	34.8 ± 1.4
At TAFE	61.4 ± 4.3	55.8 ± 3.7	54.8 ± 6.3	66.8 ± 5.5	57.8 ± 8.8	34.1 ± 24.7	38.8 ± 13.9	13.1 ± 8.4	58.0 ± 2.4
At University	24.8 ± 3.5	25.6 ± 3.3	27.2 ± 6.1	20.5 ± 4.7	25.2 ± 7.8	np	24.8 ± 12.2	36.5 ± 10.4	25.1 ± 2.0
At private provider or other registered provider	13.8 ± 3.5	18.6 ± 2.9	18.0 ± 4.9	12.7 ± 3.9	17.0 ± 6.3	53.6 ± 26.3	36.4 ± 13.3	50.5 ± 10.0	16.9 ± 2.0
VET 2006									
Employed or in further study	80.8 ± 3.7	82.7 ± 3.1	78.1 ± 5.7	85.6 ± 3.9	85.7 ± 6.7	87.2 ± 8.2	84.9 ± 7.8	81.4 ± 11.2	81.7 ± 2.0
Employed after training	66.5 ± 4.3	69.4 ± 3.7	68.6 ± 6.3	65.5 ± 6.5	71.6 ± 8.2	68.6 ± 13.7	71.3 ± 8.8	74.3 ± 12.3	68.0 ± 2.4
In further study after training	32.3 ± 4.1	32.9 ± 3.9	24.3 ± 5.7	41.3 ± 6.7	38.8 ± 9.0	50.1 ± 13.7	46.5 ± 9.4	33.4 ± 15.1	32.7 ± 2.4
At TAFE	67.9 ± 7.1	57.5 ± 6.1	47.6 ± 11.6	63.6 ± 8.6	53.7 ± 14.7	54.3 ± 20.2	54.6 ± 12.9	26.7 ± 9.2	60.6 ± 3.9
At University	24.0 ± 6.7	28.2 ± 5.7	27.6 ± 8.8	21.9 ± 6.7	25.8 ± 13.7	np	29.8 ± 12.5	30.2 ± 16.5	25.6 ± 3.5
At private provider or other registered provider	8.1 ± 3.9	14.4 ± 4.1	24.8 ± 10.6	14.4 ± 7.1	20.4 ± 12.7	32.9 ± 18.6	15.6 ± 10.2	43.1 ± 11.6	13.8 ± 2.5
VET 2005									
Employed or in further study	81.7 ± 2.4	85.9 ± 1.8	81.0 ± 3.3	86.2 ± 2.5	85.7 ± 3.7	88.8 ± 6.5	86.6 ± 5.7	84.2 ± 3.9	83.7 ± 1.2
Employed after training	63.8 ± 3.1	72.3 ± 2.7	63.5 ± 4.3	70.2 ± 3.3	74.1 ± 4.7	71.7 ± 10.0	74.1 ± 7.3	70.6 ± 6.7	67.8 ± 1.6
In further study after training	39.0 ± 3.1	30.6 ± 2.4	34.3 ± 4.3	40.5 ± 3.5	34.5 ± 5.1	39.7 ± 11.0	34.9 ± 8.2	37.0 ± 8.0	35.7 ± 1.6
At TAFE	65.2 ± 4.5	49.3 ± 4.9	45.7 ± 8.0	59.3 ± 5.5	57.3 ± 9.2	49.0 ± 18.0	30.0 ± 12.0	27.6 ± 10.0	56.7 ± 2.7
At University	22.2 ± 3.5	34.0 ± 4.7	32.5 ± 7.4	28.7 ± 5.1	20.3 ± 7.4	20.4 ± 14.1	33.1 ± 13.5	42.5 ± 11.8	27.5 ± 2.4
At private provider or other registered provider	12.5 ± 3.5	16.7 ± 3.5	21.7 ± 7.4	12.0 ± 4.1	22.4 ± 7.3	30.6 ± 16.7	36.9 ± 14.3	29.9 ± 10.2	15.8 ± 2.2

Table 5A.28

Table 5A.28 Proportion of graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Employed or in further study	81.5 ± 2.2	85.7 ± 2.0	85.6 ± 3.1	85.2 ± 2.7	83.3 ± 5.3	81.8 ± 12.9	91.6 ± 5.9	85.8 ± 6.5	83.5 ± 1.4
Employed after training	65.2 ± 2.7	69.0 ± 2.5	72.6 ± 4.1	70.6 ± 3.7	68.5 ± 6.5	66.8 ± 15.7	87.8 ± 6.9	74.0 ± 8.2	67.9 ± 1.6
In further study after training	37.7 ± 2.7	38.1 ± 2.7	31.3 ± 4.1	39.0 ± 3.9	38.3 ± 6.9	30.8 ± 14.9	41.2 ± 11.6	33.9 ± 8.6	37.2 ± 1.6
At TAFE	64.8 ± 4.1	62.5 ± 4.3	54.2 ± 7.4	70.6 ± 5.9	70.4 ± 10.2	48.7 ± 29.8	55.2 ± 17.2	17.1 ± 11.6	63.0 ± 2.5
At University	26.5 ± 3.9	26.4 ± 3.9	29.8 ± 7.3	23.5 ± 5.5	21.9 ± 9.4	np	29.0 ± 15.3	35.1 ± 14.3	26.5 ± 2.4
At private provider or other registered provider	8.7 ± 2.4	11.1 ± 2.7	16.0 ± 5.3	6.0 ± 2.5	7.7 ± 5.5	np	15.8 ± 12.7	47.8 ± 13.1	10.5 ± 1.6
TAFE 2006									
Employed or in further study	78.8 ± 4.3	82.2 ± 3.9	76.0 ± 6.7	86.4 ± 4.1	83.9 ± 9.2	80.0 ± 14.5	83.5 ± 8.4	83.8 ± 10.0	80.3 ± 2.4
Employed after training	62.7 ± 4.9	67.7 ± 4.7	62.5 ± 7.6	65.6 ± 6.1	60.9 ± 11.8	62.5 ± 16.7	63.1 ± 10.8	71.7 ± 13.7	64.4 ± 2.9
In further study after training	33.9 ± 4.5	36.6 ± 5.1	28.3 ± 6.7	43.5 ± 6.5	45.5 ± 12.0	42.7 ± 17.1	45.0 ± 11.2	46.6 ± 14.5	35.5 ± 2.7
At TAFE	73.2 ± 7.1	63.7 ± 6.5	57.9 ± 10.6	68.0 ± 8.4	62.3 ± 18.0	48.0 ± 26.9	55.5 ± 16.7	33.0 ± 12.2	67.2 ± 4.1
At University	22.4 ± 6.7	28.3 ± 6.3	35.1 ± 10.4	22.3 ± 7.1	34.1 ± 17.8	np	40.0 ± 16.7	35.2 ± 19.0	25.9 ± 3.9
At private provider or other registered provider	4.4 ± 2.5	8.0 ± 2.7	7.0 ± 3.7	9.7 ± 5.9	np	46.9 ± 26.7	np	31.8 ± 11.8	6.9 ± 1.6
TAFE 2005									
Employed or in further study	80.6 ± 2.5	86.6 ± 2.2	82.2 ± 3.9	85.7 ± 2.7	85.0 ± 4.9	88.4 ± 10.8	79.9 ± 9.4	94.9 ± 3.7	83.2 ± 1.4
Employed after training	59.4 ± 3.1	72.0 ± 2.9	63.2 ± 5.1	67.4 ± 3.7	68.4 ± 6.5	66.2 ± 16.3	61.7 ± 11.0	79.3 ± 7.8	64.5 ± 1.8
In further study after training	41.6 ± 3.1	35.5 ± 3.3	37.8 ± 5.3	43.6 ± 3.9	41.2 ± 6.9	50.9 ± 17.4	42.8 ± 11.4	45.9 ± 10.6	39.9 ± 1.8
At TAFE	68.2 ± 4.3	52.6 ± 6.1	46.6 ± 9.2	63.7 ± 5.5	65.2 ± 10.4	55.4 ± 24.9	40.8 ± 16.1	28.7 ± 10.6	61.1 ± 2.9
At University	23.3 ± 3.7	37.4 ± 5.9	39.3 ± 9.2	30.1 ± 5.3	19.3 ± 8.4	np	34.8 ± 16.7	47.9 ± 12.2	29.1 ± 2.5
At private provider or other registered provider	8.5 ± 2.9	10.0 ± 3.3	14.1 ± 6.1	6.2 ± 2.7	15.5 ± 7.3	np	24.3 ± 14.9	23.4 ± 8.0	9.9 ± 1.8

Table 5A.28

Table 5A.28 Proportion of graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed or in further study	78.3 ± 3.7	75.7 ± 4.1	81.8 ± 4.5	83.1 ± 4.3	83.0 ± 7.4	82.4 ± 16.3	84.4 ± 9.0	86.9 ± 7.4	78.8 ± 2.4
Employed after training	58.6 ± 4.3	62.7 ± 4.3	62.7 ± 6.3	65.3 ± 5.5	70.0 ± 8.8	71.2 ± 20.0	75.6 ± 10.4	80.4 ± 8.4	61.4 ± 2.7
In further study after training	35.6 ± 4.1	28.4 ± 3.9	33.9 ± 6.1	37.3 ± 5.5	30.1 ± 8.0	32.3 ± 21.2	40.2 ± 12.0	41.8 ± 11.2	33.9 ± 2.5
At TAFE	67.0 ± 7.1	52.1 ± 7.6	59.0 ± 9.0	69.9 ± 7.3	74.9 ± 13.3	84.0 ± 29.0	65.4 ± 18.4	29.3 ± 17.6	63.6 ± 4.5
At University	22.1 ± 6.3	32.6 ± 6.9	31.1 ± 8.6	21.5 ± 6.5	8.0 ± 5.9	–	34.6 ± 18.4	51.2 ± 17.8	24.7 ± 3.9
At private provider or other registered provider	10.9 ± 5.9	15.3 ± 5.7	9.9 ± 4.9	8.6 ± 3.3	17.1 ± 12.7	np	–	np	11.7 ± 3.5
TAFE 2003									
Employed or in further study	87.6 ± 1.7	90.7 ± 1.3	82.6 ± 2.5	90.7 ± 2.2	96.6 ± 1.7	88.3 ± 10.6	91.7 ± 4.9	89.0 ± 4.8	88.5 ± 0.8
Employed after training	58.0 ± 2.3	65.6 ± 2.0	58.1 ± 3.1	59.8 ± 3.5	75.3 ± 3.7	60.5 ± 14.4	72.6 ± 7.6	65.6 ± 6.7	60.8 ± 1.2
In further study after training	51.9 ± 2.8	49.8 ± 2.7	42.9 ± 3.7	55.7 ± 4.4	42.5 ± 6.0	59.3 ± 18.9	48.9 ± 10.4	50.6 ± 8.7	50.8 ± 1.5
At TAFE	74.3 ± 3.5	62.0 ± 3.7	60.3 ± 5.6	66.5 ± 5.8	66.5 ± 9.1	60.8 ± 23.9	59.3 ± 15.1	39.2 ± 12.3	69.7 ± 2.0
At University	21.6 ± 3.3	31.6 ± 3.6	30.5 ± 5.2	22.3 ± 5.1	23.8 ± 8.2	np	35.1 ± 14.6	35.3 ± 12.1	24.3 ± 1.9
At private provider or other registered provider	4.2 ± 1.6	6.5 ± 1.9	9.2 ± 3.3	11.2 ± 3.9	9.7 ± 5.7	np	np	25.5 ± 11.0	6.1 ± 1.0

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

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

(c) Certain data are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.29

Table 5A.29 Labour force status after the course of graduates who were unemployed prior to the course (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed	52.1 ± 3.9	56.9 ± 4.7	61.4 ± 3.9	61.8 ± 6.3	55.1 ± 5.9	54.3 ± 7.1	52.4 ± 14.5	58.0 ± 13.9	55.8 ± 2.2
Unemployed	37.9 ± 3.7	34.6 ± 4.5	31.2 ± 3.7	29.3 ± 5.5	34.9 ± 5.7	38.4 ± 6.9	33.9 ± 13.3	29.2 ± 12.9	35.1 ± 2.2
Not in the labour force	9.7 ± 2.4	8.1 ± 3.3	7.1 ± 2.0	8.7 ± 2.9	9.4 ± 3.5	7.4 ± 3.5	13.7 ± 10.8	11.3 ± 8.2	8.7 ± 1.4
VET 2006									
Employed	52.7 ± 6.1	52.0 ± 5.9	56.8 ± 6.1	64.3 ± 8.8	51.0 ± 8.8	56.1 ± 8.8	67.7 ± 13.9	55.1 ± 18.6	54.2 ± 3.1
Unemployed	37.0 ± 6.1	39.6 ± 5.9	36.7 ± 5.9	28.2 ± 8.4	39.5 ± 8.8	35.8 ± 8.4	23.0 ± 11.8	39.6 ± 18.4	37.1 ± 3.1
Not in the labour force	10.3 ± 3.5	7.5 ± 2.9	6.3 ± 2.5	6.6 ± 3.5	9.5 ± 5.3	6.8 ± 4.7	np	np	8.3 ± 1.6
VET 2005									
Employed	47.8 ± 5.1	58.0 ± 4.5	53.5 ± 3.7	57.5 ± 4.5	53.2 ± 5.5	59.0 ± 6.3	59.9 ± 11.2	49.4 ± 9.4	53.5 ± 2.4
Unemployed	42.6 ± 4.9	33.5 ± 4.5	38.0 ± 3.7	34.2 ± 4.3	37.1 ± 5.5	33.8 ± 5.9	35.1 ± 11.0	43.4 ± 8.8	37.7 ± 2.2
Not in the labour force	8.9 ± 3.3	7.8 ± 1.8	7.7 ± 1.8	8.0 ± 2.5	9.6 ± 3.1	6.2 ± 2.9	4.3 ± 3.7	7.2 ± 5.7	8.2 ± 1.2
TAFE 2007									
Employed	48.0 ± 3.7	54.8 ± 3.7	59.8 ± 4.7	58.3 ± 5.9	50.0 ± 7.4	52.4 ± 8.2	51.0 ± 19.0	54.8 ± 17.2	52.5 ± 2.2
Unemployed	41.4 ± 3.5	38.5 ± 3.7	34.0 ± 4.7	31.9 ± 5.5	37.9 ± 7.3	41.3 ± 8.2	29.5 ± 17.2	32.0 ± 16.3	38.6 ± 2.2
Not in the labour force	10.2 ± 2.2	6.1 ± 1.6	5.9 ± 1.8	9.6 ± 3.5	11.7 ± 4.9	6.3 ± 3.5	19.4 ± 16.1	10.9 ± 9.2	8.5 ± 1.2
TAFE 2006									
Employed	49.3 ± 6.7	54.2 ± 7.3	55.7 ± 7.3	62.2 ± 8.0	45.5 ± 11.2	59.8 ± 9.4	66.9 ± 16.1	56.7 ± 20.6	52.7 ± 3.7
Unemployed	39.1 ± 6.9	36.8 ± 7.1	37.1 ± 7.1	28.5 ± 7.3	45.1 ± 11.4	33.3 ± 9.0	33.1 ± 16.1	36.1 ± 19.6	37.6 ± 3.7
Not in the labour force	11.6 ± 4.1	8.9 ± 3.9	7.1 ± 3.3	9.4 ± 5.1	9.4 ± 6.5	6.0 ± 4.5	–	np	9.6 ± 2.2
TAFE 2005									
Employed	43.8 ± 3.9	58.7 ± 4.1	50.4 ± 4.3	57.4 ± 4.9	49.0 ± 6.5	57.4 ± 8.0	53.5 ± 15.3	58.4 ± 12.0	50.8 ± 2.0
Unemployed	46.8 ± 3.9	31.9 ± 3.9	40.5 ± 4.3	34.4 ± 4.7	40.9 ± 6.5	35.9 ± 7.6	38.5 ± 15.3	29.8 ± 10.6	40.0 ± 2.0
Not in the labour force	8.5 ± 2.0	8.7 ± 2.4	8.2 ± 2.0	7.8 ± 2.4	10.0 ± 3.9	5.8 ± 3.7	np	11.7 ± 9.0	8.4 ± 1.0

Table 5A.29

Table 5A.29 Labour force status after the course of graduates who were unemployed prior to the course (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed	40.4 ± 5.9	45.9 ± 6.9	54.7 ± 5.3	55.3 ± 6.9	58.2 ± 9.6	54.3 ± 11.4	50.3 ± 21.6	38.1 ± 16.7	46.6 ± 3.3
Unemployed	43.5 ± 6.1	41.4 ± 6.9	35.3 ± 5.1	32.5 ± 6.3	25.6 ± 7.8	35.2 ± 10.8	37.2 ± 22.3	31.5 ± 14.3	39.3 ± 3.3
Not in the labour force	14.3 ± 4.7	12.4 ± 3.9	9.5 ± 3.5	11.6 ± 4.5	15.5 ± 7.6	10.5 ± 8.0	np	30.4 ± 14.3	13.0 ± 2.5
TAFE 2003									
Employed	40.5 ± 3.0	47.5 ± 2.8	48.5 ± 2.9	44.0 ± 3.9	55.1 ± 4.2	49.4 ± 8.8	52.2 ± 12.5	44.4 ± 12.1	44.8 ± 1.4
Unemployed	43.5 ± 3.0	40.1 ± 2.7	37.6 ± 2.8	39.3 ± 3.9	32.9 ± 4.0	37.3 ± 8.5	29.3 ± 11.4	32.8 ± 11.4	40.4 ± 1.4
Not in the labour force	12.8 ± 2.1	9.7 ± 1.6	10.0 ± 1.8	15.1 ± 2.8	10.1 ± 2.5	12.7 ± 5.8	17.8 ± 9.6	22.0 ± 10.1	11.9 ± 0.9

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

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.30

Table 5A.30 Labour force status after the course of graduates who were employed prior to the course (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed	91.0 ± 1.0	92.2 ± 0.8	92.6 ± 0.8	93.8 ± 0.8	92.8 ± 1.0	91.2 ± 1.8	94.4 ± 1.8	93.3 ± 2.0	92.2 ± 0.4
Unemployed	5.1 ± 0.8	3.8 ± 0.4	3.5 ± 0.6	2.5 ± 0.6	3.9 ± 0.8	3.8 ± 1.2	2.9 ± 1.4	2.4 ± 1.2	4.0 ± 0.4
Not in the labour force	3.6 ± 0.6	3.7 ± 0.6	3.8 ± 0.6	3.5 ± 0.6	3.2 ± 0.8	4.8 ± 1.2	2.8 ± 1.2	4.3 ± 1.6	3.7 ± 0.4
VET 2006									
Employed	91.1 ± 1.8	92.7 ± 1.0	90.3 ± 1.6	91.2 ± 1.8	91.6 ± 2.0	93.3 ± 1.8	93.8 ± 2.2	90.9 ± 2.7	91.5 ± 0.8
Unemployed	5.0 ± 1.2	3.8 ± 0.8	4.8 ± 1.0	4.6 ± 1.4	3.4 ± 1.2	3.5 ± 1.4	2.2 ± 1.0	3.1 ± 2.0	4.4 ± 0.6
Not in the labour force	3.5 ± 1.4	3.2 ± 0.8	4.5 ± 1.0	3.9 ± 1.0	4.9 ± 1.6	2.9 ± 1.2	3.8 ± 1.8	6.1 ± 2.0	3.8 ± 0.6
VET 2005									
Employed	90.3 ± 1.4	92.5 ± 0.8	91.0 ± 1.0	90.9 ± 1.0	92.7 ± 1.0	93.7 ± 1.2	92.6 ± 2.0	92.2 ± 1.8	91.5 ± 0.6
Unemployed	5.0 ± 0.8	3.8 ± 0.6	4.7 ± 0.8	3.8 ± 0.6	3.9 ± 0.8	3.0 ± 0.8	2.9 ± 1.4	3.3 ± 1.2	4.3 ± 0.4
Not in the labour force	4.4 ± 1.2	3.6 ± 0.6	4.0 ± 0.6	5.2 ± 0.8	3.2 ± 0.8	3.1 ± 0.8	4.5 ± 1.6	4.5 ± 1.4	4.0 ± 0.4
TAFE 2007									
Employed	90.2 ± 1.0	91.7 ± 0.8	91.5 ± 1.0	93.2 ± 1.0	91.6 ± 1.6	90.1 ± 2.7	94.9 ± 2.4	93.0 ± 2.4	91.3 ± 0.4
Unemployed	5.6 ± 0.8	4.3 ± 0.6	4.1 ± 0.6	2.7 ± 0.6	4.6 ± 1.2	4.6 ± 2.0	3.5 ± 2.0	2.2 ± 1.4	4.5 ± 0.4
Not in the labour force	3.9 ± 0.6	3.7 ± 0.6	4.4 ± 0.8	3.9 ± 0.6	3.6 ± 1.0	5.1 ± 2.0	1.6 ± 1.2	4.8 ± 2.0	4.0 ± 0.4
TAFE 2006									
Employed	91.0 ± 2.2	91.4 ± 1.6	88.7 ± 2.0	90.7 ± 1.8	90.7 ± 2.9	92.1 ± 2.4	91.0 ± 3.1	89.9 ± 3.5	90.6 ± 1.0
Unemployed	5.0 ± 1.4	5.5 ± 1.4	5.5 ± 1.4	4.3 ± 1.2	2.9 ± 1.6	4.4 ± 1.8	3.9 ± 2.0	3.0 ± 2.0	5.0 ± 0.6
Not in the labour force	3.5 ± 1.6	3.0 ± 0.8	5.5 ± 1.4	4.7 ± 1.2	6.1 ± 2.5	2.9 ± 1.6	4.8 ± 2.5	7.1 ± 2.9	4.1 ± 0.8
TAFE 2005									
Employed	89.8 ± 1.2	91.5 ± 1.0	89.1 ± 1.2	89.6 ± 1.2	91.4 ± 1.6	91.7 ± 2.4	93.1 ± 2.5	92.4 ± 2.2	90.3 ± 0.6
Unemployed	5.8 ± 1.0	4.8 ± 0.8	5.2 ± 1.0	4.1 ± 0.8	4.8 ± 1.2	3.7 ± 1.6	3.8 ± 2.2	3.3 ± 1.6	5.1 ± 0.4
Not in the labour force	4.1 ± 0.8	3.5 ± 0.6	5.3 ± 0.8	6.2 ± 1.0	3.6 ± 1.0	4.5 ± 1.8	3.2 ± 1.6	4.3 ± 1.6	4.4 ± 0.4

Table 5A.30

Table 5A.30 Labour force status after the course of graduates who were employed prior to the course (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed	88.7 ± 1.8	89.4 ± 1.6	88.1 ± 1.6	88.7 ± 1.8	92.9 ± 1.8	89.0 ± 3.7	92.5 ± 3.1	89.3 ± 3.3	89.1 ± 0.8
Unemployed	5.4 ± 1.2	5.9 ± 1.4	6.1 ± 1.2	4.3 ± 1.0	2.5 ± 1.0	4.8 ± 2.7	4.3 ± 2.4	5.0 ± 2.0	5.2 ± 0.6
Not in the labour force	5.8 ± 1.4	4.6 ± 1.0	5.6 ± 1.2	6.9 ± 1.6	4.5 ± 1.6	5.5 ± 2.7	3.2 ± 2.2	5.7 ± 2.7	5.5 ± 0.6
TAFE 2003									
Employed	88.3 ± 0.9	89.8 ± 0.7	87.4 ± 0.9	87.9 ± 1.0	91.6 ± 0.9	89.2 ± 2.5	90.6 ± 2.4	89.0 ± 2.1	88.7 ± 0.4
Unemployed	5.8 ± 0.6	5.9 ± 0.5	6.8 ± 0.7	5.8 ± 0.7	4.8 ± 0.7	5.5 ± 1.8	5.1 ± 1.8	5.0 ± 1.5	5.9 ± 0.3
Not in the labour force	4.9 ± 0.6	3.6 ± 0.4	4.7 ± 0.6	5.7 ± 0.7	3.0 ± 0.5	4.4 ± 1.6	3.7 ± 1.5	4.7 ± 1.4	4.5 ± 0.2

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.31

Table 5A.31 Graduates employed after who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Highly relevant	52.7 ± 2.0	50.5 ± 1.4	52.7 ± 1.4	51.7 ± 2.2	53.8 ± 2.2	51.6 ± 3.1	53.1 ± 3.9	45.6 ± 4.1	51.9 ± 0.8
Some relevance	28.0 ± 1.8	29.3 ± 1.2	27.9 ± 1.4	26.4 ± 2.0	29.3 ± 2.0	30.5 ± 2.9	29.3 ± 3.7	33.8 ± 4.1	28.5 ± 0.8
Very little relevance	7.3 ± 1.0	8.7 ± 0.8	8.3 ± 0.8	8.9 ± 1.6	7.9 ± 1.2	8.1 ± 1.8	7.6 ± 2.2	7.9 ± 2.2	8.1 ± 0.4
Not relevant at all	12.0 ± 1.4	11.5 ± 1.0	11.1 ± 1.0	13.0 ± 1.2	9.0 ± 1.2	9.7 ± 2.0	10.0 ± 2.5	12.7 ± 2.9	11.5 ± 0.6
VET 2006									
Highly relevant	51.6 ± 2.9	49.6 ± 2.4	51.2 ± 2.7	50.3 ± 3.1	53.2 ± 3.9	46.0 ± 3.5	48.7 ± 4.9	43.0 ± 7.3	50.6 ± 1.4
Some relevance	26.9 ± 2.5	30.2 ± 2.2	27.4 ± 2.5	29.5 ± 2.7	27.5 ± 3.5	33.5 ± 3.5	33.5 ± 4.7	36.8 ± 7.1	28.6 ± 1.2
Very little relevance	9.1 ± 1.6	8.5 ± 1.4	8.6 ± 1.6	6.8 ± 1.6	8.2 ± 2.4	7.5 ± 1.8	5.5 ± 2.0	7.5 ± 4.3	8.5 ± 0.8
Not relevant at all	12.4 ± 2.0	11.8 ± 1.6	12.8 ± 1.8	13.4 ± 2.4	11.0 ± 2.5	13.0 ± 2.4	12.3 ± 3.1	12.7 ± 5.5	12.3 ± 0.8
VET 2005									
Highly relevant	45.8 ± 2.5	47.7 ± 1.6	48.0 ± 1.8	47.9 ± 2.0	49.3 ± 2.0	44.4 ± 2.7	46.8 ± 3.9	46.9 ± 3.7	47.2 ± 1.0
Some relevance	31.8 ± 2.5	32.8 ± 1.6	29.8 ± 1.6	28.0 ± 1.8	31.1 ± 2.0	32.4 ± 2.5	31.3 ± 3.5	34.9 ± 3.5	31.4 ± 1.0
Very little relevance	9.5 ± 1.6	9.4 ± 1.0	9.3 ± 1.0	9.5 ± 1.2	9.6 ± 1.2	10.1 ± 1.8	8.9 ± 2.2	7.5 ± 2.0	9.4 ± 0.6
Not relevant at all	12.9 ± 2.0	10.1 ± 1.0	12.9 ± 1.2	14.6 ± 1.2	10.0 ± 1.2	13.0 ± 2.0	13.0 ± 2.7	10.7 ± 2.2	12.0 ± 0.6
TAFE 2007									
Highly relevant	52.9 ± 2.0	52.0 ± 1.6	53.6 ± 1.8	51.3 ± 2.2	54.1 ± 2.9	54.7 ± 4.7	53.3 ± 5.9	43.5 ± 5.3	52.7 ± 1.0
Some relevance	27.1 ± 1.8	28.1 ± 1.6	26.3 ± 1.6	26.2 ± 2.0	27.5 ± 2.7	27.6 ± 4.3	26.9 ± 5.3	34.9 ± 5.1	27.2 ± 0.8
Very little relevance	7.3 ± 1.0	8.3 ± 1.0	8.4 ± 1.0	8.6 ± 1.2	7.2 ± 1.6	7.9 ± 2.5	7.9 ± 3.3	7.9 ± 2.9	8.0 ± 0.4
Not relevant at all	12.6 ± 1.2	11.7 ± 1.0	11.7 ± 1.2	13.9 ± 1.6	11.2 ± 2.0	9.8 ± 2.9	12.0 ± 3.7	13.6 ± 3.7	12.2 ± 0.6

Table 5A.31

Table 5A.31 Graduates employed after who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
TAFE 2006									
Highly relevant	54.1 ± 3.3	51.9 ± 3.3	51.2 ± 3.3	47.9 ± 3.5	56.4 ± 4.9	48.1 ± 4.7	48.2 ± 6.1	45.0 ± 8.4	52.1 ± 1.6
Some relevance	25.0 ± 2.7	27.9 ± 2.9	26.4 ± 3.1	29.7 ± 3.3	25.6 ± 4.3	32.4 ± 4.5	28.1 ± 5.3	35.4 ± 8.0	26.9 ± 1.4
Very little relevance	6.9 ± 1.6	7.9 ± 1.8	8.6 ± 2.0	7.5 ± 1.8	6.2 ± 2.4	7.4 ± 2.7	6.2 ± 2.5	9.2 ± 5.1	7.6 ± 0.8
Not relevant at all	14.0 ± 2.4	12.2 ± 2.0	13.7 ± 2.4	14.9 ± 2.4	11.8 ± 3.3	12.2 ± 3.1	17.5 ± 4.7	10.3 ± 5.1	13.4 ± 1.2
TAFE 2005									
Highly relevant	47.7 ± 2.0	48.3 ± 1.8	48.5 ± 2.2	48.6 ± 2.0	51.6 ± 2.5	50.9 ± 4.5	52.5 ± 5.5	44.2 ± 4.5	48.5 ± 1.0
Some relevance	29.2 ± 2.0	29.9 ± 1.8	29.4 ± 2.0	25.8 ± 1.8	27.5 ± 2.4	25.2 ± 3.9	26.2 ± 4.9	36.8 ± 4.3	28.9 ± 0.8
Very little relevance	9.5 ± 1.2	9.5 ± 1.2	7.8 ± 1.2	9.6 ± 1.2	9.2 ± 1.6	9.1 ± 2.5	8.1 ± 2.9	8.7 ± 2.5	9.1 ± 0.6
Not relevant at all	13.6 ± 1.4	12.3 ± 1.2	14.2 ± 1.6	16.0 ± 1.6	11.7 ± 1.8	14.8 ± 3.3	13.2 ± 3.7	10.3 ± 2.5	13.5 ± 0.6
TAFE 2004									
Highly relevant	53.0 ± 2.9	50.9 ± 2.9	56.3 ± 2.5	52.1 ± 3.1	55.0 ± 3.5	53.1 ± 6.3	52.1 ± 7.1	50.6 ± 5.7	53.2 ± 1.4
Some relevance	28.0 ± 2.7	27.9 ± 2.5	22.9 ± 2.2	23.7 ± 2.5	26.4 ± 3.3	27.9 ± 5.7	28.5 ± 6.5	30.4 ± 5.3	26.6 ± 1.4
Very little relevance	7.2 ± 1.6	6.5 ± 1.4	7.3 ± 1.4	7.2 ± 1.6	8.0 ± 1.8	7.2 ± 3.1	6.6 ± 3.3	8.8 ± 3.1	7.2 ± 0.8
Not relevant at all	11.8 ± 2.0	14.8 ± 2.0	13.5 ± 1.8	16.9 ± 2.4	10.6 ± 2.0	11.8 ± 4.1	12.8 ± 4.3	10.2 ± 3.5	13.0 ± 1.0
TAFE 2003									
Highly relevant	53.6 ± 1.5	53.9 ± 1.2	56.1 ± 1.5	49.4 ± 1.8	56.1 ± 1.7	60.1 ± 4.1	59.9 ± 4.5	51.9 ± 4.0	54.0 ± 0.7
Some relevance	25.7 ± 1.3	25.6 ± 1.1	22.9 ± 1.3	26.2 ± 1.6	27.5 ± 1.5	21.5 ± 3.4	18.9 ± 3.6	31.4 ± 3.7	25.3 ± 0.6
Very little relevance	7.7 ± 0.8	7.6 ± 0.7	8.2 ± 0.8	7.9 ± 1.0	6.3 ± 0.8	6.1 ± 2.0	6.4 ± 2.3	6.2 ± 1.9	7.6 ± 0.3
Not relevant at all	13.0 ± 1.0	12.9 ± 0.8	12.8 ± 1.0	16.5 ± 1.4	10.1 ± 1.0	12.3 ± 2.7	14.8 ± 3.3	10.5 ± 2.4	13.1 ± 0.4

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

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.32

Table 5A.32 Graduates who undertook their course for employment related reasons, job related benefits (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Obtained a job	30.3 ± 1.8	27.5 ± 1.2	27.7 ± 1.4	33.6 ± 2.0	32.7 ± 2.2	24.9 ± 2.7	27.8 ± 3.7	24.2 ± 3.5	29.1 ± 0.8
An increase in earnings	24.6 ± 1.6	23.5 ± 1.2	27.6 ± 1.4	28.6 ± 2.2	28.1 ± 2.0	26.4 ± 2.7	29.4 ± 3.5	23.7 ± 3.5	25.6 ± 0.8
A promotion (or increased status at work)	29.8 ± 1.8	27.9 ± 1.4	26.7 ± 1.6	27.4 ± 2.0	28.8 ± 2.0	31.9 ± 2.9	34.6 ± 3.7	31.9 ± 3.9	28.5 ± 0.8
Change of job or new job	15.8 ± 1.4	15.4 ± 1.0	16.3 ± 1.2	17.7 ± 2.0	16.5 ± 1.8	13.4 ± 2.2	20.0 ± 3.3	15.3 ± 2.9	16.0 ± 0.6
Ability to start own business	6.2 ± 0.8	8.0 ± 0.8	7.3 ± 0.8	5.8 ± 0.8	4.2 ± 1.0	5.9 ± 1.4	5.2 ± 1.8	5.3 ± 1.8	6.7 ± 0.4
At least one benefit	76.3 ± 1.8	74.8 ± 1.2	75.6 ± 1.4	77.8 ± 1.4	77.6 ± 1.8	73.8 ± 2.7	73.9 ± 3.5	66.9 ± 4.1	75.7 ± 0.8
VET 2006									
Obtained a job	29.3 ± 2.7	28.9 ± 2.2	28.0 ± 2.4	33.0 ± 3.1	34.9 ± 3.9	22.7 ± 2.9	21.9 ± 4.1	31.0 ± 6.7	29.2 ± 1.2
An increase in earnings	25.5 ± 2.5	21.5 ± 2.0	25.3 ± 2.4	28.7 ± 3.1	29.3 ± 3.7	21.9 ± 2.9	28.6 ± 4.7	25.2 ± 6.3	24.8 ± 1.2
A promotion (or increased status at work)	30.6 ± 2.7	29.0 ± 2.2	29.5 ± 2.5	28.6 ± 3.1	30.3 ± 3.7	30.8 ± 3.3	38.7 ± 4.7	28.9 ± 6.5	29.8 ± 1.2
Change of job or new job	16.1 ± 2.2	15.6 ± 1.8	14.8 ± 1.8	16.9 ± 2.5	19.6 ± 3.1	13.9 ± 2.4	16.8 ± 3.7	19.4 ± 5.9	15.9 ± 1.0
Ability to start own business	7.0 ± 1.6	6.7 ± 1.2	8.6 ± 1.6	5.4 ± 1.4	4.3 ± 1.6	6.2 ± 1.6	5.5 ± 2.4	6.4 ± 3.3	6.9 ± 0.8
At least one benefit	77.0 ± 2.5	77.6 ± 2.0	76.9 ± 2.4	76.2 ± 2.7	80.1 ± 3.3	71.1 ± 3.1	77.4 ± 4.1	77.9 ± 5.5	77.1 ± 1.2
VET 2005									
Obtained a job	29.0 ± 2.2	25.1 ± 1.4	31.8 ± 1.6	34.4 ± 1.8	32.5 ± 2.0	27.3 ± 2.4	26.7 ± 3.3	26.6 ± 3.1	28.9 ± 0.8
An increase in earnings	25.2 ± 2.2	22.9 ± 1.2	28.9 ± 1.6	25.5 ± 1.6	30.3 ± 1.8	25.7 ± 2.4	26.2 ± 3.3	30.0 ± 3.3	25.7 ± 0.8
A promotion (or increased status at work)	29.9 ± 2.4	28.8 ± 1.6	27.1 ± 1.6	26.7 ± 1.8	30.8 ± 2.0	30.0 ± 2.4	29.7 ± 3.5	36.6 ± 3.5	28.9 ± 1.0
Change of job or new job	17.6 ± 2.2	15.2 ± 1.2	17.0 ± 1.4	17.7 ± 1.4	17.1 ± 1.6	14.8 ± 2.0	18.0 ± 2.9	16.4 ± 2.7	16.6 ± 0.8
Ability to start own business	7.9 ± 1.4	9.0 ± 1.2	7.7 ± 1.0	8.0 ± 1.0	5.2 ± 0.8	5.5 ± 1.2	6.1 ± 1.8	5.3 ± 1.6	7.8 ± 0.6
At least one benefit	80.4 ± 2.0	77.9 ± 1.4	79.8 ± 1.4	80.4 ± 1.6	82.9 ± 1.6	75.1 ± 2.4	75.8 ± 3.5	80.6 ± 2.9	79.4 ± 0.8

Table 5A.32

Table 5A.32 Graduates who undertook their course for employment related reasons, job related benefits (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Obtained a job	34.8 ± 1.8	32.6 ± 1.6	30.6 ± 1.8	36.7 ± 2.0	39.0 ± 2.9	31.8 ± 4.3	34.3 ± 5.5	22.2 ± 4.3	33.4 ± 0.8
An increase in earnings	26.1 ± 1.6	25.7 ± 1.4	29.3 ± 1.8	28.1 ± 2.0	25.1 ± 2.5	31.8 ± 4.3	32.4 ± 5.3	20.3 ± 4.1	27.0 ± 0.8
A promotion (or increased status at work)	28.7 ± 1.8	26.3 ± 1.4	25.9 ± 1.6	25.6 ± 2.0	26.4 ± 2.7	26.6 ± 4.3	30.0 ± 5.5	30.9 ± 4.7	27.0 ± 0.8
Change of job or new job	17.7 ± 1.4	16.2 ± 1.2	16.9 ± 1.4	18.1 ± 1.6	18.6 ± 2.4	15.2 ± 3.3	23.7 ± 5.1	13.4 ± 3.5	17.2 ± 0.6
Ability to start own business	7.0 ± 1.0	7.5 ± 0.8	7.1 ± 1.0	6.2 ± 1.0	4.8 ± 1.4	7.9 ± 2.5	6.9 ± 2.9	4.3 ± 2.2	6.9 ± 0.4
At least one benefit	78.7 ± 1.6	77.1 ± 1.4	77.0 ± 1.6	77.7 ± 1.8	79.6 ± 2.4	78.9 ± 3.9	79.5 ± 4.7	65.2 ± 5.3	77.7 ± 0.8
TAFE 2006									
Obtained a job	31.7 ± 3.1	34.6 ± 3.1	30.3 ± 2.9	35.7 ± 3.3	38.6 ± 5.1	31.8 ± 4.3	30.4 ± 5.7	33.5 ± 8.0	32.9 ± 1.6
An increase in earnings	27.5 ± 3.1	25.1 ± 2.7	26.3 ± 2.9	25.8 ± 2.9	29.2 ± 4.7	27.5 ± 4.1	28.6 ± 5.5	24.9 ± 7.1	26.6 ± 1.4
A promotion (or increased status at work)	30.3 ± 3.1	26.0 ± 2.7	29.0 ± 2.9	25.8 ± 3.1	30.0 ± 4.5	30.8 ± 4.5	31.8 ± 5.5	22.1 ± 6.5	28.5 ± 1.6
Change of job or new job	16.8 ± 2.4	16.4 ± 2.4	15.7 ± 2.4	17.8 ± 2.7	19.8 ± 4.1	11.9 ± 3.1	19.9 ± 4.9	19.9 ± 7.1	16.7 ± 1.2
Ability to start own business	6.0 ± 1.6	6.7 ± 1.6	7.3 ± 1.8	5.5 ± 1.8	4.5 ± 2.0	8.0 ± 2.5	5.0 ± 2.5	9.7 ± 5.5	6.4 ± 0.8
At least one benefit	77.7 ± 2.9	79.3 ± 2.7	78.7 ± 2.7	77.4 ± 2.9	82.8 ± 3.9	74.6 ± 4.1	81.2 ± 4.5	75.8 ± 7.3	78.5 ± 1.4
TAFE 2005									
Obtained a job	32.1 ± 2.0	33.8 ± 1.8	35.4 ± 2.0	37.8 ± 2.0	37.2 ± 2.4	38.7 ± 4.5	36.0 ± 5.3	27.8 ± 3.9	34.3 ± 1.0
An increase in earnings	28.4 ± 2.0	27.1 ± 1.6	28.8 ± 2.0	25.8 ± 1.8	28.2 ± 2.2	29.5 ± 4.1	28.6 ± 5.1	29.0 ± 3.9	27.9 ± 0.8
A promotion (or increased status at work)	29.0 ± 2.0	25.0 ± 1.6	25.8 ± 2.0	24.4 ± 1.8	29.4 ± 2.4	23.3 ± 3.7	27.8 ± 5.1	36.7 ± 4.3	26.8 ± 0.8
Change of job or new job	17.6 ± 1.6	18.7 ± 1.6	15.7 ± 1.6	17.8 ± 1.6	18.6 ± 2.0	18.1 ± 3.5	22.4 ± 4.7	17.7 ± 3.3	17.7 ± 0.8
Ability to start own business	8.6 ± 1.2	7.9 ± 1.0	7.0 ± 1.2	7.4 ± 1.2	5.7 ± 1.2	8.8 ± 2.7	11.7 ± 3.5	5.8 ± 1.8	7.8 ± 0.6
At least one benefit	82.2 ± 1.6	81.6 ± 1.4	80.1 ± 1.8	81.6 ± 1.6	83.7 ± 2.0	83.6 ± 3.5	83.7 ± 4.1	81.3 ± 3.5	81.7 ± 0.8

Table 5A.32

Table 5A.32 **Graduates who undertook their course for employment related reasons, job related benefits (per cent) (a)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Obtained a job	25.9 ± 2.7	26.8 ± 2.5	30.9 ± 2.4	33.6 ± 3.1	31.1 ± 3.5	38.1 ± 6.3	37.6 ± 6.7	15.9 ± 4.3	28.4 ± 1.4
An increase in earnings	26.1 ± 2.7	27.7 ± 2.7	31.5 ± 2.4	27.5 ± 2.9	31.4 ± 3.5	31.7 ± 6.1	33.5 ± 6.7	21.6 ± 5.1	28.1 ± 1.4
A promotion (or increased status at work)	29.2 ± 2.7	26.2 ± 2.5	25.8 ± 2.4	25.6 ± 2.7	28.0 ± 3.5	23.7 ± 5.5	24.1 ± 5.9	31.7 ± 5.5	27.5 ± 1.4
Change of job or new job	18.6 ± 2.4	19.6 ± 2.2	19.9 ± 2.0	19.9 ± 2.5	19.6 ± 2.7	16.2 ± 4.7	26.0 ± 6.3	15.3 ± 3.9	19.2 ± 1.2
Ability to start own business	8.6 ± 1.6	9.1 ± 1.8	6.3 ± 1.2	6.8 ± 1.6	5.7 ± 1.8	6.8 ± 3.1	7.5 ± 3.5	6.3 ± 2.9	7.8 ± 0.8
At least one benefit	75.1 ± 2.5	74.4 ± 2.5	77.3 ± 2.2	73.7 ± 2.7	74.9 ± 3.1	77.6 ± 5.5	78.3 ± 5.5	65.7 ± 5.5	75.1 ± 1.2
TAFE 2003									
Obtained a job	28.3 ± 1.4	26.8 ± 1.1	34.0 ± 1.4	32.0 ± 1.7	29.7 ± 1.5	32.8 ± 4.0	33.2 ± 4.4	19.6 ± 3.2	29.4 ± 0.6
An increase in earnings	27.1 ± 1.4	27.2 ± 1.1	29.6 ± 1.4	26.6 ± 1.6	27.3 ± 1.5	30.6 ± 3.9	33.3 ± 4.4	23.6 ± 3.4	27.6 ± 0.6
A promotion (or increased status at work)	21.5 ± 1.3	23.6 ± 1.1	20.2 ± 1.2	23.8 ± 1.6	22.2 ± 1.4	21.0 ± 3.4	20.2 ± 3.8	26.4 ± 3.6	22.1 ± 0.5
Change of job or new job	17.7 ± 1.2	16.8 ± 0.9	19.7 ± 1.2	18.1 ± 1.4	18.0 ± 1.3	18.4 ± 3.3	26.1 ± 4.1	17.6 ± 3.1	18.0 ± 0.5
Ability to start own business	4.9 ± 0.7	4.6 ± 0.5	3.9 ± 0.6	3.8 ± 0.7	3.3 ± 0.6	2.6 ± 1.3	6.0 ± 2.2	3.4 ± 1.5	4.4 ± 0.3
At least one benefit	71.3 ± 1.4	68.5 ± 1.2	73.9 ± 1.3	71.2 ± 1.7	72.1 ± 1.5	74.1 ± 3.7	73.4 ± 4.1	64.6 ± 3.9	71.1 ± 0.6

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.33

Table 5A.33 Graduates who improved their employment circumstances after training (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007										
	%	59.5 ± 1.4	60.9 ± 1.2	64.8 ± 1.2	65.7 ± 1.4	65.4 ± 1.8	61.3 ± 2.4	67.8 ± 3.1	58.2 ± 3.1	62.0 ± 0.6
	%	57.8 ± 1.4	63.4 ± 1.2	63.8 ± 1.4	64.5 ± 1.6	63.3 ± 2.2	60.8 ± 3.5	71.3 ± 4.1	55.9 ± 4.1	61.6 ± 0.6
2006										
	%	60.9 ± 2.4	62.5 ± 2.0	63.0 ± 2.0	63.4 ± 2.4	65.2 ± 2.9	62.0 ± 2.7	68.8 ± 3.5	64.2 ± 5.3	62.4 ± 1.0
	%	58.9 ± 2.5	64.7 ± 2.4	62.2 ± 2.5	62.4 ± 2.5	63.6 ± 3.9	59.3 ± 3.5	65.4 ± 4.3	61.9 ± 6.1	61.6 ± 1.2
2005										
	%	61.6 ± 1.8	63.9 ± 1.4	63.0 ± 1.4	64.3 ± 1.4	69.2 ± 1.6	64.0 ± 2.2	65.9 ± 2.9	66.4 ± 3.3	63.5 ± 0.8
	%	60.3 ± 1.4	66.5 ± 1.4	61.6 ± 1.6	62.8 ± 1.4	66.6 ± 2.0	63.2 ± 3.3	67.2 ± 3.9	66.3 ± 3.3	63.0 ± 0.8
2004										
	%	–	–	–	–	–	–	–	–	–
	%	52.0 ± 2.2	57.4 ± 2.4	60.2 ± 2.0	56.0 ± 2.4	62.8 ± 2.9	57.0 ± 4.7	61.6 ± 5.1	55.4 ± 4.7	55.8 ± 1.2
2003										
	%	–	–	–	–	–	–	–	–	–
	%	51.1 ± 1.4	55.8 ± 1.2	56.1 ± 1.2	53.0 ± 1.6	60.4 ± 1.6	56.0 ± 3.3	59.9 ± 3.7	50.9 ± 3.5	53.9 ± 0.6

(a) Improved employment circumstances is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit.

– Nil or rounded to zero.

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.34

Table 5A.34 TAFE graduates who improved their employment circumstances after training (a)

	Unit	Female	LOTE	Disability	Remote & Very Remote	All TAFE graduates
2007	%	57.2 ± 0.8	54.0 ± 1.8	42.9 ± 2.4	60.2 ± 2.7	61.6 ± 0.6
2006	%	57.7 ± 1.8	53.2 ± 2.9	45.2 ± 4.1	64.3 ± 4.9	61.6 ± 1.2
2005	%	59.1 ± 1.0	53.5 ± 2.0	44.5 ± 2.4	66.7 ± 2.7	63.0 ± 0.8
2004	%	51.6 ± 1.4	46.5 ± 2.7	35.9 ± 3.9	60.8 ± 5.3	55.8 ± 1.2
2003	%	50.5 ± 0.8	46.1 ± 1.6	35.2 ± 2.4	56.5 ± 2.5	53.9 ± 0.6

(a) Improved employment circumstances is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit.

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.35

Table 5A.35 Load pass rates by sex (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Female students	77.7	76.9	81.7	74.1	88.1	76.7	79.8	71.5	78.4
Male students	78.4	75.2	85.1	78.8	87.2	79.8	79.4	76.8	79.3
All students	78.0	76.0	83.5	76.6	87.7	78.4	79.6	74.4	78.8
2006									
Female students	77.7	77.2	79.9	73.9	87.5	79.4	79.6	68.2	78.1
Male students	78.0	75.8	83.3	77.0	87.9	80.9	77.6	73.9	78.9
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Female students	77.9	77.3	79.1	74.0	87.0	79.5	82.2	71.0	78.2
Male students	77.9	75.7	81.8	75.6	86.6	80.0	77.2	74.4	78.3
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Female students	77.5	77.4	77.4	73.8	87.7	80.5	82.5	71.6	77.8
Male students	77.3	75.2	78.6	74.2	86.4	78.4	77.7	67.1	77.2
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Female students	76.9	77.9	78.1	73.3	87.3	81.9	82.4	72.7	77.8
Male students	76.4	75.4	76.1	72.9	86.5	78.6	76.5	70.4	76.4
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1

(a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2003.

Table 5A.35

Table 5A.35 **Load pass rates by sex (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(b) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

(c) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.36

Table 5A.36 Load pass rates by region (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Major cities	77.6	75.0	81.6	74.9	87.1	75.7	79.2	71.3	77.8
Inner regional	78.9	77.5	85.0	79.3	89.2	76.3	80.6	70.9	79.7
Outer regional	78.8	81.6	86.1	81.5	89.2	80.7	85.2	76.4	81.9
Remote and very remote	77.6	79.2	86.8	78.6	88.3	83.4	82.2	72.8	80.5
All students	78.0	76.0	83.5	76.6	87.7	78.4	79.6	74.4	78.8
2006									
Major cities	77.6	75.5	79.5	74.2	86.0	77.2	78.1	73.5	77.5
Inner regional	78.6	78.1	83.2	78.6	90.6	78.6	79.8	86.4	79.7
Outer regional	78.0	81.8	84.4	79.1	91.5	81.8	85.7	72.2	81.0
Remote and very remote	77.4	79.6	86.4	75.7	92.3	84.6	72.5	70.4	79.6
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Major cities	77.7	75.4	78.2	74.1	85.0	82.4	79.4	78.4	77.1
Inner regional	78.7	78.1	81.8	76.9	89.4	77.6	79.8	84.7	79.3
Outer regional	77.9	81.3	83.2	77.5	91.6	82.2	82.4	76.8	80.6
Remote and very remote	74.3	82.2	84.4	74.0	92.3	85.7	81.0	68.7	78.3
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Major cities	77.2	75.4	75.7	73.6	85.3	79.5	79.7	84.3	76.8
Inner regional	78.1	77.6	79.4	75.8	89.4	77.9	81.7	78.2	78.6
Outer regional	77.5	80.6	80.6	75.7	92.4	81.4	81.0	71.8	79.3
Remote and very remote	75.2	77.9	82.8	72.0	92.3	81.2	71.1	62.0	76.9
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5

Table 5A.36

Table 5A.36 Load pass rates by region (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003									
Major cities	76.3	76.0	75.0	72.8	85.3	80.5	79.1	74.3	76.4
Inner regional	77.5	77.8	78.6	74.9	88.6	79.4	81.5	85.6	78.3
Outer regional	76.7	79.9	79.3	72.3	91.9	81.3	81.5	74.3	78.5
Remote and very remote	76.9	78.8	82.1	72.7	93.1	81.7	79.3	67.4	77.8
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1

(a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2003.

(b) Load pass rates by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6).

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these areas throughout Australia studying in the jurisdiction.

(d) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

(e) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.37

Table 5A.37 Load pass rates by disability status (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Reported as having a disability	69.0	66.6	72.2	64.5	80.0	66.0	72.9	62.8	69.0
Reported as not having a disability	79.0	76.8	85.4	77.9	88.6	79.4	79.7	74.5	79.8
Not reported disability	76.6	77.0	78.6	74.6	82.2	89.7	86.5	91.2	77.5
All students	78.0	76.0	83.5	76.6	87.7	78.4	79.6	74.4	78.8
2006									
Reported as having a disability	70.6	66.9	72.2	64.7	81.1	68.2	73.4	63.7	69.9
Reported as not having a disability	78.5	77.2	83.6	76.6	88.0	81.0	79.3	71.9	79.3
Not reported disability	79.8	79.3	76.4	74.3	90.1	91.9	73.4	78.1	78.6
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Reported as having a disability	71.2	67.1	72.2	64.9	80.6	68.7	73.0	68.0	70.4
Reported as not having a disability	78.7	77.1	82.2	75.8	86.9	80.4	80.1	73.3	79.1
Not reported disability	77.9	78.5	74.8	73.5	89.7	94.0	82.9	70.9	77.5
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Reported as having a disability	70.0	66.4	69.1	63.7	80.5	68.2	73.5	59.5	69.1
Reported as not having a disability	78.1	76.8	78.5	74.8	87.4	80.2	80.7	69.5	78.1
Not reported disability	78.6	78.9	77.4	73.8	88.0	87.0	76.7	76.6	78.4
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Reported as having a disability	69.9	65.9	67.2	64.1	81.6	68.9	72.7	70.1	68.9
Reported as not having a disability	77.3	77.1	77.6	73.8	87.2	81.0	79.9	71.4	77.7
Not reported disability	77.0	81.5	76.5	72.4	87.7	85.5	83.6	80.4	77.6
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1

Table 5A.37

Table 5A.37 Load pass rates by disability status (per cent) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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- (a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2003.
- (b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2003 – 13.2%; 2004 – 12.6%; 2005 – 14.7%; 2006 – 16.0%; 2007 – 13.4%
- (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.
- (d) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- (e) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.38

Table 5A.38 Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2007									
Language other than English	74.7	68.9	75.0	65.6	90.8	64.8	74.4	62.8	73.3
English	79.1	77.8	84.1	79.2	87.3	79.0	80.2	79.2	80.3
Not reported	78.1	75.2	79.3	71.3	83.0	75.5	76.0	71.2	76.6
All students	78.0	76.0	83.5	76.6	87.7	78.4	79.6	74.4	78.8
2006									
Language other than English	75.2	68.8	72.5	64.5	81.6	70.6	77.9	58.4	72.3
English	78.5	79.0	82.4	77.6	88.3	80.7	78.7	76.6	80.0
Not reported	79.2	73.1	76.0	72.0	89.1	75.1	79.6	71.4	77.2
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Language other than English	75.3	68.4	69.7	64.9	81.1	67.0	76.5	61.6	72.2
English	78.6	78.8	81.4	76.5	87.2	80.2	79.9	77.0	79.6
Not reported	78.6	74.8	70.7	72.7	89.1	83.8	83.3	70.9	77.4
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Language other than English	74.2	67.9	65.6	64.5	80.3	68.8	75.6	61.1	71.3
English	78.2	78.7	78.8	75.5	87.7	79.8	80.3	70.2	78.8
Not reported	78.8	74.7	70.8	73.4	87.8	78.3	85.4	73.1	77.0
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Language other than English	73.3	67.7	64.5	64.7	80.7	73.6	73.3	56.4	70.6
English	77.7	79.1	77.7	74.5	87.6	80.6	79.7	77.6	78.6
Not reported	77.1	75.6	74.5	71.6	86.3	74.8	86.3	81.6	76.2
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1

Table 5A.38 Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
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- (a) Data are limited to government recurrent funded hours. In 2006, all states and territories, except Victoria, adopted standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard nominal hour values have been used to recast the time series back to 2003.
- (b) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%
- (c) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- (d) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.39

Table 5A.39 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2007										
Helped achieve main reason	%	69.7 ± 1.4	73.5 ± 1.2	76.5 ± 1.0	74.8 ± 1.2	73.2 ± 1.6	77.7 ± 2.2	78.9 ± 2.7	79.5 ± 2.5	73.3 ± 0.6
Partly helped achieve main reason	%	15.1 ± 1.0	13.1 ± 0.8	12.7 ± 0.8	12.8 ± 1.0	12.6 ± 1.2	10.9 ± 1.6	9.9 ± 2.0	9.9 ± 1.8	13.4 ± 0.4
Did not help achieve main reason	%	5.1 ± 0.6	4.9 ± 0.6	4.5 ± 0.4	4.2 ± 0.6	5.1 ± 0.8	5.2 ± 1.2	4.5 ± 1.4	3.7 ± 1.0	4.8 ± 0.2
Did not know yet	%	10.2 ± 0.8	8.4 ± 0.6	6.4 ± 0.6	8.2 ± 0.8	9.2 ± 1.2	6.2 ± 1.2	6.7 ± 1.8	6.9 ± 1.8	8.5 ± 0.4
VET 2006										
Helped achieve main reason	%	70.3 ± 2.2	72.2 ± 1.8	76.3 ± 1.8	76.3 ± 1.8	74.1 ± 2.7	75.5 ± 2.4	77.6 ± 3.3	84.4 ± 3.7	73.2 ± 1.0
Partly helped achieve main reason	%	14.5 ± 1.6	13.8 ± 1.4	11.7 ± 1.2	12.7 ± 1.4	12.8 ± 2.2	11.5 ± 1.8	12.6 ± 2.7	8.9 ± 3.3	13.3 ± 0.8
Did not help achieve main reason	%	6.2 ± 1.2	5.1 ± 1.0	5.2 ± 1.0	3.2 ± 0.8	4.7 ± 1.4	5.3 ± 1.2	4.0 ± 1.6	3.7 ± 1.8	5.3 ± 0.4
Did not know yet	%	9.0 ± 1.2	9.0 ± 1.0	6.8 ± 1.0	7.8 ± 1.2	8.4 ± 1.8	7.6 ± 1.6	5.8 ± 1.6	3.0 ± 1.4	8.2 ± 0.6
VET 2005										
Helped achieve main reason	%	68.6 ± 1.8	72.8 ± 1.2	73.0 ± 1.2	70.3 ± 1.2	72.0 ± 1.6	73.6 ± 2.0	73.1 ± 2.7	75.6 ± 3.5	71.4 ± 0.6
Partly helped achieve main reason	%	15.9 ± 1.4	14.3 ± 1.0	14.1 ± 1.0	14.6 ± 1.0	13.6 ± 1.2	11.5 ± 1.4	13.3 ± 2.2	12.7 ± 2.7	14.6 ± 0.6
Did not help achieve main reason	%	5.8 ± 0.8	5.2 ± 0.6	6.1 ± 0.6	6.0 ± 0.6	4.7 ± 0.6	8.0 ± 1.2	4.4 ± 1.2	4.3 ± 1.2	5.7 ± 0.4
Did not know yet	%	9.6 ± 1.0	7.7 ± 0.6	6.8 ± 0.6	9.2 ± 0.8	9.8 ± 1.0	6.9 ± 1.2	9.3 ± 1.8	7.3 ± 2.2	8.4 ± 0.4
TAFE 2007										
Helped achieve main reason	%	67.8 ± 1.4	71.4 ± 1.2	75.0 ± 1.2	74.0 ± 1.4	68.4 ± 2.2	74.8 ± 3.1	79.8 ± 3.7	80.7 ± 3.3	71.3 ± 0.6
Partly helped achieve main reason	%	15.6 ± 1.0	13.5 ± 0.8	13.3 ± 1.0	13.2 ± 1.2	14.7 ± 1.6	12.2 ± 2.4	8.9 ± 2.5	10.0 ± 2.4	14.1 ± 0.4
Did not help achieve main reason	%	5.1 ± 0.6	5.3 ± 0.6	4.7 ± 0.6	4.3 ± 0.6	5.3 ± 1.0	5.6 ± 1.6	3.1 ± 1.4	2.9 ± 1.4	5.0 ± 0.2
Did not know yet	%	11.4 ± 1.0	9.8 ± 0.8	7.1 ± 0.8	8.6 ± 1.0	11.5 ± 1.6	7.3 ± 1.8	8.2 ± 2.5	6.4 ± 2.2	9.6 ± 0.4
TAFE 2006										
Helped achieve main reason	%	69.5 ± 2.4	68.5 ± 2.4	73.8 ± 2.2	74.9 ± 2.2	69.9 ± 3.7	72.8 ± 3.1	74.4 ± 3.9	82.8 ± 4.5	71.0 ± 1.2
Partly helped achieve main reason	%	14.3 ± 1.8	14.5 ± 1.8	12.8 ± 1.8	13.1 ± 1.8	15.3 ± 2.9	12.1 ± 2.4	13.6 ± 3.1	8.7 ± 3.7	13.8 ± 0.8
Did not help achieve main reason	%	6.0 ± 1.4	5.7 ± 1.2	5.7 ± 1.2	3.0 ± 0.8	4.8 ± 1.6	6.1 ± 1.8	3.0 ± 1.6	4.9 ± 2.7	5.4 ± 0.6
Did not know yet	%	10.2 ± 1.6	11.4 ± 1.6	7.7 ± 1.2	9.0 ± 1.4	10.0 ± 2.5	9.1 ± 2.0	8.9 ± 2.5	3.5 ± 1.8	9.7 ± 0.8

Table 5A.39

Table 5A.39 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	66.3 ± 1.4	70.5 ± 1.4	72.0 ± 1.4	68.9 ± 1.4	69.1 ± 2.0	70.9 ± 3.1	72.1 ± 3.9	73.5 ± 3.1	69.1 ± 0.6
	%	16.7 ± 1.2	14.1 ± 1.0	14.1 ± 1.2	15.3 ± 1.2	14.3 ± 1.6	12.2 ± 2.4	13.8 ± 3.1	13.3 ± 2.4	15.1 ± 0.6
	%	5.6 ± 0.8	5.9 ± 0.6	6.5 ± 0.8	5.6 ± 0.6	5.2 ± 0.8	7.6 ± 2.0	2.3 ± 1.2	4.6 ± 1.4	5.8 ± 0.4
	%	11.4 ± 1.0	9.4 ± 0.8	7.4 ± 0.8	10.3 ± 1.0	11.4 ± 1.4	9.3 ± 2.0	11.8 ± 2.7	8.5 ± 2.4	10.0 ± 0.4
TAFE 2004										
	%	65.0 ± 2.2	65.6 ± 2.2	69.1 ± 1.8	62.6 ± 2.4	70.8 ± 2.7	69.9 ± 4.3	74.5 ± 4.7	79.5 ± 3.3	66.4 ± 1.2
	%	14.9 ± 1.6	16.0 ± 1.6	12.8 ± 1.4	15.6 ± 1.6	11.3 ± 1.8	12.5 ± 3.1	9.5 ± 3.3	9.4 ± 2.5	14.3 ± 0.8
	%	8.1 ± 1.2	6.8 ± 1.2	8.9 ± 1.2	8.8 ± 1.4	7.5 ± 1.6	7.4 ± 2.5	6.1 ± 2.4	5.6 ± 2.4	8.0 ± 0.6
	%	12.0 ± 1.6	11.6 ± 1.4	9.3 ± 1.2	13.1 ± 1.6	10.3 ± 2.0	10.2 ± 2.9	9.9 ± 3.1	5.4 ± 1.4	11.3 ± 0.8
TAFE 2003										
	%	60.4 ± 1.1	63.3 ± 0.9	63.5 ± 1.1	62.2 ± 1.3	65.4 ± 1.3	65.9 ± 3.0	67.1 ± 3.4	74.0 ± 2.6	62.5 ± 0.5
	%	16.2 ± 0.8	15.3 ± 0.7	15.5 ± 0.8	14.7 ± 0.9	13.1 ± 0.9	11.5 ± 2.1	12.9 ± 2.4	8.4 ± 1.6	15.3 ± 0.4
	%	9.4 ± 0.6	8.4 ± 0.5	10.3 ± 0.7	8.9 ± 0.7	8.4 ± 0.8	10.4 ± 2.0	5.8 ± 1.7	7.4 ± 1.6	9.2 ± 0.3
	%	14.0 ± 0.8	12.9 ± 0.6	10.7 ± 0.7	14.2 ± 0.9	13.1 ± 0.9	12.2 ± 2.1	14.2 ± 2.5	10.1 ± 1.8	13.1 ± 0.3

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.40

Table 5A.40 Whether course helped graduates achieve their main reason for undertaking training, female graduates (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Helped achieve main reason	67.5 ± 1.8	71.1 ± 1.8	72.3 ± 1.4	72.3 ± 1.6	71.3 ± 2.2	75.8 ± 2.9	76.5 ± 3.5	78.5 ± 3.3	70.5 ± 0.8
	Partly helped achieve main reason	15.9 ± 1.4	14.6 ± 1.4	14.8 ± 1.2	14.3 ± 1.4	14.8 ± 1.6	12.0 ± 2.4	10.6 ± 2.5	10.1 ± 2.5	14.9 ± 0.6
	Did not help achieve main reason	5.4 ± 1.0	5.3 ± 1.0	5.2 ± 0.6	4.5 ± 0.8	5.0 ± 1.0	5.3 ± 1.6	5.8 ± 2.0	4.1 ± 1.0	5.2 ± 0.4
	Did not know yet	11.2 ± 1.2	9.1 ± 1.2	7.6 ± 0.8	8.9 ± 1.0	9.0 ± 1.4	6.9 ± 1.8	7.1 ± 2.2	7.3 ± 2.5	9.4 ± 0.6
VET 2006										
	Helped achieve main reason	67.4 ± 2.7	71.4 ± 2.4	71.1 ± 2.4	72.2 ± 2.5	72.3 ± 3.7	72.5 ± 3.3	79.0 ± 3.9	78.7 ± 6.9	70.3 ± 1.4
	Partly helped achieve main reason	16.3 ± 2.2	14.8 ± 2.0	13.6 ± 1.8	14.1 ± 2.0	13.6 ± 2.9	13.1 ± 2.5	11.5 ± 3.1	11.7 ± 6.1	14.8 ± 1.0
	Did not help achieve main reason	6.1 ± 1.4	4.5 ± 1.2	6.0 ± 1.2	3.5 ± 1.0	5.3 ± 1.8	5.6 ± 1.8	3.6 ± 2.0	4.0 ± 2.4	5.3 ± 0.6
	Did not know yet	10.2 ± 1.6	9.3 ± 1.4	9.3 ± 1.6	10.1 ± 1.8	8.8 ± 2.4	8.8 ± 2.0	5.9 ± 2.0	5.6 ± 3.1	9.6 ± 0.8
VET 2005										
	Helped achieve main reason	66.6 ± 2.4	70.5 ± 1.8	70.0 ± 1.6	67.7 ± 1.6	70.8 ± 2.0	71.9 ± 2.7	73.4 ± 3.5	75.9 ± 3.1	69.1 ± 1.0
	Partly helped achieve main reason	17.7 ± 2.0	16.2 ± 1.6	15.6 ± 1.2	16.4 ± 1.4	14.5 ± 1.6	13.1 ± 2.0	13.8 ± 2.7	13.6 ± 2.7	16.3 ± 0.8
	Did not help achieve main reason	6.4 ± 1.2	5.2 ± 0.8	7.0 ± 0.8	6.1 ± 0.8	5.5 ± 1.0	8.5 ± 1.8	4.8 ± 1.8	3.7 ± 1.2	6.1 ± 0.4
	Did not know yet	9.4 ± 1.2	8.0 ± 0.8	7.4 ± 0.8	9.8 ± 1.0	9.2 ± 1.2	6.4 ± 1.4	8.0 ± 2.2	6.8 ± 1.8	8.5 ± 0.4
TAFE 2007										
	Helped achieve main reason	65.0 ± 1.8	68.8 ± 1.6	70.4 ± 1.6	72.3 ± 2.0	67.6 ± 2.7	72.7 ± 4.1	77.6 ± 4.9	79.6 ± 4.3	68.3 ± 0.8
	Partly helped achieve main reason	17.0 ± 1.4	15.1 ± 1.2	16.1 ± 1.4	14.4 ± 1.4	15.4 ± 2.2	13.1 ± 3.1	8.9 ± 2.9	10.9 ± 3.1	15.8 ± 0.6
	Did not help achieve main reason	5.6 ± 0.8	5.3 ± 0.8	5.2 ± 0.8	4.5 ± 0.8	5.0 ± 1.4	5.9 ± 2.2	3.7 ± 2.2	1.9 ± 1.2	5.3 ± 0.4
	Did not know yet	12.3 ± 1.2	10.8 ± 1.0	8.2 ± 1.0	8.8 ± 1.2	12.0 ± 2.0	8.3 ± 2.5	9.8 ± 3.7	7.6 ± 3.1	10.6 ± 0.6
TAFE 2006										
	Helped achieve main reason	65.8 ± 3.1	66.3 ± 3.1	68.3 ± 2.9	71.3 ± 2.9	68.4 ± 4.9	64.6 ± 4.7	75.4 ± 4.9	79.1 ± 6.7	67.3 ± 1.6
	Partly helped achieve main reason	16.6 ± 2.5	16.6 ± 2.4	15.1 ± 2.2	14.4 ± 2.4	15.6 ± 3.9	15.1 ± 3.3	12.8 ± 3.7	10.0 ± 5.1	15.8 ± 1.2
	Did not help achieve main reason	5.4 ± 1.6	4.9 ± 1.6	6.6 ± 1.6	3.3 ± 1.2	5.5 ± 2.2	8.0 ± 2.7	2.3 ± 1.6	5.2 ± 3.3	5.3 ± 0.8
	Did not know yet	12.3 ± 2.0	12.3 ± 2.2	9.9 ± 2.0	11.0 ± 2.2	10.5 ± 3.3	12.3 ± 2.9	9.5 ± 3.3	5.7 ± 3.3	11.5 ± 1.0

Table 5A.40

Table 5A.40 Whether course helped graduates achieve their main reason for undertaking training, female graduates (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	63.8 ± 1.8	66.3 ± 1.8	69.2 ± 1.8	65.2 ± 1.8	67.5 ± 2.5	68.1 ± 4.3	69.1 ± 5.1	74.6 ± 3.7	66.0 ± 1.0
Partly helped achieve main reason	%	18.8 ± 1.4	16.3 ± 1.4	15.2 ± 1.4	17.4 ± 1.4	15.5 ± 2.0	14.2 ± 3.3	17.4 ± 4.3	13.7 ± 2.9	17.0 ± 0.8
Did not help achieve main reason	%	6.1 ± 1.0	6.4 ± 1.0	7.3 ± 1.0	6.3 ± 1.0	6.0 ± 1.2	8.1 ± 2.5	3.0 ± 2.0	3.5 ± 1.4	6.3 ± 0.4
Did not know yet	%	11.4 ± 1.2	11.0 ± 1.2	8.3 ± 1.0	11.1 ± 1.2	11.0 ± 1.8	9.7 ± 2.7	10.5 ± 3.3	8.1 ± 2.2	10.6 ± 0.6
TAFE 2004										
Helped achieve main reason	%	62.4 ± 2.7	63.3 ± 2.9	67.2 ± 2.4	60.8 ± 2.9	70.0 ± 3.7	69.1 ± 6.1	71.7 ± 6.3	79.9 ± 4.7	64.3 ± 1.4
Partly helped achieve main reason	%	17.2 ± 2.0	16.3 ± 2.4	13.8 ± 1.8	17.1 ± 2.2	11.8 ± 2.7	14.0 ± 4.5	9.9 ± 4.1	9.5 ± 3.5	15.8 ± 1.0
Did not help achieve main reason	%	8.9 ± 1.6	7.5 ± 1.6	9.4 ± 1.6	8.8 ± 2.0	6.5 ± 2.0	7.8 ± 3.5	5.8 ± 3.1	4.4 ± 2.4	8.4 ± 0.8
Did not know yet	%	11.5 ± 1.8	12.9 ± 2.0	9.5 ± 1.6	13.3 ± 2.2	11.7 ± 2.5	9.2 ± 3.9	12.6 ± 4.9	6.3 ± 2.7	11.5 ± 1.0
TAFE 2003										
Helped achieve main reason	%	60.3 ± 1.4	61.2 ± 1.2	61.2 ± 1.4	61.5 ± 1.7	64.3 ± 1.7	66.2 ± 4.3	64.2 ± 4.4	72.9 ± 3.4	61.4 ± 0.6
Partly helped achieve main reason	%	17.5 ± 1.1	17.2 ± 1.0	17.8 ± 1.1	16.3 ± 1.3	14.7 ± 1.3	13.4 ± 3.1	15.1 ± 3.3	8.8 ± 2.2	16.9 ± 0.5
Did not help achieve main reason	%	9.4 ± 0.8	8.5 ± 0.7	10.7 ± 0.9	8.1 ± 0.9	8.6 ± 1.0	8.9 ± 2.6	5.7 ± 2.2	8.0 ± 2.1	9.1 ± 0.4
Did not know yet	%	12.8 ± 0.9	13.0 ± 0.9	10.2 ± 0.9	14.1 ± 1.2	12.4 ± 1.2	11.5 ± 2.9	15.0 ± 3.3	10.4 ± 2.3	12.5 ± 0.4

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.41

Table 5A.41 Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Helped achieve main reason	%	67.3 ± 1.8	71.3 ± 1.6	74.1 ± 1.6	71.7 ± 1.8	92.4 ± 14.9	79.4 ± 2.9	72.8 ± 20.6	70.7 ± 0.8
	Partly helped achieve main reason	%	16.2 ± 1.4	14.3 ± 1.2	13.9 ± 1.4	14.0 ± 1.4	–	9.3 ± 2.2	np	14.6 ± 0.6
	Did not help achieve main reason	%	4.8 ± 0.8	5.1 ± 0.8	4.8 ± 0.8	4.7 ± 0.8	–	4.1 ± 1.4	np	5.0 ± 0.4
	Did not know yet	%	11.6 ± 1.2	9.3 ± 1.0	7.2 ± 1.0	9.7 ± 1.2	np	7.2 ± 2.0	–	9.7 ± 0.6
VET 2006										
	Helped achieve main reason	%	70.1 ± 2.7	69.6 ± 2.4	75.5 ± 2.5	74.4 ± 2.4	77.4 ± 38.0	77.0 ± 3.7	89.8 ± 13.1	71.6 ± 1.2
	Partly helped achieve main reason	%	14.9 ± 2.0	15.3 ± 1.8	12.2 ± 2.0	12.8 ± 1.8	–	12.6 ± 3.3	–	14.2 ± 1.0
	Did not help achieve main reason	%	5.4 ± 1.4	5.0 ± 1.2	5.2 ± 1.4	3.4 ± 1.0	np	4.2 ± 2.0	np	5.0 ± 0.6
	Did not know yet	%	9.5 ± 1.6	10.1 ± 1.6	7.0 ± 1.4	9.4 ± 1.6	–	6.3 ± 1.8	–	9.2 ± 0.8
VET 2005										
	Helped achieve main reason	%	68.1 ± 2.2	71.1 ± 1.6	70.9 ± 1.8	67.8 ± 1.8	79.3 ± 16.9	72.6 ± 3.1	74.5 ± 15.9	69.7 ± 1.0
	Partly helped achieve main reason	%	16.3 ± 1.6	15.2 ± 1.4	15.6 ± 1.6	15.8 ± 1.4	np	13.0 ± 2.4	np	15.6 ± 0.8
	Did not help achieve main reason	%	5.3 ± 0.8	5.4 ± 0.8	6.1 ± 1.0	6.8 ± 1.0	–	4.4 ± 1.4	np	5.6 ± 0.4
	Did not know yet	%	10.3 ± 1.4	8.2 ± 0.8	7.5 ± 1.0	9.6 ± 1.0	np	10.0 ± 2.2	np	9.2 ± 0.6
TAFE 2007										
	Helped achieve main reason	%	65.4 ± 1.8	68.7 ± 1.6	72.6 ± 2.0	70.5 ± 2.2	np	79.7 ± 4.1	63.8 ± 27.6	68.2 ± 1.0
	Partly helped achieve main reason	%	16.7 ± 1.4	14.6 ± 1.2	14.6 ± 1.6	14.1 ± 1.6	np	9.1 ± 2.9	np	15.3 ± 0.8
	Did not help achieve main reason	%	5.1 ± 0.8	5.6 ± 0.8	4.9 ± 1.0	5.0 ± 1.0	np	2.6 ± 1.6	np	5.2 ± 0.4
	Did not know yet	%	12.8 ± 1.2	11.1 ± 1.0	8.0 ± 1.2	10.5 ± 1.4	np	8.6 ± 2.9	–	11.3 ± 0.6
TAFE 2006										
	Helped achieve main reason	%	68.9 ± 2.9	65.3 ± 3.1	70.9 ± 3.5	71.4 ± 2.9	np	73.8 ± 4.5	90.9 ± 12.9	68.5 ± 1.6
	Partly helped achieve main reason	%	16.2 ± 2.4	16.2 ± 2.4	14.1 ± 2.7	14.7 ± 2.4	np	12.8 ± 3.5	–	15.7 ± 1.2
	Did not help achieve main reason	%	4.3 ± 1.4	5.6 ± 1.6	6.4 ± 2.0	3.3 ± 1.2	np	3.6 ± 2.0	np	4.9 ± 0.8
	Did not know yet	%	10.5 ± 1.8	13.0 ± 2.2	8.6 ± 2.2	10.5 ± 2.0	np	9.8 ± 2.9	–	10.9 ± 1.0
REPORT ON GOVERNMENT SERVICES 2009										
										VOCATIONAL EDUCATION AND TRAINING

Table 5A.41

Table 5A.41 Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	65.0 ± 2.0	67.8 ± 1.8	71.1 ± 2.2	65.7 ± 2.0	65.7 ± 2.5	np	70.8 ± 4.5	66.4 ± 20.6	66.8 ± 1.0
Partly helped achieve main reason	%	17.4 ± 1.6	15.5 ± 1.4	14.4 ± 1.8	16.8 ± 1.6	15.5 ± 2.2	np	14.4 ± 3.5	np	16.2 ± 0.8
Did not help achieve main reason	%	5.7 ± 1.0	6.0 ± 1.0	6.1 ± 1.0	6.2 ± 1.0	5.8 ± 1.2	–	2.2 ± 1.4	np	5.8 ± 0.4
Did not know yet	%	11.8 ± 1.4	10.7 ± 1.2	8.4 ± 1.4	11.2 ± 1.4	13.0 ± 2.0	np	12.6 ± 3.1	np	11.1 ± 0.6
TAFE 2004										
Helped achieve main reason	%	62.9 ± 2.7	63.3 ± 2.7	68.2 ± 2.7	59.2 ± 2.9	68.4 ± 3.5	–	73.7 ± 5.1	56.9 ± 25.3	64.0 ± 1.6
Partly helped achieve main reason	%	16.0 ± 2.0	17.0 ± 2.2	13.4 ± 2.0	16.3 ± 2.0	12.2 ± 2.5	–	10.2 ± 3.7	np	15.5 ± 1.2
Did not help achieve main reason	%	9.4 ± 1.8	6.2 ± 1.2	9.0 ± 1.6	10.2 ± 2.0	8.5 ± 2.2	–	5.5 ± 2.4	np	8.6 ± 1.0
Did not know yet	%	11.7 ± 2.0	13.4 ± 2.0	9.4 ± 1.8	14.3 ± 2.2	10.9 ± 2.4	–	10.6 ± 3.5	np	11.9 ± 1.0
TAFE 2003										
Helped achieve main reason	%	58.1 ± 1.6	60.3 ± 1.3	61.3 ± 1.6	58.9 ± 1.8	63.0 ± 1.7	np	65.3 ± 3.8	84.7 ± 12.1	59.6 ± 0.7
Partly helped achieve main reason	%	17.3 ± 1.2	16.3 ± 0.9	16.7 ± 1.3	15.1 ± 1.3	14.1 ± 1.2	np	14.2 ± 2.8	np	16.4 ± 0.5
Did not help achieve main reason	%	9.4 ± 0.9	9.0 ± 0.7	10.8 ± 1.0	10.7 ± 1.1	8.5 ± 1.0	np	5.7 ± 1.9	np	9.5 ± 0.4
Did not know yet	%	15.1 ± 1.1	14.4 ± 0.9	11.2 ± 1.1	15.4 ± 1.3	14.4 ± 1.3	np	14.8 ± 2.8	np	14.4 ± 0.5

(a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.42

Table 5A.42 Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Helped achieve main reason	%	71.1 ± 2.7	76.3 ± 1.8	75.8 ± 2.2	74.5 ± 3.1	77.0 ± 3.1	77.6 ± 6.5	100.0	74.5 ± 1.2
	Partly helped achieve main reason	%	14.3 ± 2.2	11.9 ± 1.2	12.6 ± 1.8	13.0 ± 2.4	11.7 ± 2.4	11.8 ± 5.5	-	12.8 ± 1.0
	Did not help achieve main reason	%	5.3 ± 1.4	4.6 ± 1.0	4.5 ± 1.0	4.6 ± 1.6	5.5 ± 1.6	7.2 ± 3.7	-	4.9 ± 0.6
	Did not know yet	%	9.3 ± 1.6	7.3 ± 1.2	7.1 ± 1.2	7.9 ± 1.8	5.9 ± 1.8	3.4 ± 2.7	-	7.8 ± 0.8
VET 2006										
	Helped achieve main reason	%	68.6 ± 4.3	74.3 ± 3.1	76.7 ± 3.5	77.6 ± 4.7	70.8 ± 3.9	78.3 ± 7.4	np	72.6 ± 2.0
	Partly helped achieve main reason	%	13.8 ± 3.1	11.9 ± 2.4	10.7 ± 2.4	11.0 ± 3.5	12.9 ± 2.7	13.9 ± 6.1	np	12.6 ± 1.4
	Did not help achieve main reason	%	9.0 ± 2.9	6.0 ± 2.0	5.4 ± 1.8	4.9 ± 2.2	6.0 ± 2.0	3.3 ± 3.3	-	6.8 ± 1.2
	Did not know yet	%	8.6 ± 2.4	7.7 ± 1.8	7.2 ± 2.2	6.5 ± 2.4	10.3 ± 2.7	4.5 ± 3.5	-	8.0 ± 1.0
VET 2005										
	Helped achieve main reason	%	66.6 ± 4.1	73.2 ± 2.2	75.1 ± 2.5	73.5 ± 2.9	72.3 ± 2.9	72.2 ± 6.9	87.6 ± 18.2	71.6 ± 1.6
	Partly helped achieve main reason	%	17.1 ± 3.7	14.0 ± 2.0	12.9 ± 2.0	13.3 ± 2.4	11.7 ± 2.2	16.8 ± 5.9	np	14.5 ± 1.4
	Did not help achieve main reason	%	7.1 ± 2.2	5.1 ± 0.8	5.1 ± 1.2	5.3 ± 1.6	7.6 ± 1.8	4.9 ± 2.9	-	5.8 ± 0.8
	Did not know yet	%	9.1 ± 1.8	7.7 ± 1.0	6.9 ± 1.4	7.9 ± 1.8	8.4 ± 1.8	6.1 ± 3.7	-	8.1 ± 0.6
TAFE 2007										
	Helped achieve main reason	%	70.0 ± 2.5	74.8 ± 2.0	74.6 ± 2.5	73.4 ± 3.3	75.1 ± 4.5	83.1 ± 7.4	100.0	73.0 ± 1.2
	Partly helped achieve main reason	%	14.5 ± 2.0	12.1 ± 1.6	13.0 ± 2.0	14.2 ± 2.7	11.8 ± 3.3	7.4 ± 5.5	-	13.3 ± 1.0
	Did not help achieve main reason	%	5.3 ± 1.2	5.2 ± 1.0	4.7 ± 1.2	4.3 ± 1.8	6.5 ± 2.5	5.9 ± 4.5	-	5.1 ± 0.6
	Did not know yet	%	10.2 ± 1.6	7.9 ± 1.2	7.8 ± 1.6	8.1 ± 2.2	6.7 ± 2.7	np	-	8.7 ± 0.8
TAFE 2006										
	Helped achieve main reason	%	67.3 ± 5.1	70.9 ± 4.1	76.4 ± 4.3	74.9 ± 5.7	67.3 ± 5.1	72.6 ± 9.8	np	70.4 ± 2.5
	Partly helped achieve main reason	%	12.4 ± 3.3	12.6 ± 2.7	11.0 ± 2.9	12.0 ± 4.5	13.8 ± 3.7	19.4 ± 8.8	np	12.6 ± 1.8
	Did not help achieve main reason	%	10.4 ± 3.7	7.1 ± 2.7	4.6 ± 2.2	4.6 ± 2.4	6.6 ± 2.9	np	-	7.6 ± 1.8
	Did not know yet	%	9.9 ± 2.9	9.5 ± 2.5	8.0 ± 2.7	8.5 ± 3.3	12.3 ± 3.3	6.8 ± 5.5	-	9.4 ± 1.6
REPORT ON GOVERNMENT SERVICES 2009										
										VOCATIONAL EDUCATION AND TRAINING

Table 5A.42 Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	65.6 ± 2.9	72.6 ± 2.2	72.4 ± 2.9	71.1 ± 3.3	73.4 ± 3.9	69.0 ± 4.9	74.7 ± 8.8	94.6 ± 10.8	69.9 ± 1.4
Partly helped achieve main reason	%	17.1 ± 2.2	12.7 ± 1.6	14.7 ± 2.4	13.8 ± 2.7	13.2 ± 2.9	12.1 ± 3.5	13.0 ± 6.9	np	14.6 ± 1.0
Did not help achieve main reason	%	6.5 ± 1.6	6.2 ± 1.2	5.9 ± 1.6	6.1 ± 1.8	4.5 ± 1.8	6.7 ± 2.7	np	–	6.1 ± 0.8
Did not know yet	%	10.9 ± 2.0	8.6 ± 1.4	7.0 ± 1.6	9.0 ± 2.0	8.9 ± 2.5	12.2 ± 3.3	9.3 ± 6.1	–	9.3 ± 0.8
TAFE 2004										
Helped achieve main reason	%	66.0 ± 4.1	68.2 ± 4.1	65.4 ± 3.9	63.5 ± 5.5	70.6 ± 6.5	70.9 ± 6.1	80.4 ± 11.0	84.7 ± 9.4	66.9 ± 2.2
Partly helped achieve main reason	%	15.8 ± 3.1	14.7 ± 3.3	13.0 ± 2.7	15.4 ± 4.1	10.3 ± 3.9	11.0 ± 4.1	6.8 ± 6.1	–	14.5 ± 1.8
Did not help achieve main reason	%	6.3 ± 2.0	8.1 ± 2.5	11.0 ± 2.5	7.0 ± 2.5	7.8 ± 3.9	6.2 ± 3.1	np	–	7.5 ± 1.2
Did not know yet	%	11.9 ± 2.7	8.9 ± 2.2	10.5 ± 2.4	14.1 ± 4.1	11.3 ± 4.9	11.8 ± 4.5	np	np	11.1 ± 1.4
TAFE 2003										
Helped achieve main reason	%	64.1 ± 2.0	67.3 ± 1.5	63.0 ± 2.4	66.0 ± 3.0	68.9 ± 2.9	63.6 ± 4.3	72.9 ± 7.8	49.3 ± 20.0	65.2 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.5	13.7 ± 1.1	15.0 ± 1.7	15.1 ± 2.2	12.0 ± 2.0	13.2 ± 3.0	9.5 ± 5.1	np	13.9 ± 0.7
Did not help achieve main reason	%	10.1 ± 1.3	7.9 ± 0.9	11.5 ± 1.6	6.7 ± 1.6	8.4 ± 1.7	11.1 ± 2.8	6.4 ± 4.3	np	9.4 ± 0.6
Did not know yet	%	11.9 ± 1.4	11.1 ± 1.0	10.5 ± 1.5	12.3 ± 2.1	10.8 ± 1.9	12.1 ± 2.9	11.3 ± 5.5	19.1 ± 15.7	11.5 ± 0.6

(a) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data the ACT and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.43

Table 5A.43 Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2007											
	Helped achieve main reason	%	74.0 ± 3.7	76.9 ± 3.7	78.7 ± 2.0	79.9 ± 2.9	75.5 ± 4.1	77.9 ± 3.1	75.0 ± 23.1	76.4 ± 4.3	76.8 ± 1.4
	Partly helped achieve main reason	%	12.2 ± 2.9	11.4 ± 3.1	12.1 ± 1.6	10.6 ± 2.2	12.3 ± 3.1	10.6 ± 2.2	np	11.0 ± 2.7	11.8 ± 1.2
	Did not help achieve main reason	%	5.8 ± 2.2	5.1 ± 2.2	4.3 ± 1.0	3.5 ± 1.2	3.2 ± 1.6	5.2 ± 1.6	-	4.1 ± 2.9	4.8 ± 0.8
	Did not know yet	%	8.0 ± 2.4	6.6 ± 1.4	4.9 ± 1.0	6.0 ± 1.6	9.0 ± 2.9	6.3 ± 1.8	np	8.5 ± 2.7	6.6 ± 0.8
VET 2006											
	Helped achieve main reason	%	71.8 ± 5.7	79.3 ± 4.7	75.7 ± 3.7	76.6 ± 5.5	83.9 ± 6.5	80.1 ± 3.1	88.0 ± 11.6	84.2 ± 5.7	76.2 ± 2.4
	Partly helped achieve main reason	%	14.1 ± 4.7	11.3 ± 3.7	11.6 ± 2.7	13.7 ± 4.1	6.8 ± 4.1	10.3 ± 2.5	np	8.1 ± 4.7	12.0 ± 1.8
	Did not help achieve main reason	%	5.5 ± 2.4	2.8 ± 2.0	5.8 ± 2.2	2.5 ± 1.8	3.4 ± 2.9	4.3 ± 1.6	np	2.6 ± 2.9	4.7 ± 1.2
	Did not know yet	%	8.6 ± 3.5	6.6 ± 2.9	6.9 ± 2.0	7.1 ± 3.5	5.8 ± 4.5	5.2 ± 1.8	np	5.1 ± 3.3	7.1 ± 1.4
VET 2005											
	Helped achieve main reason	%	72.6 ± 4.3	79.4 ± 3.1	72.9 ± 2.4	71.1 ± 3.5	78.4 ± 3.9	74.8 ± 2.7	88.6 ± 11.0	73.4 ± 5.9	74.4 ± 1.6
	Partly helped achieve main reason	%	13.7 ± 3.5	10.6 ± 2.5	13.7 ± 1.8	14.4 ± 2.5	10.3 ± 3.1	11.0 ± 2.0	np	15.7 ± 5.7	12.8 ± 1.2
	Did not help achieve main reason	%	5.9 ± 2.2	4.5 ± 1.4	7.4 ± 1.4	5.1 ± 1.8	3.9 ± 1.8	8.8 ± 1.8	-	4.6 ± 2.0	6.2 ± 0.8
	Did not know yet	%	7.8 ± 1.6	5.6 ± 1.4	6.0 ± 1.2	9.4 ± 2.2	7.4 ± 2.4	5.4 ± 1.6	np	6.3 ± 2.2	6.7 ± 0.6
TAFE 2007											
	Helped achieve main reason	%	73.5 ± 3.3	76.9 ± 3.5	77.4 ± 2.2	79.1 ± 2.9	72.4 ± 5.5	73.3 ± 4.5	69.5 ± 30.0	78.2 ± 5.3	75.9 ± 1.4
	Partly helped achieve main reason	%	12.5 ± 2.5	11.5 ± 2.9	12.5 ± 1.8	11.4 ± 2.4	13.1 ± 3.9	12.5 ± 3.3	np	10.7 ± 3.9	12.2 ± 1.2
	Did not help achieve main reason	%	5.4 ± 1.6	3.8 ± 1.4	4.7 ± 1.2	3.4 ± 1.2	2.8 ± 2.0	5.5 ± 2.4	-	3.0 ± 2.4	4.6 ± 0.6
	Did not know yet	%	8.7 ± 2.0	7.7 ± 2.0	5.4 ± 1.2	6.1 ± 1.8	11.7 ± 4.1	8.7 ± 2.7	np	8.1 ± 3.7	7.3 ± 0.8
TAFE 2006											
	Helped achieve main reason	%	72.9 ± 6.9	80.8 ± 6.7	73.9 ± 4.5	75.9 ± 6.5	84.9 ± 7.3	78.0 ± 4.3	89.7 ± 14.1	80.1 ± 8.0	75.5 ± 2.7
	Partly helped achieve main reason	%	10.9 ± 5.3	10.4 ± 5.3	12.5 ± 3.3	12.2 ± 4.7	8.2 ± 5.7	10.5 ± 3.1	np	9.7 ± 6.9	11.3 ± 2.2

Table 5A.43

Table 5A.43 Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a)

Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Did not help achieve main reason	% 5.9 ± 3.1	3.4 ± 3.3	6.6 ± 2.7	2.6 ± 2.0	4.1 ± 3.7	5.0 ± 2.4	–	np	5.5 ± 1.6
Did not know yet	% 10.3 ± 4.9	5.3 ± 3.5	7.0 ± 2.2	9.4 ± 4.7	np	6.5 ± 2.5	np	6.2 ± 4.3	7.7 ± 1.8
TAFE 2005									
Helped achieve main reason	% 72.3 ± 2.9	81.1 ± 3.1	71.6 ± 2.7	71.6 ± 3.5	77.6 ± 4.9	72.3 ± 4.5	91.6 ± 15.7	72.0 ± 4.9	73.5 ± 1.4
Partly helped achieve main reason	% 13.2 ± 2.2	10.0 ± 2.2	13.8 ± 2.2	15.0 ± 2.7	11.5 ± 4.1	11.6 ± 3.3	–	14.3 ± 3.7	12.9 ± 1.0
Did not help achieve main reason	% 4.2 ± 1.2	4.5 ± 2.0	8.3 ± 1.8	4.0 ± 1.2	3.1 ± 1.4	9.3 ± 2.7	–	5.2 ± 2.4	5.9 ± 0.8
Did not know yet	% 10.3 ± 2.0	4.5 ± 1.6	6.4 ± 1.6	9.4 ± 2.2	7.9 ± 2.9	6.9 ± 2.5	np	8.4 ± 3.1	7.7 ± 0.8
TAFE 2004									
Helped achieve main reason	% 70.0 ± 6.1	77.2 ± 7.4	72.5 ± 3.7	60.3 ± 6.9	80.6 ± 6.9	69.0 ± 6.7	np	74.3 ± 5.5	71.3 ± 2.9
Partly helped achieve main reason	% 10.0 ± 3.5	11.8 ± 5.9	11.9 ± 2.5	16.1 ± 5.1	5.2 ± 3.3	13.4 ± 4.9	–	10.6 ± 4.1	11.0 ± 1.8
Did not help achieve main reason	% 7.2 ± 3.1	6.2 ± 4.5	7.8 ± 2.5	9.3 ± 3.7	5.8 ± 4.7	9.5 ± 4.1	np	6.9 ± 3.5	7.6 ± 1.6
Did not know yet	% 12.7 ± 4.7	4.7 ± 3.1	7.9 ± 2.4	14.3 ± 4.9	8.3 ± 4.7	8.1 ± 3.9	–	8.2 ± 2.7	10.2 ± 2.2
TAFE 2003									
Helped achieve main reason	% 65.6 ± 2.3	71.3 ± 2.6	65.6 ± 2.0	64.7 ± 3.0	69.5 ± 3.1	66.9 ± 4.7	77.7 ± 18.2	67.5 ± 4.0	66.7 ± 1.1
Partly helped achieve main reason	% 14.2 ± 1.7	14.2 ± 2.0	14.6 ± 1.5	16.4 ± 2.3	10.6 ± 2.1	10.1 ± 3.0	–	11.3 ± 2.7	13.9 ± 0.8
Did not help achieve main reason	% 8.1 ± 1.3	5.6 ± 1.3	9.4 ± 1.2	6.6 ± 1.5	8.4 ± 1.9	11.0 ± 3.1	np	8.8 ± 2.4	8.3 ± 0.6
Did not know yet	% 12.0 ± 1.6	8.8 ± 1.6	10.5 ± 1.3	12.3 ± 2.0	11.5 ± 2.1	12.1 ± 3.3	np	12.4 ± 2.8	11.2 ± 0.7

(a) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data for SA and the ACT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.44

Table 5A.44 Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Helped achieve main reason	82.8 ± 7.6	78.6 ± 13.1	82.0 ± 3.1	83.3 ± 2.5	80.6 ± 5.7	82.1 ± 8.6	np	84.1 ± 4.3	82.3 ± 2.0
	Partly helped achieve main reason	11.2 ± 6.9	5.5 ± 3.1	9.3 ± 2.4	9.4 ± 2.2	8.7 ± 3.9	10.2 ± 6.7	np	7.6 ± 2.9	9.1 ± 1.4
	Did not help achieve main reason	2.4 ± 2.2	5.1 ± 3.5	3.8 ± 1.6	2.5 ± 0.8	3.1 ± 2.5	np	np	2.2 ± 1.8	3.2 ± 0.8
	Did not know yet	3.6 ± 2.4	10.8 ± 13.3	4.9 ± 1.8	4.7 ± 1.4	7.6 ± 3.9	np	np	6.1 ± 3.1	5.5 ± 1.4
VET 2006										
	Helped achieve main reason	86.3 ± 8.4	86.5 ± 9.2	79.2 ± 5.7	82.8 ± 5.5	78.0 ± 11.4	80.0 ± 8.0	np	87.0 ± 5.3	82.2 ± 2.9
	Partly helped achieve main reason	5.3 ± 5.3	6.4 ± 6.3	12.5 ± 4.7	12.7 ± 5.1	10.5 ± 9.0	8.0 ± 5.5	np	6.3 ± 3.7	10.2 ± 2.4
	Did not help achieve main reason	–	np	3.2 ± 2.4	np	4.6 ± 4.3	6.6 ± 4.9	np	5.1 ± 3.3	2.6 ± 1.0
	Did not know yet	8.4 ± 6.7	np	5.1 ± 2.9	3.7 ± 2.5	6.9 ± 7.3	5.4 ± 4.5	np	1.6 ± 1.4	5.0 ± 1.6
VET 2005										
	Helped achieve main reason	84.4 ± 8.4	86.3 ± 6.7	78.8 ± 3.9	77.2 ± 3.5	74.9 ± 5.5	75.7 ± 8.6	–	75.4 ± 8.2	78.9 ± 2.2
	Partly helped achieve main reason	3.5 ± 2.7	7.7 ± 5.1	11.3 ± 3.1	11.5 ± 2.7	10.9 ± 3.9	12.0 ± 6.1	–	10.3 ± 3.7	10.1 ± 1.6
	Did not help achieve main reason	6.6 ± 6.1	1.9 ± 2.0	4.9 ± 2.2	3.3 ± 1.4	4.4 ± 2.4	6.2 ± 5.3	–	5.1 ± 2.0	4.4 ± 1.2
	Did not know yet	5.5 ± 3.9	4.1 ± 3.1	5.0 ± 2.0	8.0 ± 2.4	9.8 ± 3.9	6.1 ± 4.9	–	9.2 ± 7.3	6.5 ± 1.2
TAFE 2007										
	Helped achieve main reason	75.6 ± 9.8	84.3 ± 7.6	79.6 ± 3.9	82.6 ± 2.9	80.1 ± 7.6	82.9 ± 13.1	np	82.3 ± 5.3	80.6 ± 2.2
	Partly helped achieve main reason	15.5 ± 9.0	5.9 ± 3.5	10.9 ± 3.1	10.2 ± 2.5	9.8 ± 5.9	17.1 ± 13.1	np	8.3 ± 3.5	10.8 ± 1.8
	Did not help achieve main reason	np	4.3 ± 3.7	4.0 ± 2.0	2.6 ± 1.0	np	–	np	2.8 ± 2.4	3.2 ± 1.0
	Did not know yet	5.9 ± 3.7	5.5 ± 5.7	5.4 ± 2.2	4.6 ± 1.6	7.4 ± 4.9	–	np	6.5 ± 3.5	5.3 ± 1.2
TAFE 2006										
	Helped achieve main reason	85.3 ± 9.6	83.8 ± 15.9	78.0 ± 7.1	87.6 ± 5.1	74.4 ± 15.9	73.1 ± 12.3	np	83.6 ± 6.9	82.0 ± 3.5
	Partly helped achieve main reason	6.6 ± 6.7	np	13.4 ± 5.9	8.3 ± 4.5	11.2 ± 11.0	11.7 ± 9.2	np	7.1 ± 4.9	9.9 ± 2.7
	Did not help achieve main reason	–	–	2.8 ± 2.2	np	np	11.3 ± 9.0	np	7.0 ± 4.7	2.4 ± 1.0
	Did not know yet	8.1 ± 6.9	np	5.8 ± 3.9	3.4 ± 2.9	np	np	np	2.3 ± 2.2	5.6 ± 2.2
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.44

Table 5A.44 Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	78.7 ± 7.8	81.6 ± 8.8	77.4 ± 4.7	77.8 ± 3.7	74.1 ± 6.7	76.1 ± 13.3	–	73.5 ± 6.3	77.3 ± 2.4
Partly helped achieve main reason	%	6.1 ± 4.5	9.4 ± 7.1	11.8 ± 3.7	11.1 ± 2.7	11.0 ± 4.9	17.7 ± 12.2	–	14.0 ± 5.1	11.1 ± 1.8
Did not help achieve main reason	%	5.2 ± 3.7	5.0 ± 4.7	4.5 ± 2.4	3.4 ± 1.6	5.4 ± 3.3	np	–	6.4 ± 2.7	4.4 ± 1.2
Did not know yet	%	9.9 ± 5.9	4.0 ± 3.7	6.4 ± 2.5	7.7 ± 2.5	9.6 ± 4.5	np	–	6.1 ± 3.1	7.2 ± 1.4
TAFE 2004										
Helped achieve main reason	%	67.1 ± 16.7	62.1 ± 19.0	74.6 ± 6.9	80.9 ± 5.9	75.0 ± 8.4	65.5 ± 21.6	–	88.5 ± 7.6	74.7 ± 4.9
Partly helped achieve main reason	%	15.0 ± 10.6	10.3 ± 8.2	10.7 ± 4.9	10.9 ± 4.7	16.1 ± 5.7	21.8 ± 17.8	–	7.0 ± 5.5	12.5 ± 3.1
Did not help achieve main reason	%	np	np	4.4 ± 2.9	2.6 ± 2.5	np	–	–	np	3.5 ± 1.8
Did not know yet	%	16.0 ± 14.5	np	10.2 ± 5.1	5.6 ± 3.3	6.4 ± 6.3	np	–	np	9.3 ± 4.1
TAFE 2003										
Helped achieve main reason	%	63.4 ± 6.9	70.6 ± 7.9	73.0 ± 3.7	72.6 ± 3.4	68.4 ± 4.8	79.0 ± 11.1	–	79.0 ± 4.6	71.9 ± 1.9
Partly helped achieve main reason	%	18.9 ± 5.6	13.3 ± 5.8	10.2 ± 2.5	11.1 ± 2.4	13.2 ± 3.5	8.5 ± 7.8	–	4.7 ± 2.5	11.4 ± 1.3
Did not help achieve main reason	%	8.9 ± 4.1	6.4 ± 4.1	7.9 ± 2.2	4.2 ± 1.5	7.4 ± 2.6	np	–	8.7 ± 3.2	6.7 ± 1.1
Did not know yet	%	8.9 ± 4.1	9.7 ± 5.2	8.9 ± 2.4	12.1 ± 2.5	11.0 ± 3.2	10.6 ± 8.5	–	7.5 ± 3.1	10.0 ± 1.2

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.45

Table 5A.45 Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2007											
	Helped achieve main reason	%	61.3 ± 4.3	70.0 ± 3.1	66.2 ± 3.9	67.2 ± 5.3	63.3 ± 6.1	69.9 ± 7.3	65.4 ± 10.2	81.8 ± 8.4	66.0 ± 2.0
	Partly helped achieve main reason	%	16.7 ± 3.5	14.1 ± 2.4	13.9 ± 2.9	17.3 ± 3.9	19.3 ± 4.9	13.2 ± 5.1	13.6 ± 8.0	11.7 ± 6.9	15.4 ± 1.6
	Did not help achieve main reason	%	8.0 ± 2.2	8.1 ± 1.8	9.1 ± 2.4	4.7 ± 2.0	5.9 ± 3.1	10.2 ± 4.9	10.8 ± 6.5	np	7.9 ± 1.0
	Did not know yet	%	14.0 ± 2.7	7.8 ± 1.8	10.8 ± 2.5	10.9 ± 3.1	11.6 ± 3.9	6.7 ± 3.9	10.1 ± 6.9	3.6 ± 3.5	10.8 ± 1.2
VET 2006											
	Helped achieve main reason	%	62.2 ± 7.6	60.5 ± 6.5	71.2 ± 6.1	68.1 ± 7.1	59.1 ± 10.0	64.5 ± 8.6	67.0 ± 12.7	86.9 ± 8.6	64.5 ± 3.3
	Partly helped achieve main reason	%	15.7 ± 5.7	14.6 ± 4.3	15.6 ± 5.1	16.4 ± 5.7	20.6 ± 8.2	15.5 ± 6.7	18.7 ± 10.4	6.7 ± 5.5	15.7 ± 2.5
	Did not help achieve main reason	%	11.5 ± 5.3	12.7 ± 5.1	6.4 ± 2.4	6.0 ± 3.5	7.7 ± 5.3	10.0 ± 5.5	9.7 ± 9.6	np	9.8 ± 2.4
	Did not know yet	%	10.6 ± 3.9	12.2 ± 4.1	6.7 ± 3.1	9.5 ± 3.9	12.6 ± 7.1	4.6 ± 4.1		np	10.0 ± 2.0
VET 2005											
	Helped achieve main reason	%	60.1 ± 5.9	61.6 ± 4.9	65.7 ± 4.1	60.8 ± 4.9	65.9 ± 5.1	68.8 ± 6.9	58.9 ± 10.2	61.4 ± 20.6	62.4 ± 2.4
	Partly helped achieve main reason	%	19.6 ± 4.5	19.1 ± 4.7	16.5 ± 3.3	17.0 ± 3.5	17.7 ± 4.3	14.3 ± 5.1	17.3 ± 7.4	18.1 ± 22.0	18.2 ± 2.0
	Did not help achieve main reason	%	8.6 ± 3.3	9.5 ± 3.5	8.4 ± 2.2	8.5 ± 2.7	6.8 ± 2.7	9.2 ± 4.5	13.3 ± 7.3	6.2 ± 5.1	8.7 ± 1.6
	Did not know yet	%	11.7 ± 2.9	9.8 ± 2.2	9.3 ± 2.4	13.7 ± 3.3	9.5 ± 2.9	7.7 ± 4.1	10.5 ± 7.1	14.3 ± 15.7	10.6 ± 1.2
TAFE 2007											
	Helped achieve main reason	%	59.1 ± 4.3	62.9 ± 3.9	67.3 ± 4.7	63.5 ± 5.5	58.7 ± 7.4	71.1 ± 9.0	67.4 ± 15.1	86.7 ± 8.4	62.9 ± 2.2
	Partly helped achieve main reason	%	16.8 ± 3.1	17.8 ± 3.1	11.6 ± 3.3	19.0 ± 4.5	23.7 ± 6.7	12.2 ± 6.1	15.6 ± 13.3	9.9 ± 7.1	16.2 ± 1.6
	Did not help achieve main reason	%	8.8 ± 2.4	9.9 ± 2.4	9.0 ± 2.7	5.9 ± 2.7	6.4 ± 3.9	8.4 ± 5.9	np	np	8.6 ± 1.2
	Did not know yet	%	15.2 ± 3.1	9.3 ± 2.4	12.2 ± 3.1	11.6 ± 3.7	11.3 ± 4.5	8.3 ± 5.5	9.9 ± 8.6	np	12.2 ± 1.6
TAFE 2006											
	Helped achieve main reason	%	60.1 ± 8.4	58.0 ± 8.0	69.3 ± 7.4	65.8 ± 8.2	53.2 ± 12.0	64.1 ± 10.8	70.3 ± 13.7	86.7 ± 9.8	62.3 ± 4.1
	Partly helped achieve main reason	%	14.9 ± 5.9	13.7 ± 5.5	17.7 ± 6.5	15.9 ± 6.3	25.1 ± 10.2	13.2 ± 7.6	15.4 ± 11.0	np	15.9 ± 2.9
	Did not help achieve main reason	%	14.0 ± 6.3	13.1 ± 5.7	5.1 ± 2.9	6.4 ± 4.3	5.9 ± 5.1	8.8 ± 5.9	np	np	10.3 ± 2.7
	Did not know yet	%	11.0 ± 4.3	15.2 ± 6.1	7.9 ± 4.3	11.9 ± 5.1	15.8 ± 9.2	14.0 ± 7.4	10.1 ± 8.4	np	11.5 ± 2.4
REPORT ON GOVERNMENT SERVICES 2009											
											VOCATIONAL EDUCATION AND TRAINING

Table 5A.45

Table 5A.45 Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	59.1 ± 4.7	63.8 ± 4.5	66.2 ± 4.7	58.4 ± 5.1	62.1 ± 6.5	67.5 ± 9.6	61.2 ± 12.9	75.3 ± 10.4	62.2 ± 2.4
Partly helped achieve main reason	%	19.4 ± 3.9	17.0 ± 3.5	15.5 ± 3.5	17.7 ± 3.7	17.7 ± 5.1	13.6 ± 7.3	21.6 ± 11.0	8.3 ± 6.3	17.5 ± 1.8
Did not help achieve main reason	%	6.8 ± 2.4	8.2 ± 2.7	9.6 ± 2.7	7.0 ± 2.4	7.6 ± 3.1	10.5 ± 6.1	np	6.7 ± 5.9	7.9 ± 1.2
Did not know yet	%	14.7 ± 3.3	10.9 ± 2.9	8.7 ± 2.5	16.9 ± 4.3	12.6 ± 3.9	8.3 ± 5.7	11.5 ± 8.2	9.7 ± 7.3	12.4 ± 1.6
TAFE 2004										
Helped achieve main reason	%	48.5 ± 7.8	53.0 ± 8.2	61.2 ± 6.7	57.0 ± 8.2	49.4 ± 11.4	54.5 ± 15.7	60.5 ± 20.8	80.6 ± 10.8	53.0 ± 4.1
Partly helped achieve main reason	%	16.5 ± 5.5	16.2 ± 6.9	11.9 ± 4.3	16.8 ± 5.9	13.7 ± 7.1	20.3 ± 12.7	np	np	15.6 ± 2.9
Did not help achieve main reason	%	13.7 ± 5.7	9.7 ± 5.1	11.7 ± 4.3	10.9 ± 4.7	12.3 ± 7.1	–	np	np	11.8 ± 2.7
Did not know yet	%	21.4 ± 6.1	21.2 ± 6.7	15.1 ± 4.7	15.4 ± 5.9	24.6 ± 10.4	25.1 ± 14.1	np	np	19.6 ± 3.1
TAFE 2003										
Helped achieve main reason	%	48.3 ± 4.0	49.1 ± 3.8	54.2 ± 3.9	53.2 ± 5.1	52.7 ± 5.3	46.9 ± 11.4	53.4 ± 15.1	65.0 ± 11.6	50.6 ± 1.9
Partly helped achieve main reason	%	17.1 ± 3.0	16.7 ± 2.9	17.5 ± 3.0	16.8 ± 3.8	18.7 ± 4.2	17.0 ± 8.6	20.7 ± 12.3	15.1 ± 8.7	17.2 ± 1.4
Did not help achieve main reason	%	14.6 ± 2.8	15.5 ± 2.8	12.9 ± 2.6	14.0 ± 3.5	11.2 ± 3.4	21.0 ± 9.3	11.7 ± 9.7	9.4 ± 7.1	14.2 ± 1.3
Did not know yet	%	20.1 ± 3.2	18.7 ± 3.0	15.4 ± 2.8	16.0 ± 3.7	17.4 ± 4.1	15.1 ± 8.2	14.2 ± 10.6	10.5 ± 7.4	18.0 ± 1.4

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

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

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

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.46

Table 5A.46 Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	%	62.5 ± 2.7	66.2 ± 2.7	70.0 ± 3.3	67.3 ± 3.5	69.3 ± 4.9	73.2 ± 10.6	74.0 ± 7.1	73.7 ± 7.4	65.6 ± 1.6
	%	20.4 ± 2.4	18.9 ± 2.7	16.4 ± 2.7	16.6 ± 2.9	15.9 ± 3.7	11.1 ± 7.4	14.4 ± 5.5	15.0 ± 4.9	18.7 ± 1.4
	%	5.3 ± 1.4	5.1 ± 1.0	5.3 ± 1.8	5.5 ± 1.8	6.4 ± 2.5	np	3.1 ± 2.5	3.8 ± 5.5	5.2 ± 0.6
	%	11.7 ± 1.8	9.9 ± 1.4	8.4 ± 2.2	10.6 ± 2.4	8.4 ± 2.7	10.5 ± 7.4	8.4 ± 4.5	7.5 ± 3.9	10.4 ± 1.0
VET 2006										
	%	64.9 ± 4.3	64.6 ± 4.1	73.8 ± 5.7	73.8 ± 5.1	75.8 ± 7.6	69.7 ± 13.5	73.8 ± 7.8	84.3 ± 12.3	67.5 ± 2.4
	%	17.8 ± 3.5	19.3 ± 3.5	12.4 ± 4.3	12.3 ± 3.5	11.3 ± 5.5	9.5 ± 7.1	15.0 ± 6.5	8.5 ± 10.6	16.7 ± 2.0
	%	6.8 ± 2.4	5.6 ± 1.8	4.6 ± 2.2	2.8 ± 2.0	4.1 ± 3.5	np	3.7 ± 3.3	6.2 ± 6.5	5.7 ± 1.2
	%	10.4 ± 2.5	10.6 ± 2.5	9.2 ± 3.7	11.1 ± 3.5	8.8 ± 5.1	18.0 ± 13.3	7.5 ± 4.1	np	10.2 ± 1.4
VET 2005										
	%	61.4 ± 3.3	66.8 ± 2.7	66.9 ± 4.1	66.0 ± 3.5	69.7 ± 4.7	73.5 ± 10.6	67.3 ± 7.8	70.8 ± 11.4	64.8 ± 1.8
	%	20.9 ± 2.5	16.9 ± 2.4	17.9 ± 3.3	18.3 ± 2.7	16.6 ± 3.9	9.7 ± 6.7	15.5 ± 6.1	15.6 ± 5.7	18.6 ± 1.4
	%	5.6 ± 1.4	6.3 ± 1.2	6.4 ± 2.0	4.9 ± 1.6	4.3 ± 1.8	np	5.5 ± 3.7	3.1 ± 2.4	5.8 ± 0.8
	%	12.2 ± 2.2	10.0 ± 1.6	8.8 ± 2.5	10.9 ± 2.4	9.5 ± 3.1	11.1 ± 6.9	11.7 ± 5.9	10.6 ± 9.6	10.8 ± 1.0
TAFE 2007										
	%	61.7 ± 2.7	62.4 ± 2.7	69.3 ± 4.1	67.8 ± 3.9	61.6 ± 6.7	67.5 ± 14.9	67.4 ± 10.8	78.1 ± 7.8	63.5 ± 1.6
	%	20.1 ± 2.2	17.5 ± 2.2	17.0 ± 3.5	17.0 ± 3.1	19.2 ± 5.3	10.9 ± 8.6	18.3 ± 8.8	14.9 ± 6.7	18.7 ± 1.4
	%	5.4 ± 1.2	6.6 ± 1.4	5.1 ± 2.0	4.7 ± 1.6	7.2 ± 3.5	np	np	np	5.6 ± 0.8
	%	12.8 ± 1.8	13.6 ± 2.0	8.6 ± 2.5	10.5 ± 2.5	12.0 ± 4.3	16.9 ± 12.7	10.8 ± 6.7	5.8 ± 4.1	12.2 ± 1.2
TAFE 2006										
	%	63.0 ± 4.7	60.9 ± 5.1	70.2 ± 6.9	73.1 ± 5.5	70.6 ± 10.6	66.4 ± 15.5	65.3 ± 10.2	82.6 ± 11.2	64.5 ± 2.7
	%	18.1 ± 3.7	18.7 ± 4.1	13.0 ± 4.5	12.5 ± 3.7	17.0 ± 8.8	13.7 ± 11.8	20.3 ± 8.6	5.1 ± 4.3	17.1 ± 2.2
	%	6.4 ± 2.5	6.6 ± 2.4	6.3 ± 3.5	2.2 ± 2.0	np	np	np	10.5 ± 10.6	6.0 ± 1.4
	%	12.5 ± 3.1	13.8 ± 3.7	10.4 ± 5.1	12.2 ± 4.1	9.9 ± 6.7	16.9 ± 11.6	10.2 ± 5.9	np	12.4 ± 2.0
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.46 Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	57.3 ± 3.1	63.4 ± 3.3	68.2 ± 4.7	65.4 ± 3.7	67.1 ± 6.3	68.5 ± 15.7	65.3 ± 10.8	69.0 ± 8.6	61.4 ± 1.8
Partly helped achieve main reason	%	22.4 ± 2.5	16.3 ± 2.5	16.2 ± 3.9	19.3 ± 3.1	16.7 ± 5.1	np	21.2 ± 9.8	18.5 ± 7.4	19.5 ± 1.6
Did not help achieve main reason	%	6.8 ± 1.6	8.2 ± 2.0	6.1 ± 2.4	4.3 ± 1.4	5.4 ± 2.7	np	np	3.7 ± 3.1	6.7 ± 1.0
Did not know yet	%	13.5 ± 2.2	12.1 ± 2.4	9.5 ± 2.9	10.9 ± 2.5	10.8 ± 4.3	17.8 ± 13.1	10.8 ± 6.7	8.8 ± 4.5	12.4 ± 1.4
TAFE 2004										
Helped achieve main reason	%	56.3 ± 4.5	55.7 ± 4.5	65.3 ± 5.7	55.0 ± 5.7	61.6 ± 8.8	57.8 ± 22.3	63.8 ± 11.8	82.3 ± 7.8	57.5 ± 2.7
Partly helped achieve main reason	%	19.2 ± 3.3	21.9 ± 3.9	15.7 ± 4.3	19.1 ± 4.3	18.0 ± 6.9	27.1 ± 20.6	12.8 ± 8.0	7.6 ± 5.7	19.2 ± 2.2
Did not help achieve main reason	%	9.8 ± 2.5	8.3 ± 2.4	10.3 ± 3.7	11.2 ± 3.5	12.6 ± 6.5	np	12.6 ± 8.0	np	9.7 ± 1.6
Did not know yet	%	14.7 ± 3.1	14.1 ± 3.1	8.7 ± 3.3	14.8 ± 4.3	7.7 ± 4.9	np	10.8 ± 8.2	np	13.5 ± 2.0
TAFE 2003										
Helped achieve main reason	%	51.7 ± 2.4	56.9 ± 2.1	54.8 ± 3.1	55.0 ± 3.5	54.7 ± 4.3	66.6 ± 13.9	53.9 ± 8.5	67.7 ± 6.7	53.9 ± 1.2
Partly helped achieve main reason	%	20.4 ± 1.9	17.9 ± 1.6	21.9 ± 2.6	18.1 ± 2.7	17.6 ± 3.3	18.5 ± 11.5	16.7 ± 6.3	11.2 ± 4.5	19.5 ± 1.0
Did not help achieve main reason	%	10.9 ± 1.5	9.4 ± 1.2	9.9 ± 1.9	9.7 ± 2.1	10.3 ± 2.6	np	7.0 ± 4.3	7.6 ± 3.8	10.2 ± 0.7
Did not know yet	%	17.0 ± 1.8	15.7 ± 1.5	13.3 ± 2.1	17.1 ± 2.7	17.5 ± 3.3	10.8 ± 9.2	22.4 ± 7.1	13.5 ± 4.9	16.4 ± 0.9

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.47

Table 5A.47 Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	89.0 ± 1.0	88.9 ± 0.8	89.3 ± 0.8	87.1 ± 1.2	89.0 ± 1.2	90.0 ± 1.6	84.2 ± 2.5	86.6 ± 2.5	88.8 ± 0.4
	Seeking employment related outcomes	88.8 ± 1.2	88.5 ± 0.8	88.9 ± 0.8	87.0 ± 1.6	88.2 ± 1.4	89.0 ± 1.8	84.0 ± 2.9	86.6 ± 2.9	88.4 ± 0.4
	Seeking further study outcomes	88.3 ± 3.5	87.7 ± 2.9	89.0 ± 4.3	87.2 ± 3.9	92.3 ± 6.1	94.4 ± 7.6	95.8 ± 6.1	86.3 ± 11.8	88.4 ± 1.8
	Seeking personal development outcomes	89.3 ± 2.2	90.0 ± 1.8	89.8 ± 1.8	87.0 ± 2.4	90.7 ± 2.9	93.4 ± 3.1	79.7 ± 7.1	87.3 ± 5.7	89.4 ± 1.0
VET 2006										
	Satisfied with the quality of their training	87.5 ± 1.6	88.0 ± 1.2	89.0 ± 1.4	87.6 ± 1.6	87.3 ± 2.2	90.2 ± 1.8	87.3 ± 2.5	89.1 ± 3.3	88.1 ± 0.8
	Seeking employment related outcomes	87.9 ± 1.8	88.2 ± 1.4	88.5 ± 1.6	87.5 ± 2.0	87.2 ± 2.4	89.1 ± 2.2	86.6 ± 3.1	87.7 ± 4.3	88.0 ± 0.8
	Seeking further study outcomes	84.7 ± 6.5	88.9 ± 5.3	90.8 ± 5.1	87.6 ± 5.3	81.7 ± 12.9	94.8 ± 7.1	80.0 ± 17.4	97.7 ± 4.9	87.2 ± 2.9
	Seeking personal development outcomes	86.6 ± 4.7	86.2 ± 3.5	91.2 ± 2.5	87.7 ± 3.1	93.0 ± 3.9	93.2 ± 3.5	89.2 ± 5.7	90.4 ± 6.1	88.1 ± 2.0
VET 2005										
	Satisfied with the quality of their training	86.8 ± 1.4	87.1 ± 1.0	87.8 ± 0.8	86.5 ± 1.0	87.5 ± 1.2	86.6 ± 1.6	84.8 ± 2.4	87.7 ± 2.2	87.1 ± 0.6
	Seeking employment related outcomes	85.7 ± 1.8	86.4 ± 1.0	87.1 ± 1.0	86.1 ± 1.2	87.1 ± 1.2	85.2 ± 1.8	83.7 ± 2.9	86.9 ± 2.4	86.2 ± 0.6
	Seeking further study outcomes	89.5 ± 3.9	87.6 ± 3.5	90.3 ± 3.5	86.6 ± 3.3	88.0 ± 5.9	85.9 ± 11.2	83.7 ± 11.4	86.3 ± 12.5	88.5 ± 1.8
	Seeking personal development outcomes	88.7 ± 2.5	88.5 ± 2.7	88.9 ± 2.2	87.1 ± 2.2	88.7 ± 2.9	90.6 ± 3.5	88.9 ± 5.7	90.2 ± 5.9	88.6 ± 1.2
TAFE 2007										
	Satisfied with the quality of their training	89.8 ± 0.8	87.8 ± 0.8	89.6 ± 0.8	87.7 ± 1.2	89.9 ± 1.4	90.5 ± 2.2	86.1 ± 3.3	87.5 ± 2.7	89.0 ± 0.4
	Seeking employment related outcomes	90.0 ± 1.0	87.4 ± 1.0	89.1 ± 1.0	86.9 ± 1.4	89.2 ± 1.8	88.6 ± 2.7	85.0 ± 4.1	87.1 ± 3.5	88.7 ± 0.6
	Seeking further study outcomes	88.2 ± 3.7	87.4 ± 3.5	89.4 ± 4.7	89.4 ± 3.9	92.1 ± 7.1	94.7 ± 10.2	96.9 ± 6.1	91.1 ± 9.4	88.7 ± 2.0
	Seeking personal development outcomes	89.5 ± 2.0	88.6 ± 2.2	91.1 ± 1.8	90.1 ± 2.4	90.8 ± 3.5	96.0 ± 3.3	84.8 ± 7.6	88.0 ± 5.3	89.9 ± 1.0
TAFE 2006										
	Satisfied with the quality of their training	88.5 ± 1.8	86.6 ± 1.8	90.0 ± 1.6	86.9 ± 1.8	87.4 ± 2.7	90.6 ± 2.2	87.8 ± 2.9	85.4 ± 4.5	88.2 ± 0.8
	Seeking employment related outcomes	89.1 ± 2.0	86.7 ± 2.0	89.2 ± 2.0	86.8 ± 2.2	86.9 ± 3.1	89.4 ± 2.7	86.8 ± 3.9	84.7 ± 5.7	88.1 ± 1.0
	Seeking further study outcomes	85.7 ± 6.5	88.6 ± 6.5	89.6 ± 6.1	86.9 ± 5.9	80.7 ± 15.7	92.7 ± 9.8	90.2 ± 9.8	96.1 ± 8.0	87.1 ± 3.3
	Seeking personal development outcomes	87.0 ± 5.5	83.2 ± 5.5	92.8 ± 2.4	87.5 ± 3.9	94.6 ± 4.9	92.7 ± 4.7	88.8 ± 6.7	85.6 ± 8.8	88.2 ± 2.5
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.47

Table 5A.47 Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005											
	Satisfied with the quality of their training	%	88.6 ± 1.0	87.5 ± 1.0	88.0 ± 1.0	87.2 ± 1.0	89.1 ± 1.4	88.0 ± 2.4	86.6 ± 2.9	87.7 ± 2.5	88.0 ± 0.4
	Seeking employment related outcomes	%	88.3 ± 1.2	86.6 ± 1.2	87.6 ± 1.2	87.0 ± 1.2	89.4 ± 1.4	87.0 ± 2.7	85.9 ± 3.5	87.3 ± 2.7	87.6 ± 0.6
	Seeking further study outcomes	%	90.7 ± 3.5	89.2 ± 3.7	88.3 ± 4.3	86.3 ± 3.3	86.0 ± 6.9	89.2 ± 12.2	83.4 ± 12.5	83.4 ± 14.3	88.9 ± 1.8
	Seeking personal development outcomes	%	87.4 ± 2.5	90.7 ± 2.0	89.2 ± 2.4	87.7 ± 2.4	88.6 ± 3.5	90.2 ± 5.1	90.7 ± 6.1	88.9 ± 7.6	88.7 ± 1.2
TAFE 2004											
	Satisfied with the quality of their training	%	86.3 ± 1.6	83.4 ± 1.6	84.9 ± 1.4	83.6 ± 1.8	85.6 ± 2.2	86.9 ± 3.1	82.8 ± 3.7	86.8 ± 3.3	85.2 ± 0.8
	Seeking employment related outcomes	%	87.0 ± 1.8	83.3 ± 2.0	84.8 ± 1.6	83.5 ± 2.2	85.3 ± 2.4	87.3 ± 3.7	82.8 ± 4.9	83.7 ± 4.3	85.4 ± 1.0
	Seeking further study outcomes	%	88.4 ± 5.1	82.5 ± 7.1	86.0 ± 5.3	79.8 ± 6.3	83.9 ± 11.6	75.5 ± 29.2	87.9 ± 9.8	86.0 ± 24.7	85.6 ± 2.9
	Seeking personal development outcomes	%	84.7 ± 5.1	82.5 ± 4.1	84.4 ± 3.7	83.6 ± 5.1	86.5 ± 6.3	85.0 ± 7.6	78.7 ± 8.4	94.1 ± 4.3	84.4 ± 2.5
TAFE 2003											
	Satisfied with the quality of their training	%	83.3 ± 0.8	82.6 ± 0.7	81.0 ± 0.9	81.8 ± 1.0	83.1 ± 1.0	83.3 ± 2.4	80.0 ± 2.9	78.7 ± 2.5	82.5 ± 0.4
	Seeking employment related outcomes	%	82.8 ± 1.0	82.7 ± 0.8	80.4 ± 1.1	81.1 ± 1.3	83.1 ± 1.2	84.0 ± 2.7	77.8 ± 3.6	75.9 ± 3.2	82.1 ± 0.4
	Seeking further study outcomes	%	85.9 ± 3.3	81.5 ± 3.0	81.3 ± 3.7	82.4 ± 3.6	87.9 ± 4.8	80.6 ± 14.0	89.9 ± 7.9	84.1 ± 11.7	83.9 ± 1.5
	Seeking personal development outcomes	%	83.7 ± 1.8	83.3 ± 1.8	83.0 ± 2.1	83.5 ± 2.2	83.0 ± 2.9	81.5 ± 6.0	81.9 ± 6.3	84.5 ± 4.4	83.4 ± 0.9

(a) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used.

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, *Annual National Report of the Australian Vocational and Technical Education System 2007*, Canberra.

Table 5A.48

Table 5A.48 Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas (c)	ACT	NT	Aust
VET 2007										
	%	89.4 ± 1.2	89.1 ± 1.2	89.5 ± 1.0	87.0 ± 1.2	88.4 ± 1.6	91.8 ± 2.0	83.1 ± 3.3	88.1 ± 3.5	89.1 ± 0.6
	%	88.9 ± 1.4	88.8 ± 1.4	89.1 ± 1.0	87.0 ± 1.6	87.9 ± 1.8	91.6 ± 2.4	83.6 ± 3.7	89.0 ± 3.3	88.7 ± 0.6
	%	90.5 ± 3.7	88.3 ± 3.5	91.2 ± 4.1	87.8 ± 4.5	88.9 ± 8.4	91.6 ± 11.4	97.1 ± 5.7	88.0 ± 15.9	89.7 ± 2.0
	%	91.1 ± 2.2	89.3 ± 3.3	88.9 ± 2.4	87.9 ± 2.7	89.3 ± 3.9	92.6 ± 4.1	75.8 ± 9.8	87.0 ± 9.8	89.6 ± 1.4
VET 2006										
	%	86.1 ± 2.4	89.6 ± 1.4	89.0 ± 1.6	88.1 ± 1.8	85.1 ± 3.1	90.1 ± 2.5	86.8 ± 3.3	87.5 ± 4.3	87.8 ± 1.0
	%	86.5 ± 2.5	89.9 ± 1.8	89.6 ± 2.0	88.7 ± 2.2	85.4 ± 3.3	89.0 ± 3.1	85.2 ± 3.9	86.1 ± 5.5	88.1 ± 1.0
	%	81.5 ± 8.8	93.1 ± 4.7	93.1 ± 4.9	85.9 ± 7.3	81.7 ± 15.7	92.0 ± 11.0	86.5 ± 17.1	100.0	87.1 ± 3.9
	%	83.8 ± 7.1	87.7 ± 3.9	88.5 ± 3.9	88.2 ± 3.9	88.2 ± 7.6	93.6 ± 4.3	89.2 ± 7.3	86.8 ± 10.0	86.6 ± 2.9
VET 2005										
	%	87.8 ± 1.8	87.3 ± 1.2	86.9 ± 1.2	85.6 ± 1.4	87.0 ± 1.4	86.5 ± 2.0	84.2 ± 3.1	88.2 ± 2.5	87.1 ± 0.6
	%	86.2 ± 2.4	86.3 ± 1.4	85.8 ± 1.4	85.5 ± 1.6	86.6 ± 1.6	84.9 ± 2.4	82.2 ± 3.9	87.2 ± 3.1	86.0 ± 1.0
	%	93.3 ± 3.5	87.6 ± 4.1	91.0 ± 4.1	87.2 ± 3.5	87.8 ± 7.1	88.6 ± 12.7	79.3 ± 16.7	83.3 ± 18.0	90.0 ± 1.8
	%	89.9 ± 2.5	89.6 ± 3.9	88.2 ± 2.9	84.1 ± 3.3	88.0 ± 3.7	90.0 ± 4.3	89.9 ± 5.7	92.3 ± 4.7	88.9 ± 1.6
TAFE 2007										
	%	90.2 ± 1.0	88.2 ± 1.2	89.8 ± 1.0	87.6 ± 1.4	88.8 ± 2.0	93.2 ± 2.4	85.3 ± 4.1	88.7 ± 3.3	89.4 ± 0.6
	%	90.3 ± 1.4	87.8 ± 1.4	89.3 ± 1.2	86.7 ± 1.8	88.1 ± 2.4	92.6 ± 3.1	86.0 ± 5.1	88.1 ± 4.5	89.1 ± 0.6
	%	90.1 ± 3.9	87.2 ± 4.5	93.3 ± 4.1	89.8 ± 4.7	88.7 ± 10.0	91.0 ± 16.7	100.0	94.0 ± 8.6	89.9 ± 2.2
	%	90.3 ± 2.4	89.3 ± 2.5	89.8 ± 2.5	91.0 ± 2.9	91.4 ± 4.3	95.1 ± 4.5	78.5 ± 11.4	90.7 ± 6.1	90.2 ± 1.2
TAFE 2006										
	%	87.3 ± 2.5	88.1 ± 2.2	89.9 ± 1.8	87.7 ± 2.2	84.7 ± 3.9	90.8 ± 2.7	88.5 ± 3.7	81.7 ± 6.7	87.8 ± 1.2
	%	87.7 ± 2.7	88.0 ± 2.5	90.0 ± 2.2	88.1 ± 2.5	83.6 ± 4.5	90.1 ± 3.5	87.3 ± 4.7	78.6 ± 9.0	87.9 ± 1.4
	%	81.0 ± 9.4	95.8 ± 3.5	93.9 ± 4.5	85.1 ± 7.8	83.3 ± 16.5	90.0 ± 13.5	93.5 ± 9.0	100.0	87.2 ± 4.5
	%	85.1 ± 8.4	83.0 ± 7.1	90.4 ± 3.9	89.9 ± 4.1	92.0 ± 8.6	91.1 ± 6.3	87.7 ± 9.0	81.4 ± 13.1	86.8 ± 3.9
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.48

Table 5A.48 Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas (c)	ACT	NT	Aust
TAFE 2005										
	%	89.5 ± 1.2	87.7 ± 1.2	87.3 ± 1.2	86.3 ± 1.4	88.1 ± 1.8	89.6 ± 2.7	87.6 ± 3.5	89.2 ± 2.7	88.2 ± 0.6
	%	89.0 ± 1.6	86.7 ± 1.6	86.1 ± 1.6	86.3 ± 1.6	89.1 ± 1.8	88.5 ± 3.5	86.2 ± 4.7	88.4 ± 3.5	87.6 ± 0.8
	%	93.3 ± 3.5	90.3 ± 4.1	90.1 ± 4.7	87.0 ± 3.7	84.3 ± 8.8	89.4 ± 14.7	82.0 ± 16.5	87.5 ± 17.1	90.5 ± 2.0
	%	88.1 ± 2.7	90.5 ± 2.7	89.7 ± 2.9	84.9 ± 3.3	86.6 ± 4.9	90.9 ± 5.9	91.1 ± 7.1	92.2 ± 5.7	88.6 ± 1.4
TAFE 2004										
	%	87.2 ± 1.8	84.1 ± 2.2	84.4 ± 1.8	85.0 ± 2.2	85.1 ± 2.9	89.1 ± 3.9	81.7 ± 5.1	89.1 ± 3.7	85.9 ± 1.0
	%	88.2 ± 2.0	84.5 ± 2.5	85.0 ± 2.2	86.2 ± 2.4	85.0 ± 3.1	88.6 ± 4.9	81.8 ± 6.9	85.3 ± 5.3	86.5 ± 1.2
	%	85.9 ± 6.3	87.0 ± 7.4	84.3 ± 6.9	86.1 ± 5.9	81.4 ± 16.3	np	82.4 ± 13.7	100.0	85.7 ± 3.5
	%	85.4 ± 4.7	82.1 ± 5.7	81.8 ± 5.5	80.6 ± 7.4	87.3 ± 8.0	90.7 ± 7.8	78.8 ± 10.8	96.5 ± 4.3	84.3 ± 2.7
TAFE 2003										
	%	84.6 ± 1.0	83.0 ± 1.0	81.9 ± 1.1	83.7 ± 1.3	83.6 ± 1.3	82.4 ± 3.5	78.5 ± 3.8	78.4 ± 3.2	83.5 ± 0.5
	%	83.7 ± 1.3	83.6 ± 1.1	80.8 ± 1.4	82.9 ± 1.7	83.6 ± 1.5	82.4 ± 4.2	76.3 ± 4.9	75.0 ± 4.2	82.9 ± 0.6
	%	86.7 ± 3.9	78.3 ± 4.3	86.1 ± 4.2	81.8 ± 4.5	89.1 ± 5.3	88.4 ± 15.4	87.6 ± 10.1	87.5 ± 12.3	84.5 ± 1.9
	%	85.0 ± 2.1	83.5 ± 2.2	84.2 ± 2.5	84.3 ± 2.7	81.5 ± 3.8	80.7 ± 7.5	78.7 ± 8.4	84.9 ± 5.4	84.2 ± 1.1

(a) Some data for Tasmania are not published due to 5 or fewer responses.

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.49

Table 5A.49 Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 88.3 ± 1.2	88.3 ± 1.0	88.2 ± 1.2	86.5 ± 1.4	88.2 ± 1.6	100.0	84.5 ± 2.7	75.8 ± 23.3	88.0 ± 0.6
	Seeking employment related outcomes	% 88.8 ± 1.6	87.9 ± 1.2	87.6 ± 1.4	86.7 ± 1.8	87.2 ± 1.8	100.0	84.2 ± 3.1	73.0 ± 29.4	87.9 ± 0.8
	Seeking further study outcomes	% 87.4 ± 4.3	87.2 ± 3.5	86.3 ± 6.5	89.0 ± 4.5	91.2 ± 8.2	–	96.5 ± 6.7	–	87.7 ± 2.4
	Seeking personal development outcomes	% 85.9 ± 3.3	89.6 ± 2.7	87.8 ± 3.1	83.7 ± 3.5	90.7 ± 3.7	np	79.0 ± 8.0	np	87.3 ± 1.6
VET 2006										
	Satisfied with the quality of their training	% 86.2 ± 2.2	86.5 ± 1.8	88.1 ± 2.2	87.6 ± 2.2	86.7 ± 2.7	100.0	86.5 ± 3.1	91.5 ± 10.8	86.8 ± 1.0
	Seeking employment related outcomes	% 86.0 ± 2.4	86.8 ± 2.0	87.6 ± 2.5	87.4 ± 2.9	86.6 ± 2.9	100.0	85.9 ± 3.7	90.9 ± 11.6	86.7 ± 1.2
	Seeking further study outcomes	% 87.1 ± 5.9	87.0 ± 7.1	90.5 ± 6.5	87.0 ± 6.5	80.2 ± 15.3	–	79.2 ± 18.0	–	87.1 ± 3.3
	Seeking personal development outcomes	% 83.5 ± 7.4	84.2 ± 5.5	91.1 ± 4.1	87.9 ± 4.1	92.3 ± 5.3	np	89.1 ± 6.3	np	86.1 ± 3.3
VET 2005										
	Satisfied with the quality of their training	% 86.9 ± 1.8	86.6 ± 1.2	87.0 ± 1.4	86.1 ± 1.4	87.3 ± 1.4	76.2 ± 17.2	83.9 ± 2.7	93.5 ± 9.0	86.7 ± 0.8
	Seeking employment related outcomes	% 86.1 ± 2.4	85.8 ± 1.6	86.9 ± 1.6	85.6 ± 1.6	86.9 ± 1.6	73.7 ± 20.4	83.0 ± 3.3	91.5 ± 11.6	86.0 ± 1.0
	Seeking further study outcomes	% 89.3 ± 4.7	88.6 ± 4.1	91.1 ± 4.3	89.1 ± 3.5	89.9 ± 6.3	–	81.9 ± 13.5	np	89.3 ± 2.2
	Seeking personal development outcomes	% 86.6 ± 3.7	88.7 ± 3.7	85.7 ± 3.9	86.0 ± 3.3	87.0 ± 3.9	np	87.7 ± 6.7	np	87.1 ± 2.0
TAFE 2007										
	Satisfied with the quality of their training	% 89.4 ± 1.2	87.4 ± 1.2	88.5 ± 1.4	86.7 ± 1.6	89.1 ± 2.0	np	86.8 ± 3.7	93.6 ± 12.3	88.4 ± 0.6
	Seeking employment related outcomes	% 90.2 ± 1.4	86.8 ± 1.4	88.0 ± 1.8	85.9 ± 2.0	88.1 ± 2.4	np	84.9 ± 4.7	90.4 ± 18.2	88.2 ± 0.8
	Seeking further study outcomes	% 88.1 ± 4.3	87.5 ± 4.1	86.2 ± 7.3	91.3 ± 4.5	91.5 ± 9.8	np	96.4 ± 7.1	–	88.4 ± 2.4
	Seeking personal development outcomes	% 87.0 ± 2.9	89.0 ± 2.9	88.7 ± 3.5	86.8 ± 4.1	90.4 ± 4.7	np	87.5 ± 7.8	np	87.9 ± 1.6
TAFE 2006										
	Satisfied with the quality of their training	% 87.8 ± 2.5	86.4 ± 2.4	89.0 ± 2.5	87.1 ± 2.4	85.6 ± 3.7	np	87.8 ± 3.3	84.4 ± 17.6	87.4 ± 1.4
	Seeking employment related outcomes	% 88.6 ± 2.4	86.6 ± 2.7	89.1 ± 3.3	87.4 ± 2.7	85.2 ± 4.3	np	87.6 ± 4.3	82.6 ± 19.8	87.7 ± 1.4
	Seeking further study outcomes	% 87.5 ± 6.3	86.3 ± 8.4	87.5 ± 8.2	87.5 ± 6.7	76.6 ± 18.6	np	89.5 ± 10.4	–	86.7 ± 3.7
	Seeking personal development outcomes	% 83.1 ± 8.8	83.2 ± 7.6	92.6 ± 4.5	86.4 ± 5.5	92.5 ± 7.3	np	88.2 ± 7.4	np	85.5 ± 4.5
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.49

Table 5A.49 Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	88.4 ± 1.4	87.3 ± 1.4	87.4 ± 1.6	86.9 ± 1.4	89.4 ± 1.6	np	85.6 ± 3.3	90.6 ± 12.7	87.8 ± 0.6
Satisfied with the quality of their training	%	88.6 ± 1.6	86.3 ± 1.6	87.1 ± 1.8	86.6 ± 1.8	89.8 ± 2.0	np	85.0 ± 4.1	86.3 ± 18.2	87.5 ± 0.8
Seeking employment related outcomes	%	90.4 ± 4.3	89.8 ± 4.1	89.5 ± 5.1	88.4 ± 3.7	89.2 ± 6.9	–	78.0 ± 16.1	np	89.6 ± 2.2
Seeking further study outcomes	%	85.2 ± 3.5	90.5 ± 2.7	87.6 ± 4.1	85.8 ± 3.7	87.1 ± 4.9	np	91.1 ± 6.1	np	87.0 ± 1.8
Seeking personal development outcomes										
TAFE 2004										
	%	86.6 ± 2.0	83.8 ± 2.0	82.7 ± 2.2	82.2 ± 2.4	85.0 ± 2.5	–	83.7 ± 3.9	89.7 ± 14.7	84.8 ± 1.0
Satisfied with the quality of their training	%	85.4 ± 2.4	84.0 ± 2.5	82.2 ± 2.7	82.1 ± 2.9	83.8 ± 3.1	–	83.8 ± 5.3	86.7 ± 18.8	84.1 ± 1.4
Seeking employment related outcomes	%	91.2 ± 4.5	81.2 ± 8.0	82.6 ± 6.9	78.5 ± 7.4	92.2 ± 7.3	–	86.7 ± 10.6	np	86.4 ± 3.1
Seeking further study outcomes	%	90.2 ± 4.3	82.8 ± 5.1	85.9 ± 4.9	82.4 ± 7.4	89.5 ± 6.5	–	80.1 ± 8.4	np	86.8 ± 2.5
Seeking personal development outcomes										
TAFE 2003										
	%	82.4 ± 1.2	81.4 ± 1.0	80.0 ± 1.4	81.5 ± 1.4	82.3 ± 1.4	np	79.5 ± 3.3	71.3 ± 15.7	81.7 ± 0.5
Satisfied with the quality of their training	%	81.4 ± 1.5	81.6 ± 1.2	79.3 ± 1.7	80.7 ± 1.8	82.4 ± 1.5	np	76.3 ± 4.1	60.5 ± 20.4	81.1 ± 0.7
Seeking employment related outcomes	%	86.9 ± 4.0	81.6 ± 3.6	81.9 ± 4.6	83.5 ± 4.4	88.4 ± 5.7	np	93.3 ± 7.4	–	84.7 ± 1.9
Seeking further study outcomes	%	83.3 ± 2.7	81.5 ± 2.5	81.7 ± 3.1	83.1 ± 3.2	80.7 ± 4.2	np	84.1 ± 6.7	100.0	82.6 ± 1.3
Seeking personal development outcomes										

(a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.50

Table 5A.50 Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2007											
	Satisfied with the quality of their training	%	89.8 ± 1.8	89.7 ± 1.2	89.9 ± 1.6	87.5 ± 2.4	89.9 ± 2.5	88.3 ± 2.4	82.7 ± 6.1	100.0	89.5 ± 0.8
	Seeking employment related outcomes	%	88.9 ± 2.2	89.0 ± 1.4	89.2 ± 1.8	88.3 ± 2.7	90.1 ± 2.9	86.8 ± 2.9	83.0 ± 7.3	np	88.8 ± 1.0
	Seeking further study outcomes	%	89.9 ± 8.2	90.4 ± 4.7	90.2 ± 8.8	81.0 ± 11.6	88.7 ± 14.9	88.2 ± 22.0	91.4 ± 16.7	-	89.3 ± 4.3
	Seeking personal development outcomes	%	92.8 ± 3.3	90.4 ± 3.1	92.7 ± 3.1	88.0 ± 6.1	88.8 ± 8.0	93.7 ± 4.5	83.7 ± 14.9	np	91.4 ± 1.8
VET 2006											
	Satisfied with the quality of their training	%	90.5 ± 2.5	90.1 ± 1.8	88.9 ± 2.7	88.8 ± 3.5	85.4 ± 5.5	88.0 ± 2.7	90.4 ± 4.7	87.9 ± 22.9	89.6 ± 1.2
	Seeking employment related outcomes	%	91.1 ± 2.9	90.0 ± 2.2	87.7 ± 3.3	88.0 ± 4.3	86.9 ± 5.5	86.8 ± 3.3	89.1 ± 5.9	87.9 ± 22.9	89.5 ± 1.4
	Seeking further study outcomes	%	87.2 ± 16.9	94.7 ± 6.3	97.1 ± 4.5	91.1 ± 11.4	81.5 ± 32.1	91.6 ± 11.4	np	-	91.5 ± 6.9
	Seeking personal development outcomes	%	89.3 ± 7.8	87.4 ± 4.9	94.7 ± 4.5	90.5 ± 6.7	91.4 ± 10.4	91.7 ± 6.3	89.6 ± 13.9	-	89.9 ± 3.3
VET 2005											
	Satisfied with the quality of their training	%	86.2 ± 2.7	87.2 ± 1.6	87.4 ± 2.0	87.6 ± 2.4	87.1 ± 2.5	85.0 ± 2.4	88.2 ± 4.7	92.3 ± 14.5	86.8 ± 1.0
	Seeking employment related outcomes	%	85.2 ± 3.5	86.8 ± 1.6	86.4 ± 2.4	87.7 ± 2.7	85.8 ± 2.9	84.6 ± 2.7	86.3 ± 5.7	100.0	86.1 ± 1.2
	Seeking further study outcomes	%	89.7 ± 8.6	84.5 ± 7.8	89.6 ± 8.6	74.7 ± 12.5	98.4 ± 3.1	79.9 ± 16.1	88.4 ± 21.2	-	86.4 ± 4.3
	Seeking personal development outcomes	%	89.1 ± 5.1	86.3 ± 5.7	89.6 ± 3.7	88.8 ± 5.5	91.7 ± 5.7	87.0 ± 6.1	93.4 ± 12.3	np	88.0 ± 2.7
TAFE 2007											
	Satisfied with the quality of their training	%	90.4 ± 1.6	88.3 ± 1.6	89.3 ± 2.0	87.2 ± 2.7	90.0 ± 3.3	89.7 ± 3.3	84.5 ± 7.6	100.0	89.3 ± 0.8
	Seeking employment related outcomes	%	89.5 ± 2.0	88.3 ± 1.8	88.0 ± 2.4	87.6 ± 3.3	90.3 ± 3.7	86.6 ± 4.3	87.1 ± 8.2	np	88.6 ± 1.0
	Seeking further study outcomes	%	89.6 ± 9.0	87.8 ± 6.7	92.9 ± 8.6	80.0 ± 12.5	87.4 ± 16.5	86.0 ± 25.7	100.0	-	88.7 ± 4.9
	Seeking personal development outcomes	%	93.4 ± 3.1	87.7 ± 3.7	93.5 ± 3.7	94.4 ± 3.7	91.9 ± 9.2	100.0	74.7 ± 21.6	np	92.3 ± 1.8
TAFE 2006											
	Satisfied with the quality of their training	%	90.5 ± 3.1	86.4 ± 2.9	90.4 ± 2.9	86.8 ± 4.3	89.3 ± 5.7	88.9 ± 3.5	87.7 ± 7.4	87.9 ± 22.9	89.0 ± 1.6
	Seeking employment related outcomes	%	90.6 ± 3.7	85.5 ± 3.5	87.7 ± 3.9	85.9 ± 5.5	88.7 ± 6.3	87.1 ± 4.5	83.7 ± 10.0	87.9 ± 22.9	88.0 ± 2.0
	Seeking further study outcomes	%	94.9 ± 9.8	96.5 ± 4.5	97.5 ± 4.9	89.3 ± 13.3	100.0	89.5 ± 14.1	np	-	95.3 ± 4.3
	Seeking personal development outcomes	%	90.4 ± 8.4	84.0 ± 7.8	96.8 ± 3.3	88.8 ± 8.4	98.0 ± 4.1	93.1 ± 7.6	94.1 ± 11.4	-	90.9 ± 4.1
REPORT ON GOVERNMENT SERVICES 2009											
											VOCATIONAL EDUCATION AND TRAINING

Table 5A.50

Table 5A.50 Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005											
	Satisfied with the quality of their training	%	87.9 ± 2.2	87.4 ± 1.6	88.7 ± 2.2	88.3 ± 2.4	89.0 ± 2.9	87.6 ± 3.3	91.1 ± 5.7	85.9 ± 25.5	88.0 ± 1.0
	Seeking employment related outcomes	%	87.0 ± 2.5	86.6 ± 2.0	88.1 ± 2.7	88.5 ± 2.9	88.1 ± 3.3	88.0 ± 3.9	90.1 ± 6.5	100.0	87.3 ± 1.2
	Seeking further study outcomes	%	89.6 ± 9.2	85.6 ± 9.2	86.2 ± 11.6	76.3 ± 12.2	97.6 ± 4.7	84.1 ± 17.8	100.0	–	86.6 ± 4.9
	Seeking personal development outcomes	%	90.0 ± 4.5	90.0 ± 3.9	90.9 ± 4.5	90.8 ± 4.5	93.7 ± 5.9	88.7 ± 8.2	87.7 ± 22.1	np	90.3 ± 2.2
TAFE 2004											
	Satisfied with the quality of their training	%	87.6 ± 2.9	83.3 ± 3.3	86.3 ± 2.7	82.6 ± 4.3	86.5 ± 5.1	83.8 ± 4.7	80.6 ± 11.2	91.2 ± 12.3	85.8 ± 1.6
	Seeking employment related outcomes	%	89.5 ± 3.3	83.4 ± 3.9	86.6 ± 3.1	84.3 ± 5.1	89.3 ± 4.9	85.5 ± 5.5	82.9 ± 12.0	93.6 ± 12.5	87.2 ± 2.0
	Seeking further study outcomes	%	65.2 ± 25.5	88.8 ± 10.4	96.4 ± 5.3	87.4 ± 13.7	np	np	np	–	78.4 ± 12.0
	Seeking personal development outcomes	%	90.9 ± 6.3	81.6 ± 8.4	81.1 ± 7.6	73.1 ± 12.9	79.7 ± 17.2	77.4 ± 13.1	68.3 ± 28.4	np	84.4 ± 3.9
TAFE 2003											
	Satisfied with the quality of their training	%	84.6 ± 1.5	84.4 ± 1.2	80.4 ± 1.9	81.2 ± 2.5	83.9 ± 2.3	79.9 ± 3.6	79.9 ± 7.2	44.4 ± 19.9	83.3 ± 0.7
	Seeking employment related outcomes	%	85.0 ± 1.9	84.3 ± 1.4	80.3 ± 2.3	79.2 ± 3.1	82.9 ± 2.7	81.6 ± 4.0	82.3 ± 8.3	42.4 ± 22.2	83.3 ± 0.9
	Seeking further study outcomes	%	87.8 ± 6.4	82.3 ± 6.6	74.5 ± 9.8	74.8 ± 9.4	86.3 ± 12.1	71.7 ± 19.7	81.6 ± 26.9	–	82.2 ± 3.5
	Seeking personal development outcomes	%	82.6 ± 3.4	84.8 ± 2.9	83.5 ± 4.6	89.4 ± 4.8	85.8 ± 6.1	77.6 ± 8.3	68.6 ± 18.6	np	83.2 ± 1.8

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

(b) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data for SA, Tasmania, the ACT and the NT are not published due to 5 or fewer responses.

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.51

Table 5A.51 Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	%	89.9 ± 2.5	89.1 ± 2.0	89.8 ± 1.4	86.9 ± 5.3	91.9 ± 2.7	91.3 ± 2.2	89.9 ± 13.9	87.5 ± 3.3	89.7 ± 1.0
	%	88.5 ± 3.3	88.6 ± 2.4	89.8 ± 1.6	84.4 ± 7.4	91.9 ± 3.1	90.9 ± 2.5	92.8 ± 13.7	86.5 ± 4.3	89.0 ± 1.2
	%	90.5 ± 9.2	83.4 ± 12.9	93.6 ± 5.7	87.9 ± 9.0	100.0	95.4 ± 9.0	np	80.2 ± 19.0	90.5 ± 4.3
	%	94.8 ± 2.7	90.6 ± 4.5	89.4 ± 3.1	93.2 ± 3.3	90.3 ± 7.4	92.6 ± 4.9	np	93.7 ± 3.9	91.9 ± 1.6
VET 2006										
	%	86.4 ± 4.5	90.1 ± 3.5	89.3 ± 2.5	89.1 ± 3.9	90.8 ± 5.1	92.2 ± 2.4	86.8 ± 14.1	86.1 ± 6.3	88.7 ± 1.8
	%	88.2 ± 5.3	89.7 ± 4.1	89.4 ± 3.1	88.4 ± 4.9	89.6 ± 6.1	91.0 ± 2.7	86.1 ± 14.9	81.8 ± 8.8	88.9 ± 2.0
	%	52.2 ± 42.9	np	78.6 ± 21.2	88.7 ± 21.2	100.0	100.0	-	100.0	74.6 ± 18.0
	%	89.6 ± 8.2	93.4 ± 5.9	87.3 ± 5.1	90.2 ± 8.2	100.0	95.9 ± 3.9	np	93.8 ± 7.1	90.2 ± 3.3
VET 2005										
	%	87.4 ± 2.7	89.0 ± 2.0	89.0 ± 1.6	86.0 ± 2.7	88.1 ± 2.9	88.1 ± 2.2	88.8 ± 11.2	86.1 ± 3.3	88.1 ± 1.0
	%	84.3 ± 3.9	87.7 ± 2.5	87.9 ± 2.0	85.8 ± 3.3	88.3 ± 3.1	85.8 ± 2.5	87.3 ± 12.7	84.1 ± 3.9	86.5 ± 1.4
	%	90.5 ± 11.2	86.6 ± 12.9	86.6 ± 11.4	83.9 ± 11.2	76.9 ± 26.3	100.0	np	72.1 ± 26.1	87.1 ± 5.7
	%	94.7 ± 2.7	93.8 ± 3.3	92.5 ± 2.9	85.0 ± 6.3	93.0 ± 5.1	94.1 ± 4.1	np	93.0 ± 5.1	93.1 ± 1.6
TAFE 2007										
	%	90.7 ± 2.0	88.4 ± 2.5	90.3 ± 1.4	89.7 ± 2.5	93.5 ± 3.1	91.0 ± 3.1	85.8 ± 19.4	86.2 ± 4.5	90.2 ± 1.0
	%	90.5 ± 2.5	87.7 ± 3.1	90.4 ± 1.8	87.8 ± 3.3	94.0 ± 3.5	90.7 ± 3.7	90.0 ± 19.0	84.1 ± 6.3	89.8 ± 1.2
	%	88.4 ± 11.2	81.3 ± 18.2	94.4 ± 5.3	92.2 ± 8.2	100.0	100.0	np	91.1 ± 12.3	90.9 ± 5.1
	%	93.3 ± 3.5	89.9 ± 5.9	91.1 ± 3.1	93.5 ± 3.5	91.6 ± 9.0	91.6 ± 6.9	np	90.4 ± 6.7	91.8 ± 1.8
TAFE 2006										
	%	87.7 ± 5.3	87.8 ± 5.5	89.7 ± 2.9	88.1 ± 4.7	91.2 ± 6.7	91.7 ± 2.9	85.7 ± 18.4	81.3 ± 8.4	88.7 ± 2.0
	%	89.0 ± 6.3	89.1 ± 6.1	89.1 ± 3.7	86.8 ± 5.9	90.3 ± 8.0	90.2 ± 3.5	85.0 ± 19.4	75.3 ± 12.2	88.6 ± 2.5
	%	52.2 ± 42.9	np	87.7 ± 13.7	82.6 ± 30.8	np	100.0	-	100.0	74.0 ± 21.0
	%	93.6 ± 7.1	85.8 ± 15.5	89.8 ± 4.5	92.8 ± 9.2	100.0	94.4 ± 5.5	-	90.5 ± 10.8	91.5 ± 3.1

Table 5A.51

Table 5A.51 Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	89.9 ± 2.0	89.6 ± 2.2	88.8 ± 1.8	87.9 ± 2.4	89.4 ± 2.9	88.4 ± 3.3	88.9 ± 20.0	85.8 ± 3.7	89.1 ± 1.0
Satisfied with the quality of their training	%	89.1 ± 2.4	88.1 ± 2.7	88.3 ± 2.2	87.6 ± 2.9	89.9 ± 3.3	86.0 ± 4.1	85.7 ± 25.3	84.1 ± 4.9	88.2 ± 1.2
Seeking employment related outcomes	%	95.4 ± 6.5	94.7 ± 8.4	84.8 ± 12.7	84.0 ± 12.2	72.2 ± 30.4	100.0	np	76.2 ± 25.9	89.4 ± 5.1
Seeking further study outcomes	%	91.8 ± 3.7	94.7 ± 3.5	91.0 ± 3.9	88.1 ± 5.1	91.1 ± 6.9	92.0 ± 6.9	np	92.1 ± 6.5	91.5 ± 2.0
Seeking personal development outcomes										
TAFE 2004										
	%	82.8 ± 5.7	82.6 ± 7.4	86.4 ± 2.7	86.4 ± 4.5	90.0 ± 5.3	90.2 ± 4.1	np	83.1 ± 5.9	84.9 ± 2.5
Satisfied with the quality of their training	%	87.6 ± 4.9	81.7 ± 9.2	85.9 ± 2.9	85.9 ± 5.5	90.7 ± 5.5	89.7 ± 5.1	np	77.8 ± 7.8	86.4 ± 2.4
Seeking employment related outcomes	%	91.6 ± 15.9	100.0	88.2 ± 12.9	81.6 ± 21.2	np	100.0	-	100.0	90.7 ± 8.8
Seeking further study outcomes	%	71.0 ± 14.3	83.8 ± 14.5	86.5 ± 7.6	88.8 ± 10.8	84.0 ± 21.2	91.5 ± 8.2	np	92.6 ± 7.1	78.6 ± 8.4
Seeking personal development outcomes										
TAFE 2003										
	%	85.7 ± 1.7	85.4 ± 2.0	82.2 ± 1.6	83.6 ± 2.3	85.0 ± 2.4	86.0 ± 3.5	84.8 ± 15.8	75.1 ± 3.8	83.9 ± 0.8
Satisfied with the quality of their training	%	85.6 ± 2.0	84.6 ± 2.4	81.0 ± 1.9	83.9 ± 2.8	84.0 ± 2.8	85.6 ± 4.0	87.6 ± 15.7	71.5 ± 4.8	83.2 ± 1.0
Seeking employment related outcomes	%	74.5 ± 11.6	77.5 ± 14.2	88.9 ± 7.8	83.8 ± 10.9	83.8 ± 16.5	100.0	np	87.6 ± 13.2	81.7 ± 4.8
Seeking further study outcomes	%	88.2 ± 3.4	89.0 ± 4.2	84.5 ± 4.0	82.0 ± 5.1	93.7 ± 4.2	84.7 ± 9.2	np	82.7 ± 6.9	86.5 ± 1.8
Seeking personal development outcomes										

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

(b) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data for Victoria, SA and the ACT are not published due to 5 or fewer responses.

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.52

Table 5A.52 Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 92.7 ± 4.3	94.4 ± 3.5	91.4 ± 2.2	89.4 ± 2.0	89.0 ± 4.5	93.1 ± 5.5	np	88.2 ± 3.7	90.9 ± 1.2
	Seeking employment related outcomes	% 94.1 ± 4.9	95.8 ± 3.1	90.9 ± 2.5	88.6 ± 2.5	86.3 ± 5.9	92.7 ± 6.9	np	86.9 ± 4.7	90.5 ± 1.4
	Seeking further study outcomes	% np	np	97.1 ± 4.3	85.8 ± 12.2	np	np	np	94.4 ± 11.0	94.6 ± 4.5
	Seeking personal development outcomes	% 87.9 ± 12.7	80.4 ± 19.4	93.1 ± 4.3	93.7 ± 3.3	93.4 ± 7.4	94.8 ± 10.0	np	89.9 ± 7.8	91.8 ± 2.7
VET 2006										
	Satisfied with the quality of their training	% 87.0 ± 12.0	89.6 ± 10.4	91.8 ± 3.5	85.5 ± 5.1	94.5 ± 4.7	94.2 ± 4.9	np	92.9 ± 4.1	90.0 ± 2.5
	Seeking employment related outcomes	% 84.3 ± 15.9	91.3 ± 11.8	92.1 ± 3.9	85.5 ± 6.3	93.6 ± 6.7	94.4 ± 5.9	np	93.2 ± 4.9	89.9 ± 3.1
	Seeking further study outcomes	% np	np	100.0	91.3 ± 16.5	np	–	np	np	92.8 ± 9.2
	Seeking personal development outcomes	% 91.2 ± 16.9	81.6 ± 31.4	94.4 ± 6.5	85.0 ± 10.2	93.1 ± 10.2	91.9 ± 11.4	np	94.3 ± 7.8	90.5 ± 4.9
VET 2005										
	Satisfied with the quality of their training	% 90.8 ± 6.7	93.1 ± 3.9	88.7 ± 2.7	87.2 ± 2.7	89.9 ± 3.5	92.2 ± 4.9	–	92.2 ± 3.3	89.4 ± 1.6
	Seeking employment related outcomes	% 90.3 ± 8.0	95.1 ± 3.5	87.8 ± 3.5	86.1 ± 3.5	90.8 ± 3.7	90.5 ± 6.5	–	90.7 ± 4.5	88.9 ± 2.0
	Seeking further study outcomes	% np	71.7 ± 31.8	81.8 ± 27.4	89.7 ± 12.3	54.7 ± 36.7	np	–	96.5 ± 8.0	84.5 ± 10.4
	Seeking personal development outcomes	% 93.6 ± 7.8	93.0 ± 10.8	90.0 ± 6.1	93.0 ± 3.1	89.1 ± 10.4	93.7 ± 12.0	–	95.5 ± 6.7	92.0 ± 2.7
TAFE 2007										
	Satisfied with the quality of their training	% 90.0 ± 6.5	89.8 ± 6.9	92.2 ± 2.2	89.5 ± 2.4	90.8 ± 5.7	91.1 ± 9.6	np	89.3 ± 4.3	90.7 ± 1.4
	Seeking employment related outcomes	% 92.8 ± 7.4	91.9 ± 5.3	91.3 ± 2.5	88.1 ± 2.9	89.4 ± 7.6	85.7 ± 15.1	np	89.6 ± 5.5	90.2 ± 1.8
	Seeking further study outcomes	% np	np	96.6 ± 4.9	90.0 ± 13.3	np	np	np	93.8 ± 12.2	93.0 ± 6.1
	Seeking personal development outcomes	% 86.0 ± 15.3	68.6 ± 33.3	94.9 ± 3.5	93.4 ± 3.9	90.0 ± 11.4	100.0	np	86.9 ± 10.0	91.8 ± 3.1
TAFE 2006										
	Satisfied with the quality of their training	% 83.7 ± 14.5	91.0 ± 13.9	93.0 ± 3.5	85.1 ± 5.3	96.0 ± 6.3	94.1 ± 5.9	np	91.2 ± 5.5	89.6 ± 2.9
	Seeking employment related outcomes	% 80.6 ± 19.0	100.0	93.3 ± 3.5	85.3 ± 6.7	94.2 ± 9.0	96.4 ± 5.1	np	92.7 ± 5.7	89.9 ± 3.7
	Seeking further study outcomes	% –	np	100.0	84.4 ± 28.6	np	–	np	np	83.1 ± 19.2
	Seeking personal development outcomes	% 89.4 ± 20.0	np	94.2 ± 8.0	86.1 ± 10.8	100.0	79.2 ± 26.7	np	92.1 ± 10.6	89.3 ± 6.1
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Table 5A.52

Table 5A.52 Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005											
	Satisfied with the quality of their training	%	90.8 ± 5.1	88.5 ± 6.3	87.2 ± 3.7	87.8 ± 2.7	86.2 ± 5.5	92.8 ± 7.8	–	92.4 ± 3.7	88.3 ± 1.8
	Seeking employment related outcomes	%	89.5 ± 6.7	89.0 ± 7.8	86.5 ± 4.7	86.7 ± 3.3	88.6 ± 5.3	92.1 ± 10.6	–	91.2 ± 4.9	87.7 ± 2.2
	Seeking further study outcomes	%	np	np	79.1 ± 31.0	88.1 ± 14.5	34.1 ± 34.9	np	–	90.6 ± 18.4	79.4 ± 13.3
	Seeking personal development outcomes	%	94.8 ± 7.6	90.2 ± 15.1	88.3 ± 8.2	92.9 ± 3.5	83.4 ± 17.4	90.1 ± 18.4	–	94.6 ± 8.2	91.0 ± 3.5
TAFE 2004											
	Satisfied with the quality of their training	%	86.8 ± 9.8	69.2 ± 16.5	90.9 ± 4.3	88.7 ± 5.1	80.3 ± 8.0	94.2 ± 11.0	–	93.3 ± 5.3	87.2 ± 3.3
	Seeking employment related outcomes	%	92.1 ± 9.4	64.3 ± 18.6	92.7 ± 3.9	86.7 ± 6.9	80.0 ± 9.0	91.3 ± 16.3	–	93.2 ± 6.1	87.9 ± 3.5
	Seeking further study outcomes	%	np	np	np	np	np	–	–	np	72.8 ± 25.9
	Seeking personal development outcomes	%	66.6 ± 27.4	np	72.2 ± 21.6	94.0 ± 7.3	84.5 ± 20.2	np	–	97.9 ± 4.1	81.7 ± 10.6
TAFE 2003											
	Satisfied with the quality of their training	%	87.0 ± 4.8	84.8 ± 6.3	85.0 ± 3.0	82.4 ± 3.0	85.2 ± 3.7	84.5 ± 6.0	–	82.4 ± 4.4	84.5 ± 1.5
	Seeking employment related outcomes	%	86.1 ± 5.9	87.5 ± 6.9	86.0 ± 3.4	83.8 ± 3.6	88.8 ± 3.7	92.5 ± 8.7	–	81.3 ± 5.6	85.5 ± 1.8
	Seeking further study outcomes	%	100.0	np	70.0 ± 28.4	85.7 ± 13.6	100.0	np	–	79.4 ± 25.2	82.9 ± 9.3
	Seeking personal development outcomes	%	88.2 ± 10.3	81.2 ± 16.8	85.0 ± 6.9	79.8 ± 6.1	70.6 ± 11.4	100.0	–	85.0 ± 7.8	82.5 ± 3.4

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

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.53

Table 5A.53 Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c),

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 89.1 ± 2.5	88.6 ± 2.2	88.4 ± 2.5	85.2 ± 3.7	87.1 ± 4.3	87.1 ± 5.5	74.7 ± 10.0	79.6 ± 10.0	88.0 ± 1.2
	Seeking employment related outcomes	% 89.7 ± 3.1	88.4 ± 2.7	87.0 ± 3.3	86.0 ± 4.7	86.4 ± 5.5	82.8 ± 8.0	77.1 ± 12.2	72.4 ± 14.3	87.5 ± 1.6
	Seeking further study outcomes	% 80.7 ± 14.9	89.5 ± 8.6	82.0 ± 19.2	90.0 ± 13.5	90.3 ± 18.2	np	np	np	85.1 ± 7.3
	Seeking personal development outcomes	% 89.1 ± 4.9	90.0 ± 4.1	91.8 ± 3.9	80.9 ± 9.0	85.6 ± 9.0	95.2 ± 5.7	36.1 ± 25.5	87.9 ± 14.7	88.9 ± 2.4
VET 2006										
	Satisfied with the quality of their training	% 91.0 ± 3.9	85.8 ± 4.9	91.4 ± 4.1	90.9 ± 4.3	86.8 ± 7.8	84.6 ± 6.9	85.1 ± 9.8	95.6 ± 4.7	89.2 ± 2.2
	Seeking employment related outcomes	% 92.4 ± 5.1	87.4 ± 4.5	87.5 ± 6.7	92.8 ± 4.5	91.6 ± 7.3	83.6 ± 9.2	83.6 ± 13.1	95.5 ± 6.7	89.5 ± 2.5
	Seeking further study outcomes	% 65.8 ± 34.7	82.3 ± 29.6	94.3 ± 11.2	91.8 ± 15.3	np	np	np	np	76.6 ± 16.3
	Seeking personal development outcomes	% 93.0 ± 5.3	83.1 ± 14.9	96.8 ± 3.1	86.8 ± 10.6	100.0	83.9 ± 13.1	83.7 ± 21.2	92.8 ± 10.4	91.3 ± 4.1
VET 2005										
	Satisfied with the quality of their training	% 83.4 ± 4.3	85.3 ± 3.7	87.3 ± 2.7	86.9 ± 2.9	87.7 ± 3.5	89.0 ± 4.5	86.9 ± 7.1	90.3 ± 6.3	85.7 ± 1.8
	Seeking employment related outcomes	% 81.9 ± 5.9	82.5 ± 5.3	85.2 ± 4.1	84.6 ± 3.9	89.4 ± 3.9	87.5 ± 5.9	80.6 ± 10.2	89.1 ± 8.6	83.7 ± 2.5
	Seeking further study outcomes	% 89.8 ± 15.1	87.0 ± 12.9	86.6 ± 11.6	89.3 ± 9.0	97.9 ± 4.3	np	np	np	88.8 ± 5.7
	Seeking personal development outcomes	% 86.7 ± 6.5	90.7 ± 3.9	90.9 ± 4.3	90.9 ± 5.7	81.1 ± 10.4	89.8 ± 8.8	100.0	96.1 ± 6.3	89.4 ± 2.4
TAFE 2007										
	Satisfied with the quality of their training	% 88.9 ± 2.7	88.3 ± 2.7	90.0 ± 2.7	85.6 ± 4.1	88.2 ± 4.9	85.3 ± 7.6	79.9 ± 14.3	78.1 ± 12.2	88.3 ± 1.4
	Seeking employment related outcomes	% 89.4 ± 3.5	88.5 ± 3.3	89.0 ± 3.7	85.4 ± 5.1	88.4 ± 6.3	79.2 ± 12.0	81.9 ± 19.4	69.3 ± 18.4	88.0 ± 1.8
	Seeking further study outcomes	% 85.0 ± 14.3	89.7 ± 9.2	79.0 ± 23.5	88.7 ± 15.3	89.2 ± 20.0	np	np	np	86.1 ± 7.6
	Seeking personal development outcomes	% 88.4 ± 5.3	88.4 ± 5.5	94.5 ± 3.5	83.7 ± 10.2	85.4 ± 10.4	94.6 ± 7.6	np	85.8 ± 17.1	89.1 ± 2.7
TAFE 2006										
	Satisfied with the quality of their training	% 90.3 ± 4.5	86.1 ± 5.5	91.2 ± 5.7	90.4 ± 4.9	90.4 ± 7.8	86.7 ± 7.8	87.8 ± 11.0	93.9 ± 6.5	89.6 ± 2.5
	Seeking employment related outcomes	% 93.1 ± 5.5	86.5 ± 6.9	87.0 ± 9.0	93.1 ± 4.7	90.7 ± 9.4	86.6 ± 11.2	80.9 ± 18.6	93.2 ± 10.0	89.9 ± 3.3
	Seeking further study outcomes	% 65.8 ± 34.7	75.7 ± 36.8	91.7 ± 15.9	91.1 ± 16.5	np	np	np	np	72.7 ± 18.6
	Seeking personal development outcomes	% 91.2 ± 6.7	84.7 ± 6.1	96.6 ± 3.7	83.9 ± 14.1	100.0	85.8 ± 13.1	100.0	91.9 ± 12.0	91.6 ± 3.1
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Table 5A.53

Table 5A.53 Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c),

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	87.2 ± 3.1	86.6 ± 2.9	88.5 ± 2.9	87.5 ± 2.9	89.2 ± 4.3	88.1 ± 6.7	91.0 ± 6.7	91.1 ± 6.5	87.6 ± 1.6
	%	88.0 ± 3.7	85.5 ± 4.1	86.9 ± 4.3	85.6 ± 4.1	91.0 ± 4.5	85.7 ± 9.0	85.1 ± 11.0	97.9 ± 3.9	87.2 ± 2.0
	%	89.8 ± 15.1	87.9 ± 14.1	84.3 ± 13.3	88.3 ± 10.8	97.3 ± 5.3	np	np	np	88.0 ± 6.5
	%	86.0 ± 6.9	88.5 ± 5.7	93.1 ± 4.1	90.2 ± 5.7	82.9 ± 11.2	91.5 ± 11.8	100.0	90.0 ± 13.5	88.9 ± 2.9
TAFE 2004										
	%	86.3 ± 6.9	87.9 ± 4.7	80.4 ± 5.9	76.9 ± 8.0	79.5 ± 9.2	84.6 ± 11.4	90.8 ± 10.2	89.0 ± 9.6	84.5 ± 3.5
	%	88.7 ± 5.1	90.1 ± 5.5	82.1 ± 6.3	77.0 ± 9.8	78.7 ± 10.4	79.4 ± 14.9	100.0	93.2 ± 9.0	86.1 ± 2.9
	%	100.0	75.1 ± 24.9	87.3 ± 17.6	74.9 ± 28.6	np	–	np	–	88.3 ± 8.6
	%	79.3 ± 21.8	85.7 ± 11.4	78.4 ± 13.5	72.0 ± 19.0	82.8 ± 25.9	100.0	89.6 ± 20.2	100.0	80.9 ± 10.8
TAFE 2003										
	%	79.7 ± 3.2	82.0 ± 3.0	83.7 ± 2.9	77.3 ± 4.3	83.9 ± 3.9	77.5 ± 9.4	82.8 ± 11.5	85.9 ± 8.6	81.0 ± 1.5
	%	81.3 ± 4.1	83.6 ± 3.5	82.5 ± 3.8	75.0 ± 5.7	83.0 ± 4.8	80.8 ± 11.2	83.3 ± 15.0	81.0 ± 12.8	81.4 ± 1.9
	%	86.5 ± 11.8	86.6 ± 10.8	88.3 ± 11.6	74.0 ± 17.5	79.1 ± 23.0	–	100.0	np	84.2 ± 6.0
	%	75.2 ± 6.6	80.9 ± 6.5	89.0 ± 4.8	78.1 ± 8.6	87.2 ± 8.6	75.1 ± 17.7	68.2 ± 28.9	100.0	80.1 ± 3.0

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

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

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.54

Table 5A.54 Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	%	87.7 ± 2.0	90.1 ± 2.2	87.0 ± 2.5	89.1 ± 2.4	91.3 ± 3.1	93.5 ± 6.1	87.5 ± 5.9	87.3 ± 6.9	88.7 ± 1.2
	%	88.9 ± 2.4	89.3 ± 2.9	86.9 ± 3.3	86.9 ± 3.3	89.5 ± 3.9	91.8 ± 8.0	84.7 ± 8.0	90.1 ± 7.4	88.7 ± 1.6
	%	85.5 ± 6.1	90.6 ± 4.5	88.4 ± 10.8	91.2 ± 6.5	100.0	np	np	100.0	88.3 ± 3.3
	%	84.2 ± 5.7	91.2 ± 3.3	84.7 ± 5.9	94.3 ± 3.1	92.6 ± 6.9	93.2 ± 12.9	91.8 ± 11.0	79.6 ± 16.3	87.5 ± 2.7
VET 2006										
	%	85.7 ± 3.3	90.3 ± 2.2	93.5 ± 2.5	87.5 ± 3.9	89.3 ± 5.7	96.4 ± 4.3	87.8 ± 4.1	87.7 ± 8.2	88.5 ± 1.6
	%	83.3 ± 4.7	91.6 ± 2.4	92.7 ± 3.5	89.8 ± 4.9	89.3 ± 7.4	98.9 ± 2.2	85.8 ± 4.9	82.1 ± 14.7	88.0 ± 2.2
	%	89.2 ± 7.6	93.2 ± 6.3	96.9 ± 3.9	83.3 ± 12.2	80.8 ± 23.9	np	95.2 ± 9.6	100.0	90.9 ± 3.9
	%	87.0 ± 5.9	84.2 ± 7.3	93.9 ± 6.9	84.0 ± 8.6	89.1 ± 11.8	89.0 ± 20.2	89.1 ± 14.3	87.5 ± 13.9	86.9 ± 3.5
VET 2005										
	%	88.6 ± 2.2	89.4 ± 1.6	89.7 ± 2.4	88.9 ± 2.4	89.6 ± 3.1	82.3 ± 9.6	85.7 ± 6.3	88.5 ± 4.9	88.9 ± 1.2
	%	88.8 ± 2.7	89.7 ± 2.0	88.9 ± 3.1	89.1 ± 2.9	91.9 ± 3.1	78.6 ± 11.6	83.7 ± 8.0	87.1 ± 7.1	89.0 ± 1.4
	%	92.2 ± 5.5	90.2 ± 6.3	92.6 ± 7.6	91.3 ± 4.9	91.5 ± 12.0	np	92.7 ± 14.3	92.8 ± 15.1	91.7 ± 3.1
	%	85.4 ± 6.1	87.1 ± 4.5	91.0 ± 4.3	83.7 ± 6.7	80.5 ± 9.4	100.0	88.3 ± 11.4	88.8 ± 9.6	86.5 ± 2.9
TAFE 2007										
	%	88.2 ± 1.8	90.9 ± 1.8	87.4 ± 3.1	88.8 ± 2.5	90.6 ± 4.1	93.8 ± 8.6	88.5 ± 7.6	89.7 ± 6.1	89.0 ± 1.0
	%	89.6 ± 2.2	90.2 ± 2.2	87.1 ± 4.1	86.1 ± 3.9	87.7 ± 5.9	94.7 ± 10.2	84.1 ± 11.2	90.0 ± 8.8	89.2 ± 1.4
	%	85.2 ± 6.3	91.1 ± 5.5	83.9 ± 14.3	92.1 ± 6.3	100.0	np	np	100.0	87.8 ± 3.7
	%	86.0 ± 4.3	92.1 ± 4.1	87.8 ± 6.5	94.4 ± 3.5	92.9 ± 8.2	88.8 ± 20.4	93.4 ± 12.3	89.2 ± 9.0	88.7 ± 2.5
TAFE 2006										
	%	86.7 ± 3.5	90.5 ± 2.5	90.5 ± 4.1	87.5 ± 4.3	86.4 ± 9.2	93.9 ± 8.6	90.2 ± 6.5	79.1 ± 12.9	88.2 ± 2.0
	%	84.6 ± 5.3	91.6 ± 2.9	89.4 ± 5.3	88.8 ± 5.5	85.9 ± 12.2	100	91.2 ± 7.8	71.4 ± 20.2	87.6 ± 2.7
	%	88.7 ± 8.4	92.9 ± 7.3	95.6 ± 6.1	85.1 ± 12.0	86.5 ± 24.5	np	94.3 ± 11.6	100.0	90.5 ± 4.3
	%	87.9 ± 6.5	83.3 ± 7.8	90.1 ± 11.4	86.4 ± 9.4	84.9 ± 20.0	81.8 ± 32.3	84.9 ± 19.0	78.0 ± 21.6	86.7 ± 4.1
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.54

Table 5A.54 Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	88.7 ± 2.0	89.3 ± 2.2	88.7 ± 2.9	89.9 ± 2.2	88.0 ± 4.3	88.4 ± 11.2	88.0 ± 7.3	88.2 ± 6.1	88.9 ± 1.2
Satisfied with the quality of their training	%	88.9 ± 2.7	89.5 ± 2.5	87.8 ± 3.9	90.4 ± 2.7	92.5 ± 4.1	83.5 ± 15.5	85.6 ± 10.8	88.0 ± 8.4	89.2 ± 1.6
Seeking employment related outcomes	%	91.9 ± 5.7	90.2 ± 6.3	90.2 ± 10.0	90.7 ± 5.1	90.6 ± 13.3	np	np	84.8 ± 28.2	91.1 ± 3.5
Seeking further study outcomes	%	85.9 ± 4.9	89.2 ± 4.9	91.0 ± 5.3	85.9 ± 6.3	74.0 ± 12.5	100.0	88.0 ± 13.3	88.9 ± 10.6	86.7 ± 2.7
Seeking personal development outcomes	%									
TAFE 2004										
	%	87.5 ± 2.7	84.5 ± 3.1	84.0 ± 4.7	77.9 ± 5.1	87.5 ± 5.1	80.7 ± 17.4	78.7 ± 10.0	90.9 ± 8.4	85.7 ± 1.8
Satisfied with the quality of their training	%	85.7 ± 3.7	85.5 ± 3.9	83.5 ± 6.1	76.4 ± 6.7	84.4 ± 6.7	79.1 ± 21.4	82.4 ± 12.9	86.9 ± 13.5	84.6 ± 2.4
Seeking employment related outcomes	%	95.8 ± 3.5	74.9 ± 13.3	83.3 ± 12.7	75.5 ± 14.3	91.6 ± 17.6	-	71.6 ± 27.6	100.0	88.7 ± 4.1
Seeking further study outcomes	%	88.9 ± 6.3	83.8 ± 7.1	82.4 ± 11.6	82.9 ± 10.0	91.8 ± 10.6	85.5 ± 26.7	73.2 ± 20.6	94.0 ± 11.4	86.8 ± 4.1
Seeking personal development outcomes	%									
TAFE 2003										
	%	84.1 ± 1.8	80.7 ± 1.6	81.1 ± 2.5	82.6 ± 2.7	84.9 ± 3.1	85.9 ± 10.4	83.7 ± 6.3	88.3 ± 4.7	83.0 ± 0.9
Satisfied with the quality of their training	%	82.0 ± 2.3	81.2 ± 2.0	79.8 ± 3.3	80.5 ± 3.7	85.4 ± 3.5	95.3 ± 8.5	77.8 ± 9.1	87.9 ± 5.9	81.7 ± 1.2
Seeking employment related outcomes	%	89.4 ± 4.8	82.5 ± 4.8	84.6 ± 6.5	83.6 ± 7.7	82.7 ± 15.7	np	88.0 ± 14.6	90.7 ± 15.0	86.7 ± 2.5
Seeking further study outcomes	%	85.6 ± 3.7	80.6 ± 4.1	81.2 ± 5.1	84.3 ± 5.5	82.3 ± 10.3	66.8 ± 24.6	93.7 ± 9.9	91.7 ± 8.5	84.1 ± 2.1
Seeking personal development outcomes	%									

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

- Nil or rounded to zero. np Not published.

Source: NCVER Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.55

Table 5A.55 Number of VET qualifications completed by students, by sex (a), (b)

	Unit	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
2006										
Male students	'000	43.4	39.6	18.0	15.2	11.5	4.2	2.7	1.3	135.8
Female students	'000	54.1	43.1	20.3	17.6	13.0	5.1	4.0	1.4	158.6
All students	'000	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
Change between 2005 and 2006	%	- 12.2	- 2.7	17.0	16.6	1.6	8.0	- 5.5	- 2.5	- 1.7
2005										
Male students	'000	49.4	39.7	14.8	12.8	10.7	4.2	3.0	1.3	136.0
Female students	'000	61.6	45.4	17.8	15.3	13.3	4.3	4.2	1.4	163.4
All students	'000	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
Change between 2004 and 2005	%	6.6	12.1	11.2	- 0.6	22.9	3.9	10.2	2.2	9.0
2004										
Male students	'000	46.9	34.3	12.3	12.7	9.3	3.8	2.9	1.2	123.5
Female students	'000	57.3	41.4	17.0	15.5	10.3	4.4	3.6	1.5	151.0
All students	'000	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
Change between 2003 and 2004	%	- 1.4	- 2.0	- 14.6	7.4	- 15.0	- 15.0	15.5	- 9.0	- 3.6
2003										
Male students	'000	46.7	35.8	14.4	11.7	10.6	4.7	2.3	1.4	127.7
Female students	'000	58.9	41.4	20.0	14.5	12.5	4.9	3.3	1.5	157.0
All students	'000	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

(b) 2006 data has been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.56

Table 5A.56 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)

	NSW	Vic	Qld	WA (e)	SA (f)	Tas	ACT	NT	Aust (g)
2006									
Major cities	57.2	49.7	17.8	20.3	15.9	0.1	4.9	–	165.9
Inner regional	21.9	20.2	8.0	4.4	4.1	4.8	1.1	–	64.4
Outer regional	11.8	5.0	8.1	3.0	2.6	3.6	0.1	1.5	35.8
Remote and very remote	1.5	0.7	2.6	2.3	1.2	0.4	–	1.1	9.8
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Major cities	66.8	50.4	15.4	17.6	15.5	0.1	5.5	–	171.3
Inner regional	24.2	21.1	6.6	3.8	4.1	4.3	1.0	–	65.1
Outer regional	13.7	5.4	6.9	2.8	2.6	3.5	0.1	1.5	36.5
Remote and very remote	1.3	0.8	2.1	2.1	1.2	0.4	–	1.1	9.0
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Major cities	64.6	44.6	14.1	18.0	12.8	0.1	4.8	–	159.1
Inner regional	22.5	20.3	5.8	3.7	3.1	4.3	0.9	–	60.7
Outer regional	12.8	5.0	6.5	2.6	2.0	3.3	0.1	1.3	33.6
Remote and very remote	1.5	0.7	1.8	2.0	0.9	0.4	–	0.7	8.0
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Major cities	65.4	46.3	16.9	16.8	14.7	0.1	4.3	0.0	164.6
Inner regional	22.6	19.7	6.9	3.6	3.6	5.3	0.8	–	62.6
Outer regional	13.3	5.3	7.5	2.3	2.5	3.7	0.1	1.4	36.0
Remote and very remote	1.6	0.7	2.1	2.2	1.2	0.3	–	1.1	9.1
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.56

Table 5A.56 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)

	NSW	Vic	Qld	WA (e)	SA (f)	Tas	ACT	NT	Aust (g)
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(b) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

(c) Qualifications completed by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6).

(d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

– Nil or rounded to zero.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.57

Table 5A.57 Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Reported as having a disability	6.9	4.2	1.1	1.5	1.3	0.7	0.3	0.2	16.2
Reported as not having a disability	71.0	71.9	29.8	25.6	20.7	7.8	6.1	2.4	235.3
Not reported (disability)	19.7	6.8	7.3	5.7	2.5	0.8	0.3	-	43.1
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Reported as having a disability	6.7	3.9	0.9	1.1	1.4	0.5	0.3	0.1	15.1
Reported as not having a disability	82.5	70.0	26.5	22.5	20.3	7.3	6.5	2.5	238.1
Not reported (disability)	21.9	11.2	5.3	4.4	2.5	0.8	0.3	0.1	46.6
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Reported as having a disability	6.0	3.3	0.7	1.1	1.0	0.4	0.3	0.1	13.0
Reported as not having a disability	83.6	61.5	27.2	22.2	16.6	7.1	6.0	2.5	226.7
Not reported (disability)	14.6	11.1	1.5	5.0	2.0	0.7	0.2	0.1	35.1
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Reported as having a disability	6.2	2.9	1.1	1.2	1.1	0.5	0.3	0.1	13.4
Reported as not having a disability	83.1	65.2	31.8	20.5	19.6	8.3	5.3	2.6	236.4
Not reported (disability)	16.4	9.3	1.6	4.6	2.4	0.9	0.1	0.1	35.4
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2003 – 13.2%; 2004 – 12.6%; 2005 – 14.7%; 2006 – 16.0%; 2007 – 13.4%

(b) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.57

Table 5A.57 Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(c) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.58

Table 5A.58 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
2006									
Language other than English	20.2	18.2	2.7	5.1	2.4	0.5	0.8	0.5	50.4
English	56.0	56.7	34.4	23.1	20.4	8.5	5.6	2.0	206.7
Not reported (language)	21.4	7.9	1.2	4.6	1.7	0.2	0.4	0.2	37.6
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Language other than English	22.1	17.5	2.2	4.2	2.2	0.4	0.6	0.5	49.8
English	64.4	58.0	29.7	20.2	20.0	7.9	6.2	2.1	208.5
Not reported (language)	24.7	9.6	0.9	3.6	1.9	0.2	0.3	0.1	41.4
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Language other than English	21.6	13.6	1.6	4.6	1.7	0.3	0.6	0.4	44.3
English	67.1	52.3	27.1	19.2	15.6	7.6	5.5	1.7	196.3
Not reported (language)	15.5	10.0	0.7	4.5	2.3	0.3	0.4	0.6	34.2
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Language other than English	20.9	13.5	1.9	4.1	2.1	0.4	0.6	0.5	44.0
English	68.1	52.8	31.4	17.7	18.6	9.0	4.6	2.3	204.5
Not reported (language)	16.7	11.1	1.1	4.5	2.3	0.3	0.5	0.1	36.7
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%

(b) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.58

Table 5A.58 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
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(c) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.59

Table 5A.59 VET qualifications completed by students, by course level (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006										
Number of VET qualifications completed										
Diploma and above	'000	13.6	14.5	5.3	4.0	3.8	1.1	1.5	0.2	43.9
Certificate III or IV	'000	54.1	47.0	20.4	17.4	13.8	5.4	3.8	1.3	163.1
Certificate I or II or lower	'000	29.9	21.3	12.6	11.3	7.0	2.8	1.5	1.2	87.6
All qualifications	'000	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
Proportion of qualifications completed										
Diploma or Advanced Diploma	%	13.9	17.5	13.8	12.3	15.5	11.8	22.5	5.9	14.9
Certificate III or IV	%	55.5	56.8	53.2	53.2	56.2	57.8	55.5	48.1	55.3
Certificate I or II or lower	%	30.6	25.7	33.0	34.4	28.4	30.4	22.0	46.0	29.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2005										
Number of VET qualifications completed										
Diploma and above	'000	13.1	14.9	4.5	3.5	3.6	0.7	1.7	0.2	42.3
Certificate III or IV	'000	65.2	48.9	18.7	15.0	13.1	5.0	3.8	1.3	171.0
Certificate I or II or lower	'000	32.9	21.3	9.5	9.6	7.4	2.8	1.6	1.2	86.4
All qualifications	'000	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
Proportion of qualifications completed										
Diploma or Advanced Diploma	%	11.7	17.6	13.8	12.6	14.9	8.4	24.3	5.8	14.1
Certificate III or IV	%	58.7	57.4	57.0	53.4	54.3	58.6	53.0	48.3	57.1
Certificate I or II or lower	%	29.6	25.0	29.2	34.1	30.8	33.0	22.7	45.9	28.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5A.59

Table 5A.59 VET qualifications completed by students, by course level (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Number of VET qualifications completed										
Diploma and above	'000	12.2	12.8	4.2	4.0	2.6	0.6	1.4	0.2	38.0
Certificate III or IV	'000	59.8	42.7	16.9	15.7	10.3	5.4	3.4	1.4	155.6
Certificate I or II or lower	'000	32.2	20.3	8.3	8.5	6.8	2.2	1.8	1.1	81.2
All qualifications	'000	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
Proportion of qualifications completed										
Diploma and above	%	11.7	16.9	14.3	14.1	13.1	7.8	20.7	7.3	13.8
Certificate III or IV	%	57.4	56.3	57.5	55.7	52.3	65.9	52.4	51.6	56.6
Certificate I or II or lower	%	30.9	26.8	28.3	30.2	34.6	26.3	26.9	41.1	29.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2003										
Number of VET qualifications completed										
Diploma and above	'000	12.6	13.3	4.7	4.4	3.0	0.9	1.5	0.1	40.4
Certificate III or IV	'000	58.0	42.2	19.2	13.9	13.2	5.9	2.9	1.5	156.8
Certificate I or II or lower	'000	35.1	21.9	10.6	8.0	6.9	2.9	1.3	1.3	88.0
All qualifications	'000	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
Proportion of qualifications completed										
Diploma and above	%	11.9	17.1	13.7	16.6	13.0	8.8	26.1	4.8	14.2
Certificate III or IV	%	54.9	54.6	55.6	53.0	57.3	60.9	51.5	49.7	55.0
Certificate I or II or lower	%	33.2	28.3	30.7	30.4	29.7	30.2	22.3	45.5	30.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.59

Table 5A.59 VET qualifications completed by students, by course level (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.60

Table 5A.60 Number of units of competency completed, by sex (a), (b), (c)

	Unit	NSW (d)	Vic	Q/d	WA	SA (e)	Tas	ACT	NT	Aust
2007										
	Male students	'000	743.4	599.1	319.5	215.2	90.6	26.1	47.7	2 749.2
	Female students	'000	698.9	446.7	215.9	192.7	67.6	32.3	33.7	2 401.3
	All students	'000	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
	Change between 2006 and 2007	%	- 33.2	2.6	2.2	4.0	6.0	- 50.3	7.6	- 11.4
2006										
	Male students	'000	1 018.3	589.8	302.7	204.6	84.3	56.7	44.6	3 030.8
	Female students	'000	1 110.5	430.8	220.9	187.2	65.0	60.3	31.0	2 780.9
	All students	'000	2 130.8	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
	Change between 2005 and 2006	%	2.2	11.2	5.6	2.3	9.4	13.5	13.1	5.6
2005										
	Male students	'000	979.0	522.0	283.8	190.1	77.0	51.0	37.8	2 803.3
	Female students	'000	1 104.3	395.5	212.4	193.5	59.2	52.6	29.1	2 702.5
	All students	'000	2 084.8	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
	Change between 2004 and 2005	%	19.9	12.8	7.3	3.1	3.5	- 7.0	2.9	10.4
2004										
	Male students	'000	837.2	443.3	261.0	191.2	72.2	52.6	35.8	2 546.7
	Female students	'000	900.5	368.9	201.3	181.7	59.0	58.8	29.2	2 438.8
	All students	'000	1 738.3	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
	Change between 2003 and 2004	%	- 3.9	- 5.8	9.2	0.1	- 3.2	17.0	- 5.1	- 0.4
2003										
	Male students	'000	852.8	446.4	236.2	194.4	71.1	44.7	36.5	2 489.2
	Female students	'000	954.0	416.4	185.5	178.1	64.5	50.6	32.0	2 509.3
	All students	'000	1 808.3	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

(a) Government recurrent funded students.

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Table 5A.60 **Number of units of competency completed, by sex (a), (b), (c)**

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
(b)	The sum of male and female students may not add up to the total number of all students due to students who did not identify their sex. Percentage calculations may not match manual calculations as a result of rounding.									
(c)	Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.									
(d)	NSW reported data on two additional programs for the first time in 2006.									
(e)	SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.									
Source:	NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.									

Table 5A.61

Table 5A.61 Number of units of competency completed, by regions (a), (b), (c), (d)

	NSW (e)	Vic	Q/d	WA	SA (f)	Tas	ACT	NT	Aust
2007									
Major cities	815.4	936.4	501.9	314.4	257.3	0.4	47.1	0.6	2 873.5
Inner regional	354.5	384.6	212.0	96.4	70.2	82.3	9.9	0.4	1 210.3
Outer regional	209.1	97.7	247.2	61.8	49.2	68.5	0.9	40.0	774.1
Remote and very remote	29.0	14.9	69.6	56.7	23.0	6.4	0.1	40.4	240.0
All students	1 423.0	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
2006									
Major cities	1 261.7	913.6	483.9	314.4	248.8	0.4	89.5	0.5	3 312.8
Inner regional	520.7	371.7	206.8	88.5	72.3	76.5	20.9	0.4	1 357.9
Outer regional	286.1	98.5	235.8	59.6	47.9	64.7	3.1	35.7	831.5
Remote and very remote	36.0	13.4	72.3	53.3	22.8	6.7	0.1	37.8	242.5
All students	2 130.8	1 405.5	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
2005									
Major cities	1 230.3	851.8	431.7	298.9	246.6	0.4	80.4	0.5	3 140.5
Inner regional	507.8	346.6	185.7	80.1	67.9	70.3	16.7	0.5	1 275.6
Outer regional	288.3	96.8	212.8	58.1	46.0	58.2	2.8	33.4	796.4
Remote and very remote	34.7	12.3	64.8	51.2	22.0	7.0	0.2	30.9	223.0
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Major cities	1 050.3	840.1	381.3	278.2	234.2	0.6	83.9	0.8	2 869.6
Inner regional	416.2	338.7	161.7	74.2	65.1	67.6	17.6	0.5	1 141.6
Outer regional	228.6	91.1	187.1	53.7	43.7	57.6	2.4	33.4	697.7
Remote and very remote	26.0	13.0	60.8	47.6	25.8	5.2	0.2	18.2	196.8
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9

Table 5A.61

Table 5A.61 Number of units of competency completed, by regions ('000) (a), (b), (c), (d)

	NSW (e)	Vic	Q/d	WA	SA (f)	Tas	ACT	NT	Aust
2003									
Major cities	1 103.2	801.4	421.4	255.6	232.6	0.5	76.0	0.8	2 891.5
Inner regional	422.6	322.6	173.6	66.9	65.5	73.3	16.3	1.0	1 141.8
Outer regional	232.2	88.6	192.1	48.8	45.7	56.5	2.1	30.7	696.7
Remote and very remote	31.6	12.6	68.3	44.0	26.4	5.0	0.1	28.9	216.8
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

(a) Government recurrent funded students.

(b) Units of competency completed by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.6).

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

(d) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(f) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.62

Table 5A.62 Number of units of competency completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Reported as having a disability	90.6	81.7	40.1	24.9	27.7	12.0	2.7	3.6	283.4
Reported as not having a disability	1 232.3	1 279.7	822.0	425.8	363.8	139.1	50.0	74.5	4 387.1
Not reported (disability)	100.2	81.1	184.8	84.7	17.6	7.4	5.8	3.3	484.9
All students	1 423.0	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
2006									
Reported as having a disability	171.8	75.2	37.7	23.9	24.0	11.5	6.9	4.2	355.1
Reported as not having a disability	1 699.6	1 242.0	804.1	416.9	326.3	128.4	105.7	70.1	4 793.1
Not reported (disability)	259.5	88.3	178.9	83.1	43.1	9.5	5.1	1.3	668.9
All students	2 130.8	1 405.5	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
2005									
Reported as having a disability	158.5	65.7	33.2	21.8	21.6	9.3	5.6	4.4	320.0
Reported as not having a disability	1 599.2	1 158.2	732.5	399.9	315.1	120.1	93.1	61.2	4 479.2
Not reported (disability)	327.2	95.3	152.4	74.6	47.7	7.2	5.1	1.3	710.7
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Reported as having a disability	121.5	57.8	28.4	19.0	18.9	7.8	5.8	2.5	261.8
Reported as not having a disability	1 409.2	1 110.1	738.6	376.3	317.1	117.7	102.2	60.6	4 231.9
Not reported (disability)	207.6	127.8	47.0	67.1	36.9	6.5	3.5	1.9	498.2
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9

Table 5A.62

Table 5A.62 Number of units of competency completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2003									
Reported as having a disability	121.4	47.8	32.5	18.0	17.0	7.3	5.4	3.0	252.4
Reported as not having a disability	1 473.3	1 076.6	800.2	343.3	322.9	122.5	87.5	64.2	4 290.5
Not reported (disability)	213.5	117.4	31.9	62.0	32.6	6.5	2.4	1.3	467.6
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

(a) Government recurrent funded students.

(b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2003 – 13.2%; 2004 – 12.6%; 2005 – 14.7%; 2006 – 16.0%; 2007 – 13.4%

(c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.63

Table 5A.63 Number of units of competency completed, by language spoken at home ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Language other than English	256.6	185.6	40.4	42.4	33.0	4.4	4.1	17.6	584.1
English	1 017.9	1 173.2	983.4	440.3	355.5	151.5	52.0	61.6	4 235.4
Not reported (language)	148.5	83.8	23.1	52.8	20.7	2.6	2.3	2.2	335.9
All students	1 423.0	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
2006									
Language other than English	403.1	180.7	40.6	38.0	30.1	4.1	9.0	15.5	721.0
English	1 422.0	1 082.8	956.6	436.1	329.1	142.7	103.2	56.7	4 529.2
Not reported (language)	305.8	142.0	23.5	49.8	34.1	2.7	5.5	3.5	566.8
All students	2 130.8	1 405.5	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
2005									
Language other than English	367.4	162.9	33.0	35.1	27.8	3.4	7.4	12.2	649.3
English	1 311.8	1 001.2	862.7	409.6	317.9	130.0	92.7	51.7	4 177.6
Not reported (language)	405.6	154.9	22.5	51.6	38.7	3.2	3.6	3.0	683.1
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Language other than English	332.1	156.1	24.1	34.0	26.5	3.4	8.4	8.7	593.4
English	1 176.2	980.0	776.2	374.3	314.3	125.3	97.5	44.7	3 888.4
Not reported (language)	230.0	159.7	13.7	54.1	32.1	3.2	5.6	11.7	510.1
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
2003									
Language other than English	355.3	152.9	25.3	32.0	26.5	3.7	7.2	14.3	617.2
English	1 235.0	966.4	823.3	329.0	319.2	129.2	81.5	52.7	3 936.1
Not reported (language)	218.0	122.6	16.0	62.4	26.7	3.4	6.6	1.6	457.1
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

Table 5A.63 **Number of units of competency completed, by language spoken at home ('000) (a), (b), (c)**

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

(b) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%

(c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.64

Table 5A.64 Number of modules completed, by sex (a), (b), (c)

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007										
Male students	'000	646.8	166.3	103.0	71.5	77.1	12.8	30.0	8.3	1 115.7
Female students	'000	598.0	103.7	73.5	55.3	84.1	5.8	22.8	5.6	948.8
All students	'000	1 244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2 065.1
Change between 2006 and 2007	%	155.4	- 7.5	- 5.4	- 8.2	32.8	- 6.5	189.4	0.1	61.6
2006										
Male students	'000	282.6	186.3	108.4	77.7	70.6	12.8	10.4	7.8	756.6
Female students	'000	204.5	105.4	78.4	60.3	50.9	7.1	7.9	6.1	520.5
All students	'000	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1 277.7
Change between 2005 and 2006	%	- 3.9	- 16.6	0.4	- 10.3	- 15.8	- 7.3	- 11.3	- 2.8	- 8.6
2005										
Male students	'000	303.3	213.4	111.7	88.4	85.0	12.8	10.4	8.3	833.4
Female students	'000	203.6	136.5	74.0	65.5	59.4	8.7	10.2	5.9	563.8
All students	'000	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
Change between 2004 and 2005	%	- 19.3	- 17.0	- 8.0	- 7.7	- 10.9	0.4	- 10.7	- 0.7	- 14.8
2004										
Male students	'000	346.7	246.1	117.0	92.9	93.2	12.8	12.0	6.7	927.5
Female students	'000	281.3	174.9	84.4	73.8	69.0	8.6	11.0	7.6	710.6
All students	'000	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
Change between 2003 and 2004	%	- 11.6	- 20.2	- 16.8	- 14.0	1.6	- 7.2	1.6	0.7	- 13.5
2003										
Male students	'000	395.1	308.6	144.6	109.2	87.9	14.7	12.2	6.1	1 078.4
Female students	'000	315.1	219.2	98.2	84.2	71.8	8.3	10.4	8.0	815.2
All students	'000	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

(a) Government recurrent funded students.

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Table 5A.64 **Number of modules completed, by sex (a), (b), (c)**

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
(b)	The sum of male and female students may not add up to the total number of all students due to students who did not identify their sex. Percentage calculations may not match manual calculations as a result of rounding.									
(c)	Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.									
(d)	NSW reported data on two additional programs for the first time in 2006.									
(e)	SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.									

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.65

Table 5A.65 Number of modules completed, by region ('000) (a), (b), (c), (d)

	NSW (e)	Vic	Qld	WA	SA (f)	Tas	ACT	NT	Aust
2007									
Major cities	773.4	186.0	95.1	87.4	125.9	-	39.9	0.2	1307.9
Inner regional	276.0	68.0	32.4	18.4	14.8	9.9	10.2	0.1	429.8
Outer regional	149.4	13.1	36.2	10.6	13.0	8.0	2.0	5.0	237.4
Remote and very remote	17.4	1.9	10.5	9.1	7.2	0.5	0.1	8.5	55.2
All students	1244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2065.1
2006									
Major cities	322.3	200.0	101.2	98.6	83.3	0.1	14.1	0.2	819.7
Inner regional	91.1	71.7	33.3	20.3	19.3	10.9	3.4	0.1	250.1
Outer regional	60.3	16.3	38.7	9.3	13.4	8.2	0.6	5.4	152.3
Remote and very remote	8.2	2.5	11.2	8.3	5.3	0.5	-	8.1	44.0
All students	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1277.7
2005									
Major cities	337.5	243.0	99.4	111.5	100.7	-	16.3	0.2	908.5
Inner regional	98.2	82.9	34.2	21.6	21.5	11.3	3.4	0.1	273.2
Outer regional	59.1	18.1	38.1	10.2	15.6	9.3	0.7	5.3	156.4
Remote and very remote	7.8	2.9	11.1	8.7	6.3	0.7	-	7.9	45.2
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1397.7
2004									
Major cities	412.8	294.9	112.2	121.8	117.8	-	17.9	0.2	1077.7
Inner regional	128.2	99.4	34.8	21.9	23.1	11.7	4.2	-	323.4
Outer regional	72.8	21.1	39.5	11.1	14.9	9.0	0.7	5.5	174.7
Remote and very remote	9.2	2.5	11.2	8.8	5.9	0.5	-	4.5	42.7
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1639.6

Table 5A.65

Table 5A.65 Number of modules completed, by region ('000) (a), (b), (c), (d)

	NSW (e)	Vic	Qld	WA	SA (f)	Tas	ACT	NT	Aust
2003									
Major cities	462.9	368.4	130.8	141.4	114.5	0.2	17.6	0.1	1235.8
Inner regional	148.1	121.5	42.4	25.3	22.5	12.4	4.2	–	376.3
Outer regional	82.1	28.2	50.6	13.4	15.4	9.6	0.7	5.3	205.3
Remote and very remote	11.1	3.6	17.6	10.4	6.7	0.7	–	6.2	56.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1895.5

(a) Government recurrent funded students.

(b) Modules completed by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the Australian Bureau of Statistics (ABS) (table AA.6).

(c) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

(d) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(f) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

– Nil or rounded to zero.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.66

Table 5A.66 Number of modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Q/ld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Reported as having a disability	104.3	24.4	9.3	7.1	12.1	2.0	3.6	0.9	163.7
Reported as not having a disability	1 063.2	237.3	128.5	102.9	143.7	16.5	48.5	12.0	1 752.5
Not reported (disability)	77.4	8.3	39.0	16.8	5.6	0.2	0.7	0.9	148.8
All students	1 244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2 065.1
2006									
Reported as having a disability	51.7	24.4	9.5	7.3	12.0	2.2	1.4	0.9	109.5
Reported as not having a disability	370.8	257.0	136.4	110.5	100.8	16.9	16.5	12.4	1 021.3
Not reported (disability)	64.9	10.4	40.9	20.3	8.8	0.8	0.3	0.5	146.9
All students	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1 277.7
2005									
Reported as having a disability	51.0	27.0	10.4	7.7	12.2	2.8	1.6	1.2	113.9
Reported as not having a disability	377.1	309.6	141.0	121.7	119.1	18.3	18.5	12.8	1 118.1
Not reported (disability)	78.9	13.5	34.6	24.6	13.1	0.4	0.5	0.2	165.8
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
2004									
Reported as having a disability	65.9	28.9	10.9	8.3	11.8	2.5	1.7	0.9	131.0
Reported as not having a disability	463.7	369.2	170.4	131.8	134.5	18.2	20.7	12.5	1 320.9
Not reported (disability)	98.4	23.5	21.0	26.6	15.9	0.7	0.7	0.9	187.6
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6

Table 5A.66

Table 5A.66 Number of modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2003									
Reported as having a disability	70.4	31.1	14.1	9.6	11.9	2.5	1.3	0.8	141.5
Reported as not having a disability	542.7	468.9	206.7	156.2	136.6	20.0	20.9	12.6	1 564.6
Not reported (disability)	97.4	28.4	22.3	28.1	11.2	0.6	0.5	0.8	189.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

(a) Government recurrent funded students.

(b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2003 – 13.2%; 2004 – 12.6%; 2005 – 14.7%; 2006 – 16.0%; 2007 – 13.4%

(c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.67

Table 5A.67 Number of modules completed, by language spoken at home ('000) (a), (b), (c)

	NSW (d)	Vic	Q/d	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Language other than English	304.6	53.6	17.2	17.5	77.9	0.9	3.0	5.4	480.0
English	815.5	196.6	153.8	96.6	75.9	17.5	47.6	8.1	1 411.7
Not reported (language)	124.8	19.8	5.7	12.7	7.7	0.3	2.2	0.4	173.5
All students	1 244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2 065.1
2006									
Language other than English	140.9	52.2	19.3	16.0	14.8	1.0	1.7	5.2	251.1
English	274.8	204.9	161.6	109.2	95.2	18.4	15.9	8.3	888.3
Not reported (language)	71.7	34.7	6.0	12.8	11.6	0.4	0.7	0.4	138.4
All students	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1 277.7
2005									
Language other than English	136.1	60.8	13.2	17.0	16.9	1.0	1.8	5.5	252.2
English	282.3	241.4	167.8	120.2	110.5	19.9	18.2	8.0	968.4
Not reported (language)	88.6	47.8	5.0	16.7	17.0	0.6	0.6	0.8	177.1
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
2004									
Language other than English	150.0	69.4	23.6	17.9	17.5	0.9	1.8	3.0	284.2
English	374.7	290.5	173.0	126.6	124.0	19.9	20.4	7.9	1 137.1
Not reported (language)	103.4	61.7	5.6	22.2	20.6	0.5	0.8	3.5	218.3
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
2003									
Language other than English	165.4	85.2	21.6	18.8	15.6	0.8	1.4	5.1	313.9
English	447.9	375.9	214.8	149.9	130.2	21.4	20.5	7.6	1 368.3
Not reported (language)	97.2	67.4	6.7	25.2	13.8	0.8	0.8	1.5	213.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

Table 5A.67 **Number of modules completed, by language spoken at home ('000) (a), (b), (c)**

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
(a)	Government recurrent funded students.								
(b)	People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%								
(c)	Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.								
(d)	NSW reported data on two additional programs for the first time in 2006.								
(e)	SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.								

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.68

Table 5A.68 Load pass rates by Indigenous status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Reported as Indigenous	66.0	60.9	73.9	62.9	77.1	70.6	73.2	65.6	67.4
Reported as non-Indigenous	78.7	76.2	84.5	78.3	88.3	78.7	79.5	80.4	79.5
Not reported	76.6	78.2	80.0	71.8	84.1	82.5	82.3	75.2	77.3
All students	78.0	76.0	83.5	76.6	87.7	78.4	79.6	74.4	78.8
2006									
Reported as Indigenous	65.8	65.2	72.3	59.8	75.6	72.9	64.8	61.2	66.2
Reported as non-Indigenous	78.4	76.9	82.9	76.9	87.9	80.3	79.0	79.2	79.2
Not reported	78.1	73.3	76.4	74.8	90.5	90.4	76.8	71.7	77.2
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Reported as Indigenous	65.0	64.5	73.2	58.3	75.4	72.9	73.7	61.8	66.1
Reported as non-Indigenous	78.4	76.8	81.5	76.3	87.0	79.8	79.5	81.1	78.9
Not reported	78.2	75.0	75.6	74.1	89.8	93.3	84.8	68.1	77.5
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Reported as Indigenous	64.1	60.7	69.0	57.0	72.4	73.0	67.8	60.5	63.9
Reported as non-Indigenous	77.8	76.6	78.6	75.4	87.5	79.4	80.3	74.5	78.1
Not reported	78.4	74.4	78.3	74.6	89.5	90.5	81.5	82.7	77.7
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Reported as Indigenous	61.2	61.0	69.5	56.6	74.4	75.1	63.1	60.5	63.6
Reported as non-Indigenous	77.1	77.0	77.6	74.2	87.5	80.0	79.6	78.6	77.7
Not reported	77.0	76.0	76.2	74.2	88.2	90.4	83.1	84.1	77.0
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1

Table 5A.68

Table 5A.68 Load pass rates by Indigenous status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(a) Data are limited to government recurrent funded hours.

(b) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2003 – 13.8%; 2004 – 13.3%; 2005 – 12.9%; 2006 – 10.6%; 2007 – 8.2%.

Source: NCVET National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.69

Table 5A.69 Number of VET qualifications completed, by Indigenous status ('000) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Reported as Indigenous	2.5	0.6	1.5	1.4	0.8	0.3	0.2	0.7	8.0
Reported as non-Indigenous	77.3	75.3	33.3	25.8	22.1	8.7	5.7	1.9	250.1
Not reported	17.8	6.9	3.5	5.5	1.7	0.3	0.9	–	36.6
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Reported as Indigenous	2.7	0.5	1.4	1.2	0.7	0.3	0.1	0.7	7.6
Reported as non-Indigenous	88.4	75.7	28.6	22.5	21.5	7.9	6.0	1.9	252.6
Not reported	20.0	8.9	2.7	4.4	2.0	0.4	1.0	–	39.4
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Reported as Indigenous	2.4	0.4	1.4	1.0	0.6	0.2	0.2	0.5	6.7
Reported as non-Indigenous	86.4	67.3	26.8	22.5	17.4	7.5	5.6	2.1	235.5
Not reported	15.4	8.2	1.3	4.7	1.7	0.5	0.8	0.0	32.6
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Reported as Indigenous	1.9	0.5	1.7	1.1	0.7	0.3	–	0.7	6.8
Reported as non-Indigenous	86.1	66.3	30.7	20.9	20.5	8.6	5.3	2.1	240.7
Not reported	17.7	10.6	2.0	4.4	1.9	0.8	0.2	0.1	37.7
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

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

(c) 2006 data has been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

Table 5A.69

Table 5A.69 Number of VET qualifications completed, by Indigenous status ('000) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(d) Final qualifications completed data for 2007 is not available. Only preliminary data is available from the 2007 national provider collection.

(e) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2003 – 13.8%; 2004 – 13.3%; 2005 – 12.9%; 2006 – 10.6%; 2007 – 8.2%.

– Nil or rounded to zero.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.70

Table 5A.70 Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Indigenous — units of competency	54.0	16.4	51.0	27.1	11.5	5.7	0.9	27.2	193.8
Non-Indigenous — units of competency	1 274.2	1 370.7	910.2	449.0	367.2	150.4	47.4	53.8	4 623.0
Not reported	94.8	55.4	85.8	59.3	30.5	2.4	10.1	0.4	338.7
Indigenous — modules completed	43.4	4.6	11.4	7.2	6.9	0.9	0.6	7.2	82.2
Non-Indigenous — modules completed	1 138.2	254.7	149.1	105.3	148.4	17.6	51.9	6.7	1 871.8
Not reported	63.3	10.7	16.3	14.4	6.0	0.1	0.3	—	111.1
2006									
Indigenous — units of competency	68.2	15.2	45.5	26.4	10.9	5.5	1.7	25.6	198.9
Non-Indigenous — units of competency	1 867.0	1 307.1	883.2	420.3	344.5	140.2	107.9	49.2	5 119.4
Not reported	195.6	83.2	92.0	77.1	37.9	3.8	8.2	0.8	498.8
Indigenous — modules completed	17.5	4.8	11.1	6.9	7.1	0.8	0.2	7.8	56.1
Non-Indigenous — modules completed	413.6	269.7	158.1	112.9	105.1	18.3	17.7	6.0	1 101.3
Not reported	56.3	17.4	17.6	18.3	9.4	0.8	0.4	0.1	120.3
2005									
Indigenous — units of competency	61.4	12.4	43.9	26.3	10.3	4.7	1.5	21.9	182.3
Non-Indigenous — units of competency	1 789.4	1 217.1	792.9	400.2	330.1	128.1	94.7	44.5	4 797.0
Not reported	234.1	89.6	81.3	69.8	43.9	3.8	7.6	0.5	530.6
Indigenous — modules completed	18.2	4.9	11.2	7.4	13.8	0.9	0.2	7.8	64.3
Non-Indigenous — modules completed	419.0	320.1	158.0	123.5	119.3	20.3	19.7	6.4	1 186.2
Not reported	69.9	25.0	16.9	23.1	11.3	0.3	0.6	0.1	147.2

Table 5A.70

Table 5A.70 Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2004									
Indigenous — units of competency	44.6	9.9	39.6	24.4	9.5	4.4	1.4	19.2	152.9
Non-Indigenous — units of competency	1 466.2	1 181.7	729.0	372.6	323.1	123.4	103.6	45.3	4 345.0
Not reported	227.5	104.1	45.5	65.3	40.3	4.1	6.6	0.5	493.9
Indigenous — modules completed	23.2	5.1	11.4	8.9	12.8	0.8	0.4	8.3	70.9
Non-Indigenous — modules completed	497.9	377.7	176.6	131.3	135.8	20.2	22.1	6.0	1 367.6
Not reported	107.0	38.8	14.3	26.6	13.5	0.4	0.5	0.1	201.1
2003									
Indigenous — units of competency	36.9	9.3	42.3	23.5	10.9	4.9	0.9	21.5	150.2
Non-Indigenous — units of competency	1 540.6	1 115.3	775.3	333.8	327.7	125.6	91.4	45.3	4 354.8
Not reported	230.8	117.2	46.9	66.0	33.8	5.7	3.1	1.8	505.4
Indigenous — modules completed	25.1	6.3	17.5	10.1	12.3	1.1	0.3	7.7	80.4
Non-Indigenous — modules completed	576.2	469.0	208.1	153.9	135.2	21.3	22.0	5.8	1 591.6
Not reported	109.1	53.1	17.4	29.9	12.2	0.7	0.4	0.7	223.5

(a) Government recurrent funded students.

(b) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2003 – 13.8%; 2004 – 13.3%; 2005 – 12.9%; 2006 – 10.6%; 2007 – 8.2%.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

Source: NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.71

Table 5A.71 Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 84.9 ± 7.6	87.2 ± 7.8	91.2 ± 3.7	93.7 ± 3.3	90.2 ± 8.4	89.4 ± 7.3	93.3 ± 9.2	89.0 ± 7.4	88.7 ± 2.9
	Seeking employment related outcomes	% 79.9 ± 10.6	84.2 ± 10.8	91.9 ± 4.1	92.9 ± 4.5	90.9 ± 10.4	87.4 ± 9.2	96.1 ± 7.6	91.8 ± 5.5	87.0 ± 4.1
	Seeking further study outcomes	% 90.0 ± 8.8	np	np	np	np	np	–	100.0	92.6 ± 5.1
	Seeking personal development outcomes	% 95.8 ± 6.1	91.3 ± 11.8	90.7 ± 8.8	93.2 ± 7.6	77.8 ± 27.2	100.0	86.4 ± 24.9	80.4 ± 22.5	91.4 ± 4.5
VET 2006										
	Satisfied with the quality of their training	% 96.9 ± 3.7	92.6 ± 8.6	96.4 ± 2.5	94.0 ± 6.3	80.0 ± 16.1	94.7 ± 7.3	88.4 ± 17.4	95.5 ± 4.3	94.8 ± 2.0
	Seeking employment related outcomes	% 95.4 ± 6.1	89.5 ± 12.2	96.9 ± 2.9	92.3 ± 9.6	76.8 ± 22.3	92.8 ± 9.6	84.0 ± 22.9	96.9 ± 3.1	93.9 ± 2.7
	Seeking further study outcomes	% –	np	100.0	np	np	np	np	np	79.8 ± 25.3
	Seeking personal development outcomes	% 98.8 ± 2.4	100.0	95.2 ± 6.7	100.0	93.1 ± 13.5	100.0	np	89.4 ± 14.7	96.5 ± 2.9
VET 2005										
	Satisfied with the quality of their training	% 77.5 ± 9.8	88.4 ± 6.7	92.4 ± 2.9	93.0 ± 4.1	87.2 ± 9.8	79.1 ± 8.6	90.3 ± 12.9	92.7 ± 4.5	86.4 ± 3.5
	Seeking employment related outcomes	% 71.4 ± 13.1	89.5 ± 7.4	90.1 ± 4.3	90.1 ± 6.7	88.3 ± 10.8	74.1 ± 11.0	89.6 ± 14.1	91.3 ± 6.1	82.9 ± 5.1
	Seeking further study outcomes	% 88.1 ± 22.3	np	85.1 ± 27.4	100.0	np	–	np	np	87.4 ± 14.3
	Seeking personal development outcomes	% 93.4 ± 9.0	100.0	97.2 ± 2.9	95.4 ± 4.5	77.9 ± 28.0	94.2 ± 11.2	np	96.9 ± 4.5	95.3 ± 2.9
TAFE 2007										
	Satisfied with the quality of their training	% 87.7 ± 5.9	93.2 ± 5.9	94.0 ± 3.3	92.6 ± 4.1	94.3 ± 7.6	84.7 ± 12.0	100.0	89.7 ± 5.5	90.8 ± 2.5
	Seeking employment related outcomes	% 82.5 ± 9.0	91.2 ± 8.2	94.1 ± 4.1	90.4 ± 5.9	94.8 ± 10.0	79.5 ± 15.9	np	89.3 ± 7.1	88.3 ± 3.7
	Seeking further study outcomes	% 88.6 ± 10.4	np	np	np	np	np	–	np	91.3 ± 6.1
	Seeking personal development outcomes	% 95.2 ± 6.9	100.0	93.0 ± 7.3	94.9 ± 7.1	88.0 ± 22.1	100.0	np	89.5 ± 11.8	94.2 ± 3.7
TAFE 2006										
	Satisfied with the quality of their training	% 96.4 ± 4.9	93.6 ± 12.2	97.5 ± 2.4	92.1 ± 8.2	77.0 ± 19.6	100.0	100.0	92.0 ± 8.0	94.6 ± 2.5
	Seeking employment related outcomes	% 94.4 ± 7.4	90.9 ± 17.1	98.6 ± 1.6	90.6 ± 11.6	68.8 ± 29.0	100.0	np	95.6 ± 5.3	94.1 ± 3.5
	Seeking further study outcomes	% –	np	100.0	np	np	np	–	np	76.8 ± 28.2
	Seeking personal development outcomes	% 100.0	np	96.9 ± 6.1	100.0	100.0	100.0	np	76.5 ± 29.4	96.9 ± 3.5
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Table 5A.71

Table 5A.71 Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	88.8 ± 5.9	88.2 ± 8.6	89.1 ± 4.3	93.4 ± 4.9	94.2 ± 7.3	74.6 ± 15.7	np	97.7 ± 3.3	89.8 ± 2.7
Satisfied with the quality of their training	%	87.4 ± 8.0	90.5 ± 9.4	85.3 ± 6.5	90.7 ± 8.4	99.1 ± 1.8	65.0 ± 20.2	np	97.4 ± 4.9	87.8 ± 3.9
Seeking employment related outcomes	%	88.1 ± 22.3	np	85.1 ± 27.4	100.0	np	–	np	np	84.7 ± 16.9
Seeking further study outcomes	%	94.3 ± 9.2	100.0	96.2 ± 4.1	94.2 ± 5.7	77.2 ± 29.0	100.0	np	97.1 ± 5.7	95.0 ± 3.7
Seeking personal development outcomes										
TAFE 2004										
	%	88.7 ± 9.2	89.7 ± 12.5	91.6 ± 5.7	78.9 ± 17.6	88.3 ± 16.5	94.5 ± 10.4	100.0	93.6 ± 6.5	88.9 ± 4.9
Satisfied with the quality of their training	%	94.0 ± 8.4	95.5 ± 6.7	87.2 ± 8.2	90.2 ± 7.4	82.7 ± 23.3	100.0	np	93.0 ± 8.2	91.6 ± 4.3
Seeking employment related outcomes	%	np	np	np	np	np	np	–	np	94.2 ± 11.6
Seeking further study outcomes	%	90.1 ± 18.4	100.0	100.0	np	np	100.0	np	100.0	88.1 ± 13.5
Seeking personal development outcomes										
TAFE 2003										
	%	79.4 ± 5.6	83.8 ± 7.6	88.7 ± 3.7	87.7 ± 5.6	85.2 ± 6.8	89.0 ± 9.8	np	86.1 ± 6.0	84.3 ± 2.3
Satisfied with the quality of their training	%	75.6 ± 7.3	89.5 ± 8.3	90.6 ± 4.3	87.7 ± 7.4	87.6 ± 7.8	88.7 ± 11.2	np	80.7 ± 8.3	83.2 ± 3.0
Seeking employment related outcomes	%	73.3 ± 30.8	np	84.9 ± 18.1	np	np	np	–	np	84.0 ± 11.7
Seeking further study outcomes	%	86.6 ± 9.1	69.0 ± 18.9	86.0 ± 8.9	92.4 ± 9.0	91.1 ± 11.4	100.0	–	95.9 ± 7.0	87.2 ± 4.3
Seeking personal development outcomes										

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

(b) The sample was designed to provide state/territory level reporting in 2004 and 2006 and state/territory and institute level reporting in 2003, 2005 and 2007. A larger sample is required in the institute level reporting years to provide reliable institute estimates. Therefore, sample sizes in 2003, 2005 and 2007 were larger than in 2004 and 2006.

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.72

Table 5A.72 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed or in further study	81.2 ± 6.5	74.4 ± 10.0	85.6 ± 4.5	84.2 ± 6.7	73.7 ± 12.3	80.4 ± 10.6	89.3 ± 13.9	88.0 ± 7.8	82.6 ± 2.9
Employed after training	71.3 ± 7.3	65.6 ± 10.2	76.3 ± 5.9	75.6 ± 8.2	50.7 ± 14.1	65.6 ± 11.8	81.0 ± 16.3	80.4 ± 8.8	72.4 ± 3.3
In further study after training	33.8 ± 8.0	32.3 ± 9.6	23.8 ± 6.1	25.2 ± 7.6	36.3 ± 13.3	38.2 ± 12.2	16.5 ± 13.5	33.7 ± 6.7	30.2 ± 3.5
At TAFE	66.6 ± 15.9	57.8 ± 16.3	44.6 ± 13.3	62.6 ± 12.3	61.8 ± 23.7	47.9 ± 15.7	np	8.3 ± 6.5	53.0 ± 6.7
At University	5.8 ± 5.5	15.1 ± 11.4	25.0 ± 12.2	11.3 ± 8.6	np	np	-	19.0 ± 9.0	12.5 ± 3.9
At private provider or other registered provider	27.6 ± 16.3	27.0 ± 14.5	30.4 ± 13.9	26.1 ± 11.4	34.0 ± 23.3	42.9 ± 15.9	np	72.7 ± 10.2	34.4 ± 6.9
VET 2006									
Employed or in further study	68.3 ± 13.1	86.3 ± 12.7	81.1 ± 8.4	80.6 ± 12.3	77.0 ± 17.2	84.4 ± 9.4	94.5 ± 10.4	77.9 ± 10.4	77.6 ± 5.1
Employed after training	57.5 ± 13.7	76.0 ± 15.3	69.4 ± 9.2	60.4 ± 14.7	55.4 ± 20.0	73.0 ± 11.8	90.8 ± 12.3	73.4 ± 11.0	66.1 ± 5.5
In further study after training	33.6 ± 12.7	40.1 ± 18.0	24.5 ± 7.8	39.9 ± 14.7	44.7 ± 20.2	42.7 ± 14.3	42.0 ± 22.9	26.0 ± 11.8	32.2 ± 5.3
At TAFE	59.7 ± 21.2	62.0 ± 24.3	65.1 ± 16.5	61.2 ± 20.4	61.9 ± 29.6	52.3 ± 22.7	np	13.4 ± 6.3	55.9 ± 8.6
At University	np	np	14.3 ± 9.6	np	np	np	np	30.1 ± 19.6	17.4 ± 7.3
At private provider or other registered provider	22.4 ± 18.2	np	20.6 ± 16.7	27.8 ± 20.0	np	38.8 ± 22.9	np	56.5 ± 19.2	26.7 ± 7.8
VET 2005									
Employed or in further study	80.3 ± 8.2	81.9 ± 8.0	77.1 ± 5.7	85.0 ± 6.1	91.2 ± 7.6	87.9 ± 6.9	80.5 ± 20.8	82.0 ± 5.1	81.2 ± 3.3
Employed after training	64.0 ± 9.2	77.4 ± 8.6	69.8 ± 6.3	69.4 ± 7.6	64.1 ± 13.7	73.1 ± 9.8	67.1 ± 22.5	68.0 ± 8.4	68.5 ± 3.7
In further study after training	37.3 ± 9.0	28.4 ± 10.2	23.4 ± 5.9	31.6 ± 7.8	49.2 ± 14.7	29.0 ± 10.6	41.0 ± 22.5	36.2 ± 9.6	31.9 ± 3.7
At TAFE	82.9 ± 9.6	45.4 ± 20.8	50.6 ± 13.7	36.7 ± 12.3	59.8 ± 23.3	70.9 ± 18.6	np	21.7 ± 10.4	58.6 ± 6.3
At University	6.5 ± 5.1	23.5 ± 18.6	14.2 ± 6.1	16.9 ± 10.0	15.1 ± 15.3	np	np	27.7 ± 11.6	13.7 ± 3.5
At private provider or other registered provider	10.6 ± 8.6	31.1 ± 20.8	35.2 ± 14.3	46.4 ± 14.3	25.1 ± 23.5	25.0 ± 18.0	np	50.6 ± 12.9	27.7 ± 5.9

Table 5A.72

Table 5A.72 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Employed or in further study	80.6 ± 7.3	64.2 ± 14.1	86.6 ± 4.9	83.6 ± 7.6	65.0 ± 17.1	72.4 ± 16.7	100.0	93.5 ± 4.9	81.9 ± 3.5
Employed after training	66.8 ± 8.0	53.3 ± 13.9	74.4 ± 7.3	74.4 ± 8.2	40.8 ± 16.9	50.6 ± 17.4	91.2 ± 6.7	85.1 ± 6.7	69.1 ± 3.9
In further study after training	34.8 ± 7.8	29.2 ± 12.0	22.7 ± 6.9	27.9 ± 7.3	40.3 ± 17.2	46.9 ± 17.2	np	33.0 ± 8.4	30.8 ± 3.7
At TAFE	75.7 ± 11.0	74.2 ± 19.4	56.3 ± 15.5	76.3 ± 12.3	77.8 ± 21.2	60.3 ± 18.6	np	12.2 ± 9.4	64.4 ± 6.3
At University	np	21.1 ± 18.0	29.9 ± 15.3	13.7 ± 11.0	np	np	np	24.0 ± 12.2	14.6 ± 4.9
At private provider or other registered provider	17.9 ± 9.8	np	13.9 ± 11.8	np	np	np	np	63.8 ± 13.5	21.0 ± 5.1
TAFE 2006									
Employed or in further study	69.6 ± 15.1	83.7 ± 19.4	78.8 ± 10.4	87.0 ± 11.8	81.8 ± 19.0	76.8 ± 13.7	100.0	79.7 ± 8.4	77.1 ± 6.5
Employed after training	57.9 ± 15.9	67.8 ± 23.3	66.1 ± 10.8	67.1 ± 15.9	62.0 ± 23.3	60.4 ± 16.5	84.3 ± 28.4	71.5 ± 12.0	63.6 ± 7.1
In further study after training	30.0 ± 13.3	51.1 ± 25.3	28.1 ± 9.4	36.4 ± 16.7	46.1 ± 23.7	41.6 ± 17.1	np	31.1 ± 13.7	33.2 ± 6.3
At TAFE	73.6 ± 21.6	70.5 ± 28.4	73.0 ± 15.1	69.3 ± 22.9	76.7 ± 33.7	49.6 ± 27.4	np	13.8 ± 5.9	66.1 ± 9.2
At University	np	np	15.8 ± 11.0	np	np	np	np	36.6 ± 27.4	15.3 ± 6.5
At private provider or other registered provider	np	np	11.1 ± 12.7	np	np	43.6 ± 27.6	np	49.6 ± 26.7	18.6 ± 8.4
TAFE 2005									
Employed or in further study	80.2 ± 7.8	86.5 ± 9.0	75.3 ± 6.7	80.4 ± 8.2	93.0 ± 7.6	84.5 ± 11.8	np	89.3 ± 6.1	80.7 ± 3.7
Employed after training	58.8 ± 9.0	80.6 ± 10.2	65.1 ± 7.4	63.3 ± 9.6	56.5 ± 16.3	63.0 ± 16.7	np	74.8 ± 10.0	64.3 ± 4.3
In further study after training	43.5 ± 8.8	34.4 ± 13.5	24.5 ± 6.5	29.1 ± 8.8	53.2 ± 16.3	37.0 ± 17.6	np	46.1 ± 11.8	35.9 ± 4.1
At TAFE	85.8 ± 7.1	54.1 ± 23.3	56.2 ± 14.7	49.9 ± 16.3	68.2 ± 21.6	83.6 ± 20.6	np	24.3 ± 11.4	67.0 ± 6.1
At University	7.4 ± 5.5	30.7 ± 22.7	16.4 ± 7.3	14.3 ± 9.6	21.7 ± 20.6	-	np	30.8 ± 13.9	14.6 ± 4.3
At private provider or other registered provider	6.7 ± 4.5	15.2 ± 15.9	27.4 ± 14.9	35.8 ± 17.4	10.0 ± 10.8	np	np	44.9 ± 14.1	18.4 ± 4.9

Table 5A.72

Table 5A.72 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed or in further study	69.2 ± 16.5	55.3 ± 27.0	76.3 ± 13.7	84.1 ± 10.0	79.4 ± 19.6	63.2 ± 21.6	100.0	81.0 ± 6.9	72.9 ± 8.2
Employed after training	60.0 ± 16.9	39.0 ± 22.3	63.5 ± 13.5	65.1 ± 17.4	43.3 ± 23.3	53.1 ± 22.1	100.0	71.4 ± 12.3	60.1 ± 8.4
In further study after training	34.8 ± 16.1	33.6 ± 22.0	23.4 ± 9.6	36.7 ± 17.4	43.2 ± 25.1	35.0 ± 21.2	np	36.3 ± 16.7	32.8 ± 8.0
At TAFE	59.9 ± 28.0	79.9 ± 19.4	77.0 ± 16.1	67.2 ± 38.8	np	70.4 ± 34.5	np	64.3 ± 18.6	66.0 ± 14.9
At University	40.1 ± 28.0	np	np	–	np	np	np	np	21.6 ± 15.3
At private provider or other registered provider	–	np	17.7 ± 15.3	np	np	–	np	33.9 ± 18.6	12.4 ± 8.2
TAFE 2003									
Employed or in further study	88.2 ± 5.0	94.0 ± 5.4	87.7 ± 4.1	89.6 ± 5.7	86.9 ± 6.7	90.5 ± 9.9	100.0	92.8 ± 4.6	89.2 ± 2.1
Employed after training	51.3 ± 6.8	67.0 ± 9.6	64.2 ± 5.6	61.2 ± 8.3	65.4 ± 9.0	65.4 ± 15.0	84.1 ± 27.2	68.7 ± 7.7	60.2 ± 3.0
In further study after training	48.5 ± 8.4	38.9 ± 13.9	44.3 ± 7.0	54.1 ± 11.8	53.3 ± 11.1	53.0 ± 20.0	np	59.9 ± 10.1	49.5 ± 3.9
At TAFE	83.0 ± 9.2	72.3 ± 20.7	77.3 ± 9.1	73.4 ± 15.1	68.0 ± 14.3	83.8 ± 20.9	np	37.5 ± 14.0	72.7 ± 5.1
At University	np	np	9.2 ± 6.3	10.9 ± 10.6	np	–	np	16.2 ± 10.6	9.0 ± 3.2
At private provider or other registered provider	np	np	13.4 ± 7.4	15.7 ± 12.4	24.0 ± 13.1	np	np	46.3 ± 14.4	18.3 ± 4.4

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

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

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

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

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

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.73

Table 5A.73 Indigenous graduates who improved their employment circumstances after training (a), (b)

	Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2007										
	Proportion of VET graduates	% 55.3 ± 8.4	41.9 ± 10.6	64.5 ± 6.5	65.8 ± 9.4	45.3 ± 13.9	53.7 ± 12.5	63.2 ± 19.8	54.5 ± 7.8	57.3 ± 3.9
	Proportion of TAFE graduates	% 52.6 ± 8.4	33.6 ± 11.8	64.6 ± 7.6	64.7 ± 8.2	35.0 ± 16.3	40.9 ± 17.4	91.2 ± 6.7	58.4 ± 9.6	55.5 ± 4.1
2006										
	Proportion of VET graduates	% 46.8 ± 14.1	60.9 ± 17.4	56.7 ± 10.0	54.4 ± 14.9	47.9 ± 19.8	63.8 ± 13.1	68.5 ± 19.4	61.7 ± 11.8	54.7 ± 5.7
	Proportion of TAFE graduates	% 47.0 ± 16.1	48.9 ± 25.5	53.5 ± 11.2	59.2 ± 16.7	56.6 ± 23.3	51.6 ± 16.7	73.8 ± 32.7	61.8 ± 13.9	52.5 ± 7.3
2005										
	Proportion of VET graduates	% 51.1 ± 9.6	65.6 ± 10.0	59.7 ± 6.7	59.3 ± 8.2	61.5 ± 14.1	65.7 ± 10.4	49.7 ± 23.3	55.7 ± 11.0	57.5 ± 4.1
	Proportion of TAFE graduates	% 50.7 ± 9.0	70.4 ± 12.0	57.5 ± 7.6	53.6 ± 10.0	52.3 ± 16.3	54.6 ± 17.1	np	69.8 ± 10.6	56.3 ± 4.3
2004										
	Proportion of VET graduates	%	–	–	–	–	–	–	–	–
	Proportion of TAFE graduates	% 41.6 ± 15.7	34.7 ± 21.2	47.0 ± 13.1	57.1 ± 17.2	38.0 ± 22.1	48.4 ± 22.1	85.6 ± 26.7	55.3 ± 12.9	45.7 ± 8.0
2003										
	Proportion of VET graduates	%	–	–	–	–	–	–	–	–
	Proportion of TAFE graduates	% 39.8 ± 8.0	48.2 ± 12.0	52.0 ± 6.7	49.6 ± 10.6	48.9 ± 10.6	47.4 ± 16.3	np	51.9 ± 10.2	46.7 ± 3.9

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

(b) Improved employment circumstances is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit.

– Nil or rounded to zero. np Not published.

Source: NCVET Student Outcomes Survey (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.74

Table 5A.74 Employer engagement with VET (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Engagement with apprenticeships/traineeships (b)	27.8 ± 4.5	31.0 ± 5.7	30.9 ± 5.7	25.6 ± 4.4	26.2 ± 5.1	35.2 ± 5.3	30.1 ± 5.0	32.5 ± 4.9	29.1 ± 2.5
Engagement with nationally recognised training (c)	24.1 ± 4.4	19.8 ± 5.2	19.8 ± 4.9	23.6 ± 3.8	21.9 ± 4.6	25.2 ± 4.6	26.8 ± 4.7	29.3 ± 4.9	22.1 ± 2.3
Engagement with formal vocational qualifications as a job requirement (d)	37.9 ± 5.1	34.1 ± 6.2	27.2 ± 5.7	33.0 ± 4.6	26.6 ± 4.8	31.3 ± 5.3	30.1 ± 5.1	32.1 ± 5.2	33.3 ± 2.7
2005									
Engagement with apprenticeships/traineeships (b)	28.7 ± 5.3	27.8 ± 5.1	28.5 ± 5.2	25.1 ± 5.1	26.4 ± 4.7	38.5 ± 5.5	30.3 ± 5.6	33.3 ± 5.7	28.2 ± 2.6
Engagement with nationally recognised training (c)	25.2 ± 5.4	24.2 ± 5.5	20.6 ± 4.6	21.5 ± 4.7	28.0 ± 5.6	28.8 ± 5.0	27.0 ± 5.3	30.9 ± 5.1	24.1 ± 2.6
Engagement with formal vocational qualifications as a job requirement (d)	41.6 ± 6.3	33.0 ± 6.1	29.0 ± 4.7	31.5 ± 5.4	32.0 ± 5.5	31.4 ± 5.0	33.4 ± 5.9	34.2 ± 5.5	35.0 ± 2.9

(a) The components of engagement with VET system are if employer has had employees undertaking an apprenticeship or traineeship or has provided nationally recognised training in the last 12 months or if had employees with formal vocational qualification as a requirement of their job.

(b) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.

(c) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.

(d) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.75

Table 5A.75 Employer satisfaction with VET (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Satisfaction with apprenticeships/traineeships (c)									
Satisfied	87.1 ± 6.2	82.3 ± 10.3	83.9 ± 6.0	70.4 ± 7.8	81.7 ± 8.7	89.6 ± 5.3	81.8 ± 7.1	82.7 ± 7.5	83.3 ± 3.8
Neither satisfied or dissatisfied	7.1 ± 4.5	6.7 ± 5.6	11.1 ± 4.7	13.4 ± 5.7	12.2 ± 8.0	4.5 ± 3.4	9.5 ± 4.8	9.2 ± 5.6	8.7 ± 2.4
Dissatisfied	5.8 ± 4.6	11.1 ± 8.7	5.0 ± 4.0	16.1 ± 6.3	6.1 ± 5.1	5.9 ± 4.4	8.7 ± 5.6	8.1 ± 5.4	8.0 ± 3.0
Satisfaction with nationally recognised training (d)									
Satisfied	74.2 ± 9.0	82.0 ± 12.2	87.7 ± 6.3	81.9 ± 7.6	88.2 ± 6.4	83.7 ± 8.0	83.9 ± 8.6	73.9 ± 7.7	80.5 ± 4.6
Neither satisfied or dissatisfied	15.7 ± 8.2	17.9 ± 12.2	4.9 ± 3.9	13.6 ± 6.9	11.4 ± 6.4	5.8 ± 3.8	10.3 ± 7.3	18.1 ± 7.0	13.5 ± 4.3
Dissatisfied	10.1 ± 7.3	0.1 ± 0.1	7.4 ± 6.2	4.5 ± 3.3	np	10.5 ± 7.3	5.9 ± 5.0	8.0 ± 5.1	6.1 ± 3.0
Satisfaction with formal vocational qualifications as a job requirement (e)									
Satisfied	80.7 ± 6.6	85.4 ± 7.4	76.2 ± 11.8	72.1 ± 8.0	88.4 ± 6.1	85.5 ± 6.6	84.4 ± 6.8	76.8 ± 7.4	80.8 ± 3.8
Neither satisfied or dissatisfied	11.2 ± 5.3	6.7 ± 3.9	9.6 ± 8.9	13.7 ± 5.6	3.9 ± 2.7	6.8 ± 4.4	9.6 ± 5.4	13.4 ± 6.1	9.6 ± 2.8
Dissatisfied	8.0 ± 4.7	7.9 ± 6.3	14.2 ± 8.4	14.2 ± 6.4	7.7 ± 5.6	7.8 ± 5.0	6.0 ± 4.0	9.9 ± 5.0	9.6 ± 2.9
2005									
Satisfaction with apprenticeships/traineeships (c)									
Satisfied	73.7 ± 10.6	84.0 ± 7.2	81.3 ± 9.1	80.4 ± 8.8	82.4 ± 7.8	80.2 ± 7.0	69.9 ± 10.1	84.2 ± 8.8	79.1 ± 4.7
Neither satisfied or dissatisfied	13.7 ± 8.0	4.8 ± 4.7	10.6 ± 7.6	11.4 ± 6.7	11.2 ± 6.4	11.0 ± 5.6	15.6 ± 8.4	8.6 ± 7.0	10.4 ± 3.5
Dissatisfied	12.6 ± 7.7	11.1 ± 6.0	8.0 ± 6.1	8.2 ± 6.6	6.4 ± 5.2	8.8 ± 4.9	14.5 ± 8.4	7.3 ± 6.0	10.5 ± 3.4
Satisfaction with nationally recognised training (d)									
Satisfied	79.4 ± 11.0	86.3 ± 7.8	70.9 ± 10.6	84.7 ± 8.4	80.2 ± 9.6	82.8 ± 7.9	83.2 ± 9.6	74.4 ± 9.5	80.3 ± 5.0
Neither satisfied or dissatisfied	10.1 ± 8.4	8.4 ± 6.4	15.2 ± 8.8	10.4 ± 7.4	13.5 ± 7.0	6.5 ± 5.1	12.5 ± 8.6	15.8 ± 8.3	10.8 ± 3.9
Dissatisfied	10.6 ± 7.2	5.4 ± 5.4	14.0 ± 9.4	4.9 ± 4.0	6.3 ± 7.2	10.6 ± 6.2	4.2 ± 4.3	9.8 ± 6.7	8.9 ± 3.5
Satisfaction with formal vocational qualifications as a job requirement (e)									
Satisfied	77.1 ± 8.6	77.7 ± 10.3	73.2 ± 8.9	83.8 ± 6.6	70.1 ± 10.4	81.4 ± 7.3	77.5 ± 7.8	67.7 ± 8.8	76.8 ± 4.7
Neither satisfied or dissatisfied	15.1 ± 7.8	8.2 ± 6.8	10.7 ± 6.0	5.9 ± 3.1	17.2 ± 8.1	11.2 ± 6.4	8.5 ± 4.9	15.4 ± 6.6	12.0 ± 3.8
Dissatisfied	7.8 ± 4.4	14.0 ± 9.1	16.1 ± 7.6	10.3 ± 6.0	12.6 ± 8.0	7.4 ± 4.3	14.0 ± 7.5	16.9 ± 7.8	11.2 ± 3.2

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Table 5A.75

Table 5A.75 Employer satisfaction with VET (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(a)	<i>Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.</i>								
(b)	<i>Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.</i>								
(c)	<i>Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job.</i>								
(d)	<i>Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job.</i>								
(e)	<i>Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.</i>								

Source: DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.76

Table 5A.76 Gross Domestic Product chain price deflator (index)

Years	2007 = 100.0
2003	85.1
2004	87.6
2005	91.2
2006	95.6
2007	100.0

Source: ABS (2006) *Australian System of National Accounts: Key national accounts aggregates, 2006-07*, Cat. no. 5204.0. Table 1.