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# 5 Vocational education and training

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### **Attachment tables**

Attachment tables are identified in references throughout this chapter by a '5A' prefix (for example, table 5A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at [www.pc.gov.au/gsp](http://www.pc.gov.au/gsp).

This chapter reports performance information about the equity, effectiveness and efficiency of government funded vocational education and training (VET) in Australia. The VET system (including apprenticeships and traineeships) 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, which includes training activity funded under the *National*

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*Agreement for Skills and Workforce Development* (NASWD). 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, chapter 4) or university education (some information on university education is included in the Child care, education and training sector overview B).

Major improvements to reporting on VET in this edition include:

- reporting additional data on VET graduates with improved employment and education/training status after training, in the outcome indicator ‘student employment and further study outcomes’
- reporting the number of modules and units of competency completed as a combined measure, in the outcome indicator ‘skill profile’
- expansion of time series data in attachment tables for various measures within the outcome indicators ‘student employment and further study outcomes’ and ‘student satisfaction with VET’.

## **5.1 Profile of vocational education and training**

### **Service overview**

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.

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

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across modules or units of competency (a stand-alone course component or subject) (box 5.1).

**Box 5.1 Diversity of the VET system**

Vocational education and training (VET) programs range from a single module or unit of competency (which can involve fewer than 10 contact hours) to associate degrees (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 can include flexible, self-paced learning and/or online training, often in combination. Also included are apprenticeships/traineeships (referred to as Australian Apprenticeships), which combine employment and competency-based training, including both formalised training and on-the-job training. The availability of distance education has increased, with off-campus options such as correspondence, Internet study and interactive teleconferencing.

The types of training organisation include: institutions specialising in VET delivery, such as government owned technical and further education (TAFE) institutes, agricultural colleges and private training businesses; adult community education (ACE) providers; secondary schools and colleges; universities; industry and community bodies with a registered training organisation (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.

## **Expenditure**

Recurrent expenditure on VET by Australian, State and Territory governments totalled \$6.0 billion in 2012 — an increase of 3.2 per cent (in real terms) from 2011, and a 24.3 per cent increase (in real terms) from 2008 to 2012, equivalent to an average annual increase of 5.6 per cent (table 5A.1). Government recurrent expenditure was equal to \$397.77 per person aged 15–64 years across Australia in 2012 (table 5A.2). Further information on the breakdown of real funding by jurisdictions is available in attachment tables 5A.1 for 2003 to 2012 and 5A.2 and 5A.8 for 2008 to 2012.

Government funded activity is the primary focus of this 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. A detailed explanation of data inclusions in this chapter is provided in box 5.2.

Figure 5.1 **Scope of reporting**

Training Funding Type	Registered Training Organisations		
	TAFE and other government providers	Community providers	Private providers
Government Funded			
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

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## Box 5.2 Scope of VET reporting

Where this chapter refers to 'government funded' activity, it is defined as VET activity that is funded under Commonwealth and State/Territory recurrent, Commonwealth specific and State/Territory specific funding. This includes activity funded under the NASWD. Any government funded training activity that a student undertakes, regardless of whether or not it forms the majority of their course of training, is in scope of this Report. This definition of 'government funded' activity has been broadened, commencing with the 2011 Report. Until the 2010 Report, the VET activity reported was that funded by Commonwealth and State recurrent funding under the *Commonwealth–State Agreement for Skilling Australia's Workforce* (CSASAW) (replaced by the NASWD on 1 January 2009). Historical data in this chapter reflect the revised definition of 'government funded' activity. Some other VET activity is beyond the scope of this chapter and is not reported.

Data on student participation, efficiency measures, student achievement, Qualification Equivalents, and competencies/modules completed in this chapter are limited to services that are government funded. These include VET services provided by:

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

Where the chapter refers to VET activity, it is defined as all VET data available for reporting, unless otherwise specified.

The discussion in this chapter of student outcomes and student satisfaction focuses on students undertaking government funded training.

Data on qualifications completed include both government and non-government funded VET students attending TAFE, and only government funded students from private providers.

Data on employer engagement and satisfaction are on all nationally recognised training, from all provider types, irrespective of funding source.

## Size and scope

In 2012, 32.2 per cent of Australians aged 15–64 years held a certificate or diploma as their highest level qualification (table BA.29). These qualifications could have been completed in schools, VET institutions or higher education institutions.

The VET sector is large and varied. Qualifications vary significantly in length, level and field. Approximately 1.9 million people were reported as participating in VET programs at 22 486 locations across Australia in 2012 (NCVER unpublished, table 5A.3). The number of VET students increased by 3.3 per cent between 2011

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and 2012, and increased by 14.3 per cent between 2008 and 2012 (NCVER unpublished).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2012, 1.5 million students (79.6 per cent) were government funded (NCVER unpublished). The remaining 395 900 students participated on a fee-for-service basis as domestic students (18.8 per cent of all VET students) or were international students (1.6 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 23.8 per cent of all VET students in 2008 to 18.8 per cent in 2012 (NCVER unpublished).

### *Students*

Student participation data presented in this chapter refer to VET students who were government funded 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 where the delivery was undertaken by schools, or students who undertook ‘recreation, leisure or personal enrichment’ education programs. Students who undertook VET in schools programs at TAFE are in-scope for this chapter.

Nationally, 1.5 million students participated in VET programs funded by government through State and Territory agencies in 2012 (table 5A.4). Approximately 25 per cent of government funded students were enrolled in apprenticeships and traineeships (NCVER unpublished). Participation by females aged 15–64 years was 9.8 per cent and participation by males aged 15–64 years was 10.1 per cent. The participation rate for the total population aged 15–64 years was 10.0 per cent (table 5A.11).

Between 2011 and 2012, the number of government funded students increased by 4.3 per cent (approximately 63 600 students) (table 5A.5). Between 2008 and 2012, the number of government funded VET students increased by 23.1 per cent (table 5A.5).

### *Hours*

Government funded VET students participated in 478.7 million government funded annual hours in 2012. On average, each government funded VET student in 2012 received 309.4 hours of VET (table 5A.4).

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## *Courses*

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and above. In 2012, 13.5 per cent of government funded VET students were undertaking a diploma or above, 56.4 per cent were enrolled in a certificate level III or IV, 22.4 per cent were enrolled in a certificate level I or II or lower, and 7.7 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of study also varied. In 2011 (for which the latest data for qualifications completed are available), 28.7 per cent of qualifications completed by total VET students were in management and commerce, 18.9 per cent in society and culture, 16.8 per cent in engineering and related technologies and 7.2 per cent in food, hospitality and personal services. Other fields studied by government funded VET students included architecture and building; education; health; agriculture, environment and related studies; creative arts; information technology; and natural and physical sciences (NCVER unpublished).

Of the 1.5 million government funded VET students who participated in government funded VET programs in 2012, 124 719 (8.1 per cent) gained some recognition of prior learning (RPL) (table 5A.4).

## *Institutions*

In 2012, government funded programs were delivered by 2110 RTOs at 22 486 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery) (table 5A.3).

The infrastructure (physical non-current assets) of government owned TAFE institutions and TAFE divisions of universities was valued at \$11.6 billion in 2012, of which 93.9 per cent comprised the value of land and buildings (table 5A.21). The value of net assets of government VET providers was \$781.18 per person aged 15–64 years across Australia in 2012. Asset values per person varied across jurisdictions (table 5A.6).

## **Roles and responsibilities**

VET is an area of shared responsibility between governments and industry. Governments provide funding, develop national and jurisdictional policies for the

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training system and share responsibility for the regulation, governance and quality assurance of the VET sector.

State and Territory governments manage the delivery of VET within their jurisdictions and have traditionally provided approximately two thirds of the funding in the VET system. They facilitate the development and training of the public VET workforce and ensure the effective operation of the training market.

The Australian Government provides significant financial support to states and territories to support the national training systems through funding mechanisms under the Intergovernmental Agreement. The Australian Government also provides specific incentives, interventions and assistance for national priority areas.

The NASWD, which came into effect on 1 January 2009, set out the commitment between the Australian Government and State and Territory governments, to work towards increasing the skill levels of all Australians, including Indigenous Australians. A revised NASWD and a new National Partnership Agreement on Skills Reform were negotiated throughout 2011 and agreed by all states and territories at the Council of Australian Governments (COAG) meeting on 13 April 2012. The new national reporting relationships for 2012, summarised below and in figure 5.2, also reflect changes following the establishment of the Standing Council on Tertiary Education and, Skills and Employment (SCOTESE) in September 2011.

### *Governance of the national training system*

SCOTESE was established in September 2011 by COAG to replace the Ministerial Council for Tertiary Education and Employment (MCTEE).

SCOTESE is a key decision-making body for the national training system. SCOTESE has high level policy responsibility for higher education, vocational education and training, including skills and workforce development, international education, adult community education and employment. SCOTESE sets strategic policy, priorities for training and makes decisions in relation to national training system funding, planning and performance.

Membership of SCOTESE comprises Australian Government, State and Territory government and New Zealand Government ministers with responsibility for tertiary education, skills and employment. SCOTESE is chaired by the member who represents the Australian Government.



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SCOTese is supported by a National Senior Officials Committee (NSOC) and four Principal Committees. NSOC implements SCOTese decisions, drives national collaboration on training matters and monitors the effectiveness of the national training system. Principal Committees are action orientated groups that are generally chaired by Senior Officials, focus on strategic issues and report to SCOTese through NSOC. The four Committees are:

- Workforce Development, Supply and Demand — provides advice on matters relating to short and long term workforce development, supply and demand issues to address emerging skills needs and impediments to workforce reforms with a view to improving productivity, participation and skills utilisation.
- Access and Participation — provides advice on matters relating to impediments to accessing tertiary education and employment, particularly amongst disadvantaged groups, and considers strategies to increase participation and attainment outcomes in tertiary education and employment.
- Data and Performance Measurement — provides advice on matters relating to performance against tertiary education national targets, data collection and measurement, approaches to the public provision of high quality information and opportunities to resolve data issues such as common definitions and comparability.
- Tertiary Education Quality and Pathways — previously named Regulation, Quality Assurance and International Engagement, which has been reconfigured to a committee of senior government officials that convenes on an as-needs-basis, focussed especially on quality issues

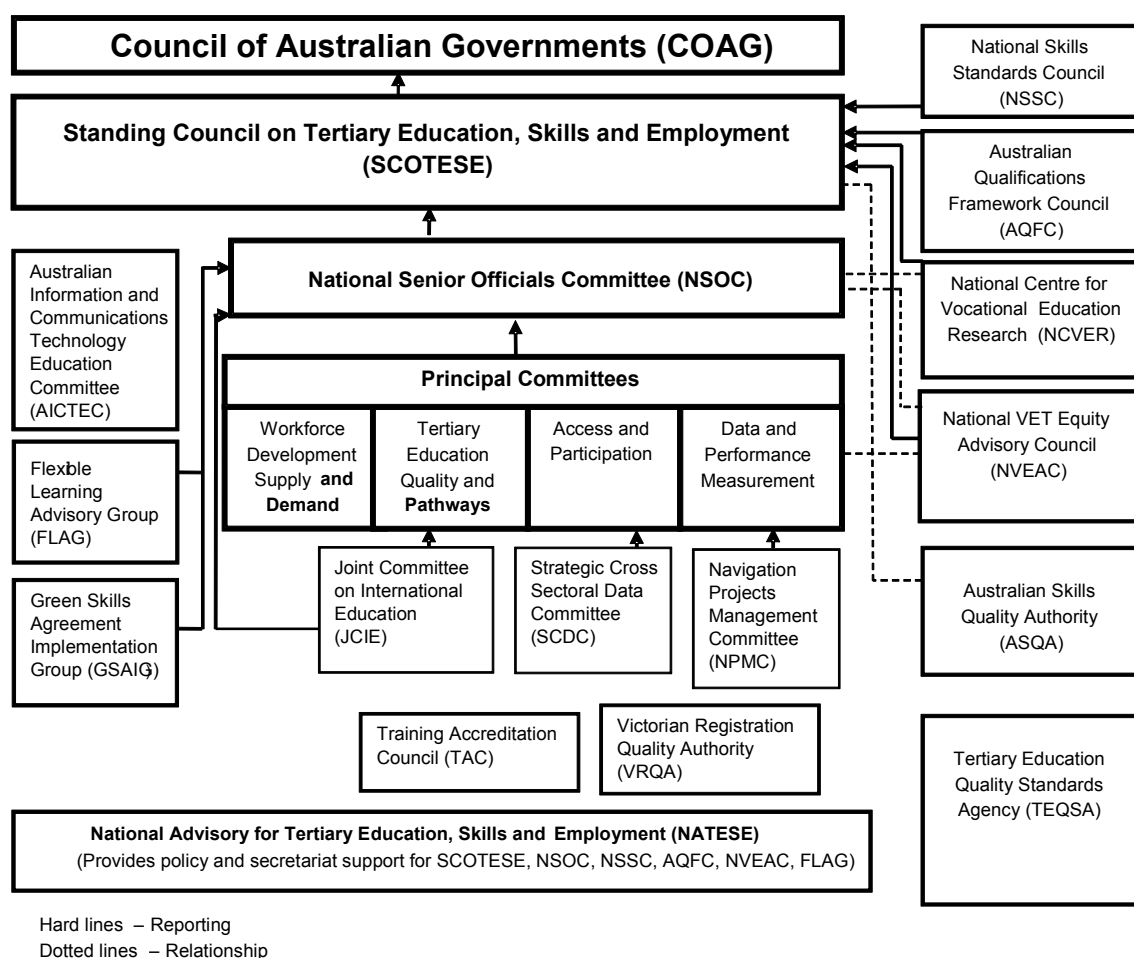
The Joint Committee on Higher Education reports directly to NSOC.

In addition to the four Principal Committees, a number of other bodies report or provide advice to SCOTese, either directly or indirectly. These include:

- The National Skills Standards Council (NSSC), an expert body charged with responsibility for providing advice to SCOTese on, and informing the sector of, the national standards for regulation of vocational education and training. The NSSC also has specific decision making powers in relation to the endorsement of Training Packages.
- The National VET Equity Advisory Council (NVEAC) provides high-level strategic advice to SCOTese on improving outcomes for equity groups in VET. The advice provided by the Council is informed by the policy directions outlined in the *Equity Blueprint 2011–16 Creating Futures: Achieving Potential through VET*.

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- The Australian Qualifications Framework Council (AQFC) reports to SCOTese and, where appropriate, to the Standing Council on School Education and Early Childhood. It is responsible for developing and maintaining the Australian Qualifications Framework (AQF) and associated policies, and for providing authoritative and strategic advice on the AQF. The AQF is the national framework for regulated qualifications in Australian education and training.
  - The National Centre for Vocational Education Research (NCVER) is Australia's clearing house for VET data and research. The organisation is a not-for-profit company owned by State, Territory and federal ministers responsible for training. NCVER is responsible for the collection of VET statistics and for providing statistical and other information to a wide range of stakeholders. It also facilitates and disseminates research and undertakes employer, student and graduate surveys relating to VET outcomes and performance.
  - The Flexible Learning Advisory Group (FLAG) is an advisory committee to NSOC on national directions and priorities for information and communication technologies in VET, and in Adult and Community Education.
  - The National Advisory for Tertiary Education, Skills and Employment (NATESE) provides policy and secretariat support for a number of committees and advisory groups (SCOTese, NSOC, NSSC, NVEAC and FLAG). Policy and secretariat services for the AQFC are provided on a shared platform of support with NATESE.
  - The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards, set by the NSSC, are met. ASQA has jurisdiction over all RTOs, except those operating solely in Victoria and/or Western Australia that do not offer services to overseas students. These providers are regulated by the Victorian Registration and Qualifications Authority if operating in Victoria and the Training Accreditation Council if operating in Western Australia. The function of registering RTOs within this jurisdiction transferred to ASQA in stages from July 2011 to June 2012.

Figure 5.2 National reporting relationships within the VET system in 2012<sup>a</sup>



<sup>a</sup> This is a summarised reflection of the governance and reporting environment at September 2012, and does not reflect all stakeholders and their interactions in the VET sector.

### VET funding flows

State and Territory governments provide funding to VET providers, students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. State and Territory governments provided \$4.3 billion in 2012 — 71.7 per cent of government funding. The Australian Government provided the remainder of government funding (\$1.7 billion) (table 5A.8). Information on the comparability of funding data is provided in box 5.6.

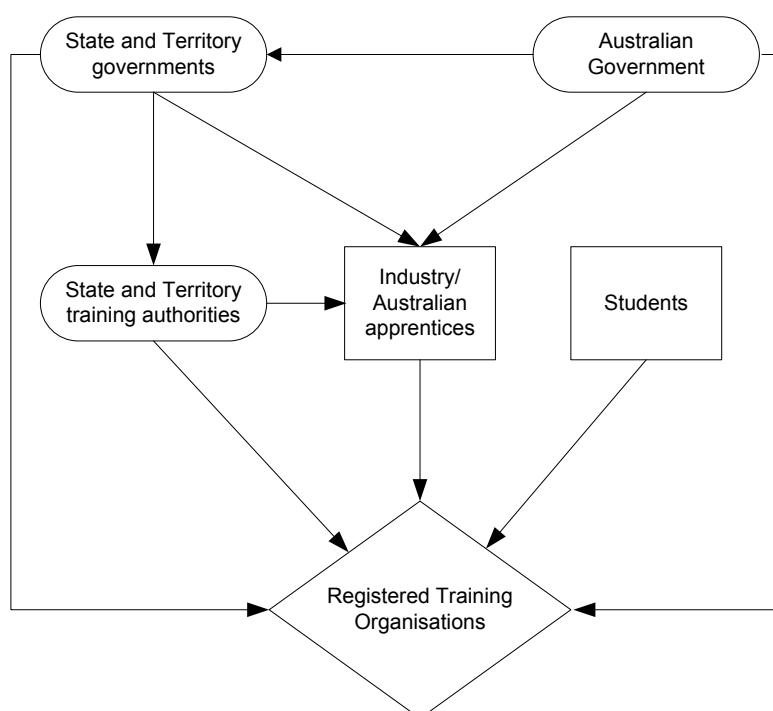
The Australian, State and Territory governments provide funding for apprenticeships in the form of employer incentives and subsidies. The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships. RTOs also received revenue

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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).

While not all training across the VET system (including apprenticeships and traineeships) is government funded, significant government administrative resources support the regulation and management of the system overall.

**Figure 5.3 Major funding flows within the VET system**



### *Allocation of VET funding*

The majority of government VET funds are allocated to government VET providers based on the planned level of training delivery agreed with 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:

- *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

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- *competitive tendering*, whereby government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
  - *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.

In 2012, \$2.6 billion (42.4 per cent) of government VET funding was allocated on a competitive basis (including user choice arrangements) — 11.3 per cent more in real terms than in 2011 (table 5A.8). A further \$1.4 billion was allocated to non-government providers — a 20.6 per cent increase in real terms from 2011 (table 5A.7). The degree of competition in the tendering process varies across and within jurisdictions, depending on the program. Some tenders can be contested by any RTO (open competitive tendering), while some other tenders are restricted to RTOs able to deliver a specific type of training, for example, in a selected industry or to a particular client group (limited competitive tendering). Similarly, the scope for competition, in terms of the size of the market of potential providers, varies across jurisdictions.

## **5.2 Framework of performance indicators**

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations).

The NASWD (COAG 2012) covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) (COAG 2011) establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with VET indicators in the NASWD. The NASWD was reviewed in 2012, resulting in changes that have been reflected in this Report, as relevant. In 2013, iterative revisions were made to the NASWD, that have been reflected in this Report, as relevant.

The objectives and outcomes outlined in the NASWD for the VET sector (box 5.3) inform the performance indicator framework for this chapter.

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### Box 5.3 Objectives for VET

The objective for the VET system, as outlined in the NASWD, is:

- a system that delivers a productive and highly skilled workforce and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia's economic future, and supports the achievement of increased rates of workforce participation.

Success in meeting the objective for the VET system is underpinned in the NASWD by the following target outcomes:

- the skill levels of the working age population are increased to meet the changing needs of the economy
- all working age Australians have the opportunity to develop skills
- training delivers the skills and capabilities needed for improved economic participation for working age Australians.

The NASWD also acknowledges the need for the VET system to address the particular needs of individuals experiencing disadvantage or disengagement with gaining skills that lead to employment or other meaningful engagement in society.

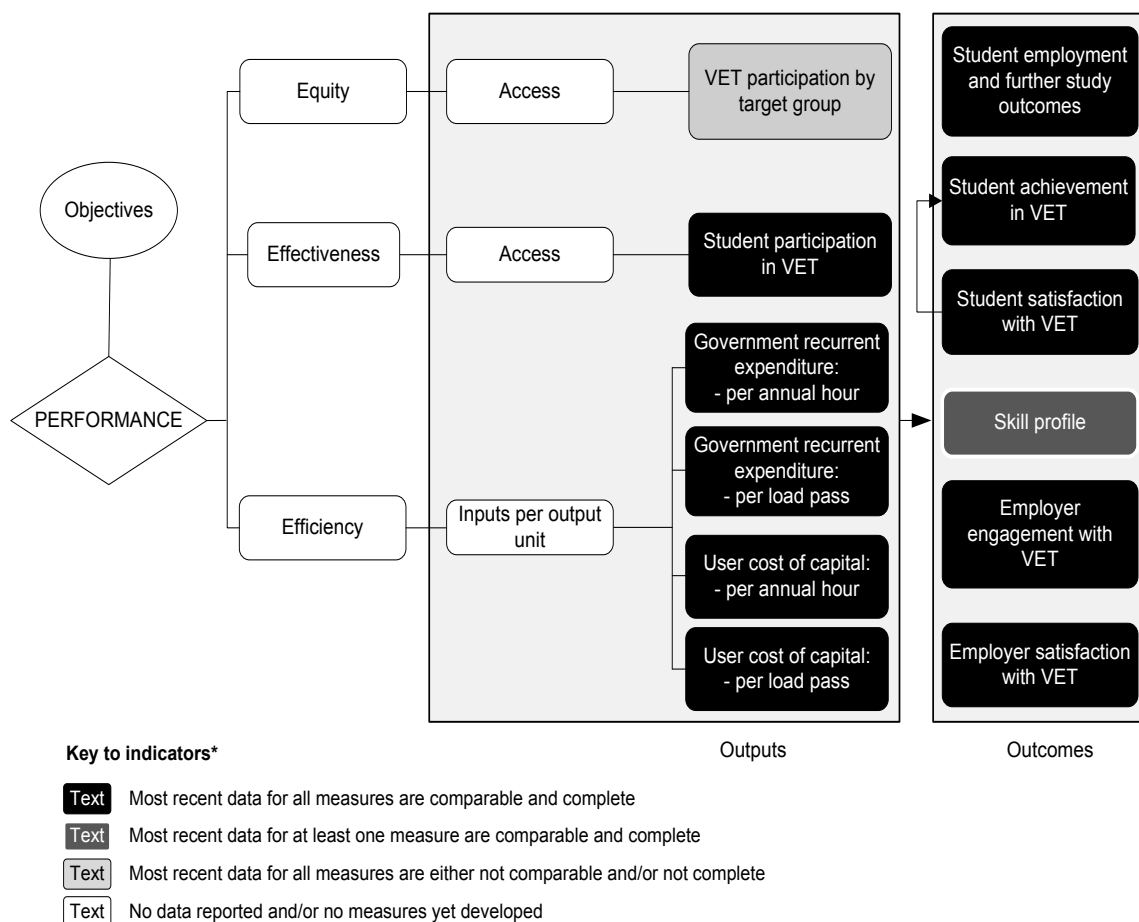
These objectives are to be met through the provision of services in an efficient manner.

*Source:* COAG (2012).

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services (figure 5.4). The performance indicator framework shows which data are comparable in the 2014 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

The Report's Statistical context chapter 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 (including Indigenous and ethnic status) (chapter 2).

Figure 5.4 VET performance indicator framework



Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

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## 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.

### Outputs

Outputs are the 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. For this report, the designated equity groups are Indigenous Australians, residents of remote and very remote areas, people with disability and people speaking a language other than English at home. This section includes indicators of access to VET by these target groups.

### *VET participation by target group*

‘VET participation by target group’ is an indicator of governments’ objective to achieve equitable access to the VET system by target groups (box 5.4).



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#### 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. The four target groups are:

- Indigenous Australians
- people from remote and very remote areas
- people with disability
- people speaking a language other than English (LOTE) at home.

It is desirable that VET participation by target group is at a similar level to that for all students. A lower participation rate means the target group is underrepresented in VET; a higher participation rate means the group is overrepresented in VET.

Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Indigenous Australians, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.

Data on participation by Indigenous status are for students identified as aged 15-64 years, and data on participation for other groups are reported for students of all ages. Data on participation are for students who have participated in Australia's government funded VET system.

Data reported for this measure:

- may not be comparable (subject to caveats) within jurisdictions over time and may not be comparable across jurisdictions
- are complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions.

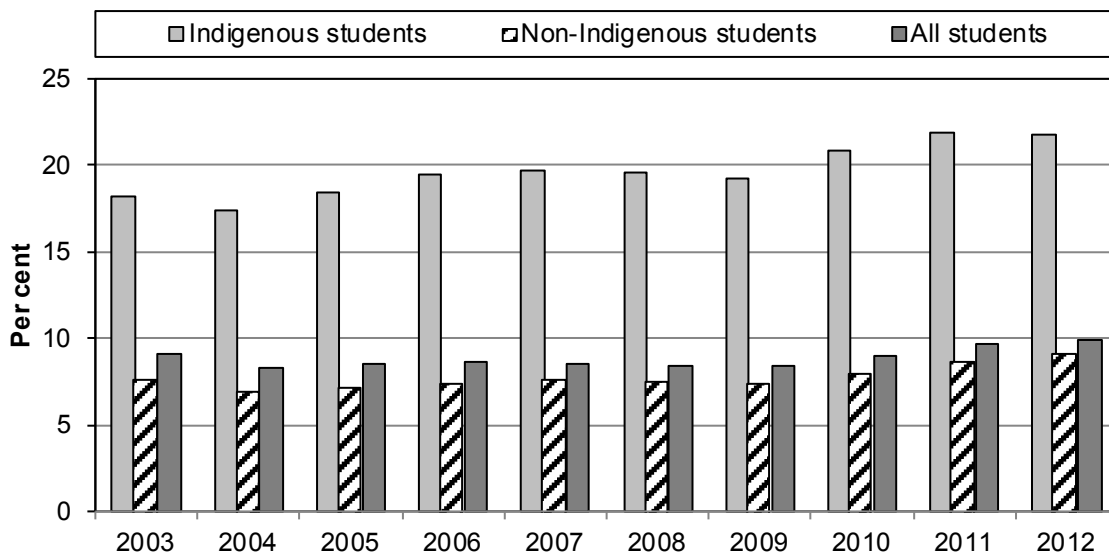
Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

#### *VET participation by target group — Indigenous Australians*

Nationally, the participation rate for the Indigenous population aged 15–64 years in government funded VET was 21.7 per cent in 2012, compared with 19.6 per cent in 2008 and 18.2 per cent in 2003. The participation rate for the non-Indigenous population aged 15–64 years was 9.2 per cent in 2012, compared with 7.5 per cent in 2008 and 7.6 per cent in 2003. The participation rate for all people aged 15-64 years was 10.0 per cent in 2012, compared with 8.4 per cent in 2008 and 9.1 per cent in 2003 (figure 5.5).

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 5.5 National VET participation rate for people aged 15–64 years, by Indigenous status<sup>a, b, c</sup>**

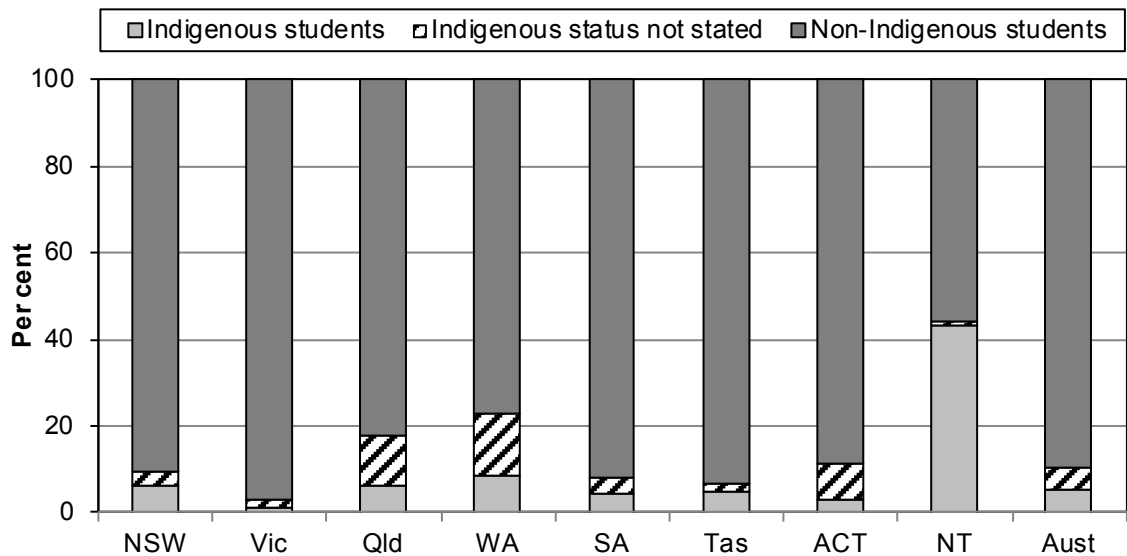


<sup>a</sup> Data are for government funded VET students. <sup>b</sup> The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population for 30 June. The all students participation rate is the number of students as a percentage of the estimated total population as at 30 June. The non-Indigenous students participation rate is the number of students as a percentage of the estimated non-Indigenous population as at 30 June, calculated by subtracting the experimental estimates of Indigenous population from estimates of the total resident population. <sup>c</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.10). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10.

Nationally in 2012, 5.2 per cent of government funded VET students (of all ages) identified themselves as Indigenous (figure 5.6), higher than the proportion of Indigenous Australians in the total population (2.6 per cent) (table 5A.16). Nationally, 89.7 per cent of government funded VET students (of all ages) identified themselves as non-Indigenous.

Figure 5.6 VET students, all ages, by Indigenous status, 2012<sup>a, b</sup>



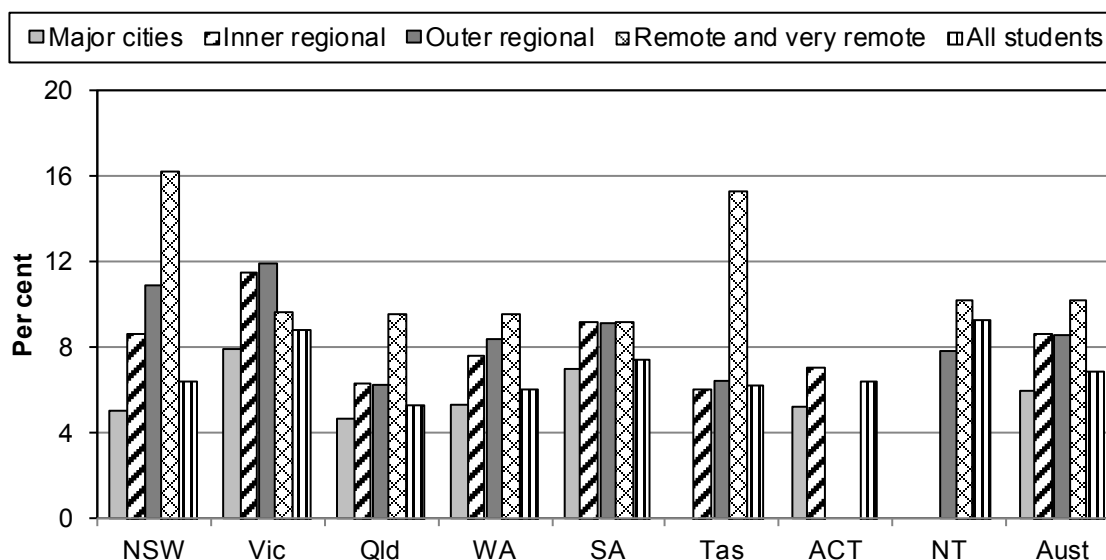
<sup>a</sup> Data are for government funded VET students. <sup>b</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.16).

Source: NCVET (unpublished) National VET provider collection; table 5A.16.

*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. Nationally, the government funded VET participation rate generally increased with remoteness. Participation was higher for people from remote and very remote areas (10.2 per cent) than for people from other geographic regions (8.5 per cent for outer regional areas, 8.6 per cent for inner regional areas and 5.9 per cent for major cities) compared with 6.8 per cent for all students (figure 5.7). Factors such as employment opportunities and the availability of alternative education services in regional and remote areas can affect the level of VET participation in these areas.

**Figure 5.7 VET participation rate for people of all ages, by region, 2012<sup>a, b, c</sup>**



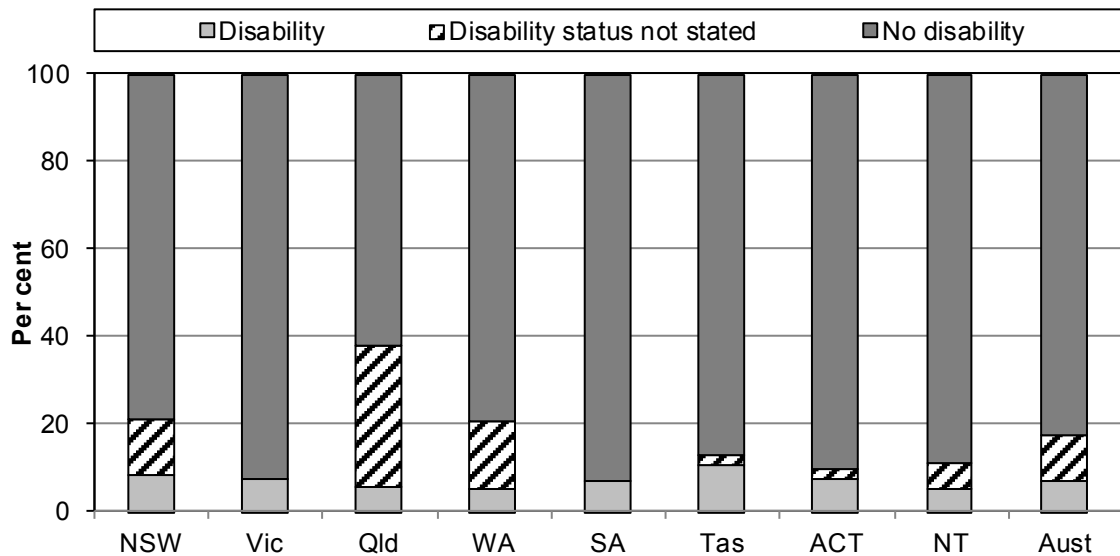
<sup>a</sup> Data are for government funded VET students. <sup>b</sup> The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the total population that resides in that region. <sup>c</sup> There 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.

Source: NCVET (unpublished) National VET provider collection; ABS (2013), *Regional Population Growth, Australia, 2011-12*, Cat. no. 3218.0; table 5A.12.

### *VET participation by target group — people with disability*

Nationally, 7.2 per cent of government funded VET students in 2012 reported having disability, an impairment or a long-term condition (figure 5.8). Based on the 2012 ABS *Survey of Disability, Ageing and Carers* (SDAC) data, an estimated 14.4 per cent of all 15–64 year olds in the population living in households and 18.5 per cent of the total population reported having disability (derived from ABS 2013). The proportion of VET students reporting disability is not directly comparable with the proportion of the population reporting disability, as the classifications of disabilities differ across the two collections. Within the VET system, the focus is on identifying students who require additional teaching and learning support.

Figure 5.8 VET students of all ages, by disability status, 2012<sup>a, b, c</sup>



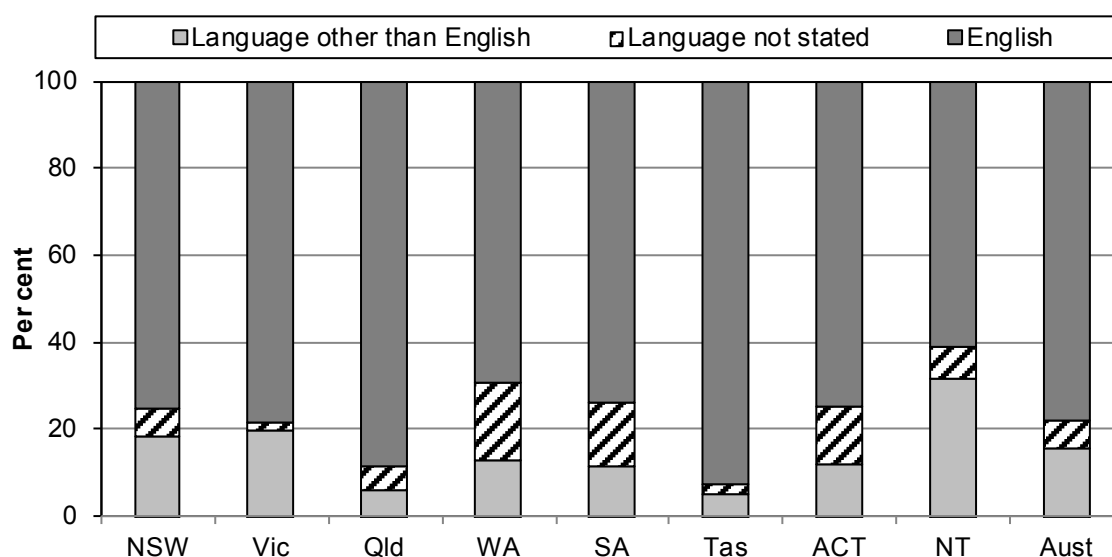
<sup>a</sup> Data are for government funded VET students. <sup>b</sup> People with disability are defined as those who self-identify on enrolment forms that they have disability, an impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. <sup>c</sup> Disability status not stated is nil or rounded to zero for Victoria and SA.

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

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

In 2012, 15.5 per cent of government funded VET students reported speaking a LOTE at home (figure 5.9). By comparison, 18.2 per cent of the total population of Australia in 2011 spoke a LOTE at home (table 5A.14) (derived from ABS 2011 *Census of Population and Housing*, table 2A.11).

Figure 5.9 VET students of all ages, by language spoken at home, 2012<sup>a, b</sup>



<sup>a</sup> Data are for government funded VET students. <sup>b</sup> Students reported as 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. Not all students responded to the relevant question on the enrolment form.

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

Participation in government funded VET for people speaking a LOTE at home was estimated to be 5.6 per cent nationally in 2011, compared with 7.1 per cent for people who spoke only English at home, and 6.6 per cent for the general population. The estimated national participation rate in 2006 for people speaking a LOTE at home was similar at 5.5 per cent (table 5A.15) (derived from ABS 2006 and 2011 *Census of Population and Housing*, tables 2A.10 and 2A.11).

### Effectiveness

A key national goal of the VET system is to enable development of a highly skilled workforce.

### Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.5).

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### Box 5.5 Student participation in VET

'Student participation in VET' is defined by three measures:

- the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at diploma level and above as a proportion of the population aged 15–64 years.

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

Data for VET diploma level and above are a sub-set of data for the larger group of VET certificate III level and above. Data are for government funded VET students.

Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

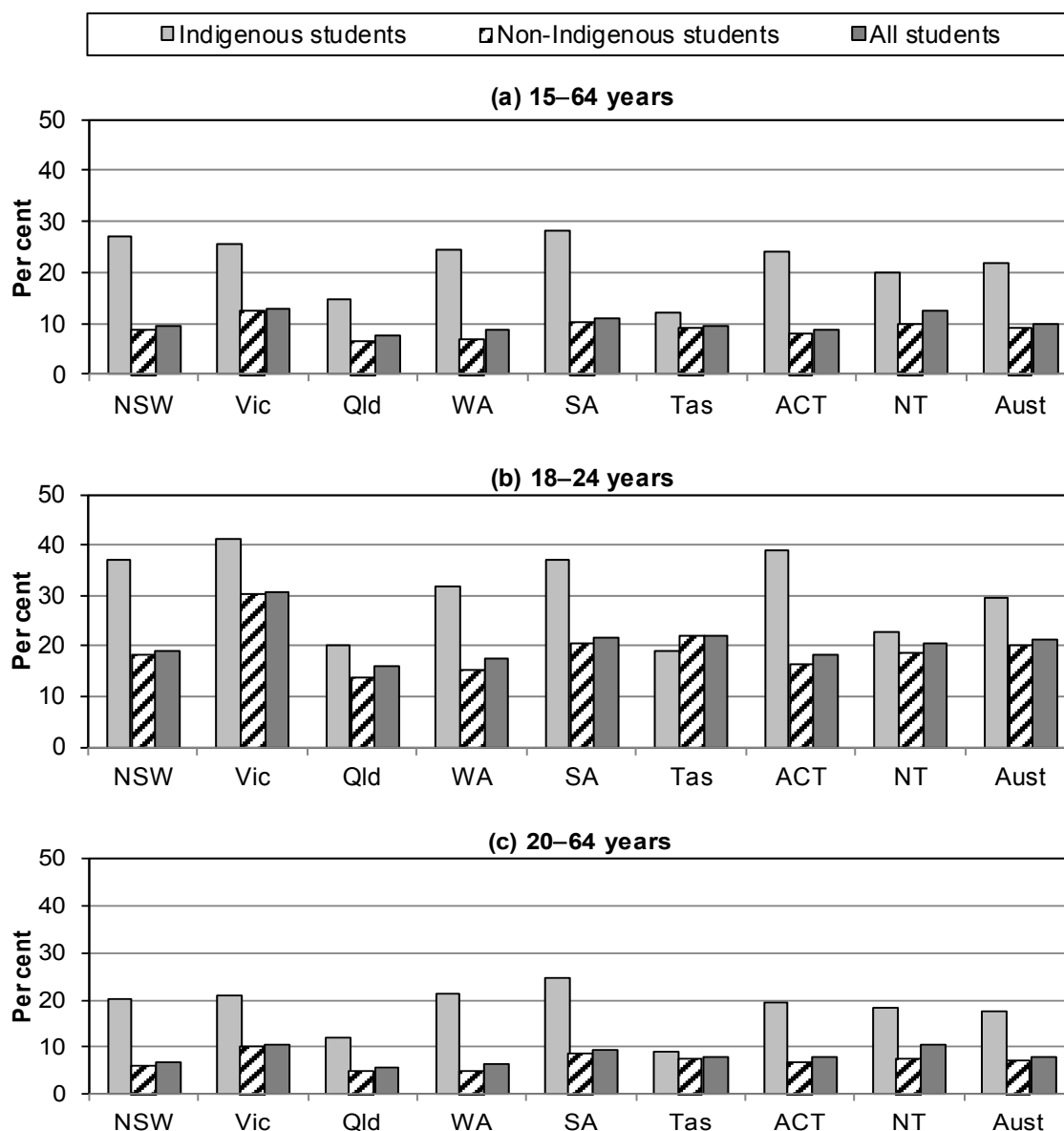
In 2012, 1.5 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 10.0 per cent of people aged 15–64 years nationally. The 1.5 million government funded VET students include:

- 433 300 or 29.7 per cent of all people aged 15–19 years
- 273 400 or 16.9 per cent of all people aged 20–24 years
- 807 400 or 6.7 per cent of all people aged 25–64 years (table 5A.9).

Figures 5.10–5.12 show VET participation rates for the 15–64 year old population by Indigenous status, and for the target age groups of 18–24 years and 20–64 years. The national participation rate for the general population aged 15–64 years was 10.0 per cent in 2012, compared with 21.7 per cent for the Indigenous population and 9.2 per cent for the non-Indigenous population aged 15–64 years (figure 5.10).

Nationally in 2012, 21.4 per cent of all people aged 18–24 years participated in government funded VET, compared with 29.5 per cent of the Indigenous population and 20.3 per cent of the non-Indigenous population in the same age group. Nationally, 7.9 per cent of all people aged 20–64 years participated, compared with 17.6 per cent of the Indigenous population and 7.2 per cent of the non-Indigenous population aged 20–64 years (figure 5.10).

**Figure 5.10 VET participation rate, by target age group and Indigenous status, 2012<sup>a, b, c</sup>**



<sup>a</sup> Data are for government funded VET students. <sup>b</sup> The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. <sup>c</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.10). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; ABS (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10.

In 2012, approximately 1.1 million people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing

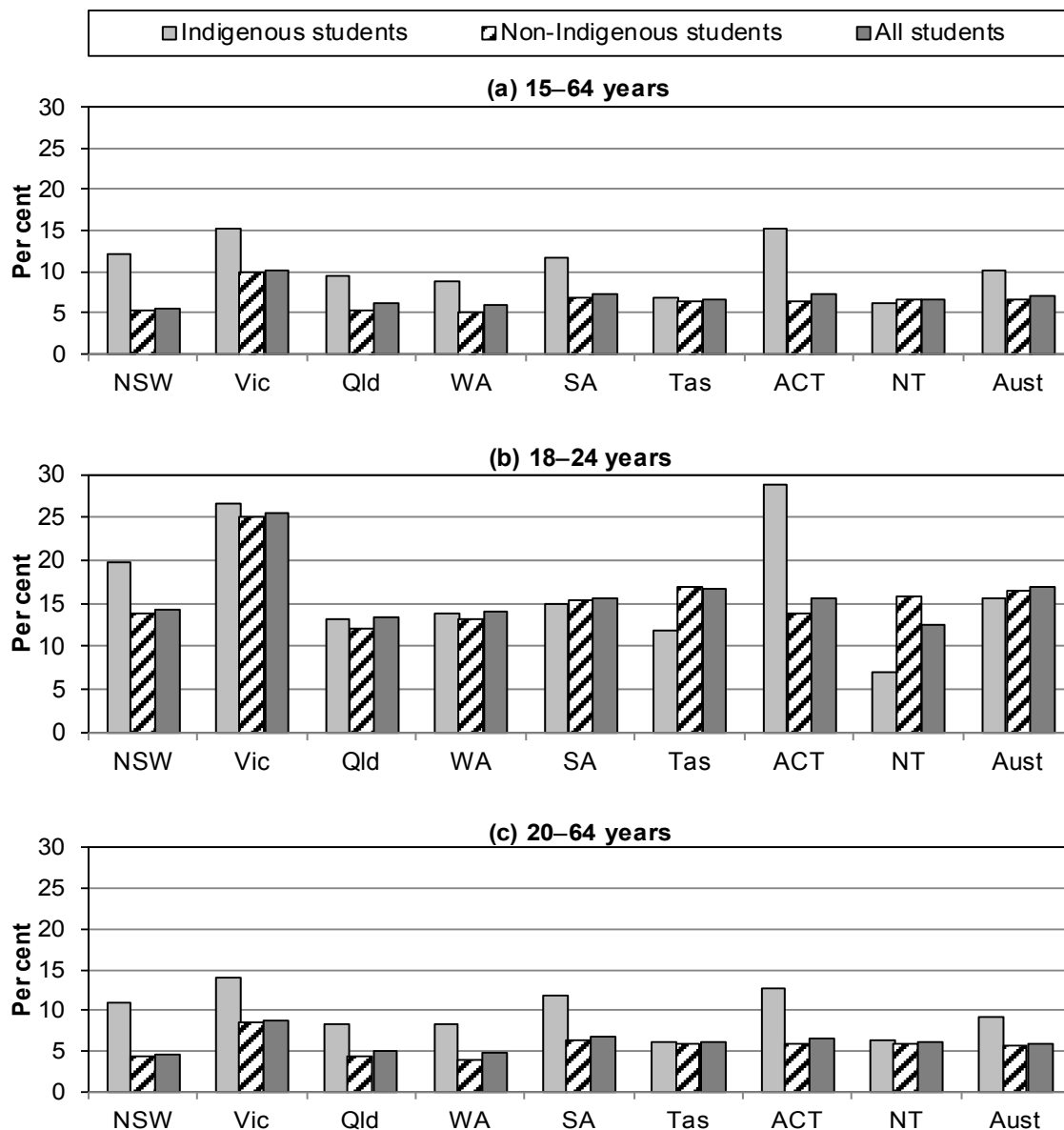


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7.0 per cent of the population aged 15–64 years nationally (figure 5.11 and table 5A.17). This compares with 10.1 per cent of the Indigenous population and 6.7 per cent of the non-Indigenous population aged 15–64 years (figure 5.11).

Nationally in 2012, 17.0 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with 15.6 per cent of the Indigenous population and 16.5 per cent of the non-Indigenous population aged 18–24 years. Nationally, 6.0 per cent of all people aged 20–64 years participated, compared with 9.3 per cent of the Indigenous population and 5.6 per cent of the non-Indigenous population aged 20–64 years (figure 5.11).

**Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2012<sup>a, b, c, d</sup>**



<sup>a</sup> Data are for government funded VET students. <sup>b</sup> Data are for the highest level qualification attempted by a student in a reporting year. <sup>c</sup> The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. <sup>d</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.17). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; ABS (2012), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.17.

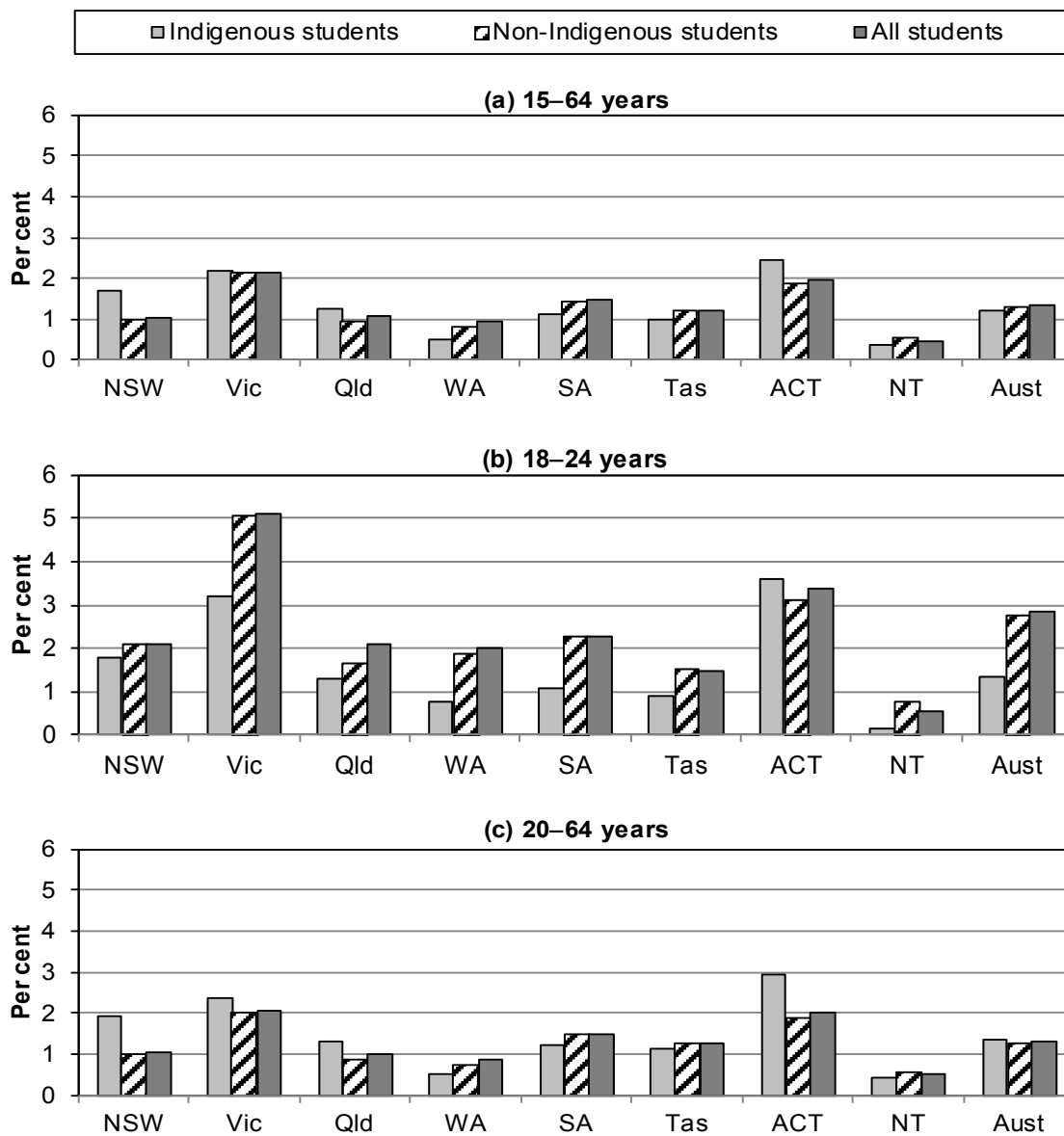
In 2012, approximately 207 100 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing

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1.4 per cent of the population aged 15–64 years nationally (figure 5.12 and table 5A.18). This compares with 1.2 per cent of the Indigenous population and 1.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.12).

Nationally in 2012, 2.9 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.4 per cent of the Indigenous population and 2.8 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.3 per cent of all people aged 20–64 years participated, the same as the proportion for the Indigenous and non-Indigenous populations (figure 5.12).

**Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2012<sup>a, b, c, d, e</sup>**



<sup>a</sup> Data are for government funded VET students. <sup>b</sup> Data are for the highest level qualification attempted by a student in a reporting year. <sup>c</sup> Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. <sup>d</sup> The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. <sup>e</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.18). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: *NCVER (unpublished) National VET provider collection; ABS (2012), Australian Demographic Statistics, June 2012, Cat. no. 3101.0, Canberra; ABS (2009) Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, Cat. no. 3238.0; table 5A.18.*

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## *Efficiency*

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicators of unit cost reported are ‘recurrent expenditure per annual hour’ and ‘recurrent expenditure per load pass’. 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 1) across jurisdictions. In VET, the user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately in the measures ‘user cost of capital per annual hour’ (box 5.9) and, ‘user cost of capital per load pass’ (box 5.10). To promote accuracy and comparability of reported efficiency measures some adjustments are made to the data (box 5.6).

### **Box 5.6 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.

The method for calculating government recurrent expenditure for VET was changed commencing with the 2011 Report, and includes Commonwealth and State/Territory recurrent funding, Commonwealth specific purpose funding and State/Territory specific purpose funding. This includes activity funded under the NASWD. The definition of government recurrent expenditure has been broadened since the 2010 Report, which included only Commonwealth and State recurrent funding under the CSASAW (replaced by the NASWD on 1 January 2009). Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State/Territory recurrent revenue, Commonwealth Administered Programs revenue and revenue 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. VET in schools revenue for 2010 and later years can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, commencing with the 2011 Report, the government recurrent expenditure figures include payments received by states and territories for VET in schools programs. Historical government expenditure has been recalculated to reflect this revised approach.

(Continued on next page)

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**Box 5.6** (Continued)

The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) is reported separately. The method for calculating user cost of capital is unchanged from the earlier editions of the Report (referred to as 'cost of capital' in this chapter prior to the 2011 Report).

To promote comparability of the financial data across states and territories, as well as comparability between the financial and activity data, expenditure is adjusted by course mix weights where used for calculating unit costs (that is, efficiency indicators per government funded annual hour) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The same method of calculating course mix weights has been implemented across all years for relevant data, providing comparability across all years for the indicators: 'government recurrent expenditure per annual hour' and 'user cost of capital per annual hour'.

Expenditure data for years prior to 2012 are adjusted to real dollars (2012 dollars) using the gross domestic product (GDP) chain price index (table 5A.91) This index is also used for calculating VET expenditure data in other reports.

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.

*Government recurrent expenditure per annual hour*

'Government recurrent expenditure per annual hour' is an indicator of governments' objective to provide VET services in an efficient manner. Recurrent cost per annual hour of training measures the average cost of producing a training output of the VET system (a unit cost) (box 5.7).

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**Box 5.7 Government recurrent expenditure per annual hour**

'Government recurrent expenditure per annual hour' is defined as government recurrent expenditure (as defined in box 5.6) divided by government funded annual hours.

Low or decreasing unit costs can indicate efficient delivery of VET services.

Government recurrent expenditure per annual hour needs to be interpreted carefully because low or decreasing unit costs do 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 across jurisdictions, 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.

Expenditure per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6). The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

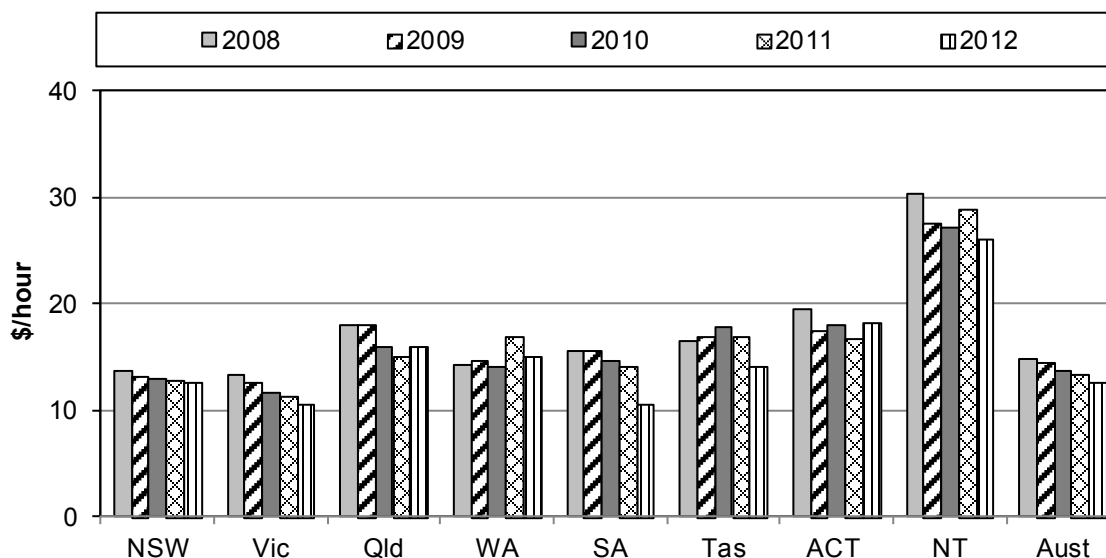
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

Government real recurrent expenditure per annual hour of government funded VET programs in 2012 was \$12.62 nationally, a decrease from \$13.45 in 2011 (figure 5.13).

Figure 5.13 Government real recurrent expenditure per annual hour (2012 dollars)<sup>a, b, c, d</sup>



<sup>a</sup> The ACT does not 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. <sup>b</sup> Data for Australia exclude the ACT payroll tax estimate. <sup>c</sup> The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. <sup>d</sup> Historical data have been adjusted to 2012 dollars using the GDP chain price index deflator (table 5A.91). Recent volatility in the deflator series affects annual movements of real expenditure.

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

### *Government recurrent expenditure per load pass*

'Government recurrent expenditure per load pass' is an indicator of governments' objective to provide VET services in an efficient manner. 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 5.8).



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**Box 5.8 Government recurrent expenditure per load pass**

'Government recurrent expenditure per load pass' is defined as government recurrent expenditure (as defined in box 5.6) divided by hours of government 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.

Low or decreasing unit costs can 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 across jurisdictions, 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.

The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

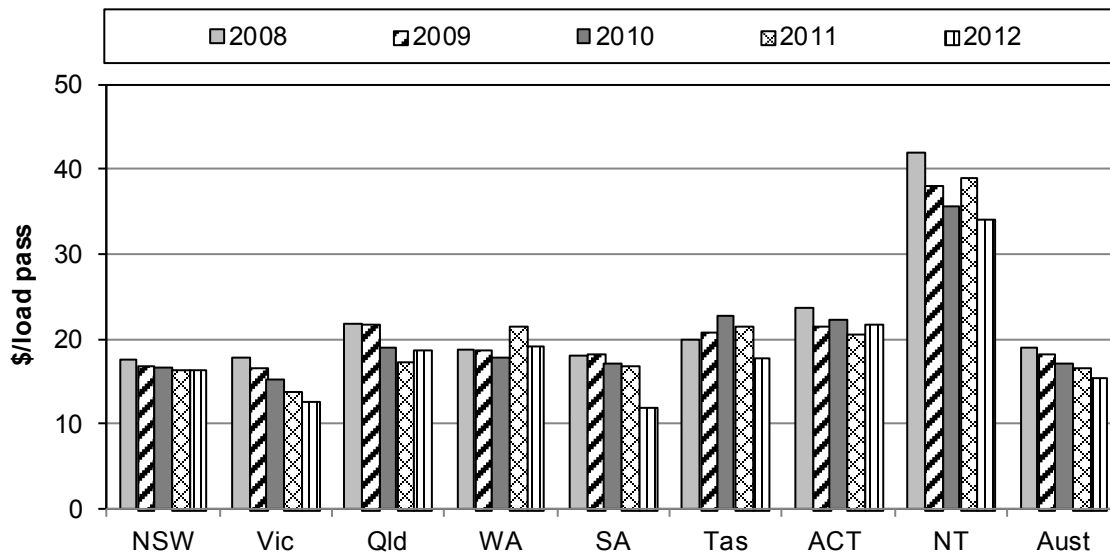
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

Government real recurrent expenditure per load pass hour of government funded VET programs in 2012 was \$15.39 nationally, a decrease from \$16.53 in 2011 and from \$23.41 in 2003 (figure 5.14 and table 5A.20).

Figure 5.14 Government real recurrent expenditure per hour of load pass (2012 dollars)<sup>a, b, c, d</sup>



<sup>a</sup> The ACT does not 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. <sup>b</sup> Data for Australia exclude the ACT payroll tax estimate. <sup>c</sup> The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. <sup>d</sup> Historical data have been adjusted to 2012 dollars using the GDP chain price index deflator (table 5A.91). Recent volatility in the deflator series affects annual movements of real expenditure.

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

### User cost of capital per annual hour

'User cost of capital per annual hour' is an indicator of governments' objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.9).

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**Box 5.9 User cost of capital per annual hour**

'User cost of capital per annual hour' is defined as the user cost of capital (adjusted for course mix weight) divided by government funded annual hours. User cost of capital is 8 per cent of the value of total physical non-current assets. 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.

Low or decreasing total costs per annual hour can reflect higher efficiency in the delivery of VET services.

User 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) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user 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 1.

User cost of capital per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6).

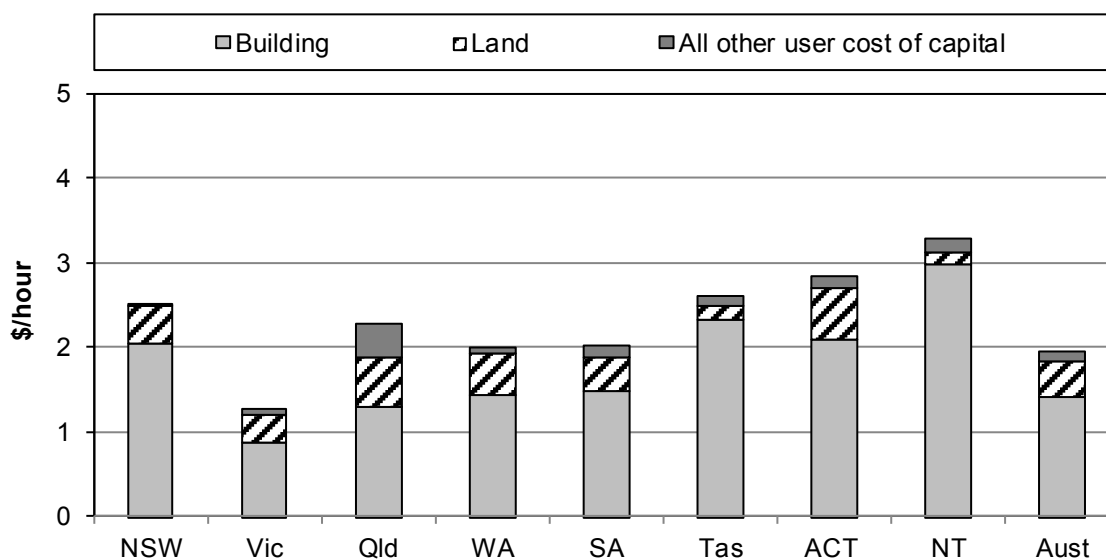
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

Nationally, the user cost of capital per annual hour in 2012 was \$1.94. The largest components of user cost of capital per annual hour were building costs (\$1.42) followed by land costs (\$0.41) (figure 5.15).

Figure 5.15 User cost of capital per annual hour, 2012<sup>a</sup>



<sup>a</sup> 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital. See table 5A.21 for further information.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.21.

Table 5A.22 provides additional information on the total cost to government of funding VET per annual hour (including both the user cost of capital and recurrent costs).

### *User cost of capital per load pass*

'User cost of capital per load pass' is an indicator of governments' objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.10).

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**Box 5.10 User cost of capital per load pass**

'User cost of capital per load pass' is defined as the user cost of capital divided by hours of government funded load pass. User cost of capital is 8 per cent of the value of total physical non-current assets. 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 or decreasing total costs per load pass hour can reflect higher efficiency in the delivery of VET services.

User 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 user 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 1.

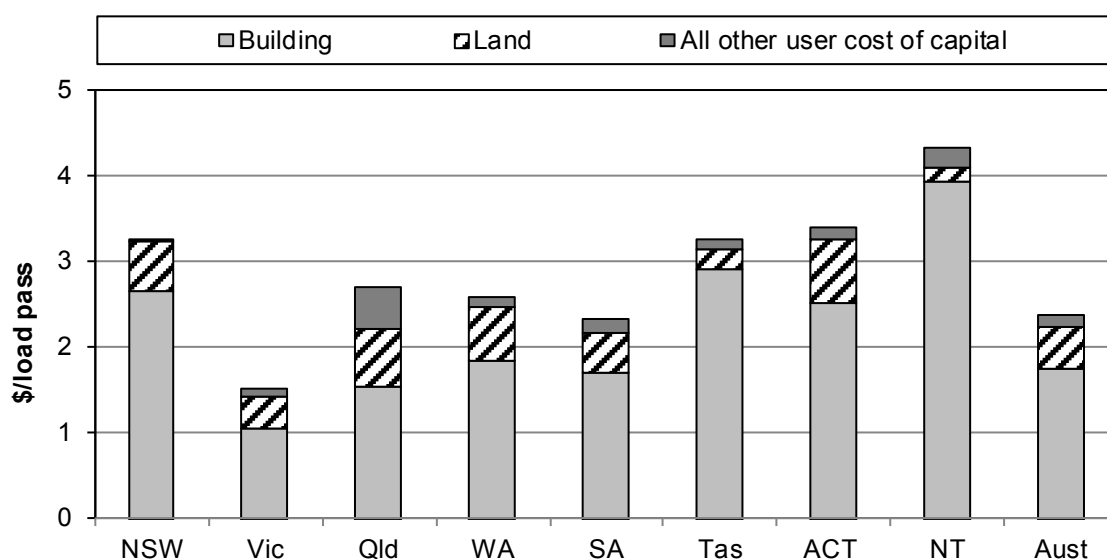
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

In 2012, the user cost of capital per load pass hour was \$2.37 nationally. The largest components were building (\$1.73) and land (\$0.50) costs (figure 5.16).

Figure 5.16 User cost of capital per hour of load pass, 2012<sup>a, b</sup>



<sup>a</sup> Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL. It does not include non-assessable enrolments. <sup>b</sup> 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.24.

Table 5A.23 provides additional information on the total cost to government of funding VET per load pass hour (includes both the user cost of capital and recurrent costs).

## Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the 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).

### 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 5.11).

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**Box 5.11 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, sex 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 indicate whether there are likely to be statistically significant differences across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions do not overlap, then the estimates are statistically significantly different (at the 95 per cent confidence level). Confidence intervals are also included in the associated attachment tables.

The Student Outcomes 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). The discussion of student outcomes in the chapter focuses on government funded VET graduates, that is, students who undertook government funded VET 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 chapter 2).

### *Student employment and further study outcomes*

‘Student employment and further study outcomes’ is an indicator of governments’ objective for the VET system 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 5.12).

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### Box 5.12 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, reported by VET target groups
- the proportion of graduates employed after completing their course who were unemployed before the course
- the proportion of graduates who improved their employment circumstances after completing their course, reported by VET target groups and by level of qualification. 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 job-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 were employed after completing their course, who reported at least one job-related benefit from completing the course.

Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students).

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training. The proportion of students who improved their employment outcomes or were engaged in further study can 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 chapter 2).

Data reported for these measures are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

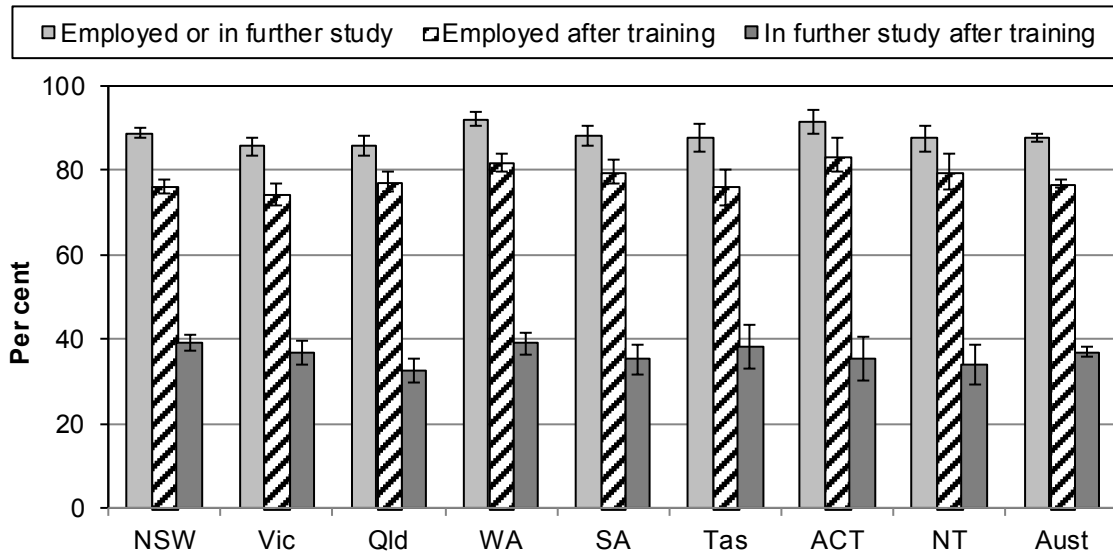
*Student employment and further study outcomes — the proportion of graduates who were employed and/or continued on to further study after completing their course*

Nationally, 87.7 per cent of government funded VET graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2012 — compared with 90.8 per cent in 2008. Of all government



funded VET graduates in 2012, 76.9 per cent said they were in employment while 36.8 per cent continued on to further study (figure 5.17 and table 5A.25).

**Figure 5.17 Proportion of government funded VET graduates in employment and/or who continued on to further study in 2012 after completing a course<sup>a, b, c</sup>**

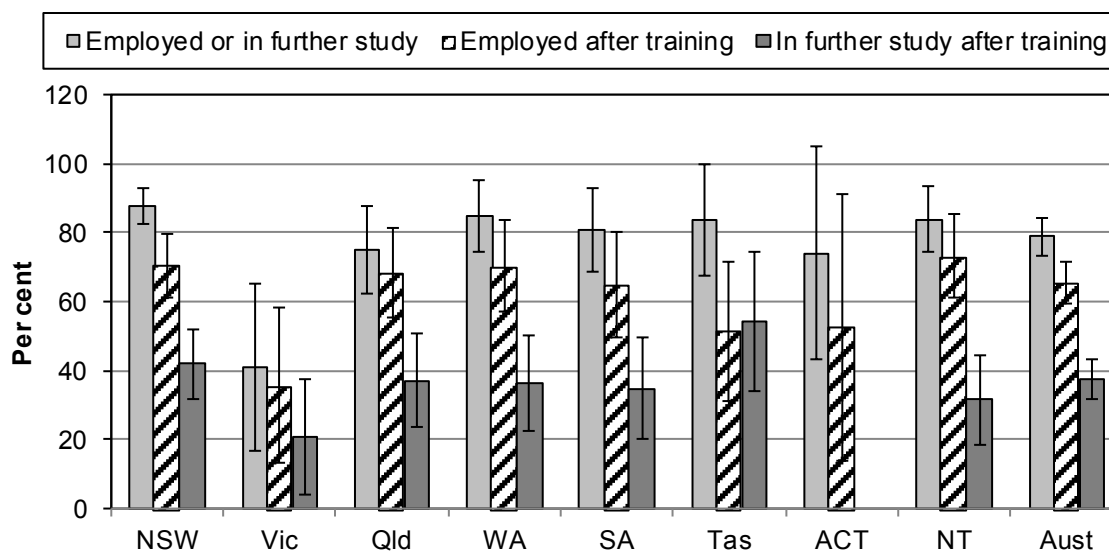


<sup>a</sup> Graduates employed after training and graduates in further study after training are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>c</sup> Data relate to courses completed in 2011.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Nationally, 78.9 per cent of government funded Indigenous VET graduates in 2012 indicated that they were employed and/or in further study after completing a course — compared with 75.8 per cent in 2008. Of government funded Indigenous VET graduates in 2012, 65.5 per cent indicated that they were employed after completing a course (compared with 76.9 per cent of all government funded VET graduates) and 37.6 per cent continued on to further study (compared with 36.8 per cent of all government funded VET graduates) (figure 5.18 and table 5A.26).

**Figure 5.18 Proportion of Indigenous government funded VET graduates in employment and/or who continued on to further study in 2012 after completing a course<sup>a, b, c, d</sup>**



<sup>a</sup> 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. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>c</sup> Data relate to courses completed in 2011. <sup>d</sup> ACT data for in further study and training are not published due to 5 or fewer responses.

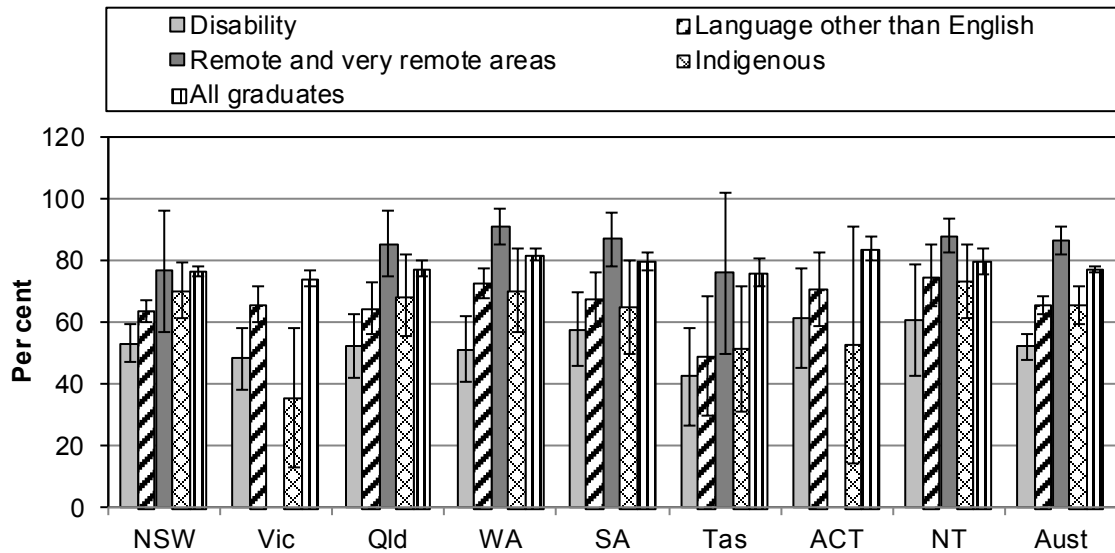
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.26.

The proportion of graduates by target groups who were in employment after completing their course (figure 5.19) or continued onto further study (figure 5.20) can also indicate the equity of outcomes for these groups.

Nationally, 51.9 per cent of government funded VET graduates with disability, 65.5 per cent of graduates who spoke a language other than English at home, 86.4 per cent of graduates from remote and very remote areas and 65.5 per cent of Indigenous graduates were employed in 2012 after completing a course in 2011. In comparison, 76.9 per cent of all government funded VET graduates were employed after completing a course (figure 5.19).

Further information for non-Indigenous graduates and graduates from other geographical locations are reported in tables 5A.27–30.

Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2012<sup>a, b, c, d</sup>

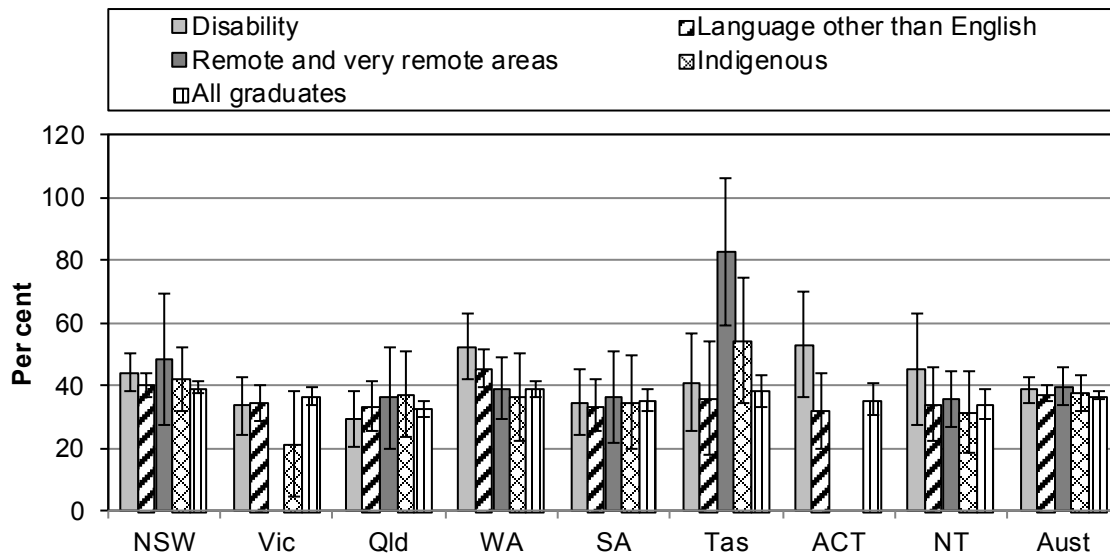


<sup>a</sup> Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>c</sup> Data relate to courses completed in 2011. <sup>d</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are not published due to 5 or fewer responses.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.25-26 and 5A.31-33.

Nationally, 38.5 per cent of government funded VET graduates with disability, 37.4 per cent of graduates who spoke a language other than English at home, 39.7 per cent of graduates from remote and very remote areas and 37.6 per cent of Indigenous graduates continued on to further study in 2012 after completing a course in 2011. In comparison, 36.8 per cent of all government funded VET graduates continued on to further study (figure 5.20).

**Figure 5.20 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2012<sup>a, b, c, d</sup>**

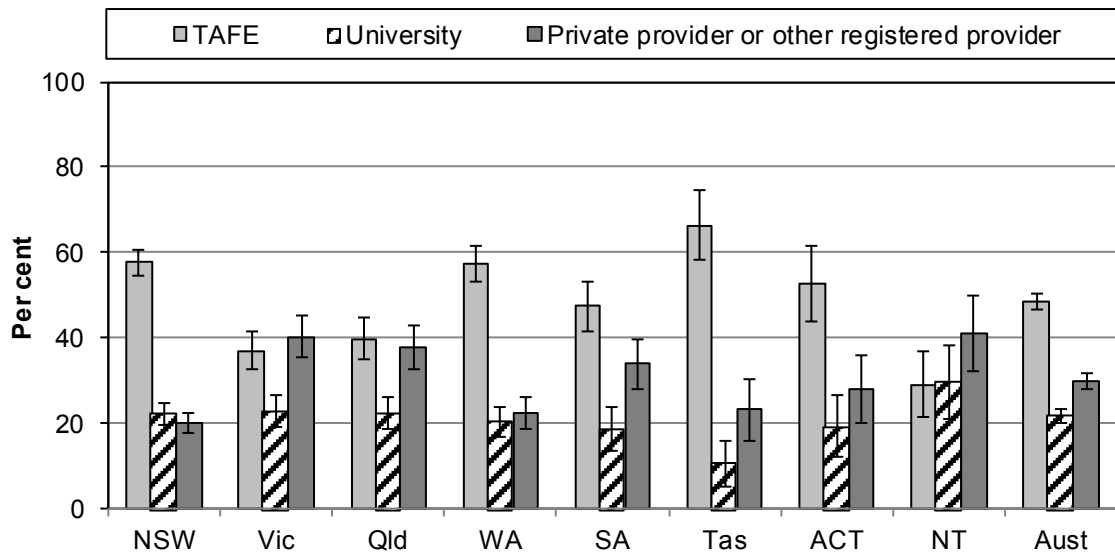


<sup>a</sup> Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. The data for graduates from remote and very remote areas in Victoria have relative standard errors greater than 25 per cent and need to be used with caution. <sup>c</sup> Data relate to courses completed in 2011. <sup>d</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote and very remote data for Victoria are for students from remote and very remote areas throughout Australia studying in Victoria (there are no remote and very remote data for the ACT).

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.25-26 and 5A.31-33.

Of those government funded VET graduates who continued on to further study, 48.6 per cent pursued their further study within the TAFE system, while 21.7 per cent went on to further study at universities and 29.7 per cent went on to further study at private providers or other registered providers (figure 5.21).

Figure 5.21 Proportion of government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2012<sup>a, b</sup>

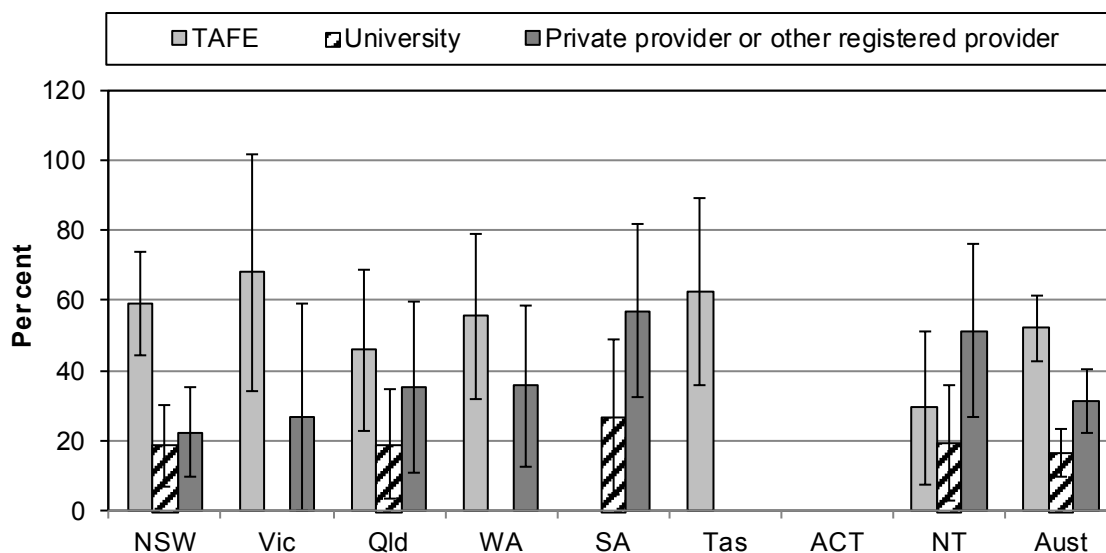


<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>b</sup> Data relate to courses completed in 2011.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Of those government funded Indigenous VET graduates who went on to further study, 52.0 per cent continued on to further study within the TAFE system (compared with 48.6 per cent for all government funded VET graduates), while 16.5 per cent went to university (compared with 21.7 per cent for all government funded VET graduates) and 31.4 per cent went on to further study at private providers or other registered providers (compared with 29.7 per cent for all government funded VET graduates) (figure 5.22 and table 5A.25).

**Figure 5.22 Proportion of Indigenous government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2012<sup>a, b</sup>**



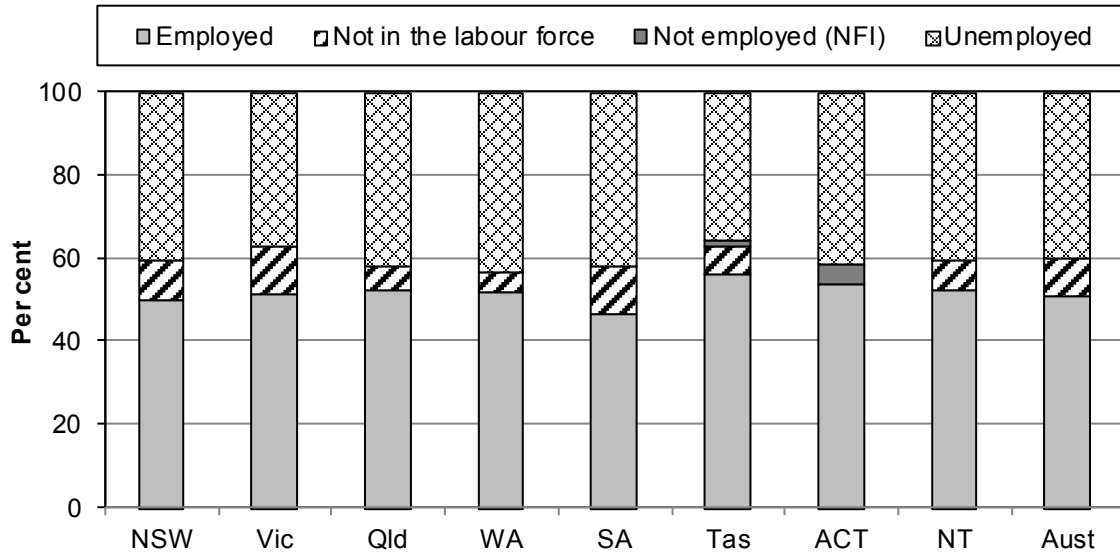
<sup>a</sup> The data for graduates who continued at TAFE for Victoria, Queensland and the NT, at University for NSW, Queensland, SA and the NT, and for graduates at private provider or other registered provider for NSW, Victoria, Queensland and WA have relative standard errors greater than 25 per cent and should be used with caution. Some data for Victoria, WA, SA, Tasmania and the ACT are not published due to 5 or fewer responses, but are included in the national totals for Australia. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.26.

*Student employment and further study outcomes — the proportion of graduates employed after completing their course who were unemployed before the course*

Nationally, of the government funded VET graduates surveyed in 2012 who were unemployed before the course, 51.1 per cent indicated they were employed after the course, 40.1 per cent were unemployed and 8.8 per cent were not in the labour force (figure 5.23).

Figure 5.23 Labour force status after the course of government funded VET graduates who were unemployed before the course, 2012<sup>a</sup>



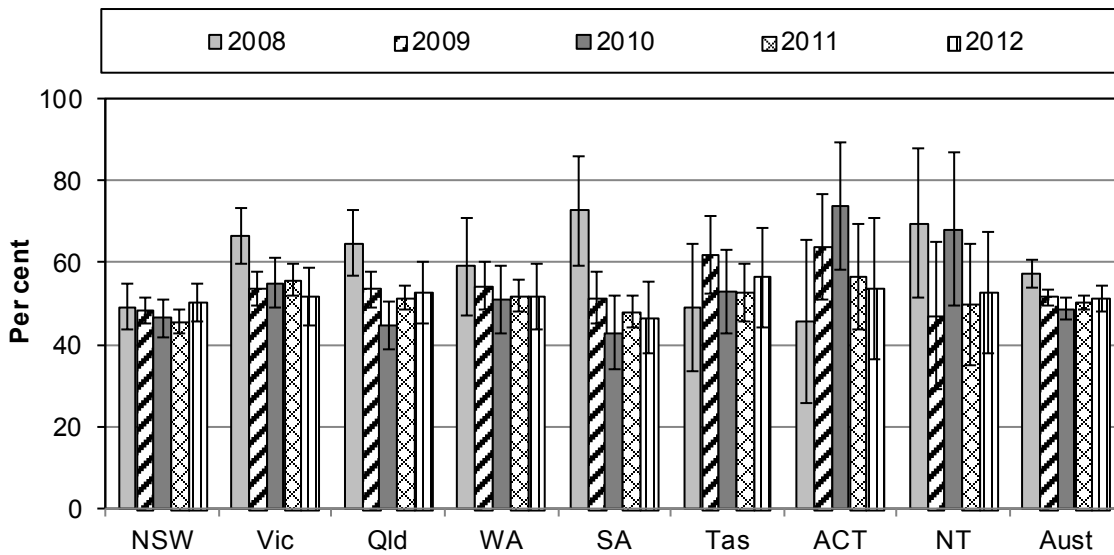
NFI = No further information

<sup>a</sup> The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.34. Not in the labour force estimates for Queensland, WA, Tasmania and the NT have relative standard errors greater than 25 per cent and need to be used with caution. Not in the labour force estimates for the ACT are not published due to 5 or fewer responses, but are included in the national totals for Australia.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.34.

Between 2008 and 2012, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 6.2 percentage points to 51.1 per cent (figure 5.24). This compares with a increase of 3.0 percentage points over the same period for government funded Indigenous VET graduates to 40.3 per cent (table 5A.35).

**Figure 5.24 Proportion of government funded VET graduates who were unemployed prior to commencing a course and were employed after completing a course<sup>a</sup>**



<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.34.

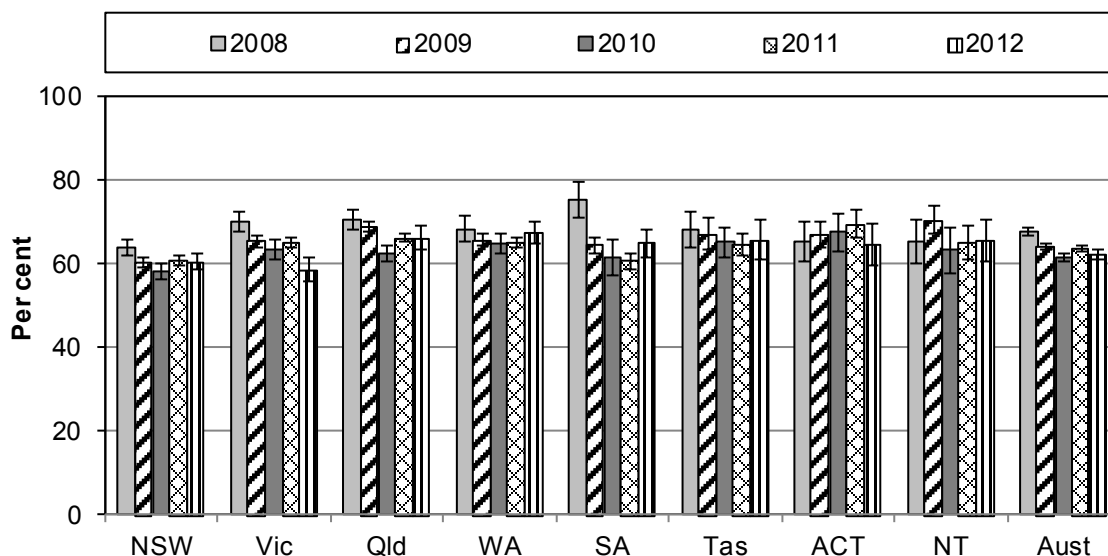
Additional information is provided in tables 5A.36-37 on the labour force status after the course, of non-Indigenous graduates and of graduates who were employed prior to the course.

*Student employment and further study outcomes — the proportion of graduates who improved their employment circumstances after completing their course*

Nationally, 62.3 per cent of all government funded VET graduates in 2012 indicated they had improved their employment circumstances after completing their course, a decrease of 5.3 percentage points from 2008 (figure 5.25). Data from 2005 are included in table 5A.41.



Figure 5.25 Proportion of government funded VET graduates who improved their employment circumstances after training<sup>a</sup>



<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.41.

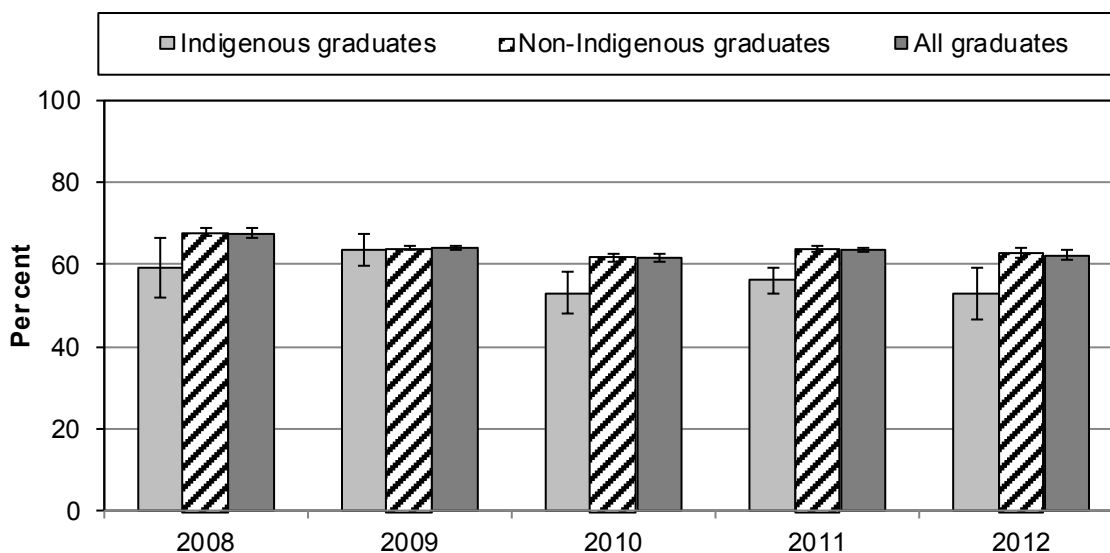
Nationally, government funded VET graduates in 2012 indicated that:

- the employment status of 14.3 per cent changed from not employed before training to employed after completing their training
- 12.2 per cent were employed at a higher skill level after completing their training
- 58.2 per cent received a job-related benefit after completing their training (table 5A.45).

Table 5A.42 includes national data for graduates who speak a language other than English at home, graduates with disability, and graduates from remote and very remote areas. Of these groups, government funded VET graduates who reported disability were the least likely to indicate that they had improved employment circumstances in 2012 (44.2 per cent).

Nationally, 52.8 per cent of all government funded Indigenous VET graduates in 2012 indicated they had improved their employment circumstances after completing their course — a decrease of 6.2 percentage points from 2008 (table 5A.43) — compared with 62.7 per cent of government funded non-Indigenous VET graduates and 62.3 per cent of all government funded VET graduates in 2012 (figure 5.26).

**Figure 5.26 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status<sup>a</sup>**



<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.41 and 5A.43-44.

Government funded Indigenous VET graduates nationally in 2012 indicated that:

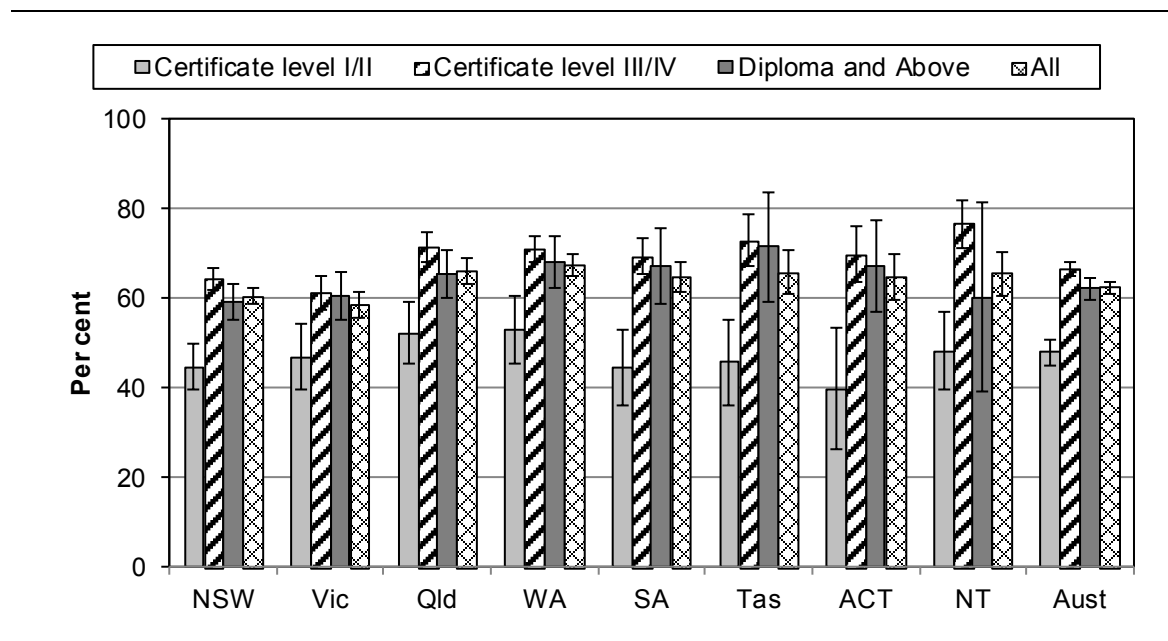
- the employment status of 16.5 per cent changed from not employed before training to employed after completing their training
- 8.1 per cent were employed at a higher skill level after completing their training
- 50.4 per cent received a job-related benefit after completing their training (table 5A.45).

Table 5A.46 provides information on the percentage of graduates aged 20-64 years who improved their employment circumstances after completing their training, by Indigenous status.

Nationally in 2012, 62.1 per cent of government funded VET graduates with a diploma or above indicated they had improved their employment circumstances after completing their course (figure 5.27).

Table 5A.48 provides information on the percentage of graduates aged 20-64 years who improved their employment circumstances after completing their training, by certificate level.

Figure 5.27 Proportion of government funded VET graduates who improved their employment circumstances after training, by certificate level, 2012 <sup>a</sup>



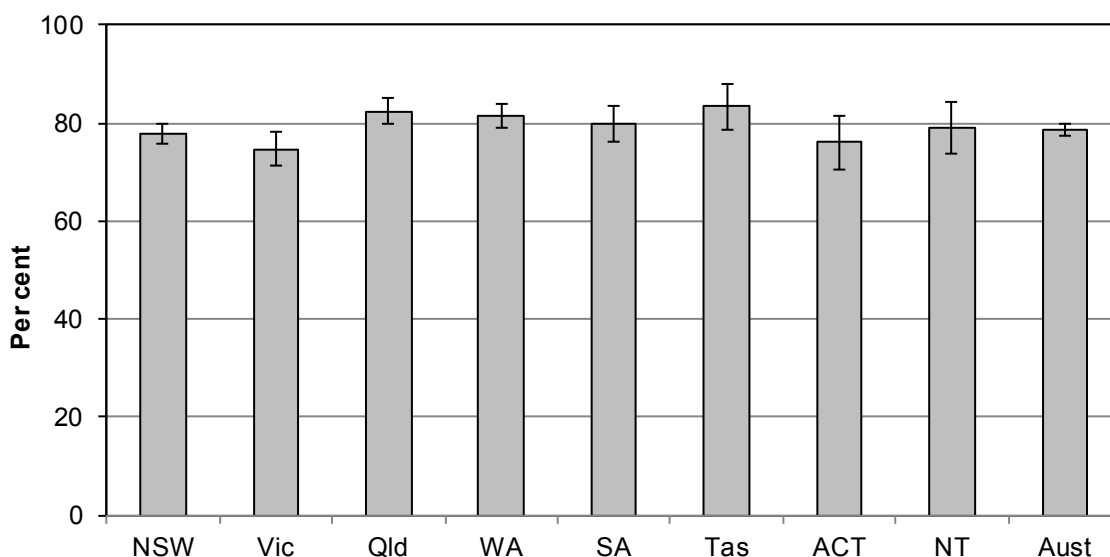
<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

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

*Student employment and further study outcomes — the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course*

Nationally in 2012, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 78.5 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.28). This compares with 77.4 per cent for government funded Indigenous VET graduates (table 5A.40).

**Figure 5.28 Proportion of government funded VET graduates who undertook their course for employment-related reasons and who received at least one job-related benefit from completing the course, 2012<sup>a</sup>**



<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

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

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

- obtained a job (34.5 per cent)
- achieved an increase in earnings (30.1 per cent)
- achieved a promotion or an increased status at work (33.1 per cent)
- a change of job or a new job (20.8 per cent)
- gained the ability to start their own business (8.6 per cent) (table 5A.39).

Attachment table 5A.38 provides information on the reported relevance to the main job, for those graduates who were employed after completing their course and undertook their course for employment related reasons. 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 referred to in the 2006 Report (SCRGSP 2006, box 4.13) and is available in *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 governments’ objective for students to achieve success in VET (box 5.13).

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### Box 5.13 **Student achievement in VET**

'Student achievement in VET' is defined by three 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 RPL.
- 'Proportion of graduates with improved education/training status after training' is the number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), divided by the number of VET course enrolments.
- 'Number of students who commenced and completed' is 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.

Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students). Achievement by VET target groups can also indicate the equity of outcomes for these groups.

High or increasing load pass rates and number of students who commenced and completed indicate that student achievement is high or improving, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from 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.

Changes in the proportion of graduates with improved education/training status after training may be affected by relatively large changes in enrolments, due to the time lag between course enrolment (the denominator) and qualification completion (the numerator used for deriving the proportion). Care therefore needs to be taken when interpreting changes over time in the proportion of graduates with improved education/training status after training.

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 2014 Report.

Data reported for these measures are

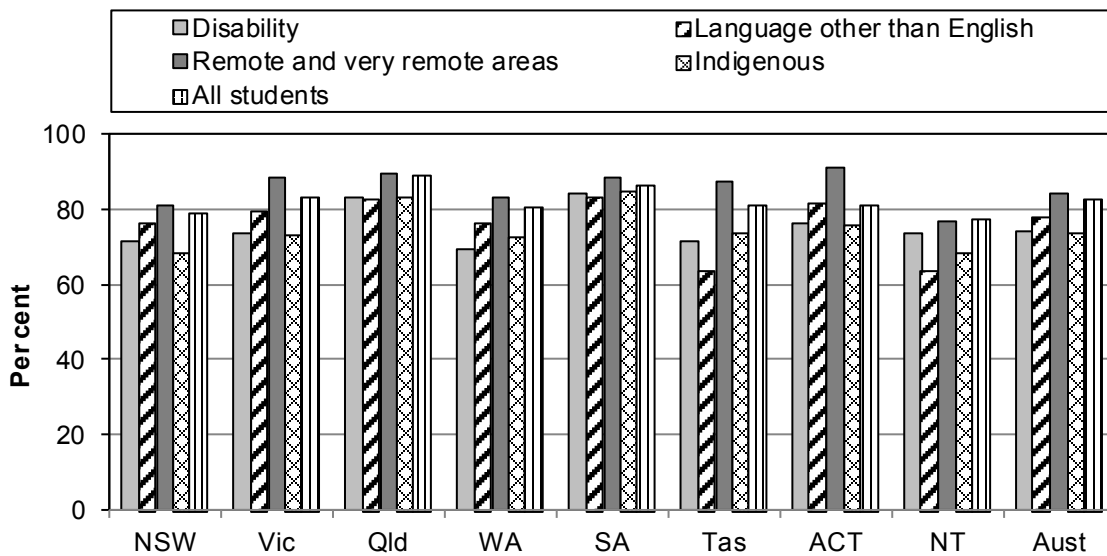
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

### Student achievement in VET — load pass rate

In 2012, the load pass rate for all government funded students was 82.7 per cent, lower than the load pass rates for students from remote and very remote areas (84.2 per cent). The load pass rates for Indigenous students (73.9 per cent), students with disability (74.3 per cent) and students speaking a language other than English at home (78.3 per cent) were lower than for all students (figure 5.29).

Figure 5.29 Load pass rates, by target group, 2012<sup>a, b, c, d</sup>



<sup>a</sup> Data are for government funded hours. <sup>b</sup> People with disability are defined as those who self-identify on enrolment forms that they have disability, and impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. <sup>c</sup> Care needs to be taken in comparing load pass rates for students reporting disability, students speaking a language other than English at home and for Indigenous students because the non-identification rates for these groups are high. <sup>d</sup> 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 these jurisdictions.

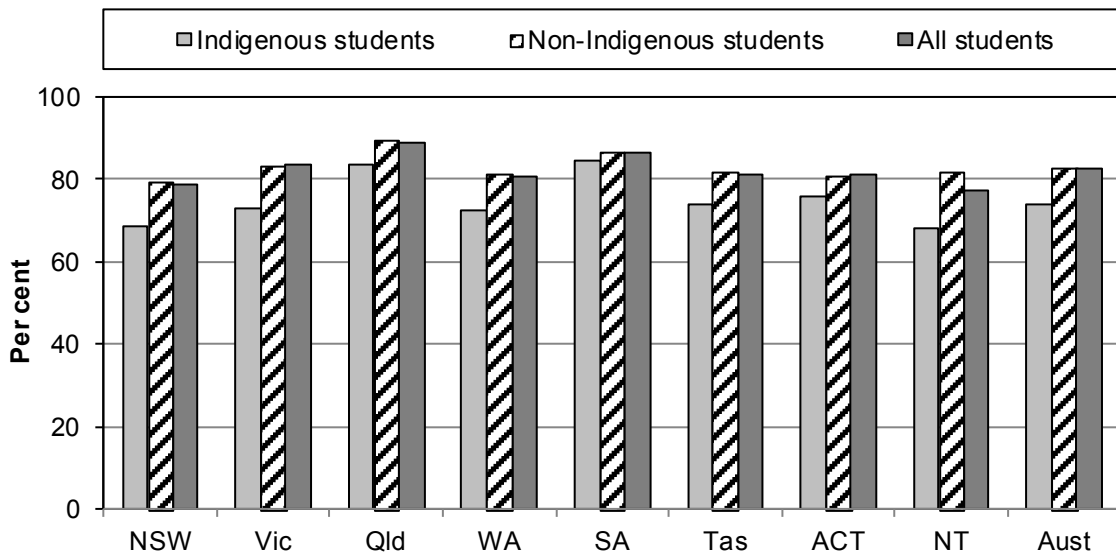
Source: NCVET (unpublished) National VET provider collection; tables 5A.49–52.

Nationally, between 2008 and 2012, load pass rates increased for all students by 3.3 percentage points to 82.7 per cent (table 5A.49) and for:

- students with disability by 4.3 percentage points to 74.3 per cent (table 5A.51)
- students speaking a language other than English at home by 5.6 percentage points to 78.3 per cent (table 5A.52)
- students from remote and very remote areas by 2.7 percentage points to 84.2 per cent (table 5A.50)
- Indigenous students by 5.0 percentage points to 73.9 per cent (table 5A.49).

In 2012, nationally, the load pass rate for Indigenous students (73.9 per cent) was lower than the load pass rate for non-Indigenous students (83.0 per cent) and for all students (82.7 per cent) (figure 5.30).

Figure 5.30 Load pass rate, by Indigenous status 2012<sup>a, b</sup>



<sup>a</sup> Data are for government funded hours. <sup>b</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. Care needs to be taken in comparing rates for Indigenous and non-Indigenous students. See table 5A.49 for further information.

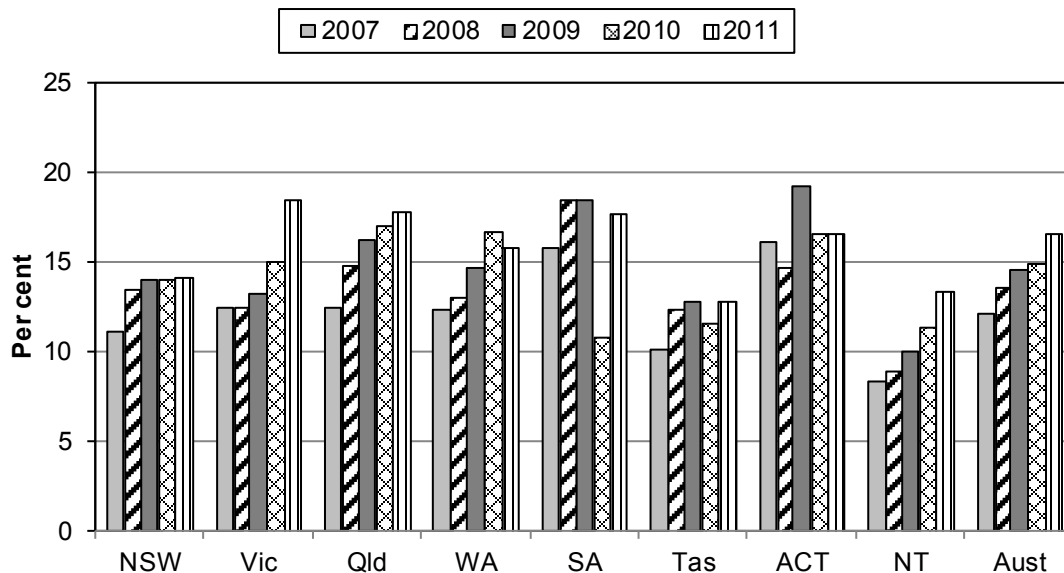
Source: NCVET (unpublished) National VET provider collection; table 5A.49.

Load pass rates for Indigenous students increased by 10.4 percentage points nationally between 2003 and 2012, to 73.9 per cent. This compares with an increase of 5.4 percentage points over the same period for non-Indigenous students (to 83.0 per cent in 2012) and an increase of 5.8 percentage points over the same period for all students (to 82.7 per cent) (table 5A.49).

*Student achievement in VET — proportion of graduates with improved education/training status after training*

Qualification completions in 2011 by students with improved education/training status after training, as a percentage of course enrolments by students in 2011, was 16.5 per cent. This increased from 13.6 per cent in 2008, representing an increase of 2.9 percentage points over the period (figure 5.31).

**Figure 5.31 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments<sup>a, b</sup>**



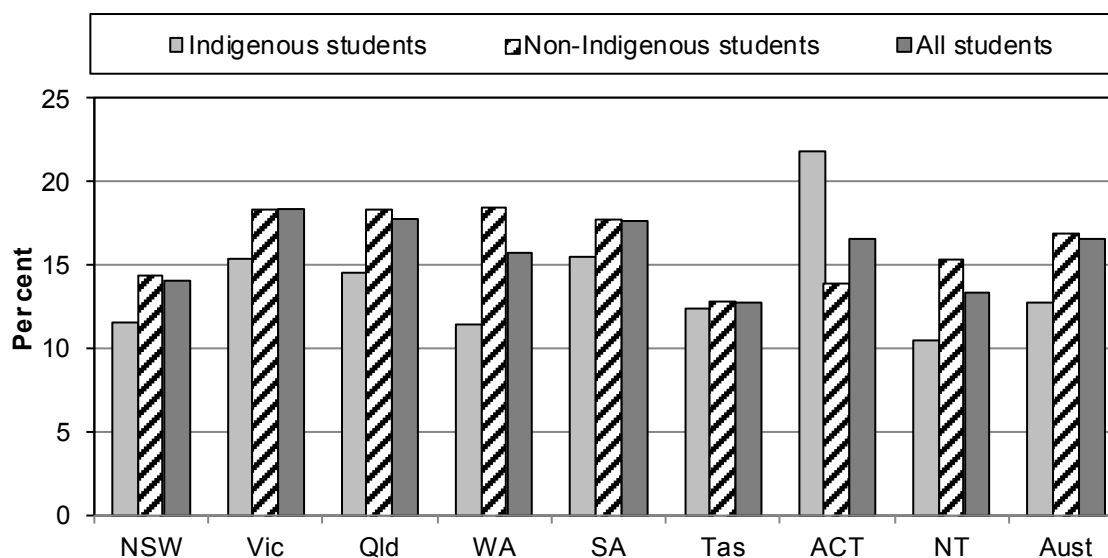
<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.53

Qualification completions in 2011 by Indigenous students with improved education/training status after training, as a percentage of course enrolments by Indigenous students in 2011, was 12.8 per cent (figure 5.32) — an increase of 2.6 percentage points from 10.2 per cent in 2008 (table 5A.53). This increase is similar to the increase by 2.7 percentage points for non-Indigenous students between 2008 (14.3 per cent) and 2011 (17.0 per cent) (table 5A.53).



Figure 5.32 **Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2011<sup>a, b</sup>**



<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.53.

Qualification completions in 2011 by students from remote and very remote areas with improved education/training status after training, as a percentage of course enrolments by those students in 2011, was 12.0 per cent. This represents an increase of 2.4 percentage points from 10.6 per cent in 2008 — slightly lower than the 2.9 percentage points increase for all students (table 5A.55).

Tables 5A.54 and 5A.56 provide additional information on completions for students aged 20-64 years.

Nationally in 2011, the proportion of VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only) was 18.7 per cent (table 5A.57). Table 5A.58 provides additional information for this measure for students aged 20–64 years.

### *Student satisfaction with VET*

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.14).

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**Box 5.14 Student satisfaction with VET**

'Student satisfaction with VET' has two measures:

- 'proportion of students who achieve their main reason for doing a VET course', defined as the proportion of graduates who indicate through the Student Outcomes Survey 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', defined as the proportion of graduates who indicate through the Student Outcomes Survey that they were satisfied or very satisfied with their VET training program. These proportions are also reported according to the students' identified purpose of study (employment related, further study and/or developmental).

Satisfaction with VET by target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students) can also indicate the equity of outcomes for these groups.

A high or increasing percentage of perceived satisfaction is desirable.

Data reported for these measures are

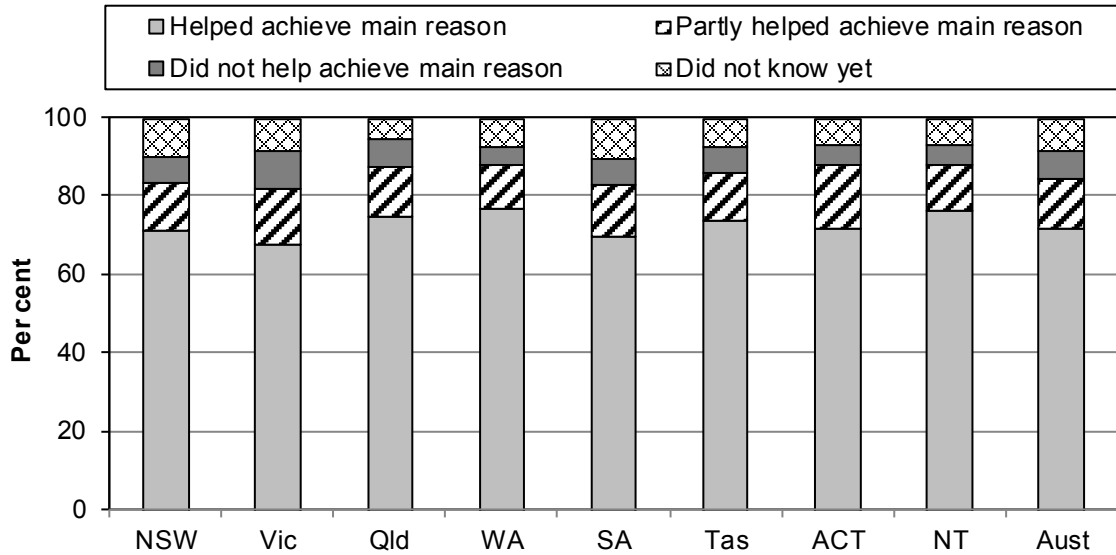
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

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

In 2012, 84.5 per cent of government funded VET graduates nationally indicated that their course helped (71.7 per cent) or partly helped (12.8 per cent) them achieve their main reason for doing the course — compared with 87.6 per cent reported in 2008. Of those graduates in 2012, 7.1 per cent indicated their course did not help them achieve the main reason they did the course, compared with 4.6 per cent in 2008 (table 5A.59, figure 5.33).

Figure 5.33 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2012<sup>a</sup>

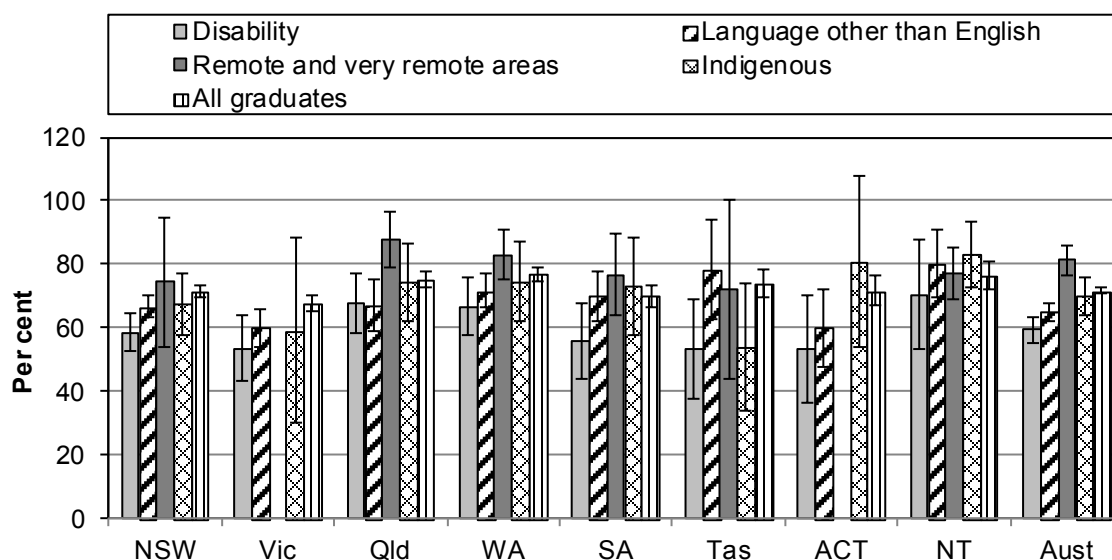


<sup>a</sup> The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.59.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.59.

Nationally in 2012, of the target groups, graduates 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 (81.3 per cent), while graduates reporting disability were the least likely to do so (59.4 per cent). Approximately 70.1 per cent of Indigenous graduates indicated that the course helped them achieve their main reason for doing the course (figure 5.34).

Figure 5.34 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2012<sup>a, b, c</sup>



<sup>a</sup> Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. <sup>b</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). <sup>c</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.59–60 and 5A.65–67.

Tables 5A.61–64 provide additional information on whether the course helped non-Indigenous graduates, graduates from major cities, from inner regional areas and from outer regional areas, achieve their main reason for undertaking training.

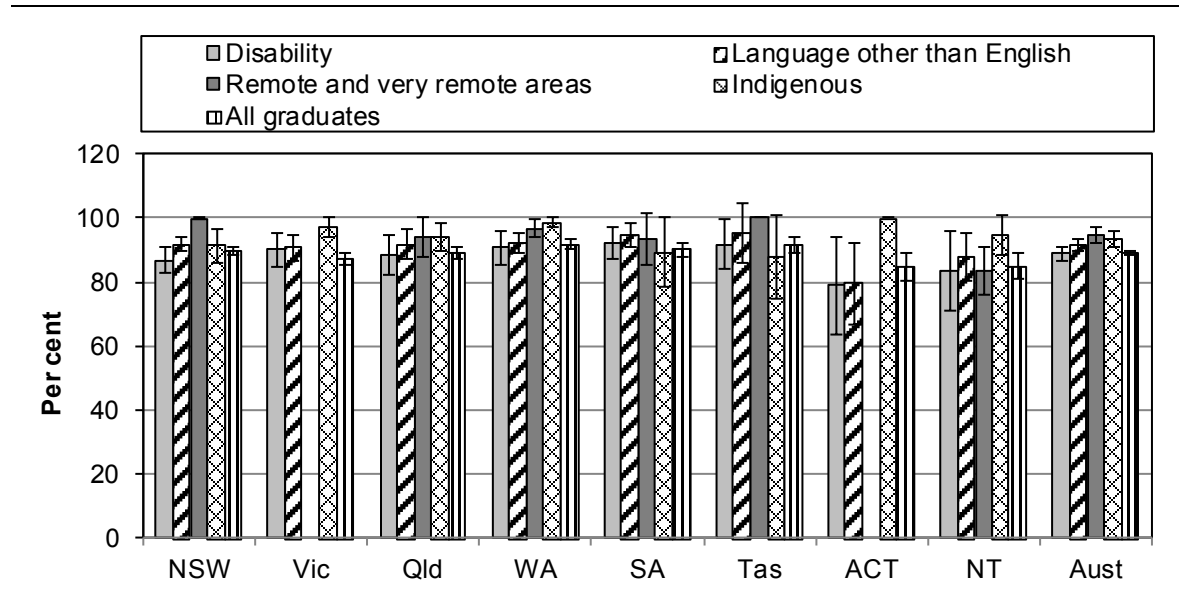
### *Student satisfaction with VET — students who were satisfied with the quality of their completed training*

In 2012, 89.2 per cent of all government funded VET graduates nationally indicated that they were satisfied with the quality of their completed training, representing an increase of 2.5 percentage points from 2005 (table 5A.68).

The satisfaction levels across target groups in 2012 were as follows:

- graduates with disability (88.8 per cent)
- graduates speaking a language other than English at home (91.5 per cent)
- graduates from remote and very remote areas (94.5 per cent)
- Indigenous graduates (93.5 per cent) (figure 5.35).

Figure 5.35 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2012<sup>a, b, c, d</sup>

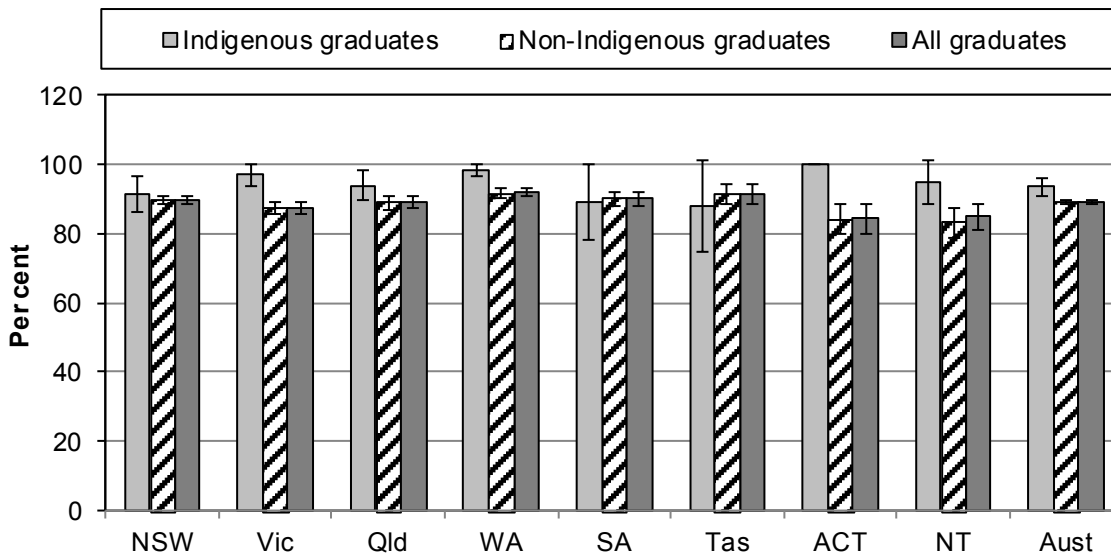


<sup>a</sup> Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). <sup>b</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). <sup>c</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>d</sup> Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.68–69 and 5A.74–76.

Nationally in 2012, 93.5 per cent of Indigenous graduates indicated that they were satisfied — an increase of 10.7 percentage points from 2005 (table 5A.69) — compared with 89.1 per cent of non-Indigenous graduates and 89.2 per cent of all graduates in 2012 (figure 5.36).

**Figure 5.36 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2012<sup>a, b</sup>**

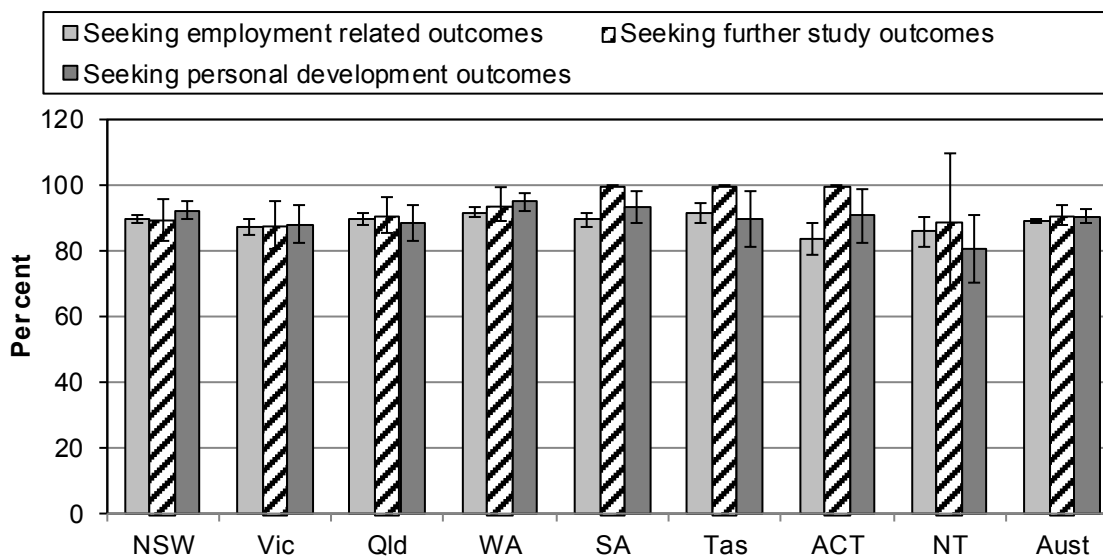


<sup>a</sup> Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.68–70.

Nationally in 2012, 88.9 per cent of graduates who had been seeking employment related outcomes indicated that they were satisfied with the quality of their completed training, compared with 90.7 per cent of graduates seeking further study outcomes and 90.3 per cent of those seeking personal development outcomes (figure 5.37).

Figure 5.37 **Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2012<sup>a, b</sup>**



<sup>a</sup> Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.68.

Nationally in 2012, 92.7 per cent of Indigenous graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with 100 per cent of Indigenous graduates seeking further study outcomes and 95.0 per cent of Indigenous graduates seeking personal development outcomes (table 5A.69).

A further disaggregation by non-Indigenous, by target groups and by geographical classifications, can be found in attachment tables 5A.70–76.

### *Skill profile*

‘Skill profile’ is an indicator of governments’ objective 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 5.15).

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### Box 5.15 **Skill profile**

'Skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile. 'Skill outputs from VET' is defined by three measures of students' skill outputs from the VET system in a given year:

'Qualifications completed' is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students (currently collected by NCVER, 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). The annual change in qualifications completed is defined as the percentage change of qualifications from year to year.

Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011 data are available for all jurisdictions providing the service.

'Units of competency and modules completed' is defined as the sum of the number of units of competency achieved/passed each year by government funded VET students and the number of modules (outside training packages) achieved/passed each year by government funded VET students. A unit of competency is a component of a competency standard and/or a statement of a key function or role in a particular job or occupation. 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. The annual change in Units of competency and modules completed' is defined as the percentage change of units of competency and modules completed' from year to year.

Data reported for this measure are

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions.
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

'Qualification Equivalents' is defined as the number of annual hours of training activity associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of annual hours of training activity representing a qualification. The annual change in Qualification Equivalents' is defined as the percentage change of Qualification Equivalents from year to year.

(Continued on next page)



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**Box 5.15** (Continued)

Data are provided for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and Indigenous status). Further details are provided for individual measures in section 5.6.

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

Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

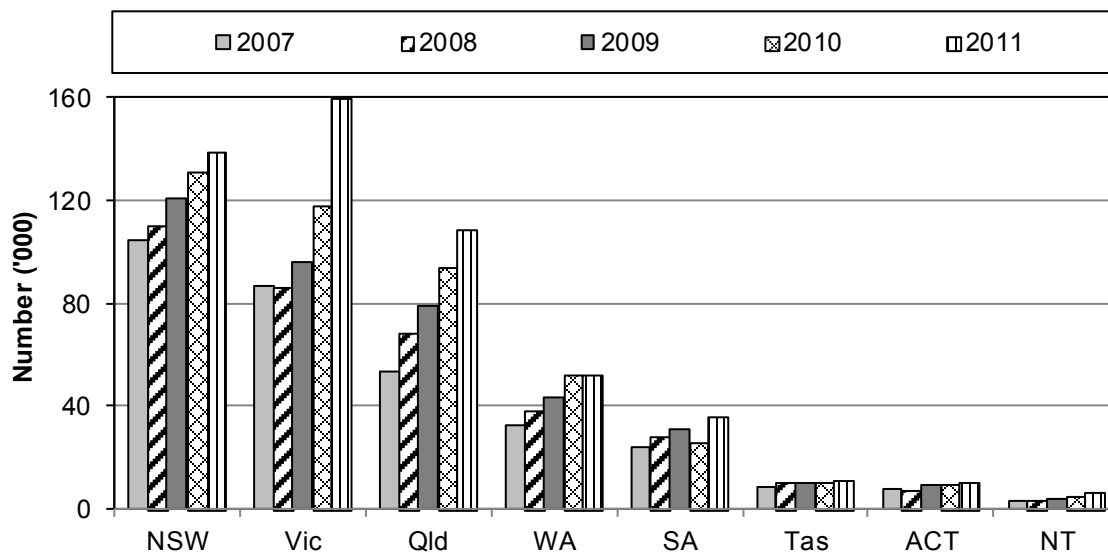
Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

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 several years as more industry training packages are endorsed. However, there are some niche markets where accredited courses will be maintained and new courses 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 Industry Skills Councils.

*Skill outputs from VET — qualifications completed*

Nationally, approximately 521 555 VET qualifications were completed in 2011, compared to 320 541 in 2007 (table 5A.77). The number of qualifications completed includes both government and non-government funded VET students (figure 5.38).

Figure 5.38 Qualifications completed, all students<sup>a, b</sup>

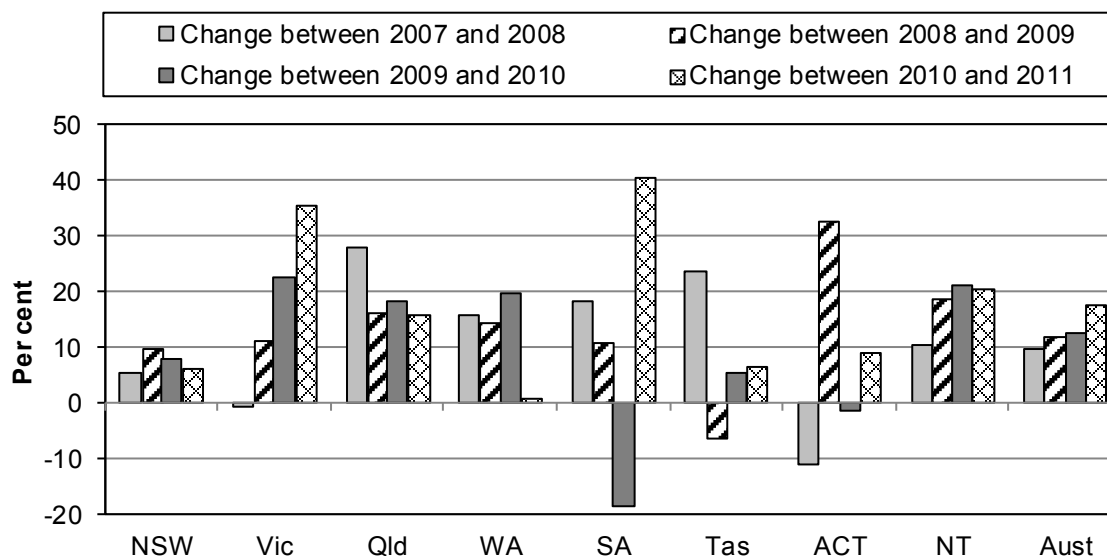


<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.77.

Nationally, the number of qualifications completed increased by 17.6 per cent between 2010 and 2011, and increased by 12.6 per cent between 2009 and 2010 (figure 5.39). Overall, VET qualifications increased by 62.7 per cent between 2007 and 2011, equivalent to an average annual increase of 12.9 per cent (table 5A.77).

Figure 5.39 **Qualifications completed, by change from previous year, all students<sup>a, b</sup>**



<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

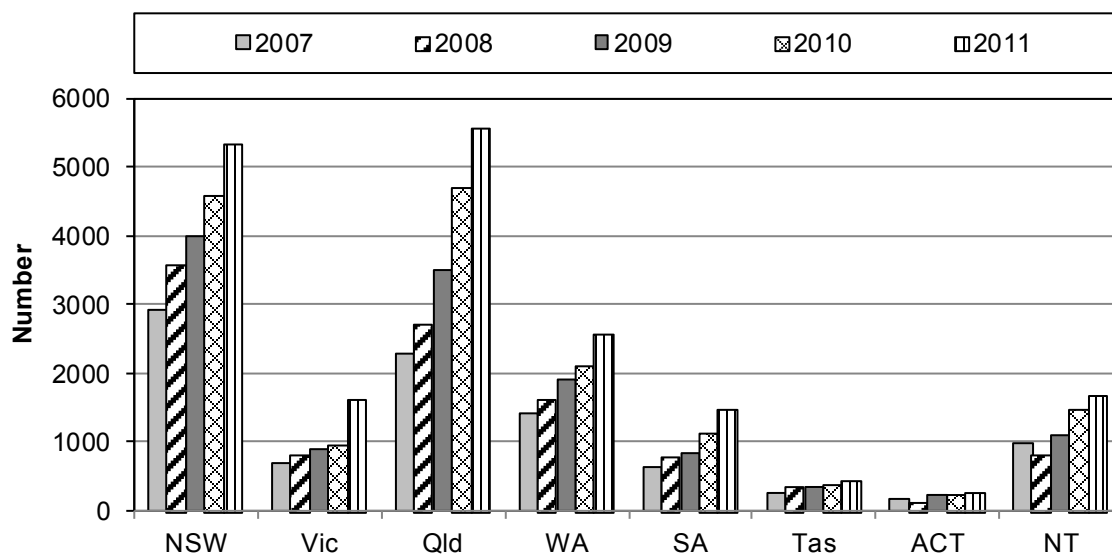
Source: NCVET (unpublished) National VET provider collection; table 5A.77.

Amongst the VET target groups, between 2007 and 2011 the number of qualifications completed nationally increased by:

- 79.5 per cent for students with disability (table 5A.79)
- 59.9 per cent for students speaking a language other than English at home (table 5A.80)
- 42.1 per cent for students from remote and very remote areas (table 5A.78)
- 102.3 per cent for Indigenous students (table 5A.77).

Nationally, Indigenous students completed 18 950 VET qualifications in 2011, an increase of 21.4 per cent from 15 613 in 2010 and an increase of 102.3 per cent from 9368 in 2007. This represents an average annual increase of 19.3 per cent, compared to 12.9 per cent for all students. Indigenous students accounted for 3.6 per cent of all the qualifications completed in 2011, compared to 2.9 per cent in 2007 (table 5A.77). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.40).

Figure 5.40 Qualifications completed, Indigenous students<sup>a, b</sup>



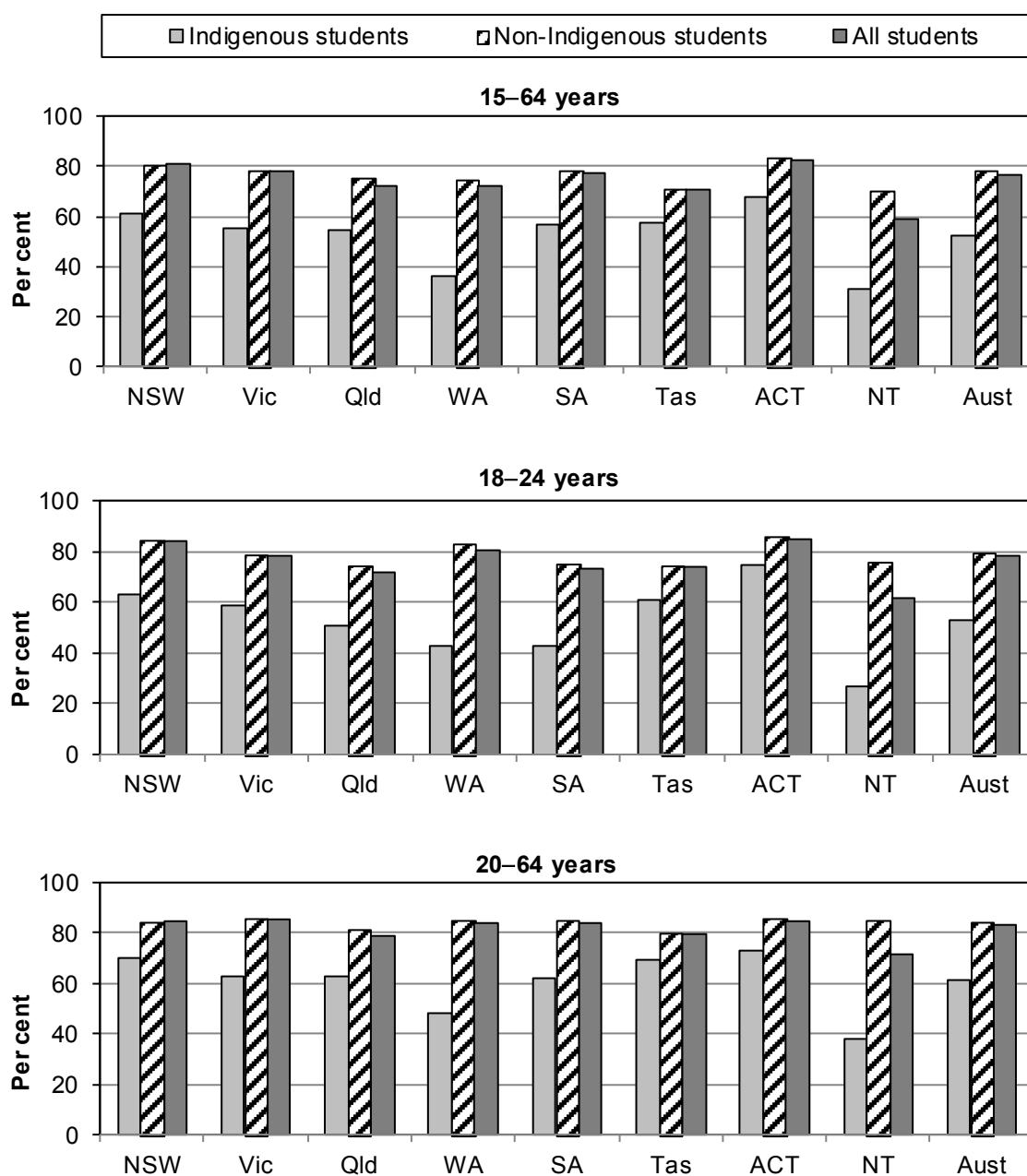
<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.77.

Nationally in 2011,

- 16.4 per cent of qualifications completed by all students were at the diploma level or above, 59.9 per cent at certificate level III or IV and 23.7 per cent at certificate level I or II or lower (table 5A.81).
- 76.6 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 52.5 per cent of qualifications completed by Indigenous students aged 15–64 years and 78.0 per cent for non-Indigenous students aged 15–64 years
- 78.2 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 53.1 per cent of qualifications completed by Indigenous students aged 18–24 years and 79.5 per cent for non-Indigenous students aged 18–24 years
- 83.2 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 61.2 per cent of qualifications completed by Indigenous students aged 20–64 years and 84.3 per cent for non-Indigenous students aged 20–64 years (figure 5.41).

Figure 5.41 **Qualifications completed in certificate III and above, by target age group and Indigenous status, 2011<sup>a, b, c</sup>**



<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students. <sup>c</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.77). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

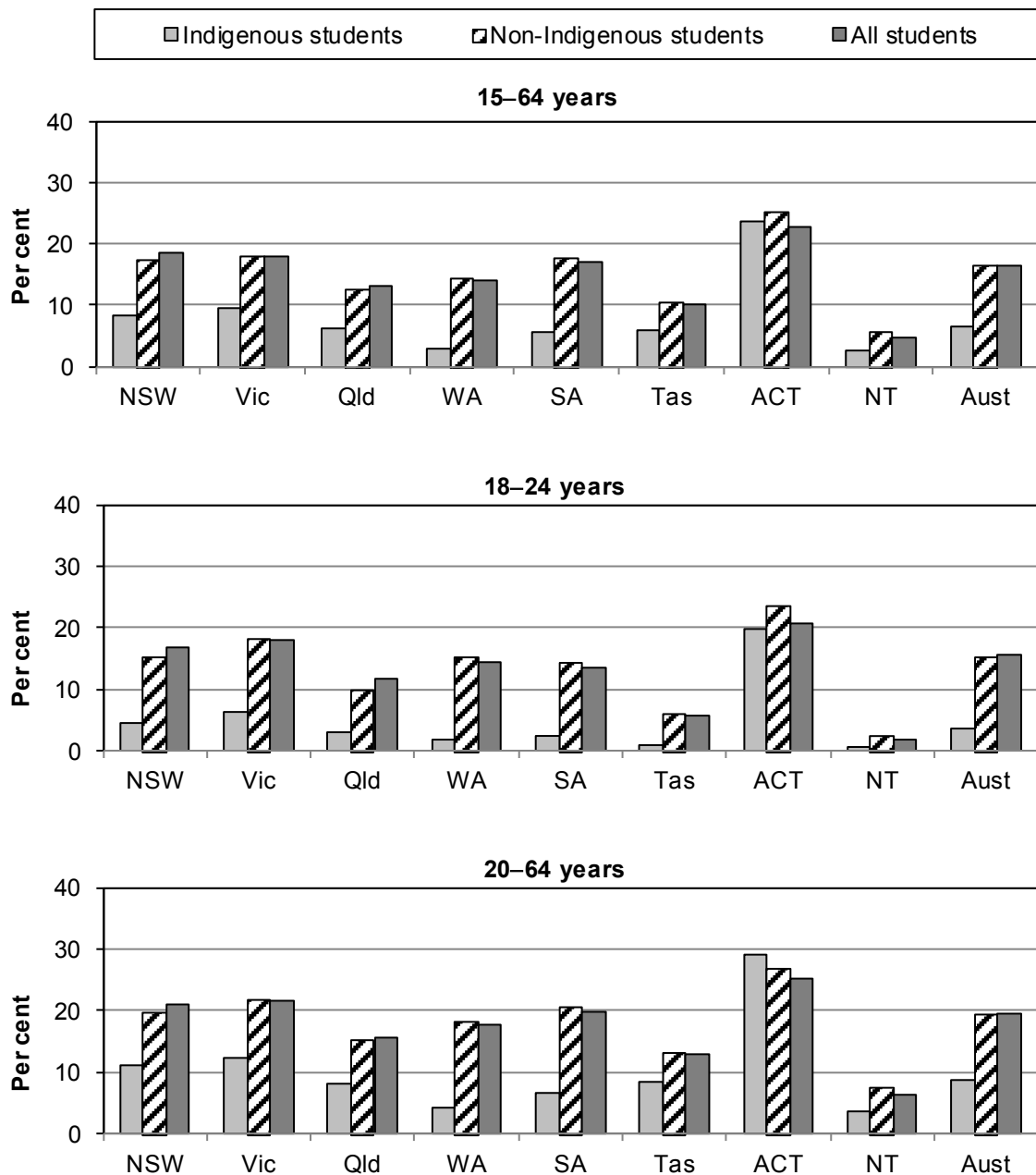
Source: NCVET (unpublished) National VET provider collection; table 5A.82.

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Nationally in 2011:

- 16.5 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 6.6 per cent of qualifications completed by Indigenous students aged 15–64 years and 16.5 per cent for non-Indigenous students aged 15–64 years
- 15.6 per cent of qualifications completed by all students aged 18–24 years were at diploma level or above, compared with 3.7 per cent of qualifications completed by Indigenous students aged 18–24 years and 15.3 per cent for non-Indigenous students aged 18–24 years
- 19.5 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 8.7 per cent of qualifications completed by Indigenous students aged 20–64 years and 19.5 per cent for non-Indigenous students aged 20–64 years (figure 5.42).

Figure 5.42 **Qualifications completed in diploma and above, by target age group and Indigenous status, 2011<sup>a, b, c, d</sup>**



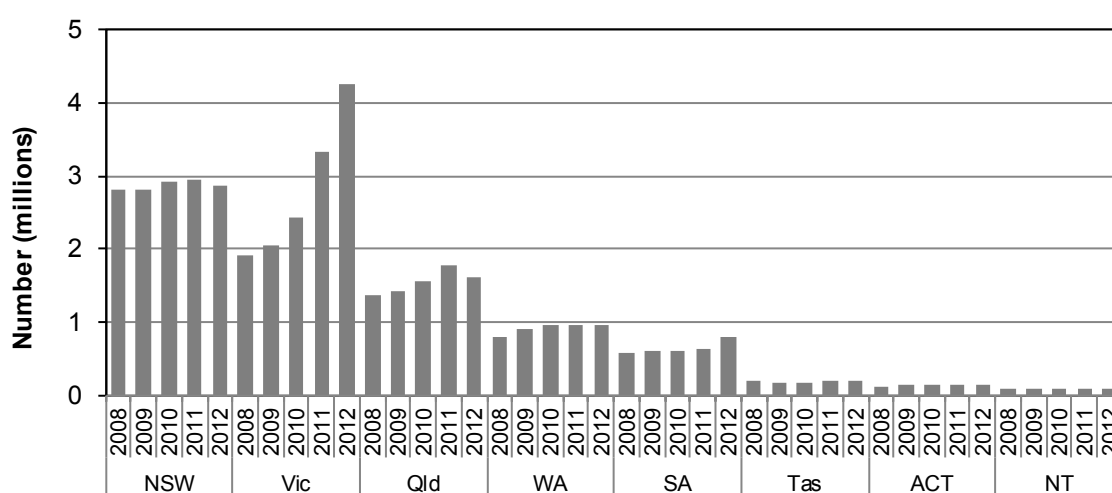
<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students. <sup>c</sup> Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. <sup>d</sup> Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.77). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; table 5A.82.

*Skill outputs from VET — units of competency and modules completed*

Nationally, all students completed 10.9 million units of competency and modules in 2012, a 39.3 per cent increase from 7.8 million in 2008 (table 5A.84). Trends in the number of units of competency and number of modules completed varied across jurisdictions (figure 5.43).

**Figure 5.43 Units of competency and modules completed, all students<sup>a</sup>**



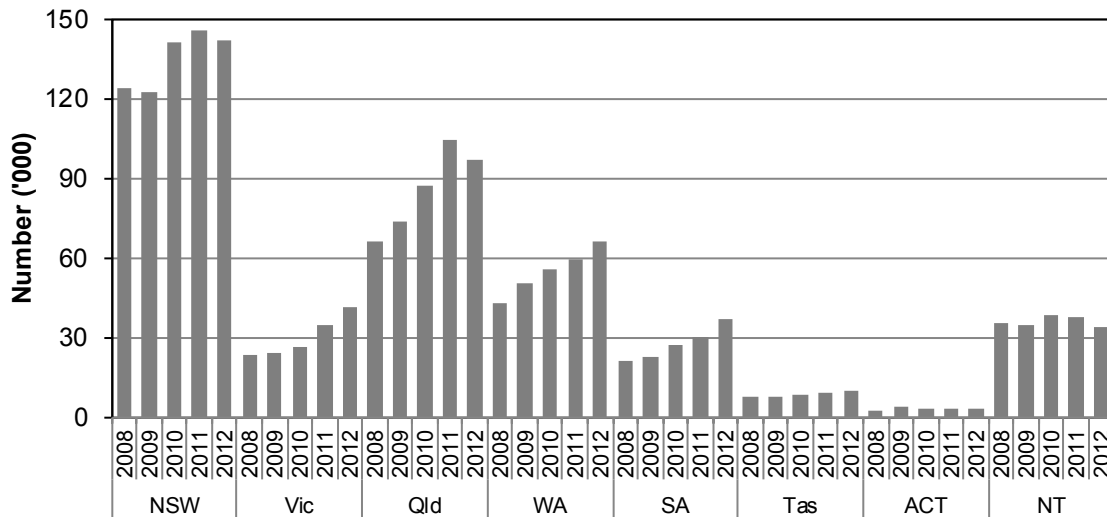
<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.84.

Nationally, Indigenous students completed approximately 432 100 modules and units of competency in 2012, a 33.0 per cent increase from 324 800 units in 2008 (table 5A.88). Trends in the number of units of competency and number of modules completed by Indigenous students varied across jurisdictions (figure 5.44).



Figure 5.44 Units of competency and modules completed, Indigenous students<sup>a</sup>

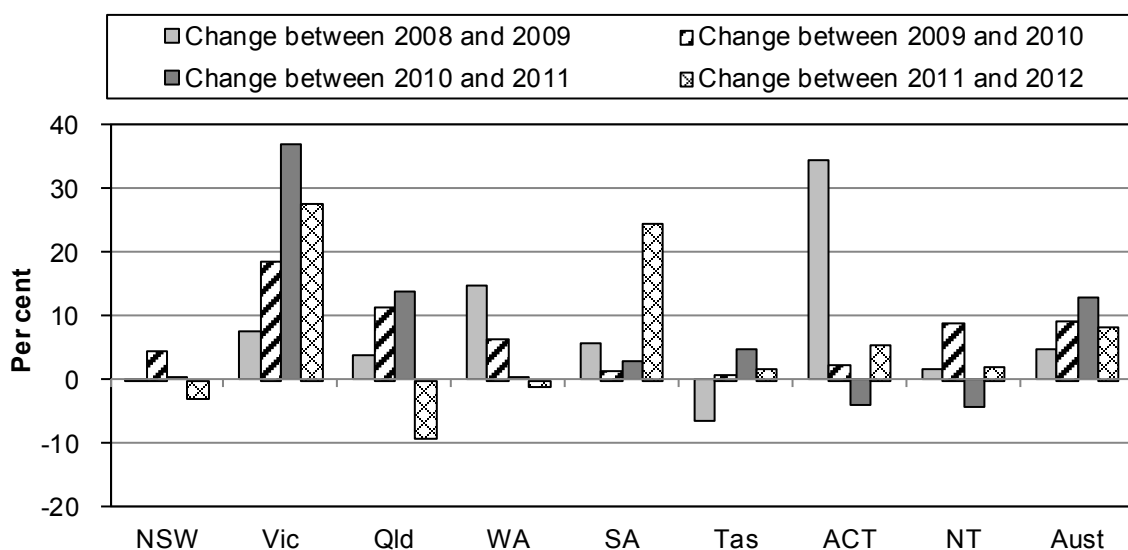


<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.88.

Figure 5.45 shows the annual changes in the combined number of units of competency and modules completed for all students since 2008, indicating that the national number of units of competency completed increased by 8.2 per cent from 2011 to 2012.

Figure 5.45 Units of competency and modules completed by all students, by change from previous year<sup>a</sup>



<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.84.

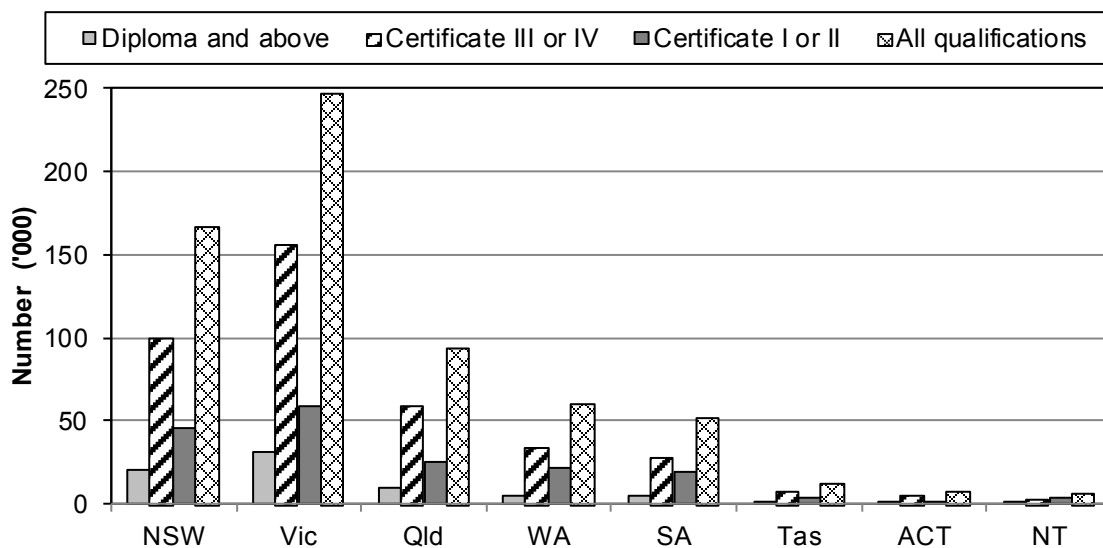
Amongst the VET target groups, between 2008 and 2012 the combined number of units of competency and modules completed nationally changed by:

- an increase of 55.0 per cent for students reporting disability (table 5A.86)
- an increase of 51.2 per cent for students speaking a language other than English at home (table 5A.87)
- a decrease of 5.7 per cent for students from remote and very remote areas (table 5A.85).

### *Skill outputs from VET — Qualification Equivalents*

Nationally, government funded VET students undertook training equivalent to approximately 645 300 VET qualifications in 2012, an increase from 575 900 in 2011 and from 414 000 in 2008. The change from 2008 to 2012 represents a 55.9 per cent increase (table 5A.83). Trends in the number of Qualification Equivalents varied across jurisdictions (figure 5.46).

**Figure 5.46 Qualification Equivalents, all students, 2012<sup>a</sup>**



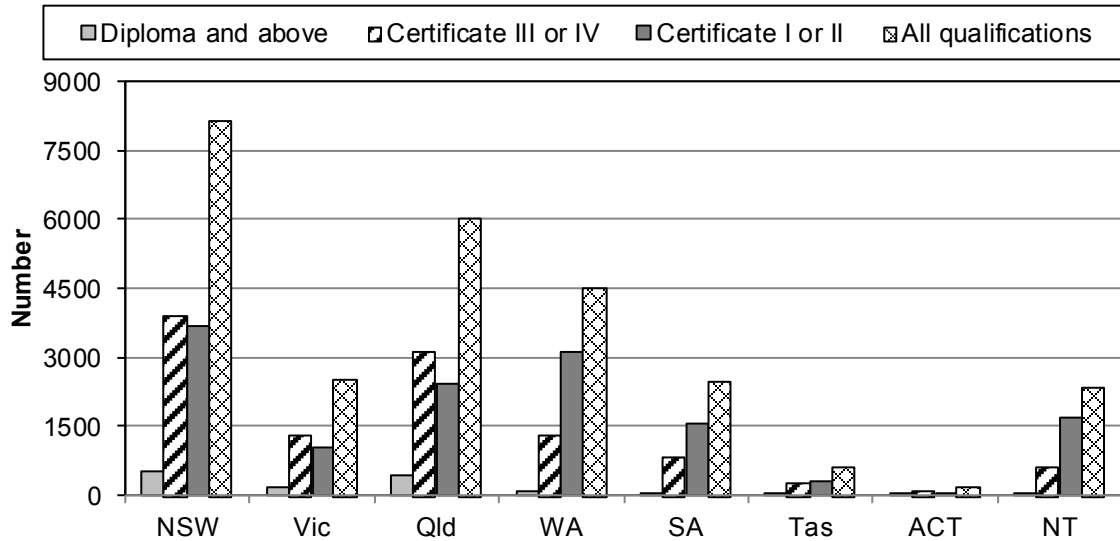
<sup>a</sup> Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.83.

Nationally, government funded VET Indigenous students undertook training equivalent to 26 812 VET qualifications in 2012, an increase from 25 744 in 2011 and from 18 079 in 2008. The change from 2008 to 2012 represents a 48.3 per cent increase (compared with a 55.9 per cent increase for all government funded students

over the same period) (table 5A.83). The number of Qualification Equivalents varied across jurisdictions (figure 5.47).

Figure 5.47 **Qualification Equivalents, Indigenous students, 2012<sup>a</sup>**

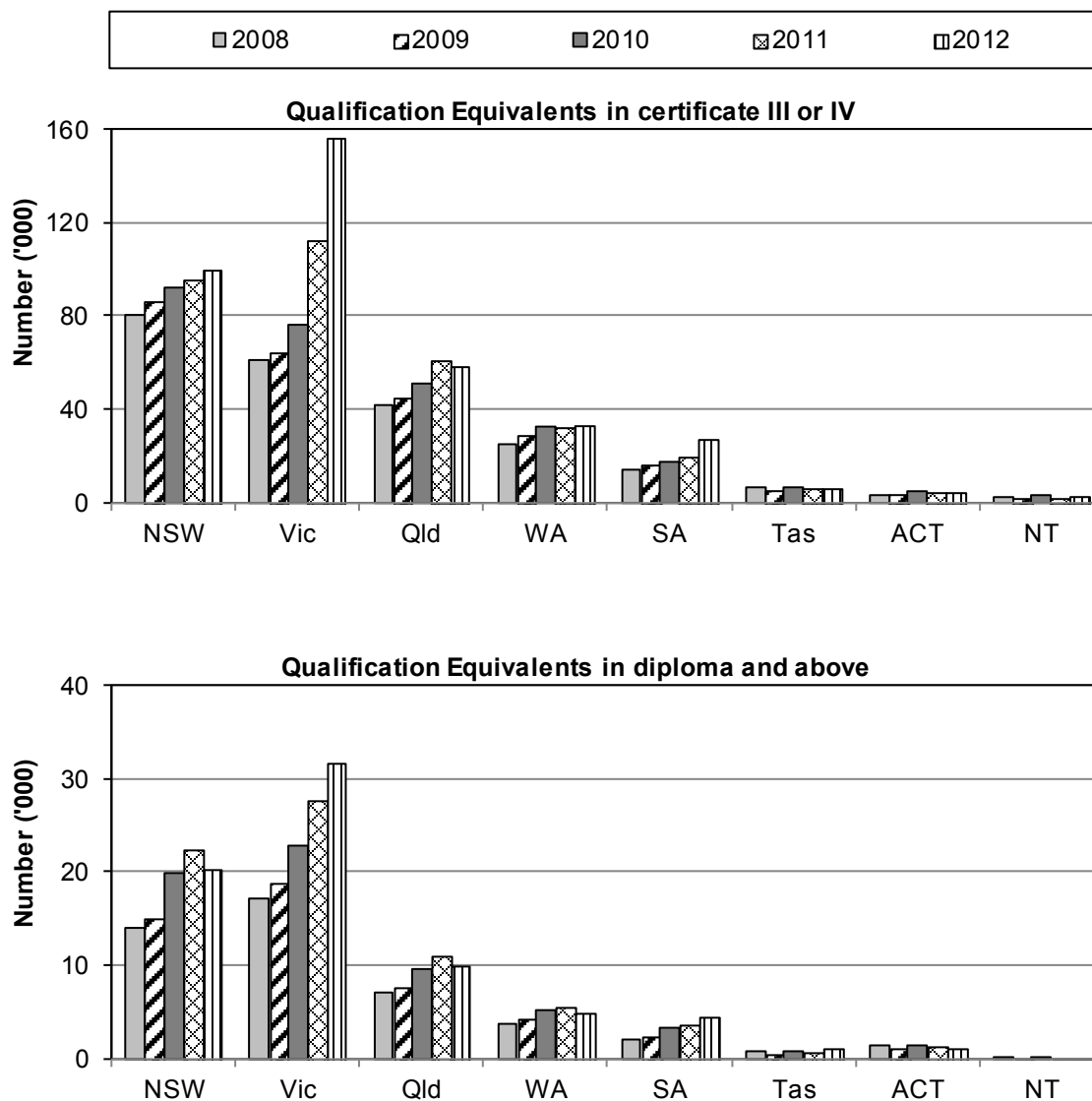


<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.83.

Figure 5.48 shows the number of Qualification Equivalents since 2008 for all students at certificate levels III or IV and at diploma level and above. Nationally from 2008 to 2012, the number of Qualification Equivalents increased by 67.5 per cent at certificate levels III or IV, and by 62.0 per cent at diploma level and above (table 5A.83).

Figure 5.48 **Qualification Equivalents in selected qualification levels, all students<sup>a</sup>**



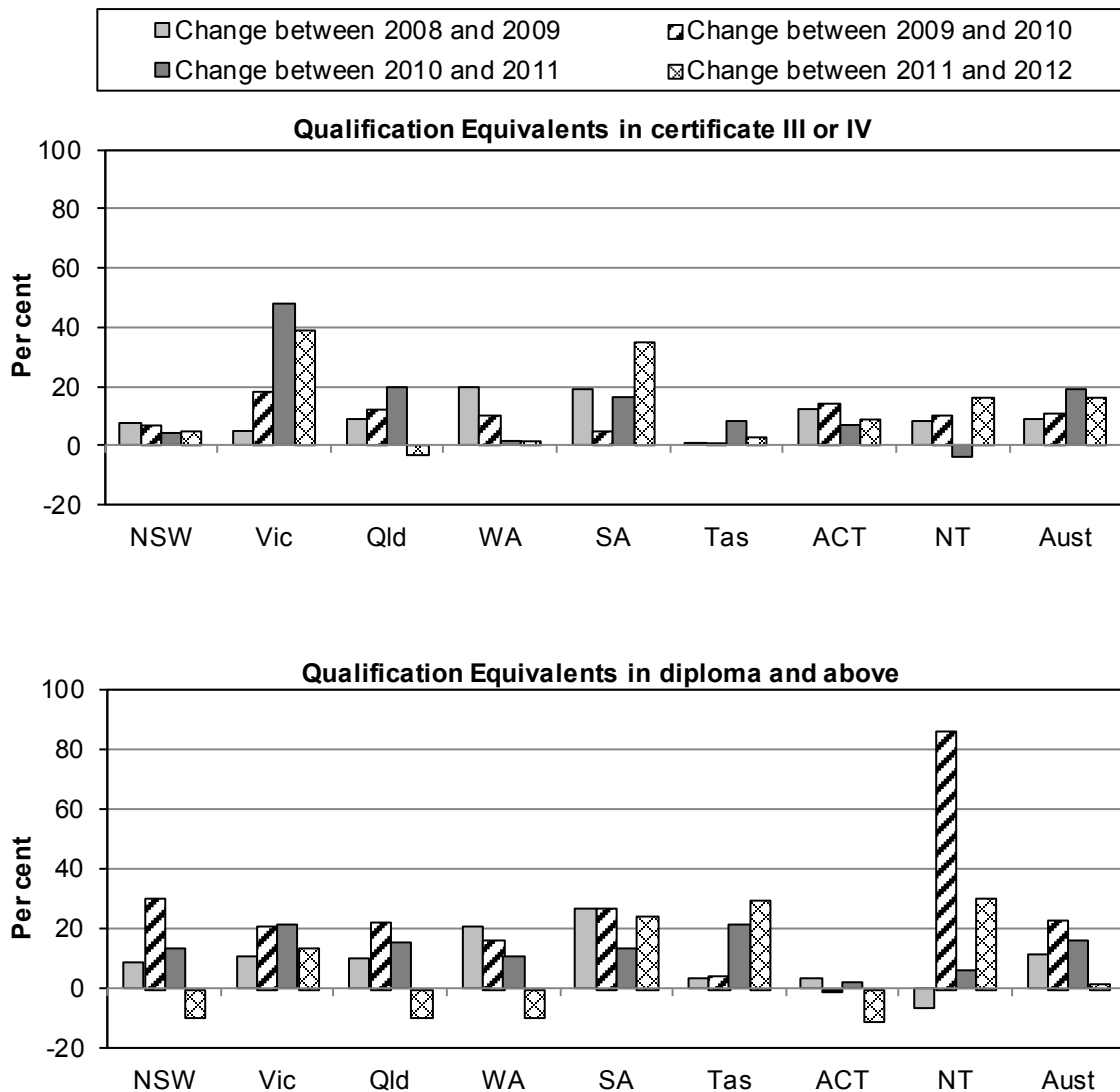
<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.83.

Figure 5.49 shows the annual changes in Qualification Equivalents at certificate levels III or IV and at diploma level and above since 2008, indicating that Qualification Equivalents increased nationally from 2011 to 2012 by:

- 16.4 per cent at certificate levels III or IV
- 1.9 per cent at diploma level and above.

Figure 5.49 **Qualification Equivalents in selected qualification levels for all students, by change from previous year<sup>a</sup>**



<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.83.

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### *Employer outcomes*

The biennial *Survey of Employers' Use and Views of the VET System* (NCVER 2011) captures the extent to which employers make use of, and are satisfied with, aspects of the VET system. The survey reveals the reasons why employers make the choices they do 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 different scope to the rest of this Report, which aims to report data relating to government funded VET programs for specific reporting periods. Data from the 2013 *Survey of Employers' Use and Views* (released late in 2013) will be included in the 2015 Report.

### *Employer engagement with VET*

'Employer engagement with VET' is an indicator of governments' objective that the needs of employers and individuals will be the focus of VET (box 5.16).

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### Box 5.16 Employer engagement with VET

'Employer engagement with VET' is defined as the proportion of Australian employers who in the last twelve months:

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

Data reported for this measure are

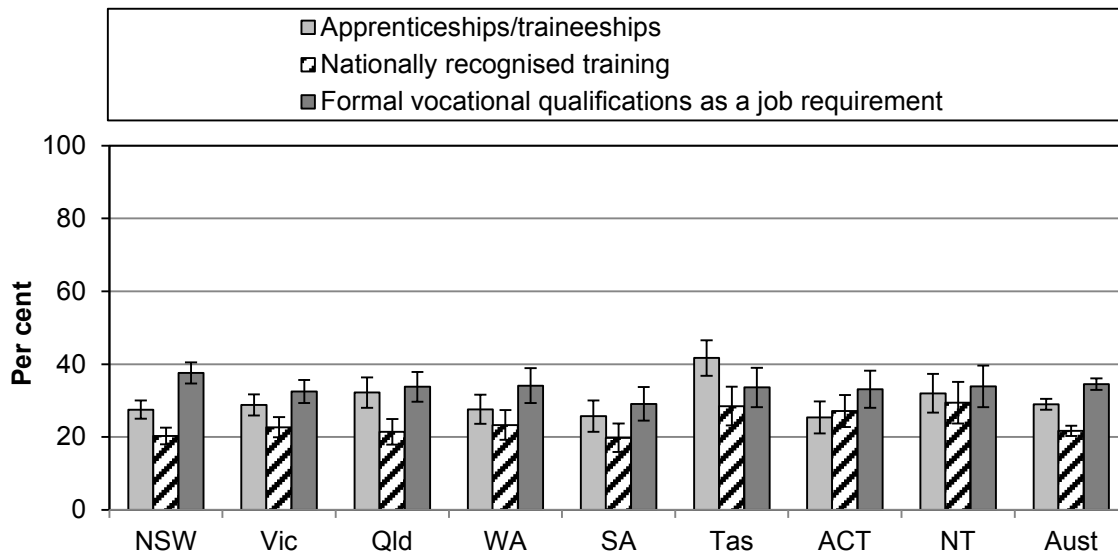
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

Nationally in 2011:

- 29.0 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months (figure 5.50). This varied by industry, from 8.5 per cent in transport, postal and warehousing, to 61.7 per cent in construction (NCVER 2011)
- 21.7 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months (figure 5.50). Engagement with nationally recognised training varied by industry from 11.1 per cent in information, media and telecommunications, to 46.8 per cent in mining (NCVER 2011)
- 34.5 per cent of employers reported that they were engaged with employing people with a formal vocational qualification as a job requirement in the last twelve months (figure 5.50). Employers with vocational qualifications as a job requirement varied from 13.3 per cent in agriculture, forestry and fishing, and in transport, postal and warehousing to 53.4 per cent in education and training (NCVER 2011).

**Figure 5.50 Proportion of employers who are engaged with aspects of the VET system, 2011<sup>a, b, c, d</sup>**



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

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.89.

Table 5A.89 provides additional historical information on employer engagement with VET from 2005 to 2011.

### *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 5.17).



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**Box 5.17 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

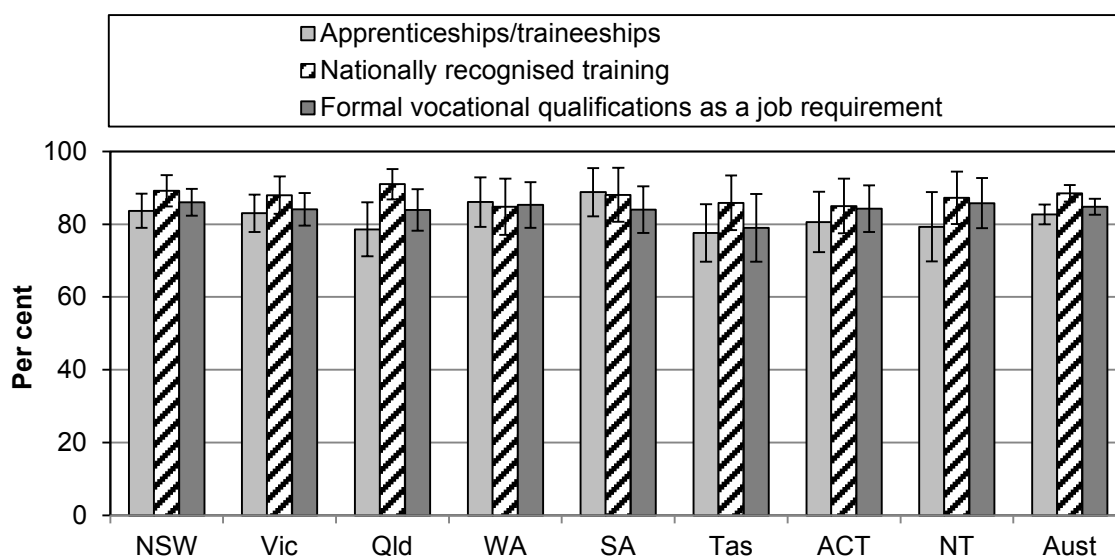
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/gsp/reports/rogs/2014](http://www.pc.gov.au/gsp/reports/rogs/2014).

Nationally in 2011:

- 82.7 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.51). Satisfaction was 83.2 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in the 2011 survey in information, media and telecommunications (69.6 per cent) (NCVER 2011)
- 88.5 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 5.51). Satisfaction was 85.8 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job in the 2011 survey was lowest in information, media and telecommunications (76.6 per cent) (NCVER 2011)
- 84.8 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 their skill needs for the job (figure 5.51). Satisfaction was 83.4 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skill needs in the 2011 survey was lowest in information, media and telecommunications (78.8 per cent) (NCVER 2011).

**Figure 5.51 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, 2011<sup>a, b, c</sup>**



<sup>a</sup> 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. <sup>b</sup> Further information concerning employer satisfaction are provided in the footnotes of table 5A.90. <sup>c</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.90.

Table 5A.90 provides additional historical information on employer satisfaction with VET from 2005 to 2011.

## 5.4 Future directions in performance reporting

### Improving reporting of indicators

Aspects of some VET indicators are not yet fully developed or comparable, and developments for future reports include:

- improving the quality of outcomes data for Indigenous students
- reporting on students who commenced and completed courses and developing related skill profile indicators
- improving the timeliness of qualifications completed data.

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## **5.5 Jurisdictions' comments**

This section provides comments from each jurisdiction on the services covered in this chapter.

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### **Australian Government comments**

“

In April 2012 the Commonwealth and all states and territories agreed a revised National Agreement on Skills and Workforce Development and a new National Partnership Agreement on Skills Reform.

- Under the National Agreement, the Australian Government will provide Special Purpose Payments of \$1.4 billion each year to the states and territories as a contribution towards the operation of their training systems.
- Under the Skills Reform National Partnership the Australian Government will invest an additional \$1.75 billion over five years from 2012 for reforms to make the VET system more responsive, accessible, transparent and of higher quality.

The key reforms to be delivered under the Skills Reform National Partnership include:

- a national training entitlement for a government subsidised training place to at least the first Certificate III qualification for eligible working age Australians
- the national extension of income contingent loans for government subsidised Diploma and Advanced Diploma students
- improving VET information portals and systems to support consumer choice in contestable demand driven training markets
- improving the quality of training through independent validation of training provider assessments in consultation with industry.

Each state and territory has agreed a jurisdiction specific Implementation Plan with the Commonwealth, which sets out the way in which structural reforms and improvements in training outcomes will be delivered in their jurisdiction.

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## **New South Wales Government comments**

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NSW continues to deliver high quality Vocational Education and Training (VET) to meet the skill needs of industry and the people of NSW. In 2012, 153.6 million hours of training were delivered throughout the State, with 27 per cent of all Australian VET qualifications being completed by NSW students in 2011.

NSW has introduced a number of initiatives to ensure that we have an educated and skilled workforce to drive a productive and growing economy. These include:

- more students enrolling in higher level qualifications (Certificate III, Diploma) and, more importantly, a higher proportion completing their qualifications
- students graduating in the first TAFE NSW bachelor degree level qualification
- announced the Smart and Skilled reforms of vocational education and training (VET). These will give more people the chance to gain the skills they need to get a job and advance their careers.

TAFE NSW offers unparalleled breadth and depth of training across its network of ten TAFE NSW Institutes and 130 campuses. Each TAFE NSW Institute is embedded within its community, has extensive business and community partnerships and offers training and related services customised to the specific needs of the region including addressing specialist training requirements of regional and remote communities.

A key role of TAFE NSW is to provide training for the occupations that drive the productivity and growth of New South Wales. TAFE NSW prioritises the delivery of training to support growing industry areas with strong job prospects.

Through independent analysis, research and comprehensive industry consultation, TAFE NSW anticipates industry demand for training and skills. Based on the resultant evidence, public funding is allocated to training according to the skills in demand in each region. TAFE NSW is uniquely able to rapidly respond to the changing needs of the economy, region by region.

A high priority for NSW is helping young people to make a successful transition from school to further education, training and employment and improving the completion rates of apprentices and trainees. Initiatives to achieve these goals include:

- increasing partnerships with industry and enterprises to deliver workforce development solutions and increased work-based, flexible and online delivery; and
- reducing the duration of 28 trade qualifications through skill-based assessments, with further reductions where there is relevant prior learning.

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### Victorian Government comments

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The introduction of the Victorian Training Guarantee (VTG) in 2008 resulted in significant growth in government subsidised activity, with the number of students engaged in government subsidised training increasing by about 193 300 or 64 per cent between 2008 and 2012. This growth in training activity was not necessarily always in areas of industry and economic need. In response the Government in May 2012 announced Refocusing Vocational Training in Victoria (RVT), to ensure investment better targets areas of greatest public benefit and future jobs growth, such as training in “in shortage” and specialised occupations.

Under RVT the individual entitlement to a subsidised training place was retained and strengthened to ensure that businesses and students continued to be able to choose what and where they studied. The reform package also made sure that the cost of access remained sustainable and government subsidies focused on areas of greatest public value. The public value of each course being assessed on the basis of its value to the economy in terms of jobs or productivity and the extent to which an incentive is needed to stimulate delivery of training by providers and participation by enough students to meet industry needs.

Since the introduction of the RVT reforms there has been a shift to a greater number of government subsidised enrolments in courses contributing to improving Victoria’s economic prosperity. Victorian data shows that government subsidised enrolments in training related to “in shortage” occupations increased by 18 per cent to over 150 000 enrolments in 2012 compared to the previous year, preliminary results for 2013 confirm this trend is continuing.

Since the twelve months of market operation under the new market settings announced in 2012 and there is early evidence that the introduction of new subsidy bands, which saw 20 per cent of Government funded courses either retaining or attracting higher subsidy levels than before and reductions in areas that were experiencing unprecedented growth, has resulted in an adjustment to training demand and with it, a rebalancing of Government investment in the first half of 2013. Such adjustments are broadly aligned with key labour market requirements, as evidenced by the change in share of course commencements from low public value to higher value. Victorian data indicates that after 12 months of market operation of RVT, the share of commencing course enrolments of higher public value courses increased by 20 percentage points to 69 per cent by the middle of 2013.

In conjunction with the greater alignment of training to industry needs, has been the ongoing increase in the participation of learners facing barriers, Victorian data shows that the participation of unemployed students for example has increased by 73 per cent between 2008 to 2012 and preliminary data for 2013 indicate that this trend is continuing.

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## Queensland Government comments

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The Queensland Government is committed to revitalising its vocational education and training (VET) sector as a key strategy to deliver on its promise to grow a four pillar economy (based on tourism, agriculture, resources and construction) and reduce unemployment in the State. A vibrant and responsive VET sector will play a pivotal role in achieving the government's vision of a system that fosters economic growth through improved productivity.

In June 2012, the Queensland Government established the Queensland Skills and Training Taskforce to provide independent advice and recommendations to reform the operations and outcomes of Queensland's VET sector. Taskforce membership comprised key industry, business and government leaders.

The Taskforce conducted a comprehensive review of the VET sector, supported by wide ranging and extensive consultation with stakeholders. Upon conclusion of its review in November 2012, the Taskforce delivered its final report, paving the way for a major overhaul of Queensland's VET sector to meet the needs of both industry and students.

The Queensland Government released its government response to the Queensland Skills and Training Taskforce final report in November 2012.

The Government Response supported the majority of the Taskforce's recommendations and committed to the release of a five-year VET action plan in 2013 outlining a long term vision for the sector, supporting Queensland's commitment to focusing on job outcomes, transforming VET investment, renewing TAFE Queensland and reforming trade skill pathways in order to revamp and modernise Queensland's VET sector.

The Queensland Government's five year action plan for further education and training — *Great skills. Real opportunities.* — was released on 8 June 2013. Commencing in 2013 and continuing over a five year period, the plan will deliver sustainable reform for Queensland's VET sector.

Industry, employers, providers, students, apprentices and trainees are at the heart of Queensland skills reforms. Key actions in the plan include:

- engaging industry and employers in a partnership to match training to employment;
- making training accessible to all Queenslanders; and
- delivering quality training linked to employment outcomes.

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## Western Australian Government comments

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Western Australia continues its work towards the strategic goals identified in Skilling WA – A workforce development plan for Western Australia. This plan identifies training as a key mechanism for workforce development as it can increase the potential of all Western Australians to contribute to the state's economic development and to benefit from it.

Western Australia's training system operates over a vast and geographically diverse state. It serves a range of metropolitan, regional and remote communities and the Western Australian government works to ensure that the delivery of services is equitable. In 2012, a network of 365 registered training organisations delivered publicly funded training in 2251 locations across the state and the participation rate in regional and remote areas was high. Students in remote and very remote areas experienced positive outcomes, with 91 per cent of graduates in employment after training.

The Western Australian government works with industry representatives and employers to ensure that training meets stakeholder needs. The apprenticeship system is vital part of this and continues to provide the skills needed by the state. As at 30 June 2012, there was a record high of 45 000 apprentices and trainees in training.

Overall student outcomes were positive for the 145 318 students in 2012, with an 86 per cent student satisfaction rate and an 82 per cent graduate employment rate. In addition, the proportion of qualification completions at Diploma level continued to rise, from 12.2 per cent in 2010 to 13.7 per cent in 2011.

The Western Australian government is deeply committed to improving training and employment outcomes for Aboriginal people and recognises that meaningful outcomes can only be achieved through strong collaboration and partnerships. 2012 was a successful year, with an 88 per cent satisfaction rate among Aboriginal students at Western Australia's State Training Providers and 85 per cent of Aboriginal graduates employed or in further study after training.

In 2013 the Department announced the release of Future Skills WA: Training for tomorrow's opportunities. Future Skills WA will commence on January 1 2014 and Western Australians will be guaranteed a government subsidised training place at a training provider of choice, where the enrolment is in a qualification that meets the priorities of the State. The new reform is intended to increase access to priority training opportunities; give greater student choice of training provider; align investment in skills to meet current and future industry needs; and ensure a sustainable government subsidised training system.

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In the context of these reforms, the Minister for Training and Workforce Development has initiated the independent Seares Review of Western Australia's VET sector. The review will look at strategies and make recommendations to support the future growth of State Training Providers and create a plan for streamlined information flows between industry, the sector and the State Government. The report is due to be delivered in April 2014.



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## South Australian Government comments

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*Skills for All* was implemented during 2012, resulting in the most significant reform in the history of the Vocational Education and Training (VET) system in South Australia, and creating a fully contestable VET market.

*Skills for All* is a demand driven system, more responsive to students, industry and business, supporting the state's productivity and participation objectives. *Skills for All* aims to increase people's skills, labour market outcomes and career opportunities by offering training for existing workers and job seekers. The introduction of *Skills for All* resulted in significant increases in government-funded VET activity from 2011 to 2012:

- Students: increasing by 21.3 per cent, from 101 600 to 123 300
- Course enrolments: increasing by 29.2 per cent, from 112 300 to 145 200
- Subject enrolments: increasing by 25.4 per cent, from 811 400 to 1 017 400
- Increased participation for target groups
- Efficiency improvements with government expenditure per annual hour decreasing by 25.0 per cent, from \$14.09 in 2011 to \$10.57 in 2012.

Infrastructure investment in 2012 resulted in significant progress on the \$125 million Sustainable Industries Education Centre at Tonsley Park and the announcement of the \$38.3 million Mining and Engineering Centre at Regency Park. These two flagship projects highlight the \$250 million investment that the South Australian government has made in VET over the last few years.

South Australia, through its Science, Technology, Engineering and Mathematics (STEM) Strategy provided a range of STEM related educational programs through *Skills for All*, with increased enrolment activity, and progressed two key initiatives:

- Women in STEM – A report providing a comprehensive analysis of female participation rates in STEM fields
- STEM Portal – a one-stop web-based point of reference for all issues related to STEM.

Throughout the year the Department assisted/funded:

- almost 9 000 individuals under *Skills for All* in the Regions programs with almost 2 500 gaining employment and many more continuing their studies
- 135 Aboriginal jobseekers were given the opportunity to undertake training which could lead to jobs in the mining sector through a joint state and Australian Government program Connecting Aboriginal People to Mining
- Additional funds in Adult Community Education to create an extra 6 000 training places aimed at increasing adult literacy and numeracy skills
- South Australia continued the Learner Support Services program, increasing completion rates of students experiencing significant barriers to learning.

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## Tasmanian Government comments

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2012 marked the start of a period of change in the Tasmanian training and workforce development system that will continue over a number of years.

There was a focus on aligning the actions of the Tasmanian Skills Strategy with those of the Tasmanian Economic Development Plan; the renewed National Agreement on Skills and Workforce Development and the new National Partnership Agreement on Skills Reform, both of which were signed in April 2012; and continuing feedback from Tasmanian industry.

The Minister for Education and Skills commissioned a Review of the Role and Function of Tasmania's Public Sector VET Providers in late 2011. The findings of the review, known as the Simmons' Review, have led to significant changes in Tasmania's training system. Major changes include a new *Training and Workforce Development Act* to cover the provision of VET in Tasmania; the establishment of a new sole public registered training organisation, TasTAFE; and new arrangements for how Government seeks strategic advice from industry. Significant work occurred in 2012 to prepare the system for these changes; the changes will come into effect during 2013.

During 2012:

- 42 800 Tasmanians increased their skills through VET studies;
- 13 067 Tasmanian Apprentices and Trainees were in training; and
- 12.3 per cent of the working aged Tasmanians participated in VET.

Participation in and spending on VET fell in 2012. This was partially due to the end of the National Partnership Agreement on Productivity Places Program in 2012, which led to a decline in funding and training places available in the Tasmanian training system.

Tasmanian training contract completion and attrition rates for apprentices and trainees remained significantly higher than the national average in 2012. For example across all occupations, Tasmania's completion rate for contracts started in 2007 was 58.6 per cent compared to the national rate of 50.8 per cent.

Some of the Tasmania's successes in 2012 included:

- The launch of 26TEN, a state-wide campaign to help improve adult literacy in Tasmania, which includes a members program, a website, a 1300 service, literacy awareness and plain English workshops, a grant program and a public awareness campaign;
- Tasmanian Small Employer of the Year, Comstar Systems, and Tasmanian VET teacher of the Year, Fiona French, both won awards in their respective categories at the Australian Training Awards; and
- Skills Tasmania, in partnership with TAFE NSW, managed the National E-learning for Participation and Skills Program for the National VET E-Learning Strategy.

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### Australian Capital Territory Government comments

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The ACT maintained exceptional education levels and employment outcomes between the Census years 2006 and 2011. In 2012 the challenge that confronted the ACT was to both sustain and improve on these high attainment levels. To achieve this, the ACT Government's VET efforts focused on supporting the skill needs of industry and students, including those from disadvantaged groups.

Notable achievements were made in 2012 in the areas of employment-based training in the early childhood education and care (ECEC) sector, support for students with a disability and completions of apprenticeship and traineeships by Aboriginal and Torres Strait Islander young people.

According to NCVET estimates for 2012, completions of traineeships in qualifications approved for the purpose of the *Education and Care Services National Law Act 2010* increased by 59 per cent in the ACT when compared with 2011 completions. In addition, the Joint Group Training Program in the ACT assisted trainees with additional support needs, and their employers, to ensure the successful completion of Certificate III in Children's Services qualifications. Further, an initiative of the ACT Government, beginning in 2012, provided Certificate III in Children's Services scholarships to employees not able to undertake traineeships and subsidies to their employers to provide study release during work hours.

Between 2009 and 2012, the ACT Government funded the Canberra Institute of Technology (CIT) to purchase specialised ICT equipment and adaptive software to assist students with a disability requiring high level support. The CIT also provides disability education advisors and specialist disability support workers to assist students with a disability across four campuses and two flexible learning centres. In 2012 commencements in AQF Certificate III and above qualifications by students with a disability at CIT were 52 per cent higher than in 2008. Completions in AQF Certificate III and above qualifications in 2011 by students with a disability at CIT were also 52 per cent higher than in 2008.

The gap between Indigenous and non-Indigenous youth (age 20-24) with a Year 12 or equivalent attainment narrowed by 4.4 percentage points between 2006 and 2011 in the ACT. In 2012, apprenticeship and traineeship completions by Aboriginal and Torres Strait Islander young people aged 15 to 19 years in the ACT are estimated by NCVET to be 83 per cent higher in 2012 than 2011. In the ACT Australian School-based Apprenticeships (ASBAs) that develop work readiness skills in preparation for further study towards a skilled occupation are assisting young Aboriginal and Torres Strait Islander students to complete their Year 12 and transition to employment and further education or training. Since 2010, the ACT Education and Training Directorate has promoted ASBA programs specifically designed for Aboriginal and Torres Strait Islander students. In 2012 Aboriginal and Torres Strait Islander students are accessing ASBAs in a notably wider range of occupation areas than was the case in the years prior to 2010.

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### Northern Territory Government comments

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In 2012, the Northern Territory Government continued with its strategy to move the State Training Authority into the agency responsible for business and industry. This move has assisted to realign the focus of the authority to meet industry needs, ensuring the Northern Territory is in the best position to develop a workforce that can meet the needs of Territory businesses and the demands of current and future major projects such as:

- Ichthys Liquefied Natural Gas Project
- Bayu-Undan Gas field in the Timor Sea
- Marine Supply Base, which will service the oil and gas industry.

The *Productivity Places Program* entered its final year in 2012 with an allocation of both job seeker and existing worker places across various industry sectors including building and construction, community services and health, mining and electro-technology, primary industries, tourism and hospitality, occupational health and safety and training and assessment. Of the places which commenced in 2012 (1393), 77 per cent have already completed, noting that some participants are still in the process of completing their qualifications.

The Northern Territory continues to have the highest VET participation rate for the nation, with nearly one in every ten (9.3 per cent) Territorians and 12.5 per cent of the working age population (ages 15-64) participating in government funded vocational training.

Additional highlights of 2012 include:

- The department continued to work with industry to identify programs specifically aimed at developing ‘Green Skills’
- 43 per cent of the Northern Territory’s government funded vocational students were indigenous
- 23 per cent of the Northern Territory’s apprentices/trainees who were in-training in 2012 were indigenous
- 48 per cent of the students studying under the apprentice/trainee scheme were training in a traditional trade occupation.

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## 5.6 Definitions of key terms

<b>Adult and community education providers</b>	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.
<b>Annual hours</b>	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.
<b>AVETMISS</b>	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.
<b>Completions</b>	<p>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).</p> <p>Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other data under the outcome indicator 'skill profile', such as data for units of competency and modules completed, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data, that does not enable correct disaggregation of completions by funding source.</p>
<b>Course</b>	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
<b>Course mix weight</b>	Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile.
<b>Employer engagement with VET</b>	The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), or 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.

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**Employer satisfaction with VET**

The proportion of Australian employers who engaged in an aspect of VET, and who were 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.

A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This may be of importance if comparing VET data in this chapter with other VET data.

**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 funded VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, 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 government funded 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 other than English (LOTE) 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

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	and withdrawn.
<b>Module</b>	A unit of training in which a student can enrol and be assessed.
<b>Private provider</b>	A commercial organisation that provides training to individuals and industry.
<b>Program of study</b>	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
<b>Qualification Equivalents (QE)</b>	<p>Qualification Equivalents (QE) is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.</p> <p>QE expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education (ASCED) field of education and qualification level. For example, the median hours associated with a course in the field of education Food, Hospitality and Personal Services at diploma level for 2005 was 1660 hours. The number of hours successfully completed in modules and units of competency from these courses was 353 052. These 353 052 nominal hours represent 213 equivalent diploma qualifications.</p>
<b>Real</b>	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.
<b>Recognition of prior learning (RPL)</b>	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.
<b>Recurrent funding</b>	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
<b>Registered training organisation (RTO)</b>	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.

<b>Remoteness</b>	<p>Remoteness is described using ARIA+, which is published as a 1 kilometre grid or matrix that covers the whole of Australia. The ABS calculated the arithmetic mean ARIA+ values for each Census Collection Districts (CCD) that formed the base level of the Remoteness Structure.</p> <p><b>CCD Average ARIA+ value ranges</b></p> <p>Major Cities: 0 to 0.2          Inner Regional: greater than 0.2 and less than or equal to 2.4          Outer Regional: greater than 2.4 and less than or equal to 5.92          Remote: greater than 5.92 and less than or equal to 10.53          Very remote: greater than 10.53</p>
<b>TAFE</b>	<p>Technical and further education colleges and institutes, which are the primary providers of government funded VET.</p>
<b>Training packages</b>	<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>
<b>Unit of competency</b>	<p>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.</p>
<b>User cost of capital per annual hour</b>	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours and course mix weight.</p>
<b>User cost of capital per load pass</b>	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by successfully completed government funded VET modules or units of competency.</p>
<b>VET participation</b>	<p>VET student participation data presented in this Report refer only to VET students who were funded by government 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.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This distinction between 'student' numbers and the number of 'enrolments' (or 'student enrolments') may be of importance if comparing VET data in this chapter with other VET</p>



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<b>VET participation by Indigenous Australians</b>	<p>data.</p> <p>The number of government funded participants of all ages in the VET system reported as Indigenous as a proportion of the number of Indigenous Australians aged 15–64 years in the Australian population.</p> <p>Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.</p>
<b>VET participation by students speaking a language other than English</b>	<p>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 speaking a language other than English at home.</p>
<b>VET participation rate for people aged 15–64 years</b>	<p>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.</p>
<b>VET participation rate for people of all ages by region</b>	<p>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.</p>
<b>VET program</b>	<p>A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.</p>
<b>Whether the VET course helped graduates achieve their main reason for doing the course</b>	<p>Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.</p>

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## 5.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by a ‘5A’ prefix (for example, table 5A.1). Attachment tables are available on the Review website ([www.pc.gov.au/gsp](http://www.pc.gov.au/gsp)).

<b>Table 5A.1</b>	Government real recurrent expenditure, (2012 dollars) (\$ million)
<b>Table 5A.2</b>	Government real recurrent expenditure, (2012 dollars) (\$ per person aged 15–64 years)
<b>Table 5A.3</b>	VET activity, 2012
<b>Table 5A.4</b>	Government funded VET activity, 2012
<b>Table 5A.5</b>	VET students, all ages, by course level
<b>Table 5A.6</b>	Real net assets of public VET providers per person aged 15–64 years (2012 dollars), (\$ per person)
<b>Table 5A.7</b>	Government payments to non-TAFE providers for VET delivery
<b>Table 5A.8</b>	Allocation of government real funds for VET (2012 dollars)
<b>Table 5A.9</b>	VET participation by age group
<b>Table 5A.10</b>	VET participation by target age group and Indigenous status
<b>Table 5A.11</b>	VET participation of people aged 15–64 years, by sex
<b>Table 5A.12</b>	VET participation, all ages, by region
<b>Table 5A.13</b>	VET students, all ages, by disability status (per cent)
<b>Table 5A.14</b>	VET students, all ages, by language spoken at home (per cent)
<b>Table 5A.15</b>	VET participation, all ages, by language spoken at home
<b>Table 5A.16</b>	VET participation by Indigenous status (per cent)
<b>Table 5A.17</b>	VET participation in Certificate III and above, by target age group and Indigenous status
<b>Table 5A.18</b>	VET participation in Diploma and above, by target age group and Indigenous status
<b>Table 5A.19</b>	Government real recurrent expenditure per annual hour (2012 dollars) (\$ per hour)
<b>Table 5A.20</b>	Government real recurrent expenditure per hour of government funded load pass, (2012 dollars) (\$ per hour)
<b>Table 5A.21</b>	Value of physical non-current assets and user cost of capital, 2012
<b>Table 5A.22</b>	Total government costs per annual hour, 2012 (\$ per hour)
<b>Table 5A.23</b>	Total government VET costs per hour of government funded load pass, 2012 (\$ per hour)
<b>Table 5A.24</b>	User cost of capital per hour of government funded load pass, (\$ per hour) (2012 dollars)

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<b>Table 5A.25</b>	Proportion of VET graduates in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.26</b>	Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.27</b>	Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.28</b>	Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.29</b>	Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.30</b>	Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.31</b>	Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.32</b>	Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent)
<b>Table 5A.33</b>	Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent)
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# 5A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 5.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the Vocational Education and Training Working Group, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

This file is available in Adobe PDF format on the Review web page ([www.pc.gov.au/gsp](http://www.pc.gov.au/gsp)).



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TABLE 5A.1

Table 5A.1

**Government real recurrent expenditure, (2012 dollars) (\$ million) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (f)</i>
2003	1 748.5	1 142.3	893.1	559.1	357.3	114.3	99.5	119.5	5 033.7
2004	1 725.9	1 116.8	820.1	539.9	364.7	110.6	104.2	113.0	4 895.3
2005	1 670.7	1 163.8	850.7	576.4	353.0	114.7	107.3	116.1	4 952.7
2006	1 661.0	1 172.1	805.5	551.6	353.7	116.6	105.1	112.4	4 877.9
2007	1 620.8	1 181.9	890.9	531.8	365.8	122.1	102.4	109.8	4 925.5
2008	1 581.8	1 196.5	923.3	503.3	321.4	121.4	100.2	116.5	4 864.6
2009	1 582.0	1 214.0	997.3	584.5	361.7	123.0	104.6	113.7	5 080.8
2010	1 645.8	1 308.2	994.0	610.7	350.2	140.5	113.4	117.2	5 280.0
2011	1 681.6	1 628.5	1 050.3	754.2	361.9	147.4	108.4	125.8	5 858.2
2012	1 706.1	1 946.3	1 040.2	670.6	331.0	127.2	108.1	118.2	6 047.7

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues 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. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2003-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).
- (d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.
- (f) Totals may not add as a result of rounding.

Source: NCVER unpublished, National financial collection.

TABLE 5A.2

Table 5A.2	<b>Government real recurrent expenditure, (2012 dollars) (\$ per person aged 15–64 years) (a), (b), (c)</b>								
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2008	340.20	335.93	324.01	338.10	303.79	371.71	401.54	742.58	339.16
2009	335.19	333.01	341.39	380.18	337.66	372.77	411.79	702.34	346.97
2010	345.21	353.38	335.24	388.63	323.68	422.57	438.55	710.79	355.64
2011	350.16	434.78	349.49	467.21	332.83	442.45	413.66	758.57	390.07
2012	352.67	513.37	340.96	402.73	303.12	383.46	407.45	703.96	397.77

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues 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. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2008-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).
- (d) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State 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. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.
- (f) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); ABS (Australian Bureau of Statistics) (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.; Table 5A.1.

TABLE 5A.3

Table 5A.3 VET activity, 2012 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of registered training organisations	no.	628	598	606	365	384	123	81	104	2 110
Number of registered training organisation delivery locations	no.	3 923	5 654	8 025	2 251	1 559	502	145	700	22 486

- (a) VET activity for Australia refers to all VET data available for reporting. There were approximately 1.9 million VET students in 2012. This includes all VET delivered by TAFE and other government providers and publicly funded VET programs delivered on a fee-for-service basis.
- (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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
  - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (c) Registered training organisations (RTOs) submit their data via state training authorities as part of their funding agreement. Consequently, some RTOs may be reported in more than one state/territory. The number reported for Australia is the distinct number of RTOs and is not the sum of all states and territories.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students (c) (d)	no.	466 815	494 978	239 655	145 318	123 276	31 698	23 810	21 737	1 547 287
Students who gain some recognition of prior learning	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
Annual hours (e)	million	135.4	184.4	64.3	43.9	31.4	8.9	6.0	4.4	478.7
Average hours per student	no.	290.0	372.5	268.5	302.4	254.8	280.6	251.0	201.9	309.4
TAFE providers (f)	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations (f)	no.	135	181	280	128	42	44	7	262	1 079

- (a) Government funded activity is based on major funding source codes 01, 02, 11, 13 and 15 (codes 01 and 02 relate to historical data). It excludes 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. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded. Until the 2010 Report, government funded activity was based only on major funding source codes 01 and 11. Due to this redefinition, all previously published measures of government funded activity have changed.
- (b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
  - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (d) Represents students who gain some 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.



TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (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. Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory.
- (f) TAFE providers are not the only providers that deliver government funded activity. The student and hour figures include activity from other government, community education and private providers.

*Source:* NCVET unpublished, National VET provider collection.

TABLE 5A.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2012										
Number of students										
Diploma and above (g)	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
Certificate III or IV	'000	219.2	306.2	157.0	83.1	64.1	18.4	14.0	10.4	872.3
Certificate I or II or lower (h)	'000	127.0	82.8	43.6	43.6	30.6	8.5	2.3	8.2	346.7
Other (i)	'000	70.1	23.6	4.9	2.8	12.5	0.8	2.2	2.4	119.3
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
Proportion of VET students										
Diploma and above (g)	%	10.8	16.6	14.3	10.9	13.0	12.6	22.2	3.7	13.5
Certificate III or IV	%	47.0	61.9	65.5	57.2	52.0	57.9	58.8	47.8	56.4
Certificate I or II or lower (h)	%	27.2	16.7	18.2	30.0	24.9	26.9	9.8	37.7	22.4
Other (i)	%	15.0	4.8	2.1	1.9	10.2	2.6	9.2	10.8	7.7
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2011										
Number of students										
Diploma and above (g)	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
Certificate III or IV	'000	214.6	253.2	160.0	80.8	49.8	18.1	12.4	10.4	799.2
Certificate I or II or lower (h)	'000	117.5	79.7	51.5	44.4	23.7	8.9	2.5	8.9	337.0
Other (i)	'000	79.9	24.9	7.0	3.9	15.7	1.1	3.2	1.9	137.6
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
Proportion of VET students										
Diploma and above (g)	%	11.5	18.0	14.6	12.1	12.2	11.1	24.4	2.9	14.1
Certificate III or IV	%	46.1	58.0	62.5	55.1	49.0	57.2	52.0	47.4	53.9
Certificate I or II or lower (h)	%	25.2	18.3	20.1	30.2	23.3	28.3	10.5	40.8	22.7
Other (i)	%	17.2	5.7	2.7	2.7	15.5	3.4	13.2	8.8	9.3
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

TABLE 5A.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2010										
Number of students										
Diploma and above (g)	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
Certificate III or IV	'000	205.9	181.0	144.1	78.5	43.6	18.4	12.2	9.8	693.5
Certificate I or II or lower (h)	'000	121.3	67.7	44.9	46.2	24.4	8.9	2.8	8.5	324.7
Other (i)	'000	89.4	29.4	10.2	2.9	20.3	0.5	3.4	2.3	158.3
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
Proportion of VET students										
Diploma and above (g)	%	10.9	19.0	14.4	11.1	11.2	9.4	26.6	2.8	13.7
Certificate III or IV	%	44.1	52.7	62.0	54.7	43.8	59.9	48.7	46.2	50.9
Certificate I or II or lower (h)	%	26.0	19.7	19.3	32.2	24.6	28.9	11.2	40.3	23.8
Other (i)	%	19.1	8.6	4.4	2.0	20.4	1.7	13.5	10.8	11.6
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
2009										
Number of students										
Diploma and above (g)	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
Certificate III or IV	'000	190.2	152.1	134.9	73.2	40.0	17.3	10.5	9.4	627.7
Certificate I or II or lower (h)	'000	116.8	66.6	43.4	45.2	22.9	9.6	2.6	8.7	315.9
Other (i)	'000	99.7	30.3	10.4	3.0	27.1	0.4	3.6	2.5	177.1
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
Proportion of VET students										
Diploma and above (g)	%	9.0	18.7	12.8	10.6	8.6	8.9	25.5	2.3	12.3
Certificate III or IV	%	42.5	49.6	62.3	53.9	40.6	57.8	46.9	44.7	49.1
Certificate I or II or lower (h)	%	26.1	21.7	20.0	33.3	23.3	31.9	11.6	41.1	24.7
Other (i)	%	22.3	9.9	4.8	2.2	27.5	1.4	16.0	12.0	13.9
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

TABLE 5A.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2008										
Number of students										
Diploma and above (g)	'000	37.3	49.1	24.7	12.6	7.1	3.2	5.3	0.5	139.7
Certificate III or IV	'000	181.9	148.0	130.7	64.4	36.6	17.7	9.9	9.3	598.5
Certificate I or II or lower (h)	'000	118.2	65.5	45.1	43.9	24.9	9.9	2.9	8.6	319.0
Other (i)	'000	110.0	39.2	11.8	5.5	26.8	0.5	3.6	2.5	199.9
All students	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
Proportion of VET students										
Diploma and above (g)	%	8.3	16.3	11.6	9.9	7.5	10.2	24.4	2.2	11.1
Certificate III or IV	%	40.6	49.1	61.6	51.0	38.3	56.6	45.7	44.5	47.6
Certificate I or II or lower (h)	%	26.4	21.7	21.3	34.7	26.1	31.6	13.3	41.2	25.4
Other (i)	%	24.6	13.0	5.6	4.3	28.1	1.6	16.6	12.1	15.9
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Data are for government funded VET students (for additional information refer to footnotes for 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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:

- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
- the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.

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

(d) Totals may not add as a result of rounding. Percentages may not match results of manual calculations due to rounding.

TABLE 5A.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
(e)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(f)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.									
(g)	'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.									
(h)	'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.									
(i)	'Other' includes training programs that do not directly lead to a qualification. That is, non-award courses, subject only enrolments, statement of attainment, and bridging and enabling courses.									
(j)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
(k)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.6

Table 5A.6 **Real net assets of public VET providers per person aged 15–64 years (2012 dollars), (\$ per person) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2008	741.06	850.60	557.75	852.62	497.60	754.90	1 562.20	1 389.74	747.06
2009	722.89	850.63	580.14	790.83	647.37	762.94	1 513.37	1 381.44	749.60
2010	691.49	850.55	567.53	811.20	644.06	715.93	1 515.98	1 419.81	738.49
2011	646.62	805.35	526.11	870.94	614.33	861.02	840.97	1 434.60	700.61
2012	872.04	830.97	502.54	861.68	755.45	814.69	813.45	1 365.15	781.18

(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 2008-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

(c) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

Source: NCVER National financial collection (unpublished); ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.

TABLE 5A.7

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government payments (2012 dollars)										
2011	\$m	189.5	506.2	250.8	138.5	50.9	7.7	8.9	8.4	1 160.8
2012	\$m	148.6	804.2	200.4	132.5	81.0	11.3	8.8	13.5	1 400.3
2012 payments to non-TAFE providers as a proportion of Government recurrent funding (c)	%	8.7	41.3	19.3	19.7	24.5	8.9	8.5	11.4	23.2
Real change in payments to non-TAFE providers between 2011 and 2012 (d)	%	- 21.6	58.9	- 20.1	- 4.4	59.1	48.0	- 1.2	62.0	20.6

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

(b) Data for 2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

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

(d) The percentage change in real payments may not match manual calculations due to rounding of reported figures.

Source: NCVET unpublished, National financial collection.

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2012 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Australian Government recurrent funding	\$m	450.1	292.9	242.3	142.6	88.3	31.7	23.2	14.2	1 285.4
State/Territory Government recurrent funding	\$m	1 165.0	1 547.1	683.9	482.6	219.8	87.1	70.7	77.2	4 333.4
Commonwealth administered programs	\$m	94.3	106.3	114.4	46.4	22.9	8.3	8.7	27.5	428.9
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 709.4</b>	<b>1 946.3</b>	<b>1 040.7</b>	<b>671.5</b>	<b>331.0</b>	<b>127.2</b>	<b>102.6</b>	<b>118.9</b>	<b>6 047.7</b>
Amounts allocated										
Open competitive tendering (d)	\$m	127.7	1 076.9	74.9	24.8	201.0	12.3	9.3	6.0	1 532.9
Limited competitive tendering (e)	\$m	..	..	10.9	..	9.5	1.9	0.8	..	23.1
User choice	\$m	228.3	311.0	201.4	174.5	35.9	28.8	12.8	15.7	1 008.4
<b>Total</b>	<b>\$m</b>	<b>356.0</b>	<b>1 387.9</b>	<b>287.2</b>	<b>199.3</b>	<b>246.4</b>	<b>43.0</b>	<b>23.0</b>	<b>21.7</b>	<b>2 564.5</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	7.5	55.3	7.2	3.7	60.7	9.7	9.1	5.0	25.3
Limited competitive tendering (e)	%	..	..	1.0	..	2.9	1.5	0.8	..	0.4
User choice	%	13.4	16.0	19.4	26.0	10.8	22.6	12.5	13.2	16.7
2011										
Australian Government recurrent funding	\$m	452.4	296.8	239.9	146.2	88.5	31.8	23.1	14.2	1 292.8
State/Territory Government recurrent funding	\$m	1 067.6	1 214.0	710.7	546.3	235.1	102.2	70.8	84.9	4 031.6
Commonwealth administered programs	\$m	162.7	117.8	100.1	62.6	38.3	13.5	9.3	27.6	531.8
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 682.8</b>	<b>1 628.5</b>	<b>1 050.7</b>	<b>755.1</b>	<b>361.9</b>	<b>147.4</b>	<b>103.1</b>	<b>126.7</b>	<b>5 856.3</b>
Amounts allocated										
Open competitive tendering (d)	\$m	178.5	868.6	124.8	17.7	38.6	8.4	14.1	7.8	1 258.6
Limited competitive tendering (e)	\$m	..	..	12.0	..	11.5	0.6	0.8	..	24.9
User choice	\$m	238.3	302.3	197.9	177.8	44.5	32.0	12.9	14.8	1 020.5
<b>Total</b>	<b>\$m</b>	<b>416.9</b>	<b>1 170.9</b>	<b>334.7</b>	<b>195.5</b>	<b>94.5</b>	<b>41.0</b>	<b>27.8</b>	<b>22.6</b>	<b>2 303.9</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	10.6	53.3	11.9	2.3	10.7	5.7	13.7	6.2	21.5



TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2012 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Limited competitive tendering (e)	%	–	–	1.1	–	3.2	0.4	0.8	–	0.4
User choice	%	14.2	18.6	18.8	23.6	12.3	21.7	12.5	11.7	17.4
2010										
Australian Government recurrent funding	\$m	411.2	305.2	247.0	134.1	92.6	33.4	24.3	14.9	1 262.7
State/Territory Government recurrent funding	\$m	1 101.3	947.3	651.4	431.1	220.8	100.4	74.6	78.2	3 605.2
Commonwealth administered programs	\$m	133.8	55.7	96.5	45.9	36.8	6.7	8.5	25.1	409.1
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 646.4</b>	<b>1 308.2</b>	<b>994.9</b>	<b>611.0</b>	<b>350.2</b>	<b>140.5</b>	<b>107.4</b>	<b>118.2</b>	<b>5 276.9</b>
Amounts allocated										
Open competitive tendering (d)	\$m	207.2	303.4	85.4	24.9	29.0	5.8	12.3	7.4	675.3
Limited competitive tendering (e)	\$m	..	..	13.5	..	6.1	0.3	1.0	..	20.9
User choice	\$m	240.2	272.4	208.8	164.4	45.2	35.7	13.7	14.7	995.2
<b>Total</b>	<b>\$m</b>	<b>447.4</b>	<b>575.8</b>	<b>307.6</b>	<b>189.2</b>	<b>80.3</b>	<b>41.9</b>	<b>26.9</b>	<b>22.2</b>	<b>1 691.4</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	12.6	23.2	8.6	4.1	8.3	4.1	11.4	6.3	12.8
Limited competitive tendering (e)	%	–	–	1.4	–	1.8	0.2	0.9	–	0.4
User choice	%	14.6	20.8	21.0	26.9	12.9	25.4	12.7	12.5	18.9
2009										
Australian Government recurrent funding	\$m	404.9	300.2	241.2	124.9	91.0	28.4	24.0	15.1	1 229.8
State/Territory Government recurrent funding	\$m	1 083.7	832.7	691.7	409.6	243.5	88.3	69.8	73.2	3 492.4
Commonwealth administered programs	\$m	94.9	81.0	67.0	49.9	27.3	6.2	5.0	26.4	357.9
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 583.5</b>	<b>1 214.0</b>	<b>999.9</b>	<b>584.5</b>	<b>361.7</b>	<b>123.0</b>	<b>98.8</b>	<b>114.6</b>	<b>5 080.0</b>
Amounts allocated										
Open competitive tendering (d)	\$m	61.4	25.2	35.2	21.4	19.8	5.2	3.5	..	171.8
Limited competitive tendering (e)	\$m	..	..	14.7	..	5.1	0.5	0.2	..	20.6
User choice	\$m	248.6	257.9	210.7	136.9	47.9	36.3	13.4	14.6	966.3
<b>Total</b>	<b>\$m</b>	<b>309.9</b>	<b>283.2</b>	<b>260.7</b>	<b>158.3</b>	<b>72.8</b>	<b>42.1</b>	<b>17.1</b>	<b>14.6</b>	<b>1 158.6</b>

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2012 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	3.9	2.1	3.5	3.7	5.5	4.2	3.5	–	3.4
Limited competitive tendering (e)	%	–	–	1.5	–	1.4	0.4	0.2	–	0.4
User choice	%	15.7	21.2	21.1	23.4	13.2	29.6	13.5	12.7	19.0
2008										
Australian Government recurrent funding	\$m	411.7	299.0	213.3	116.7	96.0	32.9	23.3	14.1	1 207.1
State/Territory Government recurrent funding	\$m	1 168.4	889.6	666.2	375.4	219.4	87.8	71.6	75.2	3 553.5
Commonwealth administered programs	\$m	2.8	8.0	43.9	11.4	6.1	0.8	0.2	28.1	101.1
<b>Government recurrent funding</b>	<b>\$m</b>	<b>1 583.0</b>	<b>1 196.5</b>	<b>923.4</b>	<b>503.5</b>	<b>321.4</b>	<b>121.4</b>	<b>95.1</b>	<b>117.4</b>	<b>4 861.7</b>
Amounts allocated										
Open competitive tendering (d)	\$m	24.3	14.4	14.8	15.4	8.2	4.1	3.6	..	84.7
Limited competitive tendering (e)	\$m	..	..	14.4	..	6.1	0.6	0.2	..	21.3
User choice	\$m	273.9	255.1	205.6	87.4	48.0	19.9	13.6	13.9	917.4
<b>Total</b>	<b>\$m</b>	<b>298.2</b>	<b>269.4</b>	<b>234.8</b>	<b>102.8</b>	<b>62.3</b>	<b>24.6</b>	<b>17.4</b>	<b>13.9</b>	<b>1 023.4</b>
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.5	1.2	1.6	3.1	2.5	3.4	3.7	–	1.7
Limited competitive tendering (e)	%	–	–	1.6	–	1.9	0.5	0.2	–	0.4
User choice	%	17.3	21.3	22.3	17.4	14.9	16.4	14.3	11.8	18.9

(a) Data for 2008-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

(b) Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent funding from earlier reports.

(c) The funding model, involving the phased implementation of demand driven funding is undergoing reform and all jurisdictions are at varying stages of this reform process. Victoria and South Australia have made fundamental changes to their funding models, involving the phased implementation of demand driven funding. In Victoria, the first phase was implemented in mid 2009 for training at higher qualification levels. Full implementation across all qualification levels commenced in January 2011, resulting in a substantial increase in funding for Open Competitive Tendering. In July 2012, South Australia introduced its Skills for All initiative, an entitlement based, demand driven training system. This has resulted in a substantial increase in funding for Open Competitive Tendering. In addition, funding for training for apprentices and trainees will progressively shift away from User Choice to Skills for All.

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

TABLE 5A.8

Table 5A.8 **Allocation of government real funds for VET (2012 dollars) (a), (b), (c)**

	<i>Units</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) The tendering process is restricted to community groups that deliver ACE VET programs.

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

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

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
2012										
Number of students by age										
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
15–19 year olds	'000	151.5	119.7	74.0	43.6	27.1	8.0	4.5	4.9	433.3
20–24 year olds	'000	72.9	100.0	40.9	24.5	20.8	5.8	5.1	3.4	273.4
25–64 year olds	'000	229.0	267.3	119.3	75.3	72.3	17.5	13.9	12.7	807.4
15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Number of students through recognition of prior learning										
All students	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
Participation rate by age (f)										
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
15–19 year olds	%	32.7	33.7	24.2	27.8	25.8	23.7	18.5	30.4	29.7
20–24 year olds	%	14.5	24.3	12.5	13.5	18.1	18.2	15.3	17.9	16.9
25–64 year olds	%	5.9	8.8	4.9	5.7	8.3	6.6	6.7	9.6	6.7
15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
Proportion of students through recognition of prior learning										
All students	%	6.4	8.7	9.6	6.6	10.6	7.0	11.8	4.6	8.1
2011										
Number of students by age										
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
15–19 year olds	'000	150.7	108.9	76.4	44.6	24.8	8.5	4.8	5.2	424.0
20–24 year olds	'000	72.5	88.1	43.5	24.3	17.3	5.9	5.4	3.4	260.6
25–64 year olds	'000	228.7	231.1	128.8	74.7	56.1	16.8	13.4	12.6	762.1
15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Number of students through recognition of prior learning										
All students	no.	32 243	29 752	23 044	9 698	7 988	2 276	2 033	736	107 770

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Participation rate by age (f)										
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
15–19 year olds	%	32.7	30.7	25.2	28.9	23.5	25.2	19.3	32.3	29.2
20–24 year olds	%	14.5	21.4	13.5	13.7	15.0	18.2	16.1	17.8	16.2
25–64 year olds	%	6.0	7.8	5.4	5.8	6.5	6.3	6.6	9.7	6.4
15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
Proportion of students through recognition of prior learning										
All students	%	6.9	6.8	9.0	6.6	7.9	7.2	8.5	3.4	7.3
2010										
Number of students by age										
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
15–19 year olds	'000	150.7	88.4	72.2	45.3	26.7	9.1	5.3	5.3	402.9
20–24 year olds	'000	72.0	71.6	41.7	23.8	17.7	5.9	5.5	3.2	241.4
25–64 year olds	'000	229.4	176.7	113.6	70.8	52.2	15.4	13.8	11.9	683.7
15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Number of students through recognition of prior learning										
All students	no.	29 000	24 056	18 068	8 125	8 404	1 961	2 052	628	92 294
Participation rate by age (f)										
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
15–19 year olds	%	32.5	24.7	23.9	29.4	25.1	26.5	20.6	32.1	27.6
20–24 year olds	%	14.4	17.3	13.1	13.8	15.4	18.2	16.9	16.2	15.0
25–64 year olds	%	6.0	6.0	4.8	5.7	6.1	5.8	6.9	9.2	5.8
15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
Proportion of students through recognition of prior learning										
All students	%	6.2	7.0	7.8	5.7	8.5	6.4	8.2	3.0	6.8

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
2009										
Number of students by age										
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
15–19 year olds	'000	149.0	76.5	72.0	45.0	26.7	8.7	5.3	5.6	388.9
20–24 year olds	'000	68.5	60.0	38.8	22.8	17.2	5.8	5.1	3.1	221.4
25–64 year olds	'000	210.7	160.7	100.3	64.3	50.8	15.2	11.9	11.5	625.3
15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Number of students through recognition of prior learning										
All students	no.	24 557	19 659	14 868	5 878	7 739	2 115	1 194	357	76 367
Participation rate by age (f)										
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
15–19 year olds	%	32.0	21.3	24.0	29.2	25.0	25.4	20.8	34.0	26.6
20–24 year olds	%	13.8	14.8	12.4	13.5	15.3	18.2	16.0	16.4	14.0
25–64 year olds	%	5.6	5.6	4.3	5.3	6.0	5.7	6.0	9.1	5.4
15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
Proportion of students through recognition of prior learning										
All students	%	5.5	6.4	6.9	4.3	7.9	7.0	5.3	1.7	6.0
2008										
Number of students by age										
All students	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
15–19 year olds	'000	150.3	74.8	70.3	44.7	26.7	7.7	5.4	5.5	385.5
20–24 year olds	'000	68.1	59.3	37.6	21.0	16.2	6.1	4.8	3.1	216.2
25–64 year olds	'000	209.2	156.8	99.3	56.5	48.6	17.1	11.1	11.5	609.9
15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Number of students through recognition of prior learning										
All students	no.	21 044	12 898	13 725	3 628	5 731	2 115	1 167	446	60 754

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Participation rate by age (f)										
All students	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
15–19 year olds	%	32.3	21.1	24.0	29.4	25.1	22.7	21.3	33.7	26.6
20–24 year olds	%	14.1	15.3	12.4	13.0	14.7	19.2	15.7	16.9	14.2
25–64 year olds	%	5.6	5.6	4.4	4.8	5.8	6.5	5.7	9.4	5.4
15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4
Proportion of students through recognition of prior learning										
All students	%	4.7	4.3	6.5	2.9	6.0	6.7	5.4	2.1	4.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (c) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (d) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.
- (e) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.
- (f) 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 provider collection (unpublished); ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
All students 18–24 year olds	'000	131.1	172.2	71.5	42.6	34.2	9.9	8.1	5.2	475.0
All students 20–64 year olds	'000	301.9	367.4	160.2	99.8	93.2	23.3	19.0	16.1	1 080.8
All students 15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Indigenous students total	'000	29.3	6.2	15.6	12.3	5.7	1.6	0.8	9.4	80.9
Indigenous students 18–24 year olds	'000	9.0	2.4	4.9	3.5	1.7	0.6	0.3	2.2	24.6
Indigenous students 20–64 year olds	'000	17.2	4.1	10.1	8.8	4.0	1.0	0.5	7.0	52.8
Indigenous students 15–64 year olds	'000	28.6	6.1	15.4	12.2	5.6	1.6	0.8	9.0	79.1
Non-Indigenous students total	'000	422.7	480.6	197.0	112.1	113.3	29.5	21.1	12.2	1 388.5
Non-Indigenous students 18–24 year olds	'000	120.3	167.3	59.4	35.9	31.6	9.2	7.1	3.0	433.8
Non-Indigenous students 20–64 year olds	'000	273.6	356.9	133.2	76.7	85.8	21.9	17.1	8.9	974.0
Non-Indigenous students 15–64 year olds	'000	412.2	473.3	193.3	111.0	110.8	29.2	20.8	11.8	1 362.5
Participation rate by age (e)										
All students total	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
All students 18–24 year olds	%	19.0	30.8	15.8	17.4	21.7	22.0	18.4	20.5	21.4
All students 20–64 year olds	%	6.9	10.7	5.8	6.6	9.4	7.8	7.9	10.6	7.9
All students 15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
Indigenous students total	%	17.0	16.0	9.2	15.6	18.0	7.7	15.7	13.2	13.8
Indigenous students 18–24 year olds	%	37.1	41.3	20.2	31.7	37.1	19.0	39.1	22.8	29.5
Indigenous students 20–64 year olds	%	20.0	20.9	12.0	21.2	24.6	9.0	19.5	18.4	17.6
Indigenous students 15–64 year olds	%	27.1	25.4	14.9	24.4	28.1	12.0	24.1	19.9	21.7
Non-Indigenous students total	%	5.9	8.6	4.5	4.8	7.0	6.0	5.7	7.4	6.3
Non-Indigenous students 18–24 year olds	%	18.1	30.2	13.9	15.3	20.6	21.9	16.2	18.9	20.3
Non-Indigenous students 20–64 year olds	%	6.4	10.4	5.0	5.2	8.8	7.6	7.2	7.9	7.2
Non-Indigenous students 15–64 year olds	%	8.7	12.6	6.6	6.9	10.3	9.2	7.9	9.6	9.2



TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Number of students by age										
All students total	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
All students 18–24 year olds	'000	131.6	153.9	75.5	42.5	29.5	10.2	8.5	5.4	457.2
All students 20–64 year olds	'000	301.2	319.2	172.3	99.0	73.4	22.7	18.8	16.1	1 022.7
All students 15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Indigenous students total	'000	28.7	5.6	16.3	12.3	4.7	1.6	0.6	10.0	79.8
Indigenous students 18–24 year olds	'000	8.7	2.1	5.2	3.5	1.4	0.6	0.2	2.3	24.1
Indigenous students 20–64 year olds	'000	17.1	3.8	10.7	8.4	3.3	1.0	0.4	7.5	52.2
Indigenous students 15–64 year olds	'000	27.8	5.5	15.9	12.0	4.6	1.6	0.6	9.6	77.7
Non-Indigenous students total	'000	420.0	416.7	200.2	110.1	91.6	29.1	18.5	11.7	1 297.9
Non-Indigenous students 18–24 year olds	'000	121.0	147.7	61.6	34.5	26.9	9.5	6.6	3.0	410.7
Non-Indigenous students 20–64 year olds	'000	271.9	304.4	140.5	73.8	65.9	21.0	14.7	8.4	900.7
Non-Indigenous students 15–64 year olds	'000	410.2	408.8	195.8	108.4	88.7	28.7	18.3	11.4	1 270.5
Participation rate by age (e)										
All students total	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
All students 18–24 year olds	%	19.2	27.5	17.0	17.7	18.6	22.4	18.8	20.9	20.7
All students 20–64 year olds	%	6.9	9.4	6.4	6.8	7.5	7.6	7.9	10.7	7.5
All students 15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
Indigenous students total	%	17.0	14.9	9.9	15.8	15.3	7.7	13.3	14.3	13.9
Indigenous students 18–24 year olds	%	37.0	37.9	22.9	32.6	31.1	19.5	35.3	24.7	30.0
Indigenous students 20–64 year olds	%	20.5	20.2	13.1	20.7	20.9	9.2	16.6	20.0	17.9
Indigenous students 15–64 year olds	%	27.1	23.7	15.9	24.4	23.9	12.1	20.3	21.7	21.9
Non-Indigenous students total	%	6.0	7.6	4.6	4.8	5.7	5.9	5.1	7.3	6.0
Non-Indigenous students 18–24 year olds	%	18.3	26.7	14.6	15.0	17.5	22.2	15.0	18.5	19.3
Non-Indigenous students 20–64 year olds	%	6.4	9.0	5.4	5.2	6.8	7.3	6.3	7.5	6.8
Non-Indigenous students 15–64 year olds	%	8.7	11.0	6.7	6.9	8.3	9.0	7.1	9.4	8.7

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Number of students by age										
All students total	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
All students 18–24 year olds	'000	131.9	126.2	73.2	41.9	30.4	10.5	8.8	5.1	428.0
All students 20–64 year olds	'000	301.4	248.4	155.3	94.7	69.9	21.3	19.3	15.1	925.2
All students 15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Indigenous students total	'000	28.1	4.8	14.5	11.5	4.7	1.4	0.7	9.1	74.8
Indigenous students 18–24 year olds	'000	8.0	1.8	4.5	3.3	1.5	0.5	0.2	2.1	21.8
Indigenous students 20–64 year olds	'000	16.1	3.3	9.6	7.8	3.3	0.8	0.4	6.6	47.8
Indigenous students 15–64 year olds	'000	26.8	4.8	14.1	11.1	4.6	1.4	0.7	8.8	72.3
Non-Indigenous students total	'000	420.1	327.4	183.9	107.0	82.1	28.1	19.3	11.8	1 179.7
Non-Indigenous students 18–24 year olds	'000	121.6	121.2	60.7	33.9	24.7	9.7	6.9	3.0	381.8
Non-Indigenous students 20–64 year olds	'000	272.2	236.2	124.4	71.1	58.7	19.5	14.9	8.3	805.2
Non-Indigenous students 15–64 year olds	'000	410.0	321.1	180.7	105.3	80.1	27.7	19.1	11.4	1 155.5
Participation rate by age (e)										
All students total	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
All students 18–24 year olds	%	19.1	22.5	16.6	17.7	19.1	22.9	19.9	19.4	19.4
All students 20–64 year olds	%	7.0	7.4	5.8	6.7	7.2	7.1	8.3	10.1	6.9
All students 15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
Indigenous students total	%	17.0	13.1	9.0	15.1	15.6	6.9	14.1	13.3	13.3
Indigenous students 18–24 year olds	%	35.7	34.6	21.0	31.3	33.4	17.8	31.4	22.2	28.4
Indigenous students 20–64 year olds	%	19.9	17.7	12.3	19.7	21.3	8.2	16.9	18.1	17.0
Indigenous students 15–64 year olds	%	26.8	21.1	14.6	23.3	24.5	11.0	21.7	20.1	20.9
Non-Indigenous students total	%	6.0	6.0	4.3	4.8	5.1	5.7	5.4	7.3	5.5
Non-Indigenous students 18–24 year olds	%	18.2	21.8	14.5	15.0	16.0	22.5	15.9	17.8	17.9
Non-Indigenous students 20–64 year olds	%	6.4	7.1	4.8	5.2	6.1	6.8	6.4	7.4	6.1
Non-Indigenous students 15–64 year olds	%	8.8	8.7	6.3	6.9	7.5	8.7	7.5	9.4	8.0

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Number of students by age										
All students total	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
All students 18–24 year olds	'000	127.6	107.1	68.4	40.5	29.6	10.3	8.5	5.0	397.1
All students 20–64 year olds	'000	279.2	220.7	139.1	87.1	68.0	21.0	16.9	14.6	846.6
All students 15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Indigenous students total	'000	24.9	4.4	13.1	10.2	4.0	1.2	0.5	9.3	67.7
Indigenous students 18–24 year olds	'000	6.6	1.5	3.8	2.8	1.2	0.5	0.2	2.1	18.6
Indigenous students 20–64 year olds	'000	13.9	3.0	8.2	6.8	2.7	0.8	0.4	6.5	42.2
Indigenous students 15–64 year olds	'000	23.3	4.3	12.8	9.9	3.9	1.2	0.5	8.9	64.8
Non-Indigenous students total	'000	401.3	291.1	166.9	96.5	78.3	27.7	19.2	11.4	1 092.5
Non-Indigenous students 18–24 year olds	'000	118.4	102.8	56.8	32.3	24.3	9.6	7.6	2.9	354.8
Non-Indigenous students 20–64 year olds	'000	253.8	209.8	109.8	61.8	54.3	19.3	14.4	7.9	731.1
Non-Indigenous students 15–64 year olds	'000	389.3	283.2	163.8	95.0	75.7	27.4	19.1	11.0	1 064.6
Participation rate by age (e)										
All students total	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
All students 18–24 year olds	%	18.5	19.2	15.7	17.4	18.8	22.5	19.8	19.4	18.2
All students 20–64 year olds	%	6.6	6.7	5.3	6.3	7.1	7.1	7.4	10.1	6.4
All students 15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
Indigenous students total	%	15.4	12.2	8.4	13.7	13.6	6.2	11.1	13.8	12.3
Indigenous students 18–24 year olds	%	30.9	30.8	18.6	28.0	27.8	15.9	23.8	23.1	25.3
Indigenous students 20–64 year olds	%	17.6	17.0	10.9	17.7	18.2	7.9	15.7	18.2	15.4
Indigenous students 15–64 year olds	%	23.9	19.5	13.6	21.2	21.5	9.9	17.0	20.9	19.3
Non-Indigenous students total	%	5.8	5.5	4.0	4.5	5.0	5.7	5.5	7.2	5.2
Non-Indigenous students 18–24 year olds	%	17.7	18.6	13.7	14.5	15.9	22.3	17.9	17.1	16.8
Non-Indigenous students 20–64 year olds	%	6.1	6.4	4.3	4.6	5.7	6.8	6.4	7.2	5.7
Non-Indigenous students 15–64 year olds	%	8.4	7.8	5.8	6.4	7.2	8.6	7.6	9.2	7.4

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of students by age										
All students total	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
All students 18–24 year olds	'000	126.5	104.8	65.8	38.2	28.2	10.4	8.1	5.1	387.2
All students 20–64 year olds	'000	277.3	216.0	137.0	77.4	64.8	23.1	15.9	14.6	826.1
All students 15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Indigenous students total	'000	24.9	4.4	12.7	9.3	4.2	1.2	0.4	9.8	67.0
Indigenous students 18–24 year olds	'000	6.5	1.5	3.6	2.5	1.2	0.4	0.2	2.4	18.2
Indigenous students 20–64 year olds	'000	14.1	3.0	7.8	6.3	2.8	0.9	0.3	7.0	42.2
Indigenous students 15–64 year olds	'000	23.2	4.3	12.3	9.0	4.1	1.2	0.4	9.4	63.9
Non-Indigenous students total	'000	398.1	284.3	169.1	89.5	82.9	29.4	19.3	10.9	1 083.5
Non-Indigenous students 18–24 year olds	'000	117.2	100.1	56.8	30.7	25.4	9.8	7.6	2.7	350.2
Non-Indigenous students 20–64 year olds	'000	250.9	203.2	111.3	55.7	56.7	21.7	14.2	7.5	721.2
Non-Indigenous students 15–64 year olds	'000	385.6	274.7	166.2	87.8	79.9	29.0	19.2	10.5	1 052.9
Participation rate by age (e)										
All students total	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
All students 18–24 year olds	%	18.8	19.5	15.7	17.1	18.4	23.1	19.4	20.3	18.3
All students 20–64 year olds	%	6.6	6.7	5.4	5.8	6.8	7.9	7.1	10.4	6.4
All students 15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4
Indigenous students total	%	15.7	12.5	8.3	12.7	14.5	6.2	9.5	14.7	12.4
Indigenous students 18–24 year olds	%	32.2	31.9	18.6	25.9	29.2	16.1	24.6	26.4	26.0
Indigenous students 20–64 year olds	%	18.4	17.6	10.7	16.8	19.6	9.0	13.1	20.2	15.9
Indigenous students 15–64 year olds	%	24.5	20.2	13.6	19.8	22.7	9.9	15.0	22.6	19.6
Non-Indigenous students total	%	5.9	5.4	4.2	4.3	5.3	6.1	5.6	7.1	5.2
Non-Indigenous students 18–24 year olds	%	18.0	18.8	14.2	14.3	17.0	23.1	18.4	16.8	17.1
Non-Indigenous students 20–64 year olds	%	6.1	6.4	4.5	4.3	6.0	7.7	6.4	7.1	5.7
Non-Indigenous students 15–64 year olds	%	8.5	7.8	6.0	6.1	7.7	9.2	7.8	9.1	7.5

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Number of students by age										
All students total	'000	455.0	294.4	208.6	121.3	94.3	30.2	21.8	21.4	1 247.0
All students 18–24 year olds	'000	130.0	103.2	66.0	39.1	27.7	10.2	8.5	5.3	389.9
All students 20–64 year olds	'000	286.5	211.0	136.5	74.4	63.9	22.7	16.1	14.9	825.9
All students 15–64 year olds	'000	435.8	283.1	204.0	117.8	90.3	29.6	21.4	20.7	1 202.8
Indigenous students total	'000	22.3	4.0	13.2	9.5	4.1	1.2	0.4	10.2	64.8
Indigenous students 18–24 year olds	'000	6.0	1.3	3.7	2.6	1.2	0.5	0.1	2.5	17.9
Indigenous students 20–64 year olds	'000	13.3	2.6	8.5	6.3	2.7	0.8	0.3	7.4	42.0
Indigenous students 15–64 year olds	'000	21.3	3.9	12.7	9.1	4.0	1.1	0.4	9.9	62.4
Non-Indigenous students total	'000	395.7	277.9	173.9	88.5	80.4	28.5	19.7	11.1	1 075.7
Non-Indigenous students 18–24 year olds	'000	117.4	98.3	58.3	31.9	24.7	9.6	8.1	2.8	351.1
Non-Indigenous students 20–64 year olds	'000	250.6	199.2	114.0	54.2	55.4	21.4	14.5	7.4	716.7
Non-Indigenous students 15–64 year olds	'000	383.3	267.8	170.8	87.1	77.7	27.9	19.6	10.7	1 044.9
Participation rate by age (e)										
All students total	%	6.7	5.7	5.1	5.8	6.0	6.1	6.4	10.0	6.0
All students 18–24 year olds	%	19.9	20.0	16.2	18.3	18.3	23.1	20.5	22.5	19.0
All students 20–64 year olds	%	7.0	6.7	5.5	5.8	6.8	7.8	7.3	10.9	6.5
All students 15–64 year olds	%	9.5	8.1	7.4	8.2	8.6	9.1	8.7	13.6	8.6
Indigenous students total	%	14.3	11.6	8.9	13.2	14.3	6.2	8.9	15.7	12.3
Indigenous students 18–24 year olds	%	31.1	29.4	19.8	27.8	30.9	17.9	19.8	29.1	26.5
Indigenous students 20–64 year olds	%	17.9	15.7	11.9	17.4	19.4	8.8	11.5	21.7	16.2
Indigenous students 15–64 year olds	%	23.2	18.8	14.6	20.6	22.8	10.0	13.6	24.3	19.7
Non-Indigenous students total	%	5.9	5.4	4.4	4.4	5.2	6.0	5.8	7.5	5.3
Non-Indigenous students 18–24 year olds	%	18.5	19.2	15.0	15.6	16.8	23.0	19.9	18.6	17.7
Non-Indigenous students 20–64 year olds	%	6.2	6.4	4.7	4.3	6.0	7.6	6.6	7.3	5.8
Non-Indigenous students 15–64 year olds	%	8.6	7.7	6.4	6.2	7.6	8.9	8.1	9.7	7.6

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
Number of students by age										
All students total	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
All students 18–24 year olds	'000	134.1	105.1	67.8	38.4	26.6	10.0	8.4	5.6	395.9
All students 20–64 year olds	'000	299.2	204.4	139.2	72.3	58.1	21.8	16.0	14.5	825.4
All students 15–64 year olds	'000	448.8	276.4	201.8	107.8	85.0	28.6	21.0	20.4	1 189.8
Indigenous students total	'000	20.9	3.7	12.0	9.4	4.5	1.1	0.4	10.2	62.1
Indigenous students 18–24 year olds	'000	5.8	1.2	3.5	2.6	1.3	0.4	0.1	2.5	17.4
Indigenous students 20–64 year olds	'000	12.8	2.5	7.9	6.4	2.9	0.7	0.3	7.0	40.6
Indigenous students 15–64 year olds	'000	20.1	3.5	11.6	9.0	4.3	1.1	0.4	9.8	59.7
Non-Indigenous students total	'000	387.4	265.5	173.8	81.3	75.1	27.7	19.4	10.7	1 040.9
Non-Indigenous students 18–24 year olds	'000	116.8	97.4	60.0	30.4	23.5	9.3	8.0	3.0	348.5
Non-Indigenous students 20–64 year olds	'000	245.1	188.3	116.6	52.5	49.7	20.6	14.5	7.3	694.6
Non-Indigenous students 15–64 year olds	'000	374.8	255.0	170.2	80.1	72.2	27.0	19.3	10.4	1 009.0
Participation rate by age (e)										
All students total	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1
All students 18–24 year olds	%	20.8	21.0	17.1	18.6	17.9	22.7	20.8	24.5	19.8
All students 20–64 year olds	%	7.4	6.6	5.7	5.8	6.2	7.6	7.4	10.9	6.7
All students 15–64 year olds	%	9.9	8.1	7.5	7.7	8.2	8.9	8.7	13.7	8.6
Indigenous students total	%	13.7	11.0	8.3	13.2	16.1	5.8	9.8	15.9	12.0
Indigenous students 18–24 year olds	%	31.1	28.2	19.7	28.9	35.5	17.9	18.9	29.4	26.9
Indigenous students 20–64 year olds	%	17.5	15.1	11.4	18.2	21.2	8.2	15.0	21.2	16.1
Indigenous students 15–64 year olds	%	22.5	17.7	13.7	21.1	25.3	9.6	15.3	24.6	19.5
Non-Indigenous students total	%	5.9	5.3	4.5	4.1	4.9	5.9	5.9	7.4	5.2
Non-Indigenous students 18–24 year olds	%	18.7	19.6	15.8	15.4	16.2	22.5	20.1	21.4	18.0
Non-Indigenous students 20–64 year olds	%	6.1	6.1	4.9	4.3	5.4	7.4	6.8	7.3	5.7
Non-Indigenous students 15–64 year olds	%	8.5	7.5	6.5	5.9	7.1	8.7	8.1	9.6	7.5

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Number of students by age										
All students total	'000	455.8	292.4	198.0	108.4	95.6	28.5	20.1	20.3	1 219.1
All students 18–24 year olds	'000	132.0	105.3	66.6	37.8	27.9	9.5	8.1	4.9	392.1
All students 20–64 year olds	'000	318.2	206.0	134.8	71.1	59.8	21.4	15.1	13.8	840.3
All students 15–64 year olds	'000	428.2	277.9	192.8	105.8	88.7	27.9	20.0	19.2	1 160.5
Indigenous students total	'000	18.3	3.6	11.6	9.5	4.0	1.0	0.3	9.2	57.4
Indigenous students 18–24 year olds	'000	5.2	1.1	3.5	2.5	1.1	0.4	0.1	2.1	16.1
Indigenous students 20–64 year olds	'000	11.9	2.5	8.0	6.7	2.5	0.7	0.2	6.2	38.5
Indigenous students 15–64 year olds	'000	17.3	3.4	11.2	9.1	3.8	1.0	0.3	8.7	54.8
Non-Indigenous students total	'000	351.8	265.8	166.4	79.1	77.6	26.6	18.5	10.9	996.7
Non-Indigenous students 18–24 year olds	'000	112.0	96.7	58.9	29.6	24.6	8.8	7.7	2.8	341.1
Non-Indigenous students 20–64 year olds	'000	244.0	187.9	112.7	51.0	50.8	20.1	13.8	7.5	687.7
Non-Indigenous students 15–64 year olds	'000	336.7	253.7	162.9	77.8	74.4	26.1	18.4	10.3	960.3
Participation rate by age (e)										
All students total	%	6.8	5.9	5.1	5.4	6.2	5.9	6.1	9.9	6.0
All students 18–24 year olds	%	20.7	21.5	17.2	18.8	19.1	21.6	20.2	21.9	19.9
All students 20–64 year olds	%	7.9	6.8	5.7	5.8	6.5	7.5	7.1	10.6	6.9
All students 15–64 year olds	%	9.6	8.3	7.3	7.7	8.7	8.7	8.4	13.2	8.5
Indigenous students total	%	12.2	10.9	8.2	13.6	14.4	5.6	7.7	14.7	11.4
Indigenous students 18–24 year olds	%	29.3	27.8	20.6	29.0	31.0	16.9	20.5	24.9	25.7
Indigenous students 20–64 year olds	%	16.7	15.5	11.8	19.3	18.8	7.8	11.0	19.2	15.7
Indigenous students 15–64 year olds	%	20.1	17.8	13.7	21.8	23.1	9.3	12.4	22.4	18.4
Non-Indigenous students total	%	5.4	5.4	4.4	4.1	5.1	5.7	5.6	7.6	5.1
Non-Indigenous students 18–24 year olds	%	18.1	19.9	15.9	15.3	17.3	21.3	19.5	19.8	17.9
Non-Indigenous students 20–64 year olds	%	6.2	6.2	4.9	4.3	5.6	7.2	6.6	7.6	5.8
Non-Indigenous students 15–64 year olds	%	7.7	7.6	6.4	5.8	7.4	8.4	7.8	9.6	7.2

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004										
Number of students by age										
All students total	'000	411.3	305.5	183.3	105.6	93.5	26.8	19.9	19.1	1 165.0
All students 18–24 year olds	'000	125.6	106.3	63.6	36.5	27.9	8.9	8.0	4.6	381.3
All students 20–64 year olds	'000	284.2	220.0	123.8	69.0	57.8	19.9	15.0	14.3	804.0
All students 15–64 year olds	'000	389.4	290.8	177.8	103.0	87.8	26.1	19.7	18.1	1 112.7
Indigenous students total	'000	15.8	3.4	10.9	9.1	3.6	0.9	0.3	8.4	52.3
Indigenous students 18–24 year olds	'000	4.4	1.0	3.4	2.4	1.0	0.4	0.1	2.1	14.8
Indigenous students 20–64 year olds	'000	10.3	2.3	7.4	6.4	2.4	0.6	0.2	6.1	35.8
Indigenous students 15–64 year olds	'000	15.2	3.2	10.5	8.7	3.5	0.9	0.3	8.0	50.1
Non-Indigenous students total	'000	316.8	271.7	158.2	76.3	75.3	24.9	18.4	10.5	952.1
Non-Indigenous students 18–24 year olds	'000	104.3	95.9	57.7	27.9	24.4	8.3	7.5	2.5	328.6
Non-Indigenous students 20–64 year olds	'000	220.3	196.0	105.9	49.0	47.9	18.6	13.9	8.1	659.7
Non-Indigenous students 15–64 year olds	'000	304.6	259.8	154.8	74.8	72.6	24.3	18.3	10.0	919.1
Participation rate by age (e)										
All students total	%	6.2	6.2	4.8	5.3	6.1	5.5	6.1	9.4	5.8
All students 18–24 year olds	%	19.9	22.1	16.8	18.5	19.4	20.6	20.2	20.8	19.7
All students 20–64 year olds	%	7.1	7.4	5.4	5.7	6.4	7.0	7.1	11.2	6.7
All students 15–64 year olds	%	8.8	8.8	6.9	7.6	8.7	8.2	8.4	12.7	8.3
Indigenous students total	%	10.8	10.5	7.9	13.3	13.4	5.3	7.6	13.7	10.6
Indigenous students 18–24 year olds	%	26.3	26.0	20.4	28.3	29.3	17.2	20.7	24.7	24.5
Indigenous students 20–64 year olds	%	15.0	14.7	11.3	19.1	18.3	7.0	10.7	19.5	15.0
Indigenous students 15–64 year olds	%	18.2	17.0	13.2	21.4	22.1	8.9	12.3	21.0	17.4
Non-Indigenous students total	%	4.9	5.6	4.3	4.0	5.0	5.3	5.7	7.4	4.9
Non-Indigenous students 18–24 year olds	%	17.0	20.1	15.9	14.8	17.4	20.1	19.4	18.2	17.5
Non-Indigenous students 20–64 year olds	%	5.6	6.6	4.7	4.2	5.3	6.8	6.7	8.3	5.6
Non-Indigenous students 15–64 year olds	%	7.0	7.9	6.2	5.7	7.3	7.9	7.9	9.5	7.0



TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003										
Number of students by age										
All students total	'000	483.8	322.3	197.5	109.9	89.5	26.8	19.5	19.2	1 268.6
All students 18–24 year olds	'000	133.5	108.1	67.3	36.3	26.6	8.8	8.0	4.6	393.3
All students 20–64 year olds	'000	337.4	234.6	138.8	74.2	57.1	20.0	14.8	14.0	890.9
All students 15–64 year olds	'000	446.1	304.9	192.8	107.0	84.8	25.8	19.3	18.2	1 198.9
Indigenous students total	'000	15.4	3.4	12.0	8.9	3.9	0.9	0.2	8.8	53.5
Indigenous students 18–24 year olds	'000	4.3	1.1	4.2	2.5	1.0	0.3	0.1	2.1	15.5
Indigenous students 20–64 year olds	'000	10.0	2.4	8.2	6.3	2.6	0.6	0.2	6.1	36.4
Indigenous students 15–64 year olds	'000	14.7	3.3	11.6	8.4	3.7	0.9	0.2	8.1	50.9
Non-Indigenous students total	'000	379.3	280.9	169.0	77.1	75.4	24.7	18.6	9.8	1 034.8
Non-Indigenous students 18–24 year olds	'000	112.1	96.0	60.1	26.9	23.9	8.1	7.7	2.5	337.3
Non-Indigenous students 20–64 year olds	'000	266.3	204.8	117.8	51.3	49.1	18.6	14.2	7.6	729.6
Non-Indigenous students 15–64 year olds	'000	354.9	267.3	165.9	75.6	73.1	24.0	18.5	9.7	989.0
Participation rate by age (e)										
All students total	%	7.3	6.6	5.3	5.6	5.9	5.6	6.0	9.5	6.4
All students 18–24 year olds	%	21.4	23.0	18.4	18.8	19.0	20.4	20.3	21.2	20.7
All students 20–64 year olds	%	8.5	8.0	6.2	6.2	6.3	7.1	7.1	11.0	7.5
All students 15–64 year olds	%	10.1	9.3	7.7	8.0	8.4	8.2	8.3	12.8	9.1
Indigenous students total	%	10.8	10.8	8.9	13.3	14.7	5.0	6.2	14.5	11.0
Indigenous students 18–24 year olds	%	26.8	29.0	25.6	29.8	30.3	16.4	20.7	25.8	26.7
Indigenous students 20–64 year olds	%	14.9	16.0	12.9	19.3	20.5	7.0	9.4	19.9	15.7
Indigenous students 15–64 year olds	%	18.2	18.1	15.2	21.4	23.8	8.7	10.0	22.0	18.2
Non-Indigenous students total	%	5.9	5.8	4.7	4.1	5.0	5.3	5.8	7.0	5.4
Non-Indigenous students 18–24 year olds	%	18.4	20.5	17.1	14.6	17.4	19.9	19.9	17.8	18.3
Non-Indigenous students 20–64 year olds	%	6.8	7.0	5.4	4.4	5.5	6.8	6.9	7.8	6.3
Non-Indigenous students 15–64 year olds	%	8.2	8.2	6.8	5.9	7.4	7.9	8.0	9.2	7.6

TABLE 5A.10

Table 5A.10 **VET participation by target age group and Indigenous status (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.

(c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(d) Data for South Australia include VET in Schools which has been assessed by TAFE.

(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. Series B data for Indigenous population have been used.

*Source:* NCVER unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table 2A.12).

TABLE 5A.11

Table 5A.11 VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2012										
Number of students										
Male students	'000	215.1	251.4	123.1	79.4	58.4	15.4	11.6	11.8	766.2
Female students	'000	237.8	235.2	110.6	64.0	61.2	15.9	11.8	9.2	745.7
All 15–64 year old students	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Participation rate (h)										
Male students	%	8.9	13.3	8.1	9.4	10.7	9.3	8.8	13.3	10.1
Female students	%	9.8	12.4	7.2	7.8	11.2	9.6	8.9	11.5	9.8
All 15–64 year old students	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
2011										
Number of students										
Male students	'000	215.0	218.8	131.8	77.9	49.1	15.8	11.6	12.3	732.3
Female students	'000	236.4	208.2	116.2	65.7	48.7	15.1	11.9	9.0	711.3
All 15–64 year old students	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Participation rate (h)										
Male students	%	9.0	11.7	8.8	9.5	9.0	9.5	8.8	14.0	9.7
Female students	%	9.8	11.1	7.7	8.3	9.0	9.1	9.1	11.4	9.5
All 15–64 year old students	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
2010										
Number of students										
Male students	'000	215.9	175.1	123.2	76.9	49.9	15.4	11.7	11.8	679.9
Female students	'000	235.5	160.4	103.7	63.1	46.5	14.7	12.7	8.5	645.1
All 15–64 year old students	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Participation rate (h)										
Male students	%	9.0	9.5	8.3	9.6	9.2	9.3	9.1	13.7	9.1
Female students	%	9.9	8.7	7.0	8.2	8.6	8.8	9.8	10.8	8.7
All 15–64 year old students	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9

TABLE 5A.11

Table 5A.11 VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2009										
Number of students										
Male students	'000	206.1	156.5	113.8	73.0	47.7	15.3	11.2	11.6	635.1
Female students	'000	221.4	139.8	96.7	59.1	46.9	14.2	11.0	8.7	597.7
All 15–64 year old students	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Participation rate (h)										
Male students	%	8.7	8.6	7.8	9.3	8.9	9.3	8.8	13.6	8.6
Female students	%	9.4	7.7	6.6	7.8	8.8	8.6	8.6	11.2	8.2
All 15–64 year old students	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
2008										
Number of students										
Male students	'000	205.1	152.5	110.4	66.7	45.2	16.5	10.5	11.3	618.1
Female students	'000	222.0	138.2	96.8	55.5	46.1	14.3	10.7	8.8	592.4
All 15–64 year old students	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Participation rate (h)										
Male students	%	8.8	8.6	7.7	8.8	8.5	10.2	8.4	13.7	8.6
Female students	%	9.6	7.8	6.8	7.6	8.7	8.7	8.6	11.8	8.3
All 15–64 year old students	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(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) Development of a unique student identifier is in progress across jurisdictions and it is anticipated that this development will minimise duplicate counting of students enrolled in multiple courses or training providers, leading to a reduction in the reported participation rate over time.

(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(e) Data for South Australia include VET in Schools which has been assessed by TAFE.

TABLE 5A.11

Table 5A.11 **VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
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- (f) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.
- (g) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.
- (h) 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 unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra.

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA (f)	Tas	ACT (g) (h)	NT (i)	Total	Aust (j)
2012											
Number of students											
Major cities	'000	270.1	339.3	130.6	98.6	84.4	–	19.6	–	942.6	942.6
Inner regional	'000	121.2	124.2	58.2	16.6	16.5	20.2	–	–	357.0	357.1
Outer regional	'000	48.5	29.1	41.7	15.5	18.4	10.7	–	10.3	174.2	174.2
Remote and very remote	'000	6.4	0.5	13.3	16.1	5.6	1.6	–	10.5	54.0	54.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	19.4
Total (k)	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3	1 547.3
Participation rate (l)											
Major cities	%	5.0	7.9	4.6	5.3	7.0	–	5.2	–	..	5.9
Inner regional	%	8.6	11.5	6.3	7.6	9.2	6.0	7.1	–	..	8.6
Outer regional	%	10.9	11.9	6.2	8.4	9.1	6.4	–	7.8	..	8.5
Remote and very remote	%	16.2	9.7	9.5	9.6	9.2	15.3	–	10.2	..	10.2
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	..	6.8
2011											
Number of students											
Major cities	'000	278.0	294.0	136.5	98.9	57.6	–	19.6	–	884.6	884.6
Inner regional	'000	121.4	111.9	61.1	16.3	11.8	19.8	0.1	–	342.4	342.4
Outer regional	'000	47.9	27.4	43.1	15.5	14.4	10.5	–	9.8	168.5	168.5
Remote and very remote	'000	6.2	0.5	13.6	15.7	4.1	1.6	–	12.0	53.8	53.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	34.4
Total (k)	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7	1 483.7
Participation rate (l)											
Major cities	%	5.2	7.0	4.9	5.5	4.8	–	5.3	–	..	5.6

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
Inner regional	%	8.7	10.4	6.7	7.7	6.6	5.9	8.9	–	..	8.3
Outer regional	%	10.8	11.2	6.5	8.5	7.1	6.4	–	7.6	..	8.3
Remote and very remote	%	15.9	10.8	9.9	9.7	6.9	14.9	–	11.7	..	10.4
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	..	6.6
2010											
Number of students											
Major cities	'000	267.5	223.3	111.6	84.4	59.6	–	19.6	–	766.0	766.0
Inner regional	'000	111.1	93.7	52.0	28.4	13.6	15.1	1.4	–	315.4	315.4
Outer regional	'000	74.2	21.3	53.3	14.9	14.1	12.4	–	10.0	200.2	200.2
Remote and very remote	'000	10.1	0.4	16.1	16.4	5.6	1.2	–	11.1	61.0	61.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.4	0.6	0.2	0.7	0.2	0.1	–	0.1	2.2	20.8
Total (k)	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3	1 363.3
Participation rate (l)											
Major cities	%	5.1	5.4	4.1	4.8	5.0	–	5.4	–	..	5.0
Inner regional	%	8.0	8.8	5.8	13.8	7.8	4.5	np	–	..	7.8
Outer regional	%	16.8	8.7	8.2	8.3	7.0	7.5	–	7.8	..	9.9
Remote and very remote	%	25.8	8.8	11.9	10.4	9.4	10.9	–	10.9	..	11.9
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	..	6.2
2009											
Number of students											
Major cities	'000	257.6	194.1	105.0	80.8	62.0	–	17.9	–	717.3	717.3
Inner regional	'000	107.2	87.1	47.5	26.8	14.1	14.6	1.4	–	298.7	298.7
Outer regional	'000	70.7	20.3	48.6	13.5	13.5	12.4	–	9.8	188.8	188.8
Remote and very remote	'000	9.1	0.4	15.4	14.9	5.3	1.3	–	11.4	57.8	57.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA (f)	Tas	ACT (g) (h)	NT (i)	Total	Aust (j)
Unknown, unallocated or overseas	'000	0.2	0.6	0.2	0.7	0.2	0.1	–	0.1	1.9	15.5
Total (k)	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1	1 278.1
Participation rate (l)											
Major cities	%	5.0	4.8	3.9	4.7	5.3	–	5.1	–	..	4.7
Inner regional	%	7.8	8.3	5.4	13.4	8.2	4.4	np	–	..	7.5
Outer regional	%	16.1	8.3	7.6	7.6	6.7	7.6	–	7.8	..	9.5
Remote and very remote	%	23.3	7.7	11.5	9.7	8.8	11.7	–	11.3	..	11.4
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	..	5.9
2008											
Number of students											
Major cities	'000	262.4	187.3	101.4	73.6	60.1	–	17.3	–	702.1	702.1
Inner regional	'000	106.1	89.3	45.6	24.4	13.3	15.8	1.3	–	295.8	295.8
Outer regional	'000	69.4	21.1	48.6	13.6	14.0	13.7	–	8.7	189.1	189.1
Remote and very remote	'000	9.3	0.3	15.8	14.6	5.2	1.3	–	12.0	58.5	58.5
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.2	0.6	0.2	0.4	0.1	0.1	–	0.1	1.6	11.5
Total (k)	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0	1 257.0
Participation rate (l)											
Major cities	%	5.1	4.7	3.9	4.5	5.2	–	5.0	–	..	4.7
Inner regional	%	7.8	8.7	5.3	12.6	7.9	4.9	np	–	..	7.5
Outer regional	%	15.8	8.6	7.8	7.7	6.9	8.4	–	7.2	..	9.6
Remote and very remote	%	23.7	6.6	11.9	9.7	8.7	11.6	–	12.2	..	11.7
All students	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	..	5.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.



TABLE 5A.12

Table 5A.12 **VET participation, all ages, by region (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
(c)	For years up to and including 2010, 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.12).										
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.										
(e)	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 inner regional areas in the NT.										
(f)	Data for South Australian includes VET in Schools which has been assessed by TAFE.										
(g)	For years up to and including 2010, 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)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.										
(i)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.										
(j)	For years up to and including 2010, the Australia total incorporates students with an unknown or overseas home postcode, distributed to the 'Unknown, unallocated or overseas' ARIA+ region.										
(k)	For years up to and including 2010, the sum of regions may not add to the state/territory total due to the data being weighted, based on students' home postcode.										
(l)	For years up to and including 2010, 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.										

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

Source: NCVER unpublished, National VET provider collection; ABS (2013), *Regional Population Growth, Australia, 2011-12, Cat. no. 3218.0, Canberra.*

TABLE 5A.13

Table 5A.13 VET students, all ages, by disability status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Proportion of VET students									
Reported as having disability	8.2	7.4	5.7	5.4	7.1	10.8	7.4	5.4	7.2
Reported as not having disability	78.9	92.6	61.8	79.5	92.9	86.9	90.4	89.0	82.3
Disability status not reported	12.9	–	32.4	15.1	–	2.3	2.2	5.6	10.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.4	7.4	8.5	6.3	7.1	11.1	7.6	5.7	8.0
2011									
Proportion of VET students									
Reported as having disability	8.1	7.9	5.9	5.2	5.8	10.5	7.2	5.3	7.2
Reported as not having disability	79.0	87.2	61.4	76.9	94.2	85.4	89.3	89.6	79.7
Disability status not reported	12.8	4.9	32.7	17.9	–	4.1	3.5	5.1	13.1
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.3	8.3	8.7	6.3	5.8	10.9	7.5	5.6	8.3
2010									
Proportion of VET students									
Reported as having disability	7.7	8.0	6.0	5.0	5.9	9.6	7.5	5.3	7.1
Reported as not having disability	79.8	86.9	63.0	76.2	91.3	78.9	90.3	86.4	79.5
Disability status not reported	12.5	5.1	31.0	18.7	2.8	11.4	2.1	8.3	13.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.8	8.4	8.7	6.2	6.0	10.9	7.7	5.8	8.2
2009									
Proportion of VET students									
Reported as having disability	7.4	7.3	6.3	5.0	6.6	9.1	7.1	5.7	6.9
Reported as not having disability	80.5	85.7	69.0	75.0	90.9	81.8	82.1	87.8	80.2
Disability status not reported	12.0	6.9	24.7	20.1	2.6	9.2	10.8	6.5	12.9

TABLE 5A.13

Table 5A.13 VET students, all ages, by disability status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.5	7.9	8.4	6.2	6.7	10.0	8.0	6.1	7.9
2008									
Proportion of VET students									
Reported as having disability	7.6	8.1	4.7	4.9	7.7	8.3	6.8	5.9	6.9
Reported as not having disability	79.1	86.2	73.1	73.1	89.7	85.7	85.8	88.6	80.4
Disability status not reported	13.3	5.7	22.2	22.1	2.6	6.0	7.4	5.6	12.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.7	8.6	6.1	6.2	7.9	8.9	7.4	6.2	7.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(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: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.

(c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(d) Percentages reported are of known responses ('not stated' responses are excluded).

– Nil or rounded to zero.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.14

Table 5A.14 **VET students, all ages, by language spoken at home (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.2	19.5	5.9	12.8	11.6	5.2	12.0	31.5	15.5
Speaking English at home	75.5	78.3	88.6	69.1	73.9	92.6	74.7	61.2	77.8
Language spoken at home not reported	6.3	2.2	5.5	18.0	14.5	2.2	13.3	7.3	6.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.5	19.9	6.3	15.7	13.5	5.3	13.8	34.0	16.6
Proportion of total population speaking a LOTE at home (e)									
	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2
2011									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.2	17.9	5.6	11.8	12.8	4.8	8.5	31.8	14.7
Speaking English at home	76.4	79.3	88.9	69.1	73.5	93.0	77.5	63.7	78.7
Language spoken at home not reported	5.4	2.8	5.5	19.1	13.8	2.1	14.0	4.5	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.3	18.4	6.0	14.6	14.8	4.9	9.9	33.3	15.8
2010									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.6	16.5	5.9	10.9	13.7	4.6	6.3	30.8	14.4
Speaking English at home	75.4	80.2	89.3	69.0	80.8	92.9	78.7	64.9	79.0
Language spoken at home not reported	6.0	3.3	4.9	20.1	5.5	2.5	14.9	4.3	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.8	17.1	6.2	13.7	14.5	4.8	7.4	32.1	15.4

TABLE 5A.14

Table 5A.14 **VET students, all ages, by language spoken at home (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2009									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.7	16.5	6.2	10.3	11.9	3.9	6.9	29.6	14.3
Speaking English at home	73.0	78.4	90.1	68.5	73.6	93.3	86.4	66.0	77.4
Language spoken at home not reported	8.4	5.1	3.7	21.1	14.5	2.8	6.6	4.4	8.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	20.4	17.4	6.4	13.1	13.9	4.0	7.4	30.9	15.6
2008									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.8	15.9	6.2	15.2	12.2	3.2	7.2	31.9	14.8
Speaking English at home	72.6	79.0	90.8	62.9	82.3	94.4	84.8	64.6	77.6
Language spoken at home not reported	8.6	5.1	2.9	21.9	5.5	2.4	8.0	3.5	7.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	20.6	16.7	6.4	19.5	12.9	3.3	7.8	33.1	16.0

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(c) 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: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7%.

(d) Percentages reported are of known responses ('not stated' responses are excluded).

(e) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2011 Census data (table AA.11).

Source: NCVER unpublished, National VET provider collection; ABS (2012), *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0, Canberra (table 2A.11).

TABLE 5A.15

Table 5A.15 VET participation, all ages, by language spoken at home (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>
2011										
Number of students										
Speaking a language other than English (LOTE) at home (d)	'000	84.9	78.0	14.4	17.4	13.0	1.5	2.0	7.0	218.2
Speaking English at home (e)	'000	355.7	346.0	227.5	101.4	74.6	29.4	18.5	14.0	1 167.1
Language spoken at home not reported	'000	25.0	12.4	14.0	28.0	14.0	0.7	3.3	1.0	98.4
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
Participation rate										
Speaking a language other than English (LOTE) at home (d)	%	5.5	6.3	3.4	5.3	5.7	6.9	3.1	12.3	5.6
Speaking English at home (e)	%	7.1	8.9	6.2	5.7	5.7	6.5	6.7	10.5	7.1
Language spoken at home not reported	%	7.1	5.1	6.0	20.2	21.9	3.5	23.0	4.4	9.1
All students (f)	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
2006										
Number of students										
Speaking a language other than English (LOTE) at home (d)	'000	84.6	42.9	11.3	12.6	10.8	1.0	1.6	7.0	171.8
Speaking English at home (e)	'000	299.2	217.9	187.5	82.6	69.5	27.6	18.7	13.0	916.0
Language spoken at home not reported	'000	85.4	40.0	5.8	15.0	11.3	0.9	0.9	1.0	160.2
All students	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
Participation rate										
Speaking a language other than English (LOTE) at home (d)	%	6.4	4.3	3.7	5.6	5.8	6.2	3.4	15.7	5.5
Speaking English at home (e)	%	6.2	5.9	5.6	5.2	5.5	6.3	7.1	10.2	5.9
Language spoken at home not reported	%	22.0	15.6	2.5	11.6	16.8	3.9	6.2	4.9	14.2
All students (f)	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.15

Table 5A.15 **VET participation, all ages, by language spoken at home (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>
(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: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 - 6.7%.									
(c)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(d)	The VET participation rate for people speaking a LOTE is calculated by dividing the number of government funded VET students speaking a LOTE at home (from the National VET provider collection) by the ABS Census population estimate of people speaking a LOTE at home (tables AA.10 and AA.11).									
(e)	The participation rate for people speaking English at home is calculated by dividing the number of government funded VET students speaking mainly English at home by the ABS 2006 Census population estimate of people speaking only English at home (tables AA.10 and AA.11).									
(f)	Participation rates for students are from Table 5A.10.									

*Source:* NCVET unpublished, National VET provider collection; ABS (2007), *2006 Census of Population and Housing*, Cat. no. 2068.0 (tables AA.10-11); ABS (2012), *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0, Canberra (table AA.11); ABS (2011), *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0, Canberra.

TABLE 5A.16

Table 5A.16 VET participation by Indigenous status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Proportion of VET students, all ages									
Reported as Indigenous	6.3	1.2	6.5	8.5	4.6	5.1	3.3	43.0	5.2
Reported as non-Indigenous	90.6	97.1	82.2	77.2	91.9	93.1	88.5	56.0	89.7
Indigenous status not reported	3.2	1.7	11.3	14.3	3.4	1.8	8.2	0.9	5.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.5	1.3	7.4	9.9	4.8	5.2	3.5	43.4	5.5
Proportion of total population reported as Indigenous (f)									
	2.4	0.7	3.7	3.3	1.9	4.1	1.3	30.3	2.6
2011									
Proportion of VET students, all ages									
Reported as Indigenous	6.2	1.3	6.4	8.4	4.7	5.0	2.7	45.5	5.4
Reported as non-Indigenous	90.2	95.5	78.2	75.0	90.1	92.0	77.3	53.6	87.5
Indigenous status not reported	3.6	3.2	15.4	16.6	5.2	3.0	20.0	0.9	7.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.4	1.3	7.5	10.0	4.9	5.2	3.3	45.9	5.8
2010									
Proportion of VET students, all ages									
Reported as Indigenous	6.0	1.4	6.2	8.0	4.8	4.5	2.6	43.1	5.5
Reported as non-Indigenous	89.9	95.3	79.1	74.5	82.7	91.4	77.1	55.9	86.5
Indigenous status not reported	4.1	3.3	14.7	17.5	12.6	4.1	20.2	0.9	8.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.3	1.5	7.3	9.7	5.4	4.7	3.3	43.5	6.0
2009									
Proportion of VET students, all ages									
Reported as Indigenous	5.6	1.4	6.0	7.5	4.1	4.1	2.3	44.2	5.3



TABLE 5A.16

Table 5A.16 VET participation by Indigenous status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
Reported as non-Indigenous	89.7	95.0	77.1	71.1	79.5	92.3	85.5	54.1	85.5
Indigenous status not reported	4.7	3.6	16.9	21.4	16.4	3.6	12.3	1.7	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	5.8	1.5	7.3	9.6	4.9	4.2	2.6	44.9	5.8
2008									
Proportion of VET students, all ages									
Reported as Indigenous	5.6	1.5	6.0	7.4	4.4	3.8	2.0	47.0	5.3
Reported as non-Indigenous	89.0	94.2	79.6	70.8	86.9	93.7	89.6	52.4	86.2
Indigenous status not reported	5.5	4.3	14.4	21.8	8.6	2.5	8.4	0.6	8.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	5.9	1.5	7.0	9.4	4.8	3.9	2.2	47.3	5.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.

(c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(d) Data for South Australia include VET in Schools which has been assessed by TAFE.

(e) Percentages reported are of known responses ('not stated' responses are excluded).

(f) The proportion of the population reported as Indigenous is calculated from ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table 216).

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	269.7	388.6	191.1	98.9	80.1	22.4	19.3	11.2	1 081.3
All students 18–24 year olds	'000	98.1	142.3	60.1	34.2	24.8	7.6	7.0	3.2	377.3
All students 20–64 year olds	'000	204.5	301.5	135.5	73.3	66.4	18.0	15.8	9.4	824.4
All students 15–64 year olds	'000	267.6	385.8	188.0	98.2	79.6	22.2	19.1	11.1	1 071.7
Indigenous students total	'000	12.8	3.7	9.8	4.4	2.3	0.9	0.5	2.8	37.3
Indigenous students 18–24 year olds	'000	4.8	1.5	3.2	1.5	0.7	0.4	0.2	0.7	13.0
Indigenous students 20–64 year olds	'000	9.4	2.7	6.9	3.5	1.9	0.7	0.3	2.4	27.9
Indigenous students 15–64 year olds	'000	12.8	3.7	9.7	4.4	2.3	0.9	0.5	2.8	37.0
Non-Indigenous students total	'000	251.0	378.8	161.9	82.5	75.0	21.1	17.1	8.3	995.6
Non-Indigenous students 18–24 year olds	'000	92.3	138.6	51.6	30.6	23.5	7.1	6.0	2.5	352.3
Non-Indigenous students 20–64 year olds	'000	190.0	293.8	115.6	59.4	62.1	17.0	14.1	6.9	758.9
Non-Indigenous students 15–64 year olds	'000	249.2	376.2	160.0	82.0	74.6	20.9	16.9	8.2	988.0
Participation rate by age (f)										
All students total	%	3.7	6.9	4.2	4.1	4.8	4.4	5.1	4.8	4.8
All students 18–24 year olds	%	14.2	25.4	13.3	14.0	15.7	16.8	15.7	12.5	17.0
All students 20–64 year olds	%	4.7	8.8	4.9	4.9	6.7	6.1	6.5	6.2	6.0
All students 15–64 year olds	%	5.5	10.2	6.2	5.9	7.3	6.7	7.2	6.6	7.0
Indigenous students total	%	7.4	9.6	5.8	5.6	7.4	4.4	9.9	3.9	6.3
Indigenous students 18–24 year olds	%	19.8	26.7	13.1	13.8	14.9	11.8	28.8	7.0	15.6
Indigenous students 20–64 year olds	%	10.9	13.9	8.2	8.3	11.8	6.2	12.7	6.3	9.3
Indigenous students 15–64 year olds	%	12.1	15.2	9.4	8.8	11.7	6.9	15.3	6.1	10.1
Non-Indigenous students total	%	3.5	6.8	3.7	3.5	4.6	4.3	4.6	5.1	4.5
Non-Indigenous students 18–24 year olds	%	13.9	25.0	12.1	13.1	15.3	17.0	13.8	15.8	16.5
Non-Indigenous students 20–64 year olds	%	4.4	8.6	4.3	4.0	6.4	5.9	5.9	6.1	5.6

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 15–64 year olds	%	5.3	10.0	5.4	5.1	7.0	6.6	6.5	6.7	6.7
2011										
Number of students by age										
All students total	'000	268.3	331.7	197.5	98.5	62.2	21.6	18.3	11.0	1 009.1
All students 18–24 year olds	'000	98.3	128.8	61.9	34.0	21.5	7.9	7.0	3.2	362.6
All students 20–64 year olds	'000	202.3	254.4	141.7	72.9	49.9	16.9	14.8	9.1	762.0
All students 15–64 year olds	'000	266.1	329.6	193.9	97.9	61.8	21.5	18.1	10.9	999.8
Indigenous students total	'000	12.4	3.2	9.8	4.1	1.9	0.9	0.4	2.9	35.4
Indigenous students 18–24 year olds	'000	4.6	1.4	3.3	1.4	0.6	0.4	0.2	0.7	12.5
Indigenous students 20–64 year olds	'000	9.0	2.4	7.1	3.1	1.5	0.6	0.3	2.5	26.5
Indigenous students 15–64 year olds	'000	12.3	3.2	9.7	4.0	1.9	0.9	0.4	2.8	35.1
Non-Indigenous students total	'000	249.1	318.1	161.2	79.2	56.9	20.0	14.1	8.1	906.7
Non-Indigenous students 18–24 year olds	'000	92.7	124.1	52.6	29.2	20.0	7.4	5.5	2.5	333.9
Non-Indigenous students 20–64 year olds	'000	187.4	243.7	119.5	56.9	45.5	15.7	11.6	6.5	686.8
Non-Indigenous students 15–64 year olds	'000	247.5	316.1	159.3	78.7	56.6	19.9	14.1	8.0	900.0
Participation rate by age (f)										
All students total	%	3.7	6.0	4.4	4.2	3.8	4.2	5.0	4.8	4.5
All students 18–24 year olds	%	14.3	23.0	13.9	14.2	13.6	17.4	15.5	12.5	16.5
All students 20–64 year olds	%	4.7	7.5	5.2	5.0	5.1	5.7	6.2	6.1	5.6
All students 15–64 year olds	%	5.5	8.8	6.5	6.1	5.7	6.4	6.9	6.6	6.7
Indigenous students total	%	7.3	8.6	5.9	5.2	6.0	4.3	7.5	4.1	6.2
Indigenous students 18–24 year olds	%	19.7	24.9	14.3	13.4	12.3	12.4	22.3	7.5	15.6
Indigenous students 20–64 year olds	%	10.7	12.7	8.7	7.7	9.6	6.0	10.5	6.6	9.1
Indigenous students 15–64 year olds	%	11.9	13.8	9.7	8.2	9.6	6.7	11.6	6.4	9.9
Non-Indigenous students total	%	3.5	5.8	3.7	3.5	3.5	4.1	3.9	5.0	4.2
Non-Indigenous students 18–24 year olds	%	14.0	22.4	12.5	12.7	13.0	17.4	12.4	15.2	15.7

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 20–64 year olds	%	4.4	7.2	4.6	4.0	4.7	5.4	4.9	5.8	5.2
Non-Indigenous students 15–64 year olds	%	5.3	8.5	5.5	5.0	5.3	6.2	5.4	6.6	6.1
2010										
Number of students by age										
All students total	'000	256.8	246.3	177.5	94.5	54.7	21.3	18.8	10.4	880.3
All students 18–24 year olds	'000	96.2	102.7	60.2	33.1	20.4	8.3	7.1	3.1	331.1
All students 20–64 year olds	'000	192.5	185.7	124.8	69.1	42.8	16.0	15.0	8.3	654.4
All students 15–64 year olds	'000	254.6	244.9	174.9	93.9	54.4	21.2	18.5	10.3	872.6
Indigenous students total	'000	11.0	2.6	8.6	3.5	1.5	0.7	0.4	2.5	30.7
Indigenous students 18–24 year olds	'000	4.0	1.1	2.8	1.2	0.5	0.3	0.1	0.6	10.7
Indigenous students 20–64 year olds	'000	7.9	1.9	6.3	2.7	1.2	0.5	0.3	2.1	22.8
Indigenous students 15–64 year olds	'000	10.9	2.6	8.5	3.5	1.4	0.7	0.4	2.5	30.4
Non-Indigenous students total	'000	239.3	236.3	145.4	76.6	45.2	19.7	14.2	7.8	784.4
Non-Indigenous students 18–24 year olds	'000	91.3	99.1	51.8	28.6	16.7	7.7	5.6	2.5	303.2
Non-Indigenous students 20–64 year olds	'000	179.1	177.6	103.0	54.8	36.2	14.8	11.3	6.2	583.0
Non-Indigenous students 15–64 year olds	'000	237.7	234.9	143.7	76.2	45.1	19.6	14.1	7.7	779.1
Participation rate by age (f)										
All students total	%	3.6	4.5	4.0	4.1	3.4	4.2	5.2	4.5	4.0
All students 18–24 year olds	%	14.0	18.3	13.7	14.0	12.9	18.0	16.0	11.8	15.0
All students 20–64 year olds	%	4.5	5.6	4.7	4.9	4.4	5.4	6.5	5.6	4.9
All students 15–64 year olds	%	5.3	6.6	5.9	6.0	5.0	6.4	7.2	6.2	5.9
Indigenous students total	%	6.7	7.0	5.3	4.6	4.8	3.6	8.3	3.6	5.5
Indigenous students 18–24 year olds	%	18.1	20.9	12.8	11.7	10.9	10.9	20.5	6.8	13.9
Indigenous students 20–64 year olds	%	9.8	10.1	8.0	6.8	7.9	4.8	11.4	5.7	8.1
Indigenous students 15–64 year olds	%	10.9	11.3	8.7	7.2	7.7	5.7	12.9	5.7	8.8
Non-Indigenous students total	%	3.4	4.4	3.4	3.5	2.8	4.0	4.0	4.8	3.7

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 18–24 year olds	%	13.7	17.8	12.4	12.7	10.8	18.0	12.8	14.6	14.3
Non-Indigenous students 20–64 year olds	%	4.2	5.3	4.0	4.0	3.8	5.1	4.9	5.5	4.4
Non-Indigenous students 15–64 year olds	%	5.1	6.4	5.0	5.0	4.2	6.1	5.5	6.3	5.4
2009										
Number of students by age										
All students total	'000	230.7	209.5	162.7	87.6	48.5	20.0	16.3	9.9	785.1
All students 18–24 year olds	'000	94.2	86.5	58.5	32.1	18.9	7.9	6.9	2.9	307.8
All students 20–64 year olds	'000	167.7	156.8	110.5	61.8	37.4	15.1	12.6	7.9	569.8
All students 15–64 year olds	'000	228.5	207.5	160.1	86.9	48.2	19.9	16.2	9.8	777.1
Indigenous students total	'000	8.7	2.4	7.5	3.0	1.1	0.7	0.3	2.4	26.2
Indigenous students 18–24 year olds	'000	3.1	0.9	2.3	1.0	0.4	0.3	0.1	0.6	8.8
Indigenous students 20–64 year olds	'000	6.3	1.8	5.2	2.3	0.9	0.5	0.3	2.0	19.3
Indigenous students 15–64 year olds	'000	8.6	2.3	7.4	3.0	1.1	0.7	0.3	2.4	25.9
Non-Indigenous students total	'000	216.5	201.4	130.7	70.0	40.5	18.6	13.8	7.3	698.8
Non-Indigenous students 18–24 year olds	'000	90.0	83.8	50.1	27.6	16.2	7.4	6.2	2.2	283.4
Non-Indigenous students 20–64 year olds	'000	157.6	150.6	89.8	48.2	31.3	14.1	10.7	5.7	507.9
Non-Indigenous students 15–64 year olds	'000	215.1	199.7	129.4	69.6	40.4	18.5	13.8	7.2	693.6
Participation rate by age (f)										
All students total	%	3.3	3.9	3.8	3.9	3.0	4.0	4.6	4.4	3.6
All students 18–24 year olds	%	13.7	15.5	13.4	13.7	12.0	17.2	16.0	11.0	14.1
All students 20–64 year olds	%	3.9	4.8	4.2	4.5	3.9	5.1	5.5	5.4	4.3
All students 15–64 year olds	%	4.8	5.7	5.5	5.7	4.5	6.0	6.4	6.0	5.3
Indigenous students total	%	5.4	6.7	4.8	4.1	3.8	3.4	7.3	3.6	4.7
Indigenous students 18–24 year olds	%	14.6	18.8	11.3	10.1	8.8	11.0	18.3	6.5	11.9
Indigenous students 20–64 year olds	%	8.0	10.0	6.9	6.0	6.3	4.8	11.4	5.7	7.1
Indigenous students 15–64 year olds	%	8.9	10.7	7.8	6.5	6.2	5.5	11.4	5.6	7.7

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students total	%	3.1	3.8	3.1	3.2	2.6	3.8	3.9	4.6	3.3
Non-Indigenous students 18–24 year olds	%	13.5	15.1	12.1	12.3	10.6	17.2	14.6	13.3	13.4
Non-Indigenous students 20–64 year olds	%	3.8	4.6	3.5	3.6	3.3	4.9	4.7	5.1	3.9
Non-Indigenous students 15–64 year olds	%	4.7	5.5	4.6	4.7	3.8	5.8	5.5	6.0	4.8
2008										
Number of students by age										
All students total	'000	219.2	197.1	155.4	77.0	43.7	20.9	15.1	9.7	738.2
All students 18–24 year olds	'000	93.0	84.5	56.5	29.9	17.9	8.0	6.5	2.7	298.9
All students 20–64 year olds	'000	156.5	144.1	106.3	51.1	33.3	16.1	11.6	7.8	526.9
All students 15–64 year olds	'000	217.0	195.0	153.5	76.3	43.5	20.7	15.0	9.6	730.6
Indigenous students total	'000	8.3	2.2	7.3	3.0	1.0	0.7	0.3	2.6	25.4
Indigenous students 18–24 year olds	'000	3.0	0.9	2.3	1.0	0.4	0.3	0.1	0.7	8.5
Indigenous students 20–64 year olds	'000	5.9	1.6	5.1	2.2	0.8	0.5	0.2	2.2	18.6
Indigenous students 15–64 year olds	'000	8.2	2.1	7.2	2.9	1.0	0.7	0.3	2.6	25.0
Non-Indigenous students total	'000	205.2	187.4	129.8	61.0	40.3	19.8	13.7	7.0	664.2
Non-Indigenous students 18–24 year olds	'000	88.7	81.2	50.2	25.7	16.5	7.6	6.2	2.0	278.1
Non-Indigenous students 20–64 year olds	'000	147.0	136.5	89.0	39.6	30.7	15.3	10.4	5.5	474.0
Non-Indigenous students 15–64 year olds	'000	203.8	185.6	128.8	60.6	40.0	19.7	13.6	6.9	659.1
Participation rate by age (f)										
All students total	%	3.2	3.7	3.7	3.5	2.8	4.2	4.3	4.4	3.5
All students 18–24 year olds	%	13.8	15.8	13.5	13.4	11.6	17.8	15.4	10.9	14.1
All students 20–64 year olds	%	3.7	4.5	4.2	3.8	3.5	5.5	5.2	5.5	4.1
All students 15–64 year olds	%	4.7	5.5	5.4	5.1	4.1	6.4	6.0	6.1	5.1
Indigenous students total	%	5.3	6.2	4.8	4.1	3.6	3.6	5.9	4.0	4.7
Indigenous students 18–24 year olds	%	14.8	18.5	11.9	10.1	8.7	10.8	15.9	7.4	12.2
Indigenous students 20–64 year olds	%	7.7	9.4	7.0	5.8	5.7	5.5	9.1	6.5	7.0

TABLE 5A.17

Table 5A.17 **VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students 15–64 year olds	%	8.7	10.0	7.9	6.5	5.8	5.8	9.3	6.2	7.7
Non-Indigenous students total	%	3.0	3.6	3.2	2.9	2.6	4.1	4.0	4.6	3.2
Non-Indigenous students 18–24 year olds	%	13.6	15.3	12.5	12.0	11.0	17.9	14.9	12.8	13.6
Non-Indigenous students 20–64 year olds	%	3.6	4.3	3.6	3.0	3.3	5.4	4.7	5.2	3.8
Non-Indigenous students 15–64 year olds	%	4.5	5.2	4.7	4.2	3.8	6.2	5.5	6.0	4.7

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year.

(c) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.

(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(e) Data for South Australia include VET in Schools which has been assessed by TAFE.

(f) 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. Series B data for Indigenous population have been used.

*Source:* NCVET unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2008), *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table AA.16).

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
All students 18–24 year olds	'000	14.6	28.5	9.4	4.9	3.6	0.7	1.5	0.1	63.3
All students 20–64 year olds	'000	45.0	70.8	27.8	13.2	14.9	3.8	4.9	0.8	181.1
All students 15–64 year olds	'000	50.1	82.0	33.4	15.8	15.9	4.0	5.3	0.8	207.1
Indigenous students total										
Indigenous students 18–24 year olds	'000	0.4	0.2	0.3	0.1	–	–	–	–	1.1
Indigenous students 20–64 year olds	'000	1.7	0.5	1.1	0.2	0.2	0.1	0.1	0.2	4.0
Indigenous students 15–64 year olds	'000	1.8	0.5	1.3	0.3	0.2	0.1	0.1	0.2	4.4
Non-Indigenous students total										
Non-Indigenous students 18–24 year olds	'000	14.0	28.0	7.0	4.4	3.5	0.6	1.4	0.1	59.0
Non-Indigenous students 20–64 year olds	'000	41.8	69.2	23.2	10.8	14.3	3.6	4.5	0.6	168.1
Non-Indigenous students 15–64 year olds	'000	46.8	80.2	27.1	13.1	15.3	3.8	4.9	0.6	191.8
Participation rate by age (g)										
All students total	%	0.7	1.5	0.7	0.7	1.0	0.8	1.4	0.3	0.9
All students 18–24 year olds	%	2.1	5.1	2.1	2.0	2.3	1.5	3.4	0.5	2.9
All students 20–64 year olds	%	1.0	2.1	1.0	0.9	1.5	1.3	2.0	0.5	1.3
All students 15–64 year olds	%	1.0	2.2	1.1	0.9	1.5	1.2	2.0	0.5	1.4
Indigenous students total										
Indigenous students 18–24 year olds	%	1.8	3.2	1.3	0.8	1.1	0.9	3.6	0.1	1.4
Indigenous students 20–64 year olds	%	1.9	2.4	1.3	0.5	1.2	1.1	2.9	0.4	1.3
Indigenous students 15–64 year olds	%	1.7	2.2	1.2	0.5	1.1	1.0	2.4	0.4	1.2
Non-Indigenous students total										
Non-Indigenous students 18–24 year olds	%	2.1	5.1	1.6	1.9	2.3	1.5	3.1	0.8	2.8
Non-Indigenous students 20–64 year olds	%	1.0	2.0	0.9	0.7	1.5	1.3	1.9	0.5	1.3



TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 15–64 year olds	%	1.0	2.1	0.9	0.8	1.4	1.2	1.9	0.5	1.3
2011										
Number of students by age										
All students total	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
All students 18–24 year olds	'000	15.4	28.5	9.9	5.5	3.0	0.6	1.9	0.1	64.9
All students 20–64 year olds	'000	47.8	66.3	30.5	14.9	11.4	3.3	5.3	0.6	180.0
All students 15–64 year olds	'000	53.3	78.2	36.5	17.6	12.4	3.5	5.8	0.6	207.9
Indigenous students total	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
Indigenous students 18–24 year olds	'000	0.3	0.2	0.3	0.1	–	–	–	–	1.0
Indigenous students 20–64 year olds	'000	1.4	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.7
Indigenous students 15–64 year olds	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
Non-Indigenous students total	'000	49.8	76.1	29.1	14.4	11.7	3.3	4.8	0.5	189.7
Non-Indigenous students 18–24 year olds	'000	14.8	27.9	7.4	4.9	2.9	0.6	1.5	0.1	60.0
Non-Indigenous students 20–64 year olds	'000	44.1	64.1	24.9	11.9	10.7	3.1	4.4	0.5	163.7
Non-Indigenous students 15–64 year olds	'000	49.4	75.7	28.8	14.3	11.6	3.3	4.8	0.5	188.5
Participation rate by age (g)										
All students total	%	0.7	1.4	0.8	0.8	0.8	0.7	1.6	0.3	0.9
All students 18–24 year olds	%	2.2	5.1	2.2	2.3	1.9	1.4	4.1	0.4	2.9
All students 20–64 year olds	%	1.1	2.0	1.1	1.0	1.2	1.1	2.2	0.4	1.3
All students 15–64 year olds	%	1.1	2.1	1.2	1.1	1.1	1.0	2.2	0.4	1.4
Indigenous students total	%	0.9	1.2	0.8	0.4	0.7	0.4	1.8	0.2	0.7
Indigenous students 18–24 year olds	%	1.4	3.0	1.2	0.8	1.1	0.5	4.4	0.2	1.2
Indigenous students 20–64 year olds	%	1.7	2.1	1.3	0.7	1.2	0.8	3.1	0.4	1.3
Indigenous students 15–64 year olds	%	1.5	2.0	1.2	0.7	1.1	0.7	2.8	0.3	1.2
Non-Indigenous students total	%	0.7	1.4	0.7	0.6	0.7	0.7	1.3	0.3	0.9
Non-Indigenous students 18–24 year olds	%	2.2	5.0	1.7	2.1	1.9	1.4	3.5	0.5	2.8

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 20–64 year olds	%	1.0	1.9	1.0	0.8	1.1	1.1	1.9	0.4	1.2
Non-Indigenous students 15–64 year olds	%	1.1	2.0	1.0	0.9	1.1	1.0	1.9	0.4	1.3
2010										
Number of students by age										
All students total	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
All students 18–24 year olds	'000	16.7	24.8	9.7	5.3	3.1	0.6	2.0	0.1	62.3
All students 20–64 year olds	'000	44.1	54.2	27.5	13.1	10.0	2.7	6.0	0.6	158.1
All students 15–64 year olds	'000	50.5	65.0	33.1	15.9	11.1	2.9	6.6	0.6	185.5
Indigenous students total	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
Indigenous students 18–24 year olds	'000	0.3	0.1	0.3	0.1	–	–	–	–	0.9
Indigenous students 20–64 year olds	'000	1.2	0.4	1.0	0.2	0.2	0.1	0.1	0.1	3.2
Indigenous students 15–64 year olds	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
Non-Indigenous students total	'000	47.5	62.6	26.4	13.0	10.2	2.7	5.5	0.5	168.3
Non-Indigenous students 18–24 year olds	'000	16.1	24.2	7.4	4.7	2.9	0.6	1.7	0.1	57.7
Non-Indigenous students 20–64 year olds	'000	41.0	51.7	22.3	10.4	9.2	2.5	5.0	0.4	142.5
Non-Indigenous students 15–64 year olds	'000	47.2	62.2	26.2	12.9	10.2	2.7	5.4	0.5	167.3
Participation rate by age (g)										
All students total	%	0.7	1.2	0.8	0.7	0.7	0.6	1.8	0.3	0.8
All students 18–24 year olds	%	2.4	4.4	2.2	2.3	2.0	1.3	4.5	0.4	2.8
All students 20–64 year olds	%	1.0	1.6	1.0	0.9	1.0	0.9	2.6	0.4	1.2
All students 15–64 year olds	%	1.1	1.8	1.1	1.0	1.0	0.9	2.5	0.4	1.2
Indigenous students total	%	0.8	1.1	0.7	0.3	0.7	0.4	2.1	0.2	0.6
Indigenous students 18–24 year olds	%	1.4	2.4	1.2	0.7	0.9	0.5	4.4	0.2	1.1
Indigenous students 20–64 year olds	%	1.4	1.9	1.2	0.6	1.2	0.6	3.4	0.3	1.1
Indigenous students 15–64 year olds	%	1.3	1.8	1.1	0.5	1.1	0.6	3.3	0.3	1.0
Non-Indigenous students total	%	0.7	1.2	0.6	0.6	0.6	0.6	1.5	0.3	0.8

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students 18–24 year olds	%	2.4	4.4	1.8	2.1	1.9	1.3	3.9	0.6	2.7
Non-Indigenous students 20–64 year olds	%	1.0	1.6	0.9	0.8	1.0	0.9	2.2	0.4	1.1
Non-Indigenous students 15–64 year olds	%	1.0	1.7	0.9	0.8	1.0	0.8	2.1	0.4	1.2
2009										
Number of students by age										
All students total	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
All students 18–24 year olds	'000	17.1	23.3	9.3	5.2	2.6	0.6	2.1	0.1	60.2
All students 20–64 year olds	'000	33.1	46.3	22.0	11.4	7.5	2.5	5.0	0.5	128.2
All students 15–64 year olds	'000	40.2	56.9	27.4	14.3	8.4	2.6	5.7	0.5	156.1
Indigenous students total	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
Indigenous students 18–24 year olds	'000	0.2	0.1	0.2	0.1	–	–	–	–	0.7
Indigenous students 20–64 year olds	'000	0.8	0.3	0.8	0.2	0.2	0.1	–	0.1	2.4
Indigenous students 15–64 year olds	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
Non-Indigenous students total	'000	38.9	55.6	21.6	12.0	7.7	2.5	5.2	0.4	143.9
Non-Indigenous students 18–24 year olds	'000	16.7	22.8	7.0	4.7	2.5	0.6	1.9	0.1	56.2
Non-Indigenous students 20–64 year olds	'000	31.7	44.8	18.0	9.3	6.8	2.3	4.5	0.4	117.8
Non-Indigenous students 15–64 year olds	'000	38.7	55.2	21.4	11.9	7.7	2.5	5.2	0.4	143.0
Participation rate by age (g)										
All students total	%	0.6	1.1	0.6	0.6	0.5	0.5	1.6	0.2	0.7
All students 18–24 year olds	%	2.5	4.2	2.1	2.2	1.7	1.3	4.8	0.4	2.7
All students 20–64 year olds	%	0.8	1.4	0.8	0.8	0.8	0.8	2.2	0.3	1.0
All students 15–64 year olds	%	0.9	1.6	0.9	0.9	0.8	0.8	2.3	0.3	1.1
Indigenous students total	%	0.5	1.1	0.6	0.3	0.6	0.3	1.2	0.1	0.5
Indigenous students 18–24 year olds	%	1.1	2.5	0.9	0.6	0.9	0.4	3.4	0.1	0.9
Indigenous students 20–64 year olds	%	1.0	2.0	1.0	0.4	1.1	0.5	1.7	0.3	0.9
Indigenous students 15–64 year olds	%	0.9	1.8	0.9	0.4	1.0	0.4	1.8	0.2	0.8

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students total	%	0.6	1.0	0.5	0.6	0.5	0.5	1.5	0.2	0.7
Non-Indigenous students 18–24 year olds	%	2.5	4.1	1.7	2.1	1.6	1.3	4.5	0.5	2.7
Non-Indigenous students 20–64 year olds	%	0.8	1.4	0.7	0.7	0.7	0.8	2.0	0.3	0.9
Non-Indigenous students 15–64 year olds	%	0.8	1.5	0.8	0.8	0.7	0.8	2.1	0.3	1.0
2008										
Number of students by age										
All students total	'000	37.3	49.1	24.7	12.6	7.1	3.2	5.3	0.5	139.7
All students 18–24 year olds	'000	17.4	21.5	8.1	4.8	2.5	0.7	2.0	0.1	57.1
All students 20–64 year olds	'000	29.8	38.8	19.9	9.7	6.2	3.0	4.5	0.4	112.4
All students 15–64 year olds	'000	37.2	48.6	24.5	12.5	7.1	3.2	5.2	0.5	138.7
Indigenous students total	'000	0.7	0.3	0.8	0.2	0.1	0.1	0.1	0.1	2.5
Indigenous students 18–24 year olds	'000	0.2	0.1	0.2	0.1	–	–	–	–	0.6
Indigenous students 20–64 year olds	'000	0.6	0.3	0.7	0.2	0.1	0.1	0.1	0.1	2.2
Indigenous students 15–64 year olds	'000	0.7	0.3	0.8	0.2	0.1	0.1	0.1	0.1	2.4
Non-Indigenous students total	'000	35.9	47.2	19.8	10.5	6.8	3.1	4.9	0.3	128.5
Non-Indigenous students 18–24 year olds	'000	16.9	20.9	6.4	4.3	2.4	0.6	1.9	0.1	53.6
Non-Indigenous students 20–64 year olds	'000	28.6	37.3	16.5	7.9	6.0	2.9	4.2	0.3	103.6
Non-Indigenous students 15–64 year olds	'000	35.8	46.9	19.7	10.4	6.8	3.1	4.9	0.3	127.8
Participation rate by age (g)										
All students total	%	0.5	0.9	0.6	0.6	0.4	0.6	1.5	0.2	0.7
All students 18–24 year olds	%	2.6	4.0	1.9	2.2	1.6	1.5	4.8	0.4	2.7
All students 20–64 year olds	%	0.7	1.2	0.8	0.7	0.7	1.0	2.0	0.3	0.9
All students 15–64 year olds	%	0.8	1.4	0.9	0.8	0.7	1.0	2.1	0.3	1.0
Indigenous students total	%	0.4	0.9	0.5	0.3	0.4	0.4	1.3	0.2	0.5
Indigenous students 18–24 year olds	%	1.1	2.3	0.8	0.6	0.9	0.5	4.1	0.2	0.9
Indigenous students 20–64 year olds	%	0.8	1.6	1.0	0.6	0.8	0.7	2.3	0.4	0.8

TABLE 5A.18

Table 5A.18 **VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)**

	Unit	NSW	Vic	Qld	WA	SA (f)	Tas	ACT	NT	Aust
Indigenous students 15–64 year olds	%	0.7	1.5	0.9	0.5	0.7	0.6	2.1	0.3	0.7
Non-Indigenous students total	%	0.5	0.9	0.5	0.5	0.4	0.6	1.4	0.2	0.6
Non-Indigenous students 18–24 year olds	%	2.6	3.9	1.6	2.0	1.6	1.5	4.7	0.5	2.6
Non-Indigenous students 20–64 year olds	%	0.7	1.2	0.7	0.6	0.6	1.0	1.9	0.3	0.8
Non-Indigenous students 15–64 year olds	%	0.8	1.3	0.7	0.7	0.7	1.0	2.0	0.3	0.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year. Courses at 'Diploma and above' are included in the group of courses denoted as at 'Certificate III and above' in table 5A.17.
- (c) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.
- (f) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (g) 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. Series B data for Indigenous population have been used.
- Nil or rounded to zero.

Source: NCVER unpublished, National VET provider collection; ABS (2012 and previous years), *Australian Demographic Statistics, June 2012*, Cat. no. 3101.0, Canberra; ABS (2008), *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0 (table 2A.16).

TABLE 5A.19

Table 5A.19 **Government real recurrent expenditure per annual hour (2012 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2003	16.31	14.39	19.48	18.88	19.37	18.39	19.40	32.42	17.02
2004	16.92	14.27	19.42	17.86	19.29	17.74	18.41	30.82	17.03
2005	14.97	14.98	18.64	18.36	18.12	18.31	20.20	30.95	16.43
2006	15.10	14.72	16.89	17.16	18.75	17.87	18.79	29.20	16.01
2007	14.43	13.56	18.24	15.86	17.46	17.41	18.89	28.46	15.42
2008	13.67	13.36	18.02	14.27	15.60	16.43	19.39	30.30	14.78
2009	13.21	12.58	18.10	14.62	15.52	16.90	17.46	27.63	14.41
2010	12.83	11.68	15.94	14.10	14.62	17.72	17.98	27.14	13.58
2011	12.76	11.34	15.06	16.91	14.09	16.83	16.74	28.90	13.45
2012	12.65	10.62	15.98	14.99	10.57	14.17	18.29	26.09	12.62

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues 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. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) 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 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.
- (d) Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- (e) Data for 2003-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).

TABLE 5A.19

Table 5A.19 **Government real recurrent expenditure per annual hour (2012 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
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(f) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

(g) 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. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.

(h) Excludes ACT payroll tax estimate.

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

TABLE 5A.20

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2012 dollars)  
(\$ per hour) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2003	22.14	21.32	26.58	26.32	22.77	23.10	23.77	46.15	23.41
2004	22.75	20.89	25.94	24.39	22.91	22.77	22.71	44.60	23.18
2005	19.58	22.11	24.27	25.48	21.81	23.39	25.04	42.16	22.11
2006	19.61	21.71	21.04	23.29	22.24	22.51	23.56	41.03	21.28
2007	18.75	18.73	22.66	21.18	20.10	22.66	23.53	38.20	20.10
2008	17.62	17.91	21.78	18.75	18.12	19.96	23.59	41.89	18.93
2009	16.95	16.68	21.84	18.69	18.17	20.83	21.50	38.24	18.34
2010	16.52	15.13	18.94	17.84	17.06	22.73	22.22	35.70	17.13
2011	16.33	13.76	17.32	21.47	16.78	21.44	20.65	39.14	16.53
2012	16.36	12.56	18.76	19.22	12.04	17.72	21.83	34.12	15.39

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues 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. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Load Pass Rate is the ratio of hours/FYTEs 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. 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.
- (d) Data for 2003-2011 have been adjusted to 2012 dollars using the GDP chain price index (table 5A.91).
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.



TABLE 5A.20

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2012 dollars)**  
**(\$ per hour) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
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(f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.3 million in 2008, \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011 and \$5.6 million in 2012.

(g) Excludes ACT payroll tax estimate.

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

TABLE 5A.21

Table 5A.21 Value of physical non-current assets and user cost of capital, 2012 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
Physical non-current assets										
Land	\$m	736.5	730.6	463.4	276.3	161.6	20.2	46.4	8.0	2 443.1
Buildings	\$m	3 454.0	1 997.8	1 058.5	798.9	576.7	260.5	154.3	169.3	8 469.9
Plant, equipment and motor vehicles	\$m	51.0	177.1	268.5	34.2	20.6	6.9	7.8	3.2	569.4
Other	\$m	–	15.1	64.5	14.9	34.9	4.1	1.2	5.9	140.6
<b>Total physical non-current assets</b>	<b>\$m</b>	<b>4 241.6</b>	<b>2 920.7</b>	<b>1 854.9</b>	<b>1 124.4</b>	<b>793.7</b>	<b>291.7</b>	<b>209.6</b>	<b>186.4</b>	<b>11 622.9</b>
Capital charge (c)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
User cost of capital										
Land	\$m	58.9	58.4	37.1	22.1	12.9	1.6	3.7	0.6	195.4
Buildings	\$m	276.3	159.8	84.7	63.9	46.1	20.8	12.3	13.5	677.6
Plant, equipment and motor vehicles	\$m	4.1	14.2	21.5	2.7	1.6	0.6	0.6	0.3	45.5
Other	\$m	–	1.2	5.2	1.2	2.8	0.3	0.1	0.5	11.2
<b>Total user cost of capital</b>	<b>\$m</b>	<b>339.3</b>	<b>233.7</b>	<b>148.4</b>	<b>89.9</b>	<b>63.5</b>	<b>23.3</b>	<b>16.8</b>	<b>14.9</b>	<b>929.8</b>
Annual hours (d)	million hours	135.37	184.39	64.34	43.95	31.42	8.89	5.98	4.39	478.73
Course mix weight	index	0.996	0.994	1.012	1.018	0.997	1.009	0.989	1.033	1.000
User cost of capital per annual hour (e)										
Land	\$	0.44	0.32	0.57	0.49	0.41	0.18	0.63	0.14	0.41
Buildings	\$	2.05	0.87	1.30	1.43	1.47	2.32	2.09	2.99	1.42
Plant, equipment and motor vehicles	\$	0.03	0.08	0.33	0.06	0.05	0.06	0.10	0.06	0.10
Other	\$	–	0.01	0.08	0.03	0.09	0.04	0.02	0.10	0.02
<b>Total per annual hour - 2012 (2012 dollars)</b>	<b>\$</b>	<b>2.52</b>	<b>1.27</b>	<b>2.28</b>	<b>2.01</b>	<b>2.03</b>	<b>2.60</b>	<b>2.84</b>	<b>3.29</b>	<b>1.94</b>
Total per annual hour - 2011 (2012 dollars) (e)	\$	1.92	1.52	2.21	1.82	2.01	2.77	2.78	3.63	1.88
Total per annual hour - 2010 (2012 dollars) (e)	\$	2.09	2.02	2.62	1.99	2.37	2.62	5.21	3.85	2.24

TABLE 5A.21

Table 5A.21 **Value of physical non-current assets and user cost of capital, 2012 (a)**

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
Total per annual hour - 2009 (2012 dollars) (e)	\$	2.20	2.21	2.85	2.15	2.34	2.79	5.29	3.64	2.39
Total per annual hour - 2008 (2012 dollars) (e)	\$	2.38	2.33	3.08	2.72	2.15	2.74	6.16	3.81	2.58

- (a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.
- (b) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.
- (c) 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.
- (d) 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 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.
- (e) User cost of capital per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- Nil or rounded to zero.

Source: NCVET unpublished, National financial and VET provider collections.

TABLE 5A.22

Table 5A.22 **Total government costs per annual hour, 2012 (\$ per hour) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Recurrent expenditure (c)	12.65	10.62	15.98	14.99	10.57	14.17	18.29	26.09	12.62
User cost of capital per annual hour (d)									
Land	0.44	0.32	0.57	0.49	0.41	0.18	0.63	0.14	0.41
Buildings	2.05	0.87	1.30	1.43	1.47	2.32	2.09	2.99	1.42
Plant, equipment and motor vehicles	0.03	0.08	0.33	0.06	0.05	0.06	0.10	0.06	0.10
Other	–	0.01	0.08	0.03	0.09	0.04	0.02	0.10	0.02
Total user cost of capital	2.52	1.27	2.28	2.01	2.03	2.60	2.84	3.29	1.94
<b>Total cost per annual hour 2012</b>	<b>15.17</b>	<b>11.89</b>	<b>18.26</b>	<b>17.00</b>	<b>12.60</b>	<b>16.77</b>	<b>21.13</b>	<b>29.38</b>	<b>14.56</b>
Total cost per annual hour 2011 (2012 dollars)	14.68	12.86	17.27	18.73	16.10	19.60	19.52	32.53	15.33

- (a) 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 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.
- (b) Recurrent expenditure per annual hour and user cost of capital per annual hour are weighted (using course mix weights) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. Refer tables 5A.19 and 5A.21 for more information on the weighting of these data.
- (c) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues 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. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (d) 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.
- (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. See footnotes for table 5A.1 for more information.
- (f) Excludes ACT payroll tax estimate.

TABLE 5A.22

Table 5A.22 **Total government costs per annual hour, 2012 (\$ per hour) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
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– Nil or rounded to zero.

Source: NCVET unpublished, National financial and VET provider collections.

TABLE 5A.23

Table 5A.23 **Total government VET costs per hour of government funded load pass, 2012 (\$ per hour) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust (c)</i>
Recurrent expenditure (d)	16.36	12.56	18.76	19.22	12.04	17.72	21.83	34.12	15.39
User cost of capital per load pass (e)									
Land	0.56	0.38	0.67	0.63	0.47	0.23	0.75	0.18	0.50
Building	2.65	1.03	1.53	1.83	1.68	2.90	2.49	3.91	1.73
All other capital	0.04	0.10	0.48	0.11	0.16	0.12	0.14	0.21	0.14
Total	3.25	1.51	2.68	2.58	2.31	3.25	3.39	4.30	2.37
<b>Total Cost</b>	<b>19.61</b>	<b>14.07</b>	<b>21.44</b>	<b>21.79</b>	<b>14.35</b>	<b>20.97</b>	<b>25.21</b>	<b>38.42</b>	<b>17.76</b>

(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) 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. See footnotes for table 5A.1 for more information.

(c) Excludes ACT payroll tax estimate.

(d) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues 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. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.

(e) Load Pass Rate is the ratio of hours/FYTEs 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. 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 unpublished, National financial and VET provider collections.

TABLE 5A.24

Table 5A.24 **User cost of capital per hour of government funded load pass, (\$ per hour) (2012 dollars) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
User cost of capital per load pass - 2012 (c)									
Land	0.56	0.38	0.67	0.63	0.47	0.23	0.75	0.18	0.50
Building	2.65	1.03	1.53	1.83	1.68	2.90	2.49	3.91	1.73
All other capital	0.04	0.10	0.48	0.11	0.16	0.12	0.14	0.21	0.14
<b>Total per load pass - 2012 (2012 dollars)</b>	<b>3.25</b>	<b>1.51</b>	<b>2.68</b>	<b>2.58</b>	<b>2.31</b>	<b>3.25</b>	<b>3.39</b>	<b>4.30</b>	<b>2.37</b>
Total per load pass - 2011 (2012 dollars)	2.46	1.84	2.54	2.32	2.40	3.53	3.43	4.92	2.31
Total per load pass - 2010 (2012 dollars)	2.69	2.62	3.11	2.52	2.76	3.36	6.44	5.06	2.83
Total per load pass - 2009 (2012 dollars)	2.82	2.93	3.44	2.75	2.74	3.44	6.51	5.04	3.04
Total per load pass - 2008 (2012 dollars)	3.07	3.13	3.72	3.58	2.49	3.33	7.50	5.26	3.31

(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) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

(c) Load Pass Rate is the ratio of hours/FYTEs 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. 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 unpublished, National financial and VET provider collections.

TABLE 5A.25

Table 5A.25 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Employed or in further study	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8
Employed after training	76.2 ± 1.6	74.2 ± 2.6	77.3 ± 2.5	81.8 ± 2.2	79.5 ± 2.8	76.0 ± 4.3	83.5 ± 3.9	79.6 ± 4.2	76.9 ± 1.0
In further study after training	39.1 ± 1.9	36.6 ± 2.8	32.4 ± 2.8	38.9 ± 2.6	35.2 ± 3.4	38.2 ± 5.0	35.3 ± 5.1	33.9 ± 4.9	36.8 ± 1.2
At TAFE	57.7 ± 3.1	36.9 ± 4.4	39.8 ± 5.0	57.4 ± 4.3	47.4 ± 5.8	66.4 ± 8.2	52.8 ± 8.8	29.1 ± 7.6	48.6 ± 2.0
At University	22.3 ± 2.6	22.8 ± 3.8	22.4 ± 3.9	20.4 ± 3.5	18.6 ± 5.2	10.5 ± 5.5	19.3 ± 7.2	29.8 ± 8.6	21.7 ± 1.6
At private provider or other registered provider	20.0 ± 2.5	40.3 ± 5.0	37.8 ± 5.2	22.2 ± 3.7	34.0 ± 5.8	23.1 ± 7.4	27.9 ± 7.8	41.1 ± 8.7	29.7 ± 1.9
2011									
Employed or in further study	88.2 ± 0.8	88.5 ± 1.0	85.6 ± 0.9	90.0 ± 0.8	85.8 ± 1.3	88.0 ± 1.7	91.7 ± 1.9	88.0 ± 2.9	87.9 ± 0.4
Employed after training	76.0 ± 1.0	79.6 ± 1.2	77.5 ± 1.0	80.4 ± 1.1	75.8 ± 1.6	76.9 ± 2.3	86.0 ± 2.3	80.3 ± 3.5	77.9 ± 0.5
In further study after training	38.8 ± 1.2	34.4 ± 1.2	29.1 ± 1.1	36.2 ± 1.3	34.7 ± 1.8	37.7 ± 2.6	35.2 ± 3.4	34.5 ± 4.0	35.2 ± 0.6
At TAFE	62.4 ± 1.9	46.0 ± 2.2	37.5 ± 2.2	58.0 ± 2.2	53.8 ± 3.2	59.8 ± 4.3	40.1 ± 5.8	33.3 ± 6.8	52.9 ± 1.0
At University	19.1 ± 1.5	27.2 ± 1.8	27.0 ± 2.0	18.2 ± 1.7	14.0 ± 2.2	11.6 ± 2.8	27.8 ± 5.2	30.2 ± 6.2	21.7 ± 0.8
At private provider or other registered provider	18.6 ± 1.6	26.8 ± 2.0	35.5 ± 2.2	23.9 ± 2.0	32.2 ± 2.9	28.6 ± 4.0	32.0 ± 5.8	36.5 ± 6.6	25.4 ± 0.9
2010									
Employed or in further study	86.7 ± 1.3	89.1 ± 1.5	85.4 ± 1.5	89.3 ± 1.5	85.3 ± 2.9	87.6 ± 2.5	94.5 ± 2.1	88.9 ± 2.8	87.3 ± 0.7
Employed after training	72.7 ± 1.6	78.7 ± 1.8	76.5 ± 1.8	79.4 ± 1.9	77.6 ± 3.3	77.0 ± 3.1	88.2 ± 2.9	81.6 ± 3.2	76.3 ± 0.8
In further study after training	38.3 ± 1.8	36.2 ± 2.3	28.8 ± 2.0	36.8 ± 2.3	32.9 ± 3.6	34.9 ± 3.5	36.6 ± 4.8	35.5 ± 4.9	35.3 ± 1.0
At TAFE	61.1 ± 2.9	52.5 ± 3.9	45.5 ± 4.0	59.5 ± 3.9	57.7 ± 6.2	57.1 ± 6.8	37.9 ± 7.0	34.8 ± 7.5	55.6 ± 1.7
At University	22.3 ± 2.5	27.2 ± 3.5	26.8 ± 3.4	15.3 ± 2.7	21.2 ± 5.0	11.9 ± 4.6	24.2 ± 6.6	31.9 ± 8.8	22.9 ± 1.4
At private provider or other registered provider	16.6 ± 2.3	20.3 ± 3.4	27.6 ± 3.9	25.2 ± 3.6	21.1 ± 5.0	31.1 ± 6.7	37.9 ± 8.1	33.3 ± 7.8	21.5 ± 1.4
2009									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	88.9 ± 0.8	90.1 ± 0.9	88.3 ± 1.6	91.2 ± 2.1	92.4 ± 1.8	90.8 ± 2.1	89.2 ± 0.4



TABLE 5A.25

Table 5A.25 **Proportion of VET graduates 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
Employed after training	75.4 ± 1.0	80.3 ± 1.2	81.2 ± 1.1	79.9 ± 1.2	78.5 ± 1.7	80.6 ± 3.1	85.8 ± 2.3	84.5 ± 2.8	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.3 ± 1.2	37.1 ± 1.5	34.6 ± 2.1	36.1 ± 3.8	37.6 ± 3.2	38.0 ± 4.0	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.7 ± 2.4	47.4 ± 2.5	57.6 ± 2.6	60.0 ± 3.5	59.8 ± 6.3	41.0 ± 5.1	23.6 ± 5.0	57.4 ± 1.1
At University	21.2 ± 1.5	30.4 ± 2.2	24.5 ± 2.2	19.0 ± 2.0	15.8 ± 2.5	11.6 ± 4.2	23.6 ± 4.4	32.0 ± 5.6	22.7 ± 0.9
At private provider or other registered provider	14.7 ± 1.3	16.9 ± 1.7	28.1 ± 2.3	23.4 ± 2.3	24.2 ± 3.1	28.6 ± 6.1	35.4 ± 5.0	44.4 ± 6.0	19.9 ± 0.8
2008									
Employed or in further study	89.1 ± 1.3	93.4 ± 1.2	90.1 ± 1.5	92.0 ± 1.7	92.9 ± 2.5	91.9 ± 2.6	90.9 ± 2.8	87.2 ± 3.6	90.8 ± 0.7
Employed after training	77.0 ± 1.7	84.7 ± 1.7	83.6 ± 1.9	81.9 ± 2.4	87.6 ± 3.4	83.8 ± 3.4	85.6 ± 3.2	81.9 ± 4.0	81.3 ± 0.9
In further study after training	39.0 ± 2.1	36.5 ± 2.5	31.6 ± 2.4	38.0 ± 3.0	36.0 ± 5.1	34.7 ± 4.5	36.9 ± 4.5	34.4 ± 6.5	36.7 ± 1.2
At TAFE	55.7 ± 3.5	49.0 ± 4.4	50.8 ± 4.7	60.0 ± 5.1	61.9 ± 8.6	58.4 ± 7.7	46.9 ± 7.2	26.1 ± 8.1	54.1 ± 2.0
At University	25.2 ± 3.2	28.8 ± 4.1	26.5 ± 4.1	17.8 ± 4.0	17.7 ± 6.8	6.2 ± 3.4	20.3 ± 5.0	45.5 ± 10.9	24.5 ± 1.8
At private provider or other registered provider	19.0 ± 2.8	22.2 ± 3.8	22.7 ± 3.8	22.2 ± 4.1	20.5 ± 6.8	35.5 ± 7.5	32.7 ± 6.9	28.4 ± 8.3	21.4 ± 1.7

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) 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 engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.26

Table 5A.26 **Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2012									
Employed or in further study	87.5 ± 5.2	41.0 ± 24.1	75.2 ± 12.8	84.9 ± 10.2	80.7 ± 12.3	83.7 ± 15.9	73.9 ± 30.9	83.9 ± 9.4	78.9 ± 5.6
Employed after training	70.4 ± 9.0	35.6 ± 22.5	68.4 ± 13.1	70.3 ± 13.3	64.8 ± 15.2	51.4 ± 20.2	52.6 ± 38.5	73.2 ± 12.1	65.5 ± 6.0
In further study after training	42.0 ± 10.0	21.0 ± 16.8	37.1 ± 13.6	36.3 ± 13.8	34.9 ± 14.9	54.2 ± 20.0	np	31.5 ± 13.0	37.6 ± 5.8
At TAFE	59.0 ± 14.8	67.9 ± 33.6	45.8 ± 22.9	55.4 ± 23.5	np	62.5 ± 26.9	np	29.4 ± 21.8	52.0 ± 9.4
At University	18.6 ± 11.7	np	18.8 ± 15.6	np	26.6 ± 22.0	np	–	19.3 ± 16.5	16.5 ± 6.6
At private provider or other registered provider	22.4 ± 12.7	26.5 ± 32.8	35.4 ± 24.4	35.7 ± 23.0	57.0 ± 24.9	np	np	51.3 ± 24.8	31.4 ± 9.1
2011									
Employed or in further study	84.3 ± 4.4	72.3 ± 12.5	76.0 ± 4.6	79.5 ± 7.3	73.8 ± 8.0	79.0 ± 9.8	86.7 ± 14.6	79.8 ± 9.4	79.4 ± 2.6
Employed after training	72.1 ± 5.3	58.7 ± 11.9	65.1 ± 5.2	66.3 ± 8.5	60.4 ± 9.0	60.8 ± 11.9	80.3 ± 16.9	69.5 ± 11.0	67.2 ± 3.0
In further study after training	34.1 ± 5.6	34.8 ± 9.8	27.4 ± 5.1	39.2 ± 8.4	41.8 ± 9.2	42.3 ± 11.7	43.7 ± 20.7	28.3 ± 10.1	33.5 ± 2.9
At TAFE	69.1 ± 9.1	69.2 ± 14.9	41.3 ± 11.3	47.8 ± 14.0	44.7 ± 14.5	65.9 ± 16.4	24.4 ± 24.6	55.4 ± 20.7	56.3 ± 5.2
At University	12.3 ± 6.5	np	16.5 ± 7.3	12.8 ± 8.6	np	np	np	32.3 ± 19.8	13.0 ± 3.4
At private provider or other registered provider	18.5 ± 7.6	29.0 ± 14.8	42.2 ± 10.7	39.4 ± 14.5	47.7 ± 14.7	24.3 ± 14.6	49.8 ± 31.2	12.4 ± 10.7	30.7 ± 4.8
2010									
Employed or in further study	84.1 ± 7.0	83.4 ± 13.0	73.5 ± 9.2	72.9 ± 11.9	71.2 ± 15.7	93.2 ± 6.4	97.0 ± 5.9	88.2 ± 7.1	79.6 ± 4.1
Employed after training	64.9 ± 9.3	76.3 ± 14.2	57.5 ± 10.4	60.8 ± 11.9	66.8 ± 16.5	85.4 ± 8.6	86.4 ± 13.9	78.4 ± 8.5	65.8 ± 4.8
In further study after training	45.7 ± 10.0	45.9 ± 19.6	34.9 ± 10.1	33.3 ± 10.2	21.5 ± 14.6	30.2 ± 12.1	44.2 ± 27.0	28.5 ± 10.7	37.4 ± 5.0
At TAFE	64.2 ± 15.7	41.6 ± 29.4	55.8 ± 18.7	45.8 ± 16.5	58.9 ± 36.2	97.2 ± 5.5	36.2 ± 33.1	41.4 ± 18.8	57.1 ± 8.7
At University	20.2 ± 13.3	np	20.4 ± 16.8	np	np	–	np	np	17.3 ± 7.3
At private provider or other registered provider	15.7 ± 13.0	49.0 ± 30.1	23.8 ± 16.5	45.3 ± 16.4	np	np	np	46.7 ± 20.3	25.6 ± 7.7
2009									
Employed or in further study	86.1 ± 5.2	86.7 ± 8.9	82.2 ± 5.3	79.8 ± 7.0	80.0 ± 12.0	83.4 ± 13.8	84.7 ± 16.8	88.9 ± 5.2	84.2 ± 2.8

TABLE 5A.26

Table 5A.26 **Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
Employed after training	73.3 ± 6.4	80.7 ± 9.4	68.5 ± 6.6	71.8 ± 8.0	77.7 ± 12.3	65.2 ± 17.6	74.4 ± 18.7	80.2 ± 8.6	73.0 ± 3.4
In further study after training	40.8 ± 7.5	41.3 ± 12.6	35.7 ± 6.6	38.3 ± 9.2	22.3 ± 12.4	53.0 ± 19.2	25.5 ± 17.3	43.2 ± 11.9	38.9 ± 3.8
At TAFE	67.1 ± 10.5	46.9 ± 18.1	43.3 ± 12.9	52.7 ± 15.6	46.7 ± 30.7	52.9 ± 27.7	np	22.2 ± 10.5	52.8 ± 6.2
At University	15.3 ± 8.1	20.4 ± 14.4	22.6 ± 11.4	18.0 ± 10.6	np	np	np	5.4 ± 4.8	16.6 ± 4.5
At private provider or other registered provider	17.6 ± 8.5	32.7 ± 17.9	34.1 ± 11.5	29.3 ± 15.5	np	42.3 ± 27.9	np	72.3 ± 11.3	30.5 ± 5.6
2008									
Employed or in further study	71.9 ± 13.6	93.2 ± 6.1	74.6 ± 13.5	67.3 ± 12.8	57.2 ± 33.5	97.0 ± 5.8	100.0	85.6 ± 8.2	75.8 ± 6.6
Employed after training	57.4 ± 13.7	86.8 ± 10.2	70.6 ± 13.6	51.5 ± 14.4	55.0 ± 33.3	87.0 ± 11.4	91.9 ± 15.2	81.0 ± 9.7	65.4 ± 6.9
In further study after training	38.6 ± 14.0	26.9 ± 18.3	23.6 ± 10.8	36.3 ± 13.9	np	29.7 ± 18.3	61.5 ± 32.5	41.6 ± 14.6	33.0 ± 6.7
At TAFE	68.8 ± 20.0	70.6 ± 25.7	46.5 ± 23.6	48.2 ± 24.0	np	88.6 ± 21.0	np	32.3 ± 16.7	59.0 ± 11.5
At University	np	19.7 ± 20.6	49.7 ± 24.2	–	np	–	np	40.1 ± 25.1	21.4 ± 9.7
At private provider or other registered provider	15.7 ± 14.2	np	np	51.8 ± 24.0	np	np	np	27.7 ± 19.8	19.5 ± 7.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) 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 engaged in further study.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) Data for some jurisdictions are not published due to 5 or fewer responses.
- (f) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

TABLE 5A.26

Table 5A.26 **Proportion of Indigenous government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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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Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.27

Table 5A.27 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
2012									
Employed or in further study	88.7 ± 1.2	86.2 ± 2.1	86.2 ± 2.2	92.4 ± 1.6	88.4 ± 2.3	88.0 ± 3.4	91.9 ± 2.7	87.8 ± 3.5	88.0 ± 0.8
Employed after training	76.3 ± 1.6	74.9 ± 2.6	77.7 ± 2.6	82.2 ± 2.2	79.9 ± 2.8	77.4 ± 4.4	84.1 ± 3.9	80.2 ± 4.5	77.3 ± 1.0
In further study after training	38.8 ± 2.0	36.8 ± 2.9	32.2 ± 2.8	39.2 ± 2.7	35.0 ± 3.5	38.0 ± 5.2	35.0 ± 5.1	34.8 ± 5.3	36.7 ± 1.2
At TAFE	57.8 ± 3.2	36.8 ± 4.5	39.3 ± 5.2	57.7 ± 4.4	48.4 ± 6.0	66.8 ± 8.7	52.3 ± 9.0	28.7 ± 8.1	48.5 ± 2.0
At University	22.6 ± 2.7	23.2 ± 3.9	22.7 ± 4.1	21.1 ± 3.6	18.6 ± 5.4	10.6 ± 5.9	19.1 ± 7.3	31.5 ± 9.5	22.1 ± 1.6
At private provider or other registered provider	19.6 ± 2.6	40.0 ± 5.0	38.0 ± 5.4	21.2 ± 3.8	33.0 ± 5.9	22.6 ± 7.7	28.6 ± 8.0	39.7 ± 9.3	29.4 ± 2.0
2011									
Employed or in further study	88.3 ± 0.8	88.6 ± 1.0	86.1 ± 0.9	90.5 ± 0.8	86.2 ± 1.3	88.6 ± 1.7	92.2 ± 1.8	90.2 ± 2.5	88.1 ± 0.4
Employed after training	76.0 ± 1.0	79.7 ± 1.2	78.0 ± 1.0	80.9 ± 1.1	76.2 ± 1.7	77.7 ± 2.3	86.4 ± 2.3	83.4 ± 3.1	78.2 ± 0.5
In further study after training	39.2 ± 1.2	34.3 ± 1.3	29.2 ± 1.1	36.0 ± 1.3	34.3 ± 1.8	37.6 ± 2.8	34.8 ± 3.5	35.7 ± 4.2	35.3 ± 0.6
At TAFE	62.4 ± 2.0	45.8 ± 2.3	37.5 ± 2.2	58.6 ± 2.3	55.0 ± 3.3	59.0 ± 4.5	41.3 ± 6.0	29.7 ± 6.7	53.1 ± 1.0
At University	19.3 ± 1.6	27.4 ± 1.9	27.2 ± 2.1	18.5 ± 1.7	14.4 ± 2.4	12.1 ± 3.0	27.0 ± 5.3	29.7 ± 6.3	21.9 ± 0.8
At private provider or other registered provider	18.4 ± 1.6	26.8 ± 2.1	35.3 ± 2.2	22.9 ± 1.9	30.6 ± 2.9	28.9 ± 4.2	31.7 ± 6.0	40.6 ± 7.3	25.0 ± 0.9
2010									
Employed or in further study	86.7 ± 1.3	89.2 ± 1.5	85.8 ± 1.5	90.0 ± 1.5	86.1 ± 2.9	87.0 ± 2.7	94.6 ± 2.2	89.0 ± 3.1	87.6 ± 0.7
Employed after training	72.8 ± 1.6	78.8 ± 1.9	77.3 ± 1.8	80.3 ± 1.9	78.0 ± 3.4	76.2 ± 3.4	88.4 ± 2.9	82.2 ± 3.6	76.7 ± 0.9
In further study after training	38.0 ± 1.8	36.1 ± 2.3	28.4 ± 2.0	36.9 ± 2.4	33.5 ± 3.7	35.4 ± 3.7	36.2 ± 4.9	37.3 ± 5.6	35.1 ± 1.0
At TAFE	60.7 ± 3.0	52.6 ± 4.0	45.1 ± 4.1	60.0 ± 4.0	57.8 ± 6.3	54.5 ± 7.2	37.2 ± 7.4	33.7 ± 8.2	55.4 ± 1.7
At University	22.5 ± 2.6	27.7 ± 3.6	27.2 ± 3.5	15.7 ± 2.8	21.5 ± 5.1	12.8 ± 4.9	23.5 ± 6.5	35.2 ± 9.8	23.3 ± 1.5
At private provider or other registered provider	16.8 ± 2.4	19.7 ± 3.4	27.7 ± 4.0	24.2 ± 3.7	20.7 ± 5.1	32.8 ± 7.2	39.3 ± 8.3	31.0 ± 8.2	21.4 ± 1.5
2009									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	89.1 ± 0.9	90.5 ± 1.0	88.3 ± 1.6	91.7 ± 2.1	92.5 ± 1.9	91.0 ± 2.4	89.3 ± 0.4

TABLE 5A.27

Table 5A.27 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
Employed after training	75.3 ± 1.0	80.2 ± 1.2	81.6 ± 1.1	80.2 ± 1.2	78.4 ± 1.7	81.2 ± 3.2	85.9 ± 2.3	85.2 ± 2.9	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.0 ± 1.3	37.0 ± 1.6	35.1 ± 2.2	35.0 ± 3.9	37.6 ± 3.3	37.6 ± 4.3	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.9 ± 2.4	47.8 ± 2.6	57.9 ± 2.7	60.1 ± 3.6	60.9 ± 6.6	41.6 ± 5.3	24.0 ± 5.7	57.7 ± 1.1
At University	21.3 ± 1.6	30.6 ± 2.3	24.7 ± 2.2	19.1 ± 2.1	15.7 ± 2.5	12.4 ± 4.6	23.8 ± 4.6	38.8 ± 6.6	22.9 ± 0.9
At private provider or other registered provider	14.6 ± 1.4	16.5 ± 1.7	27.5 ± 2.3	23.0 ± 2.3	24.1 ± 3.1	26.7 ± 6.2	34.6 ± 5.1	37.2 ± 6.6	19.4 ± 0.8
2008									
Employed or in further study	89.5 ± 1.3	93.4 ± 1.2	90.6 ± 1.5	93.0 ± 1.6	93.3 ± 2.5	91.6 ± 2.7	90.7 ± 2.9	87.3 ± 4.1	91.2 ± 0.7
Employed after training	77.5 ± 1.7	84.8 ± 1.7	83.9 ± 2.0	83.1 ± 2.4	87.9 ± 3.4	83.6 ± 3.5	85.3 ± 3.3	82.1 ± 4.5	81.8 ± 0.9
In further study after training	39.1 ± 2.2	36.6 ± 2.5	31.9 ± 2.5	38.3 ± 3.1	36.6 ± 5.2	35.0 ± 4.6	36.9 ± 4.6	32.9 ± 7.2	36.9 ± 1.2
At TAFE	55.3 ± 3.5	48.6 ± 4.4	51.0 ± 4.8	60.3 ± 5.3	62.2 ± 8.6	56.8 ± 8.0	46.1 ± 7.4	25.1 ± 9.4	53.9 ± 2.1
At University	25.6 ± 3.3	29.0 ± 4.1	26.0 ± 4.1	18.4 ± 4.2	17.3 ± 6.8	6.5 ± 3.5	20.7 ± 5.2	47.1 ± 12.3	24.6 ± 1.9
At private provider or other registered provider	19.2 ± 2.9	22.4 ± 3.9	23.0 ± 3.9	21.2 ± 4.2	20.5 ± 6.8	36.7 ± 7.8	33.2 ± 7.0	27.8 ± 9.2	21.5 ± 1.7

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) 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 engaged in further study.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2012									
Employed or in further study	87.9 ± 1.5	85.2 ± 2.6	85.0 ± 3.0	92.1 ± 1.8	86.3 ± 3.1	np	91.3 ± 3.0	np	87.1 ± 1.0
Employed after training	74.7 ± 2.0	73.4 ± 3.3	76.3 ± 3.3	80.3 ± 2.7	76.0 ± 3.7	np	83.0 ± 4.3	np	75.5 ± 1.3
In further study after training	39.1 ± 2.3	36.2 ± 3.4	33.7 ± 3.7	40.0 ± 3.2	36.5 ± 4.3	np	35.9 ± 5.5	np	37.3 ± 1.5
At TAFE	57.8 ± 3.8	38.4 ± 5.4	38.7 ± 6.5	55.8 ± 5.1	47.8 ± 7.4	np	55.0 ± 9.5	np	48.9 ± 2.4
At University	23.6 ± 3.3	26.0 ± 4.9	24.9 ± 5.3	22.2 ± 4.2	19.0 ± 7.2	–	18.0 ± 7.6	–	23.7 ± 2.1
At private provider or other registered provider	18.6 ± 2.9	35.6 ± 5.9	36.5 ± 6.8	22.0 ± 4.3	33.2 ± 7.0	–	27.1 ± 8.3	np	27.4 ± 2.3
2011									
Employed or in further study	87.8 ± 0.9	87.4 ± 1.2	84.8 ± 1.2	89.5 ± 1.1	84.5 ± 1.7	67.9 ± 16.1	90.5 ± 2.4	90.3 ± 18.3	87.2 ± 0.5
Employed after training	74.8 ± 1.3	77.6 ± 1.4	75.4 ± 1.5	78.1 ± 1.5	73.4 ± 2.1	52.1 ± 16.9	84.6 ± 2.8	79.5 ± 25.9	76.1 ± 0.7
In further study after training	39.7 ± 1.5	36.0 ± 1.5	31.0 ± 1.6	37.9 ± 1.7	35.2 ± 2.2	34.7 ± 16.1	35.1 ± 3.9	np	36.6 ± 0.8
At TAFE	61.5 ± 2.4	46.1 ± 2.6	36.9 ± 3.0	57.6 ± 2.8	51.2 ± 3.9	49.0 ± 28.9	37.1 ± 6.5	np	52.4 ± 1.3
At University	20.6 ± 1.9	28.3 ± 2.2	28.9 ± 2.8	20.6 ± 2.2	14.4 ± 2.7	np	28.4 ± 6.1	np	23.3 ± 1.1
At private provider or other registered provider	17.9 ± 1.9	25.6 ± 2.4	34.2 ± 3.0	21.8 ± 2.4	34.4 ± 3.6	41.8 ± 28.8	34.5 ± 6.8	–	24.3 ± 1.1
2010									
Employed or in further study	84.8 ± 1.7	88.2 ± 1.9	83.5 ± 2.2	89.3 ± 2.0	84.4 ± 3.5	58.6 ± 16.5	94.1 ± 2.5	90.9 ± 17.8	86.0 ± 0.9
Employed after training	70.0 ± 2.1	77.6 ± 2.4	74.2 ± 2.6	78.6 ± 2.5	75.8 ± 4.1	46.7 ± 16.9	87.1 ± 3.3	80.5 ± 26.3	74.3 ± 1.1
In further study after training	38.5 ± 2.3	37.3 ± 2.9	29.5 ± 2.7	35.6 ± 3.0	32.0 ± 4.3	29.4 ± 15.3	37.3 ± 5.4	np	35.8 ± 1.3
At TAFE	59.2 ± 3.8	52.3 ± 4.9	41.9 ± 5.3	53.4 ± 5.2	52.5 ± 7.7	np	40.6 ± 8.2	np	53.4 ± 2.2
At University	24.3 ± 3.3	29.2 ± 4.4	31.4 ± 5.0	18.8 ± 3.7	27.7 ± 6.8	np	20.1 ± 6.4	np	25.8 ± 2.0
At private provider or other registered provider	16.5 ± 3.0	18.5 ± 4.0	26.6 ± 5.3	27.8 ± 5.0	19.8 ± 5.9	44.8 ± 35.4	39.3 ± 8.9	–	20.8 ± 1.9
2009									
Employed or in further study	87.1 ± 1.0	89.0 ± 1.1	87.8 ± 1.3	90.1 ± 1.3	86.5 ± 2.1	68.3 ± 23.6	91.9 ± 2.1	77.4 ± 27.1	88.0 ± 0.6

TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
Employed after training	73.3 ± 1.3	78.9 ± 1.5	79.6 ± 1.6	78.5 ± 1.6	75.8 ± 2.1	56.7 ± 25.5	84.9 ± 2.6	67.5 ± 27.7	76.6 ± 0.7
In further study after training	40.1 ± 1.5	35.8 ± 1.7	29.4 ± 1.8	39.4 ± 2.1	35.0 ± 2.6	29.8 ± 22.1	38.3 ± 3.6	41.8 ± 26.3	36.9 ± 0.8
At TAFE	63.3 ± 2.3	50.8 ± 3.0	44.7 ± 3.7	56.6 ± 3.4	59.9 ± 4.3	np	39.7 ± 5.7	np	56.5 ± 1.4
At University	23.3 ± 2.0	34.6 ± 2.9	28.3 ± 3.3	20.5 ± 2.6	17.3 ± 3.1	np	23.7 ± 5.0	78.6 ± 27.8	25.5 ± 1.2
At private provider or other registered provider	13.5 ± 1.7	14.5 ± 2.0	27.0 ± 3.3	22.8 ± 2.9	22.8 ± 3.8	np	36.5 ± 5.6	–	18.0 ± 1.1
2008									
Employed or in further study	89.6 ± 1.7	92.5 ± 1.6	90.5 ± 2.1	91.8 ± 2.4	90.8 ± 3.7	np	90.6 ± 3.5	87.2 ± 24.3	90.7 ± 0.9
Employed after training	75.9 ± 2.2	83.2 ± 2.3	83.5 ± 2.9	80.8 ± 3.3	84.7 ± 4.8	np	85.1 ± 3.9	78.0 ± 29.7	80.1 ± 1.3
In further study after training	41.0 ± 2.7	36.2 ± 3.1	32.3 ± 3.6	40.2 ± 4.2	34.6 ± 6.5	–	38.4 ± 5.1	np	38.1 ± 1.6
At TAFE	56.4 ± 4.2	48.6 ± 5.5	52.0 ± 6.8	59.4 ± 6.7	65.4 ± 11.1	na	45.0 ± 7.8	np	54.9 ± 2.7
At University	27.2 ± 3.9	31.8 ± 5.2	30.7 ± 6.2	21.4 ± 5.7	15.2 ± 8.6	na	21.4 ± 5.6	–	26.9 ± 2.4
At private provider or other registered provider	16.3 ± 3.1	19.5 ± 4.7	17.4 ± 4.7	19.3 ± 4.9	19.4 ± 8.8	na	33.6 ± 7.6	np	18.2 ± 2.0

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) 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 engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.



TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) 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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2012									
Employed or in further study	90.2 ± 2.2	85.9 ± 4.2	84.5 ± 4.8	92.7 ± 4.0	88.3 ± 6.6	87.0 ± 4.5	98.7 ± 2.5	np	87.7 ± 1.8
Employed after training	80.0 ± 3.0	75.0 ± 5.2	75.3 ± 5.6	85.4 ± 5.3	84.8 ± 7.0	75.0 ± 5.6	95.2 ± 7.3	np	77.9 ± 2.2
In further study after training	38.6 ± 3.9	37.9 ± 5.7	25.9 ± 5.3	37.6 ± 7.8	34.9 ± 9.1	36.2 ± 6.3	30.3 ± 18.1	–	35.5 ± 2.5
At TAFE	57.4 ± 6.5	34.8 ± 8.6	40.8 ± 11.3	59.9 ± 12.6	55.4 ± 14.5	69.4 ± 10.5	54.0 ± 31.0	na	48.5 ± 4.4
At University	19.9 ± 5.2	16.6 ± 6.3	23.2 ± 9.8	24.1 ± 11.5	19.8 ± 12.1	10.9 ± 7.1	np	na	19.0 ± 3.3
At private provider or other registered provider	22.7 ± 5.8	48.6 ± 9.9	36.0 ± 11.6	16.0 ± 8.6	24.8 ± 12.7	19.7 ± 9.3	np	na	32.5 ± 4.7
2011									
Employed or in further study	88.7 ± 1.6	90.8 ± 1.8	85.0 ± 1.7	90.0 ± 1.9	88.4 ± 3.0	90.5 ± 2.2	95.7 ± 2.8	np	88.8 ± 0.8
Employed after training	77.9 ± 2.0	83.9 ± 2.2	76.6 ± 2.1	81.7 ± 2.4	80.2 ± 4.1	79.4 ± 3.0	90.7 ± 4.3	np	79.8 ± 1.0
In further study after training	37.3 ± 2.4	31.9 ± 2.5	28.5 ± 2.2	33.8 ± 2.8	34.6 ± 4.9	39.2 ± 3.8	34.9 ± 7.9	np	33.8 ± 1.2
At TAFE	63.3 ± 4.0	43.9 ± 4.5	34.2 ± 4.4	52.7 ± 5.1	58.6 ± 8.9	53.6 ± 6.1	51.4 ± 13.8	np	52.0 ± 2.2
At University	17.7 ± 3.1	25.8 ± 3.8	25.6 ± 4.0	15.6 ± 3.5	13.3 ± 6.3	13.5 ± 4.2	20.3 ± 10.9	–	20.2 ± 1.7
At private provider or other registered provider	19.0 ± 3.4	30.2 ± 4.4	40.3 ± 4.6	31.8 ± 4.9	28.1 ± 7.8	32.8 ± 5.8	28.3 ± 11.9	–	27.8 ± 2.0
2010									
Employed or in further study	90.6 ± 2.1	90.9 ± 2.5	86.5 ± 3.0	89.8 ± 3.4	87.5 ± 6.3	90.4 ± 3.3	95.3 ± 3.7	np	89.7 ± 1.2
Employed after training	77.3 ± 2.9	80.8 ± 3.2	77.9 ± 3.7	80.4 ± 4.5	82.4 ± 7.1	79.7 ± 4.6	91.7 ± 5.3	np	79.1 ± 1.6
In further study after training	38.5 ± 3.6	34.0 ± 4.1	27.8 ± 4.0	38.6 ± 5.7	36.8 ± 10.4	37.4 ± 5.3	30.5 ± 10.3	–	35.1 ± 2.0
At TAFE	59.0 ± 5.8	49.7 ± 7.2	48.3 ± 8.4	72.3 ± 8.3	78.3 ± 12.7	55.6 ± 9.5	29.0 ± 14.9	na	57.3 ± 3.4
At University	21.3 ± 4.7	26.7 ± 6.7	21.1 ± 6.1	12.3 ± 6.2	np	11.1 ± 5.1	40.0 ± 19.2	na	20.0 ± 2.7
At private provider or other registered provider	19.7 ± 5.0	23.6 ± 6.8	30.6 ± 7.9	15.4 ± 6.4	20.8 ± 12.7	33.3 ± 9.2	31.0 ± 19.2	na	22.7 ± 3.0
2009									
Employed or in further study	91.4 ± 1.4	90.9 ± 1.4	89.2 ± 1.8	91.0 ± 2.1	93.0 ± 2.5	93.1 ± 2.6	94.0 ± 4.1	90.9 ± 17.5	91.1 ± 0.7

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Employed after training	77.8 ± 2.2	83.4 ± 2.0	81.5 ± 2.2	81.7 ± 2.8	85.2 ± 3.4	83.8 ± 3.9	88.1 ± 5.2	48.0 ± 36.3	80.9 ± 1.1
In further study after training	40.4 ± 2.5	32.2 ± 2.3	29.9 ± 2.6	34.5 ± 3.6	32.7 ± 4.7	36.1 ± 5.4	34.7 ± 7.9	np	35.6 ± 1.3
At TAFE	64.2 ± 3.7	54.5 ± 4.3	45.2 ± 5.1	59.2 ± 6.4	63.4 ± 8.3	67.0 ± 9.0	47.6 ± 13.7	np	59.0 ± 2.2
At University	18.9 ± 3.1	23.0 ± 3.8	25.0 ± 4.7	19.1 ± 5.4	13.5 ± 5.2	13.1 ± 6.3	20.9 ± 10.2	np	20.1 ± 1.8
At private provider or other registered provider	16.9 ± 2.8	22.5 ± 3.6	29.8 ± 4.8	21.7 ± 5.4	23.1 ± 7.8	19.9 ± 7.9	31.4 ± 13.7	–	20.9 ± 1.8
<b>2008</b>									
Employed or in further study	90.9 ± 2.3	95.8 ± 1.5	91.1 ± 3.1	90.4 ± 4.1	96.3 ± 3.1	90.4 ± 4.1	92.5 ± 5.9	np	92.3 ± 1.2
Employed after training	81.7 ± 3.0	87.5 ± 2.7	82.7 ± 4.0	82.1 ± 5.5	91.4 ± 5.5	81.6 ± 5.2	89.2 ± 6.5	np	83.9 ± 1.6
In further study after training	35.3 ± 4.4	37.8 ± 4.8	32.0 ± 4.9	34.6 ± 6.9	36.0 ± 10.9	37.9 ± 6.5	27.8 ± 10.1	np	35.3 ± 2.4
At TAFE	53.8 ± 7.9	49.6 ± 8.2	50.3 ± 9.0	60.6 ± 12.2	61.9 ± 17.4	58.6 ± 10.8	56.3 ± 20.0	np	53.6 ± 4.3
At University	21.5 ± 6.7	24.3 ± 7.5	21.5 ± 7.2	14.7 ± 8.6	16.3 ± 12.6	6.8 ± 4.6	20.3 ± 13.9	–	20.5 ± 3.6
At private provider or other registered provider	24.7 ± 7.5	26.1 ± 7.4	28.2 ± 7.6	24.6 ± 10.9	21.8 ± 14.9	34.6 ± 10.6	23.4 ± 15.8	np	25.9 ± 3.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) 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 engaged in further study.

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

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

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) 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. Some data for 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: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2012									
Employed or in further study	92.2 ± 3.3	88.1 ± 6.6	88.6 ± 5.1	88.4 ± 6.8	91.3 ± 5.6	88.4 ± 5.3	np	86.4 ± 4.1	89.4 ± 2.2
Employed after training	77.6 ± 6.8	79.4 ± 8.2	82.3 ± 5.8	80.3 ± 7.7	82.6 ± 7.2	78.0 ± 7.0	np	76.5 ± 5.4	80.0 ± 2.8
In further study after training	40.5 ± 8.3	35.7 ± 9.7	37.0 ± 7.1	32.0 ± 7.5	27.8 ± 9.3	37.0 ± 8.3	–	33.0 ± 6.0	35.6 ± 3.4
At TAFE	59.5 ± 12.1	29.8 ± 15.1	39.8 ± 11.4	66.0 ± 15.2	57.3 ± 20.5	63.0 ± 14.2	na	24.5 ± 8.6	47.6 ± 5.9
At University	20.7 ± 9.7	15.7 ± 10.8	17.6 ± 8.1	8.1 ± 5.7	17.7 ± 13.2	10.9 ± 10.5	na	32.3 ± 11.3	17.7 ± 4.1
At private provider or other registered provider	19.9 ± 9.4	54.5 ± 17.6	42.6 ± 12.0	25.8 ± 15.6	25.0 ± 22.6	26.0 ± 12.6	na	43.1 ± 11.1	34.6 ± 6.0
2011									
Employed or in further study	89.6 ± 2.1	91.2 ± 2.6	87.9 ± 1.7	91.0 ± 2.4	85.2 ± 3.3	86.0 ± 2.8	100.0	86.7 ± 3.8	88.7 ± 1.0
Employed after training	78.2 ± 2.8	84.9 ± 3.5	82.3 ± 2.0	83.6 ± 3.0	75.8 ± 4.1	74.8 ± 3.6	92.9 ± 10.5	78.3 ± 4.3	80.2 ± 1.2
In further study after training	37.0 ± 3.3	26.5 ± 4.3	25.1 ± 2.3	33.1 ± 3.7	34.9 ± 4.7	36.1 ± 4.0	36.4 ± 22.7	35.6 ± 4.8	31.9 ± 1.5
At TAFE	67.1 ± 5.2	52.2 ± 8.8	39.1 ± 5.2	70.9 ± 6.1	61.0 ± 8.3	67.8 ± 6.5	59.6 ± 32.6	29.6 ± 7.5	57.4 ± 2.7
At University	15.2 ± 4.1	18.0 ± 7.8	25.4 ± 4.6	11.9 ± 4.3	13.0 ± 6.4	9.4 ± 4.1	40.4 ± 32.6	29.3 ± 7.2	17.6 ± 2.1
At private provider or other registered provider	17.6 ± 4.3	29.8 ± 8.1	35.5 ± 5.1	17.3 ± 5.1	26.0 ± 7.3	22.8 ± 5.8	–	41.1 ± 8.1	24.9 ± 2.3
2010									
Employed or in further study	88.1 ± 3.5	90.6 ± 4.0	87.3 ± 3.3	87.7 ± 5.1	86.2 ± 8.0	90.3 ± 3.2	100.0	87.7 ± 4.1	88.2 ± 1.7
Employed after training	75.4 ± 4.9	79.1 ± 6.9	77.0 ± 4.3	81.5 ± 6.4	78.2 ± 8.7	80.3 ± 4.1	97.0 ± 5.9	81.4 ± 5.0	77.7 ± 2.3
In further study after training	36.7 ± 5.3	35.8 ± 8.5	28.6 ± 4.9	38.6 ± 7.7	31.8 ± 10.0	33.7 ± 5.3	48.9 ± 29.5	32.8 ± 7.4	33.5 ± 2.6
At TAFE	77.3 ± 7.4	63.7 ± 16.5	49.1 ± 10.1	57.1 ± 12.8	65.4 ± 16.2	65.6 ± 9.9	np	23.1 ± 10.6	61.6 ± 4.7
At University	14.9 ± 6.7	11.3 ± 9.8	24.1 ± 9.0	6.2 ± 7.2	np	7.9 ± 5.4	np	38.4 ± 14.1	16.8 ± 3.7
At private provider or other registered provider	7.8 ± 3.9	25.0 ± 14.9	26.8 ± 9.4	36.7 ± 11.7	22.3 ± 15.6	26.4 ± 9.7	np	38.5 ± 12.9	21.5 ± 3.9
2009									
Employed or in further study	90.9 ± 1.9	87.8 ± 3.7	89.9 ± 1.6	88.8 ± 3.0	91.0 ± 4.1	90.0 ± 3.4	95.1 ± 9.4	88.0 ± 3.4	90.0 ± 1.0

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Employed after training	79.9 ± 2.6	79.6 ± 5.4	83.0 ± 2.1	79.7 ± 3.6	81.8 ± 5.8	78.6 ± 5.1	91.1 ± 11.9	82.1 ± 3.8	80.8 ± 1.4
In further study after training	39.0 ± 3.4	34.0 ± 4.7	27.0 ± 2.5	29.6 ± 4.3	35.3 ± 7.7	36.0 ± 5.9	37.5 ± 21.7	39.6 ± 5.6	33.9 ± 1.7
At TAFE	65.5 ± 5.2	62.1 ± 8.0	51.9 ± 5.4	59.9 ± 8.6	61.6 ± 14.1	55.3 ± 9.8	np	27.1 ± 7.4	58.6 ± 3.0
At University	16.6 ± 4.1	16.5 ± 6.1	17.9 ± 4.2	16.0 ± 6.0	12.7 ± 7.9	9.5 ± 6.1	np	38.4 ± 8.3	16.9 ± 2.2
At private provider or other registered provider	18.0 ± 4.1	21.3 ± 7.0	30.2 ± 5.0	24.1 ± 8.2	25.7 ± 12.9	35.2 ± 9.8	np	34.5 ± 8.1	24.6 ± 2.6
<b>2008</b>									
Employed or in further study	82.7 ± 4.8	91.9 ± 4.8	89.0 ± 3.4	94.3 ± 2.7	99.2 ± 0.9	93.1 ± 3.3	100.0	85.8 ± 5.5	88.4 ± 2.0
Employed after training	72.1 ± 5.4	86.3 ± 5.9	84.4 ± 3.8	85.1 ± 5.1	94.3 ± 6.4	84.9 ± 4.6	84.4 ± 17.9	79.8 ± 6.2	80.7 ± 2.4
In further study after training	36.2 ± 6.3	32.4 ± 8.5	29.6 ± 5.0	35.9 ± 7.3	45.7 ± 16.0	30.7 ± 6.5	53.4 ± 33.7	34.4 ± 8.2	33.9 ± 3.0
At TAFE	56.2 ± 11.0	44.7 ± 15.5	52.1 ± 9.7	67.9 ± 11.0	62.7 ± 24.0	57.0 ± 12.2	np	21.3 ± 11.2	54.0 ± 5.5
At University	20.5 ± 10.5	19.1 ± 12.6	20.6 ± 7.4	13.0 ± 8.4	np	np	–	50.7 ± 15.4	19.6 ± 4.8
At private provider or other registered provider	23.3 ± 8.8	36.1 ± 16.1	27.4 ± 9.1	19.1 ± 8.4	np	38.3 ± 12.1	np	28.0 ± 11.9	26.4 ± 4.7

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) 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 engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) 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. Some data for 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 unpublished, *Student Outcomes Survey*.

TABLE 5A.31

Table 5A.31 **Proportion of VET 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), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
Employed or in further study	91.3 ± 7.3	np	92.4 ± 6.2	95.1 ± 3.8	90.7 ± 7.3	100.0	np	90.5 ± 5.1	93.0 ± 2.5
Employed after training	76.6 ± 19.7	np	85.2 ± 10.6	90.8 ± 5.9	86.7 ± 8.5	75.9 ± 26.2	np	87.8 ± 5.5	86.4 ± 4.4
In further study after training	48.3 ± 21.0	–	36.1 ± 16.2	38.9 ± 9.9	36.1 ± 14.8	82.6 ± 23.5	–	35.5 ± 8.8	39.7 ± 6.3
At TAFE	59.2 ± 28.9	na	54.1 ± 30.7	62.3 ± 16.5	26.9 ± 19.7	55.1 ± 33.0	na	39.5 ± 14.4	52.3 ± 10.8
At University	np	na	np	10.2 ± 9.5	np	np	na	22.7 ± 11.2	9.7 ± 4.5
At private provider or other registered provider	37.9 ± 29.0	na	40.4 ± 30.7	27.5 ± 15.5	60.9 ± 22.5	np	na	37.8 ± 14.4	38.0 ± 10.7
<b>2011</b>									
Employed or in further study	84.4 ± 9.5	100.0	86.9 ± 3.5	92.8 ± 2.7	92.5 ± 4.2	91.5 ± 7.4	na	90.9 ± 4.2	89.8 ± 1.9
Employed after training	73.5 ± 10.8	90.0 ± 14.6	82.5 ± 4.2	89.1 ± 3.1	84.5 ± 5.7	82.7 ± 9.7	na	84.5 ± 6.1	84.1 ± 2.3
In further study after training	40.2 ± 11.8	59.5 ± 33.1	29.6 ± 5.0	33.9 ± 4.6	33.4 ± 7.3	35.6 ± 12.3	na	32.4 ± 7.3	33.5 ± 2.9
At TAFE	73.2 ± 17.8	66.5 ± 37.8	53.6 ± 10.3	59.0 ± 8.3	63.2 ± 12.3	62.2 ± 19.9	na	40.3 ± 13.8	58.2 ± 5.2
At University	16.5 ± 14.0	–	15.2 ± 7.0	11.7 ± 4.9	8.7 ± 6.3	np	na	31.6 ± 12.2	14.8 ± 3.6
At private provider or other registered provider	np	np	31.2 ± 9.9	29.4 ± 7.8	28.1 ± 11.6	28.0 ± 18.1	na	28.2 ± 11.3	27.0 ± 4.7
<b>2010</b>									
Employed or in further study	95.1 ± 6.4	83.0 ± 30.9	90.3 ± 4.8	92.2 ± 3.3	90.3 ± 9.6	100.0	na	91.9 ± 5.4	91.8 ± 2.5
Employed after training	83.3 ± 11.2	87.2 ± 24.1	87.5 ± 5.0	84.6 ± 6.2	88.7 ± 9.8	86.7 ± 13.1	na	84.5 ± 6.3	86.0 ± 3.3
In further study after training	39.0 ± 16.0	np	28.5 ± 8.2	37.6 ± 8.0	37.3 ± 16.1	20.6 ± 16.4	na	37.0 ± 10.1	33.8 ± 5.0
At TAFE	66.9 ± 25.3	np	53.7 ± 16.6	72.1 ± 12.7	43.2 ± 24.6	82.8 ± 30.9	na	57.6 ± 14.8	61.2 ± 8.8
At University	np	–	np	12.3 ± 9.5	np	–	na	22.2 ± 14.6	13.8 ± 5.9
At private provider or other registered provider	np	–	28.3 ± 16.2	15.6 ± 10.3	37.5 ± 24.9	np	na	20.2 ± 11.4	25.1 ± 8.4
<b>2009</b>									
Employed or in further study	89.8 ± 5.5	94.6 ± 4.7	93.0 ± 2.5	91.9 ± 2.6	95.7 ± 4.0	95.5 ± 6.2	np	94.6 ± 3.2	92.7 ± 1.5



TABLE 5A.31

Table 5A.31 **Proportion of VET 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), (e), (f)**

	<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>
Employed after training	75.4 ± 8.3	81.8 ± 11.9	87.3 ± 3.5	87.3 ± 3.3	94.2 ± 4.3	87.0 ± 13.0	np	89.9 ± 4.8	85.7 ± 2.3
In further study after training	37.2 ± 10.1	30.1 ± 10.8	32.3 ± 5.0	34.2 ± 4.8	33.9 ± 8.9	<i>30.5 ± 18.4</i>	np	31.4 ± 10.8	33.7 ± 3.0
At TAFE	87.9 ± 8.9	64.2 ± 23.4	63.0 ± 9.7	61.0 ± 8.9	45.6 ± 15.4	np	np	<i>18.7 ± 11.4</i>	62.5 ± 5.4
At University	np	np	<i>13.1 ± 7.3</i>	11.0 ± 4.7	np	–	–	<i>14.4 ± 9.7</i>	8.8 ± 2.8
At private provider or other registered provider	<i>8.5 ± 7.5</i>	<i>30.1 ± 23.7</i>	23.9 ± 8.0	28.0 ± 8.8	51.0 ± 15.7	<i>62.9 ± 35.4</i>	–	66.9 ± 14.6	28.6 ± 5.0
2008									
Employed or in further study	87.6 ± 10.9	91.0 ± 16.7	94.0 ± 5.0	91.3 ± 4.7	95.4 ± 8.3	100.0	–	88.3 ± 5.0	91.7 ± 3.1
Employed after training	85.1 ± 11.0	79.4 ± 23.1	89.9 ± 6.5	83.5 ± 6.7	95.4 ± 8.3	100.0	–	84.0 ± 5.6	87.6 ± 3.6
In further study after training	<i>39.1 ± 21.5</i>	np	29.0 ± 11.7	31.5 ± 8.8	<i>35.3 ± 23.9</i>	<i>43.1 ± 23.0</i>	–	32.5 ± 8.1	33.6 ± 6.9
At TAFE	<i>42.9 ± 37.2</i>	np	<i>40.5 ± 21.7</i>	61.4 ± 16.4	np	64.8 ± 31.2	na	36.1 ± 13.0	42.0 ± 11.9
At University	np	np	<i>27.4 ± 20.3</i>	np	np	np	na	39.1 ± 16.6	26.8 ± 13.2
At private provider or other registered provider	np	np	<i>32.1 ± 23.6</i>	36.6 ± 16.4	<i>30.9 ± 29.1</i>	np	na	24.8 ± 11.5	31.2 ± 12.6

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) 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 engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) 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 those jurisdictions. Some data for NSW, Victoria, SA, Tasmania and the ACT are not published due to 5 or fewer responses.
- (e) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

TABLE 5A.31

Table 5A.31 **Proportion of VET 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), (e), (f)**

	<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>
(g)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.								
(h)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).								

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2012									
Employed or in further study	77.9 ± 4.4	66.8 ± 9.8	68.0 ± 9.9	80.1 ± 11.0	75.8 ± 10.2	76.6 ± 13.6	80.0 ± 12.8	75.5 ± 16.4	73.1 ± 3.8
Employed after training	53.1 ± 5.9	48.1 ± 10.2	52.5 ± 10.3	51.0 ± 10.6	57.6 ± 11.7	42.3 ± 15.8	61.3 ± 16.3	60.4 ± 18.1	51.9 ± 4.1
In further study after training	44.1 ± 5.9	33.4 ± 9.4	29.4 ± 8.8	52.3 ± 10.6	34.5 ± 10.5	40.9 ± 15.4	53.0 ± 16.8	45.0 ± 18.0	38.5 ± 3.9
At TAFE	73.2 ± 7.9	42.1 ± 16.5	38.3 ± 15.6	73.6 ± 10.7	42.2 ± 16.1	91.1 ± 16.3	61.0 ± 23.4	27.0 ± 21.8	58.4 ± 6.2
At University	12.3 ± 6.0	15.1 ± 9.9	13.3 ± 10.3	15.0 ± 8.5	25.9 ± 13.7	–	np	np	14.2 ± 3.8
At private provider or other registered provider	14.6 ± 6.2	42.8 ± 17.4	48.4 ± 17.2	11.4 ± 7.4	31.9 ± 15.8	np	27.9 ± 20.9	47.1 ± 27.0	27.4 ± 6.2
2011									
Employed or in further study	73.6 ± 3.4	71.4 ± 5.2	66.5 ± 3.8	75.7 ± 4.6	70.0 ± 4.5	74.0 ± 7.1	72.6 ± 9.2	70.3 ± 17.8	71.5 ± 1.9
Employed after training	48.5 ± 3.8	54.5 ± 5.2	51.1 ± 4.0	55.6 ± 5.2	49.2 ± 5.0	52.4 ± 8.4	58.5 ± 10.2	65.8 ± 17.7	51.3 ± 2.0
In further study after training	44.0 ± 3.7	33.2 ± 4.5	28.9 ± 3.7	39.4 ± 5.1	33.9 ± 4.8	43.7 ± 8.2	28.1 ± 8.8	26.6 ± 13.1	37.0 ± 1.9
At TAFE	74.1 ± 4.9	52.7 ± 8.0	44.3 ± 7.7	59.4 ± 8.5	53.9 ± 8.7	61.8 ± 11.6	43.6 ± 17.4	46.2 ± 25.7	61.6 ± 3.1
At University	15.2 ± 4.0	18.9 ± 6.6	15.5 ± 5.4	12.1 ± 5.0	6.2 ± 4.0	11.2 ± 7.1	20.4 ± 14.4	28.0 ± 22.9	14.7 ± 2.3
At private provider or other registered provider	10.8 ± 3.6	28.4 ± 6.6	40.1 ± 7.7	28.5 ± 8.3	39.9 ± 8.5	27.0 ± 10.9	36.0 ± 17.2	np	23.7 ± 2.7
2010									
Employed or in further study	71.6 ± 5.5	76.9 ± 5.6	63.6 ± 7.6	81.8 ± 8.1	72.3 ± 10.3	71.7 ± 13.3	81.3 ± 16.1	92.0 ± 9.4	72.5 ± 3.1
Employed after training	49.8 ± 5.8	59.4 ± 6.8	44.5 ± 7.6	67.3 ± 9.8	56.2 ± 12.2	52.8 ± 13.6	62.0 ± 17.1	77.4 ± 15.1	53.5 ± 3.3
In further study after training	39.4 ± 5.7	34.0 ± 6.9	30.4 ± 7.3	38.5 ± 10.1	32.1 ± 11.9	33.9 ± 12.1	36.2 ± 17.4	46.0 ± 19.9	35.7 ± 3.2
At TAFE	68.7 ± 8.9	48.5 ± 11.7	44.3 ± 14.0	63.7 ± 15.7	76.2 ± 20.4	62.0 ± 21.1	21.5 ± 18.4	np	59.2 ± 5.6
At University	15.4 ± 7.1	22.1 ± 9.4	26.7 ± 14.2	7.8 ± 7.7	np	np	24.7 ± 22.2	np	17.6 ± 4.6
At private provider or other registered provider	15.9 ± 7.3	29.5 ± 12.4	29.0 ± 13.9	28.5 ± 15.0	12.4 ± 10.9	32.6 ± 21.2	53.7 ± 26.1	42.6 ± 25.7	23.2 ± 5.0
2009									
Employed or in further study	74.7 ± 3.5	76.3 ± 4.2	76.1 ± 4.1	82.9 ± 4.5	73.5 ± 7.3	81.3 ± 10.1	83.1 ± 8.9	81.0 ± 12.2	76.4 ± 2.0

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
Employed after training	45.4 ± 4.3	60.1 ± 5.0	60.2 ± 4.8	63.2 ± 5.8	55.8 ± 7.9	54.0 ± 13.3	70.6 ± 10.0	78.3 ± 13.0	54.7 ± 2.3
In further study after training	44.7 ± 4.2	37.8 ± 4.7	35.5 ± 4.8	42.7 ± 6.1	33.7 ± 7.6	44.5 ± 13.5	46.5 ± 11.4	36.4 ± 16.7	40.5 ± 2.3
At TAFE	73.8 ± 5.6	60.0 ± 7.7	46.9 ± 8.4	72.3 ± 8.4	59.0 ± 13.1	39.9 ± 20.1	32.8 ± 14.6	np	63.3 ± 3.6
At University	12.0 ± 4.5	19.4 ± 6.4	15.3 ± 6.4	8.6 ± 5.1	11.4 ± 7.9	np	16.7 ± 9.0	30.7 ± 24.6	13.6 ± 2.6
At private provider or other registered provider	14.2 ± 4.2	20.6 ± 6.1	37.8 ± 8.4	19.0 ± 7.5	29.6 ± 12.1	49.5 ± 22.3	50.5 ± 16.9	45.3 ± 27.7	23.1 ± 3.1
<b>2008</b>									
Employed or in further study	69.7 ± 5.9	82.8 ± 6.5	76.2 ± 8.1	90.5 ± 6.9	70.6 ± 16.2	83.1 ± 10.5	79.8 ± 10.8	82.8 ± 13.2	76.0 ± 3.4
Employed after training	51.5 ± 6.3	68.5 ± 7.8	58.1 ± 9.6	72.0 ± 10.7	62.3 ± 16.4	58.5 ± 14.0	66.0 ± 14.0	76.6 ± 14.9	59.3 ± 3.8
In further study after training	35.7 ± 6.0	34.4 ± 8.6	32.5 ± 8.9	39.7 ± 11.8	27.5 ± 13.4	49.4 ± 14.6	45.1 ± 15.8	42.0 ± 21.4	35.4 ± 3.7
At TAFE	76.7 ± 7.8	50.8 ± 15.3	67.6 ± 15.3	69.5 ± 18.0	86.6 ± 16.0	64.0 ± 20.8	43.3 ± 25.3	65.1 ± 33.2	68.5 ± 5.8
At University	12.5 ± 5.9	24.1 ± 13.4	16.1 ± 12.0	10.4 ± 9.5	np	np	25.3 ± 21.0	np	14.9 ± 4.3
At private provider or other registered provider	10.8 ± 5.8	25.1 ± 13.6	16.3 ± 11.5	20.1 ± 16.9	np	32.3 ± 20.9	31.4 ± 24.1	np	16.6 ± 4.6

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) 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 engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (e) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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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**np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.33

Table 5A.33 **Proportion of VET 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), (d), (e), (f), (g)**

	<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>
2012									
Employed or in further study	82.6 ± 3.0	83.3 ± 4.3	77.3 ± 7.7	88.4 ± 3.4	80.7 ± 8.0	69.8 ± 18.5	83.2 ± 8.3	82.4 ± 8.7	82.7 ± 2.1
Employed after training	63.5 ± 3.7	65.8 ± 5.9	64.5 ± 8.3	72.4 ± 4.9	67.4 ± 8.7	48.9 ± 19.2	70.5 ± 12.1	74.9 ± 9.9	65.5 ± 2.7
In further study after training	40.0 ± 3.8	34.4 ± 5.9	33.3 ± 7.8	45.6 ± 5.9	33.4 ± 8.3	35.7 ± 18.0	31.8 ± 12.0	33.9 ± 11.8	37.4 ± 2.7
At TAFE	59.4 ± 5.9	36.9 ± 9.3	50.5 ± 13.6	57.9 ± 8.9	52.7 ± 15.0	79.0 ± 25.9	43.1 ± 22.1	30.9 ± 19.4	51.1 ± 4.4
At University	27.8 ± 5.7	24.0 ± 8.5	30.8 ± 12.5	25.0 ± 8.1	21.7 ± 11.6	np	31.5 ± 25.8	53.7 ± 21.7	26.4 ± 3.8
At private provider or other registered provider	12.7 ± 3.8	39.0 ± 10.8	18.7 ± 11.6	17.1 ± 6.9	25.5 ± 13.8	np	25.4 ± 19.7	15.4 ± 12.9	22.5 ± 4.3
2011									
Employed or in further study	81.7 ± 1.8	82.7 ± 2.1	79.2 ± 2.8	84.4 ± 2.2	77.6 ± 4.8	78.5 ± 7.8	87.5 ± 5.4	82.9 ± 9.2	81.8 ± 1.1
Employed after training	61.9 ± 2.3	68.0 ± 2.5	66.7 ± 3.3	66.5 ± 2.9	62.3 ± 5.5	58.0 ± 9.5	80.4 ± 6.6	74.7 ± 10.3	65.0 ± 1.3
In further study after training	40.7 ± 2.4	35.4 ± 2.5	32.2 ± 3.3	43.7 ± 3.1	36.8 ± 5.3	39.5 ± 9.4	37.9 ± 8.6	26.7 ± 9.4	38.3 ± 1.3
At TAFE	63.4 ± 3.7	47.5 ± 4.1	41.5 ± 6.0	62.0 ± 4.7	61.3 ± 8.5	68.9 ± 13.9	32.5 ± 13.9	34.5 ± 22.3	56.5 ± 2.2
At University	23.0 ± 3.2	33.8 ± 4.0	31.6 ± 5.7	20.1 ± 3.8	12.7 ± 5.5	10.9 ± 9.1	42.0 ± 15.2	33.1 ± 16.9	25.6 ± 1.9
At private provider or other registered provider	13.6 ± 2.7	18.7 ± 3.5	27.0 ± 5.6	17.9 ± 3.7	26.0 ± 7.3	20.1 ± 12.3	25.5 ± 12.8	32.4 ± 18.1	17.9 ± 1.7
2010									
Employed or in further study	78.5 ± 3.1	82.5 ± 4.0	77.7 ± 4.8	81.4 ± 4.4	84.1 ± 7.2	79.4 ± 11.5	93.5 ± 3.6	84.7 ± 6.5	80.3 ± 1.9
Employed after training	57.2 ± 3.6	67.3 ± 4.7	62.3 ± 5.5	66.4 ± 4.9	68.0 ± 8.8	64.1 ± 14.1	86.5 ± 5.9	76.3 ± 8.2	62.5 ± 2.2
In further study after training	38.2 ± 3.6	39.5 ± 4.9	36.4 ± 5.7	42.2 ± 5.4	38.4 ± 8.7	32.3 ± 12.9	30.5 ± 10.0	33.4 ± 11.7	38.4 ± 2.2
At TAFE	60.1 ± 5.7	46.5 ± 7.8	50.0 ± 9.9	64.8 ± 8.0	49.9 ± 12.1	49.2 ± 24.6	45.6 ± 19.3	18.5 ± 15.9	55.2 ± 3.6
At University	25.7 ± 5.0	33.0 ± 7.6	26.3 ± 8.5	16.4 ± 6.2	30.3 ± 9.0	np	32.9 ± 18.2	46.3 ± 22.6	27.0 ± 3.2
At private provider or other registered provider	14.2 ± 4.4	20.6 ± 7.2	23.7 ± 9.1	18.8 ± 6.6	19.8 ± 11.3	np	21.5 ± 17.3	35.2 ± 19.5	17.9 ± 3.0
2009									
Employed or in further study	80.4 ± 1.8	83.3 ± 2.4	82.9 ± 3.3	83.6 ± 3.0	82.2 ± 5.8	88.7 ± 10.6	86.3 ± 5.3	83.3 ± 7.6	81.9 ± 1.2

TABLE 5A.33

Table 5A.33 **Proportion of VET 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), (d), (e), (f), (g)**

	<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>
Employed after training	59.9 ± 2.2	68.4 ± 2.9	69.5 ± 4.1	64.5 ± 3.9	63.6 ± 5.7	72.3 ± 17.1	80.6 ± 6.0	75.8 ± 8.3	64.0 ± 1.4
In further study after training	43.4 ± 2.3	37.6 ± 3.0	33.9 ± 4.2	43.2 ± 4.2	39.3 ± 6.9	<i>34.2 ± 17.5</i>	31.2 ± 7.9	30.3 ± 9.0	40.5 ± 1.5
At TAFE	62.8 ± 3.4	52.9 ± 5.1	48.0 ± 7.6	59.5 ± 6.5	64.8 ± 9.4	75.2 ± 26.7	51.0 ± 15.1	29.3 ± 14.8	59.1 ± 2.4
At University	26.4 ± 3.2	34.9 ± 5.1	30.1 ± 7.2	23.8 ± 5.8	13.6 ± 6.1	np	<i>21.3 ± 11.9</i>	38.1 ± 16.0	27.3 ± 2.2
At private provider or other registered provider	10.8 ± 2.3	12.1 ± 3.1	21.9 ± 6.1	16.7 ± 5.2	21.6 ± 7.9	np	27.7 ± 13.3	<i>32.5 ± 17.4</i>	13.6 ± 1.6
2008									
Employed or in further study	86.3 ± 3.0	88.7 ± 3.1	87.5 ± 4.8	84.2 ± 6.4	88.2 ± 8.3	91.1 ± 12.0	86.5 ± 9.2	78.9 ± 10.0	86.8 ± 1.9
Employed after training	66.1 ± 4.0	74.1 ± 4.3	68.7 ± 8.2	68.1 ± 7.9	80.4 ± 11.0	87.6 ± 13.5	77.7 ± 10.8	73.2 ± 10.8	69.6 ± 2.6
In further study after training	42.6 ± 4.3	35.2 ± 5.2	38.3 ± 8.3	39.7 ± 8.0	41.0 ± 14.3	<i>28.4 ± 20.9</i>	40.8 ± 11.1	34.6 ± 12.2	40.0 ± 2.8
At TAFE	55.5 ± 6.7	55.3 ± 9.5	53.4 ± 14.2	57.4 ± 13.0	70.5 ± 21.6	np	56.6 ± 16.6	29.8 ± 18.3	56.0 ± 4.7
At University	33.4 ± 6.6	29.5 ± 8.1	36.7 ± 13.6	<i>17.6 ± 10.4</i>	np	np	<i>12.1 ± 9.6</i>	46.8 ± 22.3	29.4 ± 4.4
At private provider or other registered provider	11.1 ± 4.1	<i>15.2 ± 7.5</i>	<i>9.9 ± 5.8</i>	25.1 ± 11.7	<i>27.7 ± 21.6</i>	np	31.3 ± 15.1	<i>23.4 ± 17.7</i>	14.6 ± 3.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) 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 engaged in further study.

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

(d) Certain data are not published due to 5 or fewer responses.

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

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(g) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

**np** Not published.

TABLE 5A.33

Table 5A.33 **Proportion of VET 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), (d), (e), (f), (g)**

	<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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Source: NCVET unpublished, *Student Outcomes Survey*.



TABLE 5A.34

Table 5A.34 **Labour force status after the course of VET graduates who were unemployed prior to the course (per cent)**  
**(a), (b), (c), (d), (e), (f)**

	<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>
2012									
Employed	50.1 ± 4.7	51.6 ± 7.1	52.5 ± 7.6	51.8 ± 7.9	46.6 ± 8.8	56.4 ± 12.2	53.6 ± 17.1	52.5 ± 14.9	51.1 ± 3.1
Unemployed	40.3 ± 4.6	37.2 ± 6.7	42.1 ± 7.5	43.1 ± 7.9	41.7 ± 8.4	35.7 ± 11.7	41.2 ± 16.6	40.4 ± 14.8	40.1 ± 3.0
Not in the labour force	9.6 ± 2.7	11.2 ± 4.2	5.4 ± 2.8	5.1 ± 2.9	11.7 ± 5.5	6.4 ± 5.5	np	7.1 ± 6.2	8.8 ± 1.7
2011									
Employed	45.6 ± 3.0	55.7 ± 3.9	51.3 ± 2.8	51.9 ± 4.0	47.9 ± 3.9	52.6 ± 7.2	56.6 ± 12.7	49.7 ± 14.7	50.1 ± 1.6
Unemployed	45.9 ± 3.0	35.8 ± 3.8	42.2 ± 2.8	38.2 ± 3.9	45.3 ± 3.9	38.6 ± 7.1	37.4 ± 12.3	33.5 ± 13.9	41.9 ± 1.5
Not in the labour force	8.3 ± 1.5	8.3 ± 1.9	6.3 ± 1.3	9.4 ± 2.4	6.6 ± 1.8	8.0 ± 3.7	4.9 ± 4.5	16.8 ± 12.2	7.8 ± 0.8
2010									
Employed	46.4 ± 4.5	55.0 ± 5.9	44.6 ± 6.0	51.1 ± 8.2	42.8 ± 8.9	53.0 ± 10.1	73.7 ± 15.6	68.1 ± 18.6	48.6 ± 2.7
Unemployed	43.8 ± 4.4	36.6 ± 5.8	45.7 ± 6.1	42.1 ± 8.2	49.7 ± 9.2	42.4 ± 10.0	20.4 ± 13.5	25.7 ± 15.9	42.5 ± 2.7
Not in the labour force	9.7 ± 2.9	8.0 ± 2.7	9.6 ± 3.2	6.8 ± 4.3	7.3 ± 4.9	4.2 ± 3.9	np	np	8.7 ± 1.5
2009									
Employed	48.3 ± 3.3	53.6 ± 4.2	53.5 ± 4.3	54.3 ± 5.9	51.4 ± 6.4	61.8 ± 9.6	63.8 ± 12.8	47.1 ± 18.1	51.5 ± 2.0
Unemployed	39.7 ± 3.2	37.1 ± 4.2	35.6 ± 4.1	31.7 ± 5.4	33.1 ± 6.4	29.3 ± 9.0	23.2 ± 10.2	43.9 ± 17.9	37.0 ± 1.9
Not in the labour force	11.6 ± 2.1	8.6 ± 2.5	9.9 ± 2.6	13.8 ± 4.3	15.0 ± 4.1	8.1 ± 5.1	12.9 ± 9.4	np	11.0 ± 1.2
2008									
Employed	49.1 ± 5.6	66.6 ± 6.7	64.6 ± 8.0	59.1 ± 11.9	72.6 ± 13.4	49.0 ± 15.4	45.7 ± 19.8	69.4 ± 18.2	57.3 ± 3.5
Unemployed	39.5 ± 5.5	28.5 ± 6.4	28.2 ± 7.9	34.0 ± 11.3	22.4 ± 12.5	42.9 ± 15.2	31.7 ± 16.9	28.4 ± 17.8	34.0 ± 3.4
Not in the labour force	10.3 ± 3.1	4.9 ± 2.5	6.6 ± 3.2	6.9 ± 5.9	np	np	22.6 ± 17.7	np	8.2 ± 1.7
2007									
Employed	53.9 ± 3.7	62.0 ± 4.5	68.7 ± 4.5	59.6 ± 6.3	67.0 ± 6.7	62.4 ± 8.9	54.0 ± 16.2	57.7 ± 19.2	59.2 ± 2.2
Unemployed	36.8 ± 3.6	31.4 ± 4.3	22.5 ± 3.9	30.5 ± 5.9	25.0 ± 6.3	30.6 ± 8.5	32.6 ± 14.9	37.6 ± 19.6	32.3 ± 2.1
Not in the labour force	8.9 ± 2.1	6.3 ± 2.1	8.3 ± 2.8	9.6 ± 3.8	7.0 ± 3.2	6.9 ± 4.5	13.3 ± 10.3	np	8.2 ± 1.2

TABLE 5A.34

Table 5A.34 **Labour force status after the course of VET graduates who were unemployed prior to the course (per cent)**  
**(a), (b), (c), (d), (e), (f)**

	<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>
2006									
Employed	55.6 ± 6.2	61.6 ± 6.4	62.2 ± 6.8	65.3 ± 8.2	60.4 ± 9.8	68.4 ± 16.2	72.3 ± 16.0	69.7 ± 17.5	59.1 ± 3.6
Unemployed	31.7 ± 5.7	29.5 ± 6.0	29.4 ± 6.3	28.4 ± 7.5	30.8 ± 9.5	29.0 ± 16.3	19.0 ± 11.1	27.7 ± 17.2	30.4 ± 3.3
Not in the labour force	12.7 ± 4.1	8.6 ± 3.5	8.2 ± 2.7	6.3 ± 4.5	8.8 ± 5.2	np	np	np	10.3 ± 2.2
2005									
Employed	50.4 ± 4.6	59.2 ± 4.4	59.8 ± 4.3	58.5 ± 5.0	63.1 ± 6.0	59.5 ± 9.9	54.6 ± 12.2	63.3 ± 12.8	55.1 ± 2.5
Unemployed	40.7 ± 4.4	30.4 ± 4.1	32.5 ± 4.2	32.9 ± 4.9	28.9 ± 5.7	29.6 ± 9.1	40.1 ± 12.2	20.3 ± 10.9	36.0 ± 2.4
Not in the labour force	8.4 ± 2.3	8.8 ± 2.6	7.2 ± 2.0	8.3 ± 2.5	8.0 ± 3.1	10.1 ± 6.2	np	16.4 ± 8.2	8.3 ± 1.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Some data for SA, the ACT and the NT are not published due to 5 or fewer responses.

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

(d) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

**np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.35

Table 5A.35 **Labour force status after the course of Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2012									
Employed	38.4 ± 18.8	26.4 ± 30.0	45.1 ± 26.3	36.2 ± 30.4	60.8 ± 36.7	np	–	59.7 ± 25.9	40.3 ± 12.9
Unemployed	39.2 ± 22.5	72.5 ± 30.4	50.0 ± 26.0	63.8 ± 30.4	np	np	np	34.0 ± 25.2	50.8 ± 13.4
Not in the labour force	22.4 ± 16.3	np	np	–	np	np	–	np	8.4 ± 5.0
2011									
Employed	47.8 ± 14.3	45.7 ± 21.1	34.9 ± 9.6	59.5 ± 17.4	30.7 ± 13.2	35.9 ± 26.7	np	42.7 ± 24.9	42.5 ± 6.2
Unemployed	46.5 ± 14.3	49.1 ± 22.2	57.3 ± 10.0	36.0 ± 17.2	58.6 ± 14.6	60.8 ± 27.5	np	28.9 ± 25.5	49.8 ± 6.3
Not in the labour force	np	np	7.8 ± 5.4	np	10.8 ± 10.2	np	–	np	7.5 ± 3.1
2010									
Employed	32.8 ± 20.1	np	32.6 ± 24.0	30.4 ± 16.7	np	72.2 ± 18.2	np	91.9 ± 16.6	33.1 ± 9.7
Unemployed	45.7 ± 21.5	57.9 ± 37.5	62.5 ± 24.3	64.1 ± 19.1	np	np	np	np	56.8 ± 10.6
Not in the labour force	21.5 ± 20.0	np	np	np	np	np	–	–	9.4 ± 7.1
2009									
Employed	46.7 ± 16.2	72.2 ± 23.1	41.2 ± 20.0	49.3 ± 27.9	71.5 ± 26.2	58.6 ± 31.3	–	np	52.7 ± 9.6
Unemployed	45.5 ± 16.3	25.7 ± 23.0	53.8 ± 20.2	43.6 ± 27.5	np	np	–	np	42.0 ± 9.6
Not in the labour force	np	np	np	np	–	–	np	–	5.3 ± 3.7
2008									
Employed	np	35.2 ± 31.3	78.6 ± 16.7	np	23.3 ± 28.7	np	na	86.5 ± 24.7	37.3 ± 15.7
Unemployed	67.1 ± 29.3	64.8 ± 31.3	20.0 ± 16.2	np	np	–	na	np	50.3 ± 17.8
Not in the labour force	np	–	np	np	np	–	na	–	12.4 ± 14.0
2007									
Employed	55.1 ± 18.6	np	68.2 ± 20.1	33.7 ± 26.7	np	np	na	np	53.6 ± 10.9
Unemployed	38.6 ± 18.3	np	29.8 ± 20.1	50.4 ± 27.8	np	np	na	np	39.4 ± 10.8
Not in the labour force	np	np	np	np	np	–	na	–	7.0 ± 4.7

TABLE 5A.35

Table 5A.35 **Labour force status after the course of Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2006									
Employed	np	np	44.7 ± 17.6	np	np	np	np	np	49.3 ± 16.3
Unemployed	44.2 ± 37.6	np	27.1 ± 17.1	58.0 ± 31.0	72.9 ± 31.8	np	–	np	42.4 ± 15.6
Not in the labour force	–	–	np	–	–	np	–	np	np
2005									
Employed	50.2 ± 21.7	np	54.0 ± 16.8	48.6 ± 28.4	39.7 ± 33.3	np	–	91.3 ± 12.7	51.5 ± 11.5
Unemployed	44.9 ± 20.9	np	46.0 ± 16.8	38.8 ± 26.6	np	np	np	np	43.5 ± 11.1
Not in the labour force	np	np	–	np	np	–	–	–	4.4 ± 3.0

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Some data are not published due to 5 or fewer responses.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.36

Table 5A.36 **Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2012									
Employed	50.7 ± 4.8	52.8 ± 7.2	53.2 ± 7.9	53.0 ± 8.1	45.9 ± 9.1	57.1 ± 12.9	57.3 ± 17.3	50.2 ± 17.9	51.8 ± 3.2
Unemployed	40.5 ± 4.7	35.6 ± 6.7	41.3 ± 7.8	41.4 ± 8.2	42.5 ± 8.7	37.1 ± 12.6	37.1 ± 16.7	42.5 ± 17.8	39.4 ± 3.1
Not in the labour force	8.7 ± 2.7	11.5 ± 4.4	5.4 ± 3.0	5.6 ± 3.1	11.6 ± 5.7	np	np	np	8.8 ± 1.7
2011									
Employed	45.2 ± 3.1	56.0 ± 4.0	52.7 ± 2.9	51.9 ± 4.2	49.3 ± 4.1	53.6 ± 7.3	55.9 ± 13.2	55.1 ± 16.5	50.5 ± 1.6
Unemployed	46.0 ± 3.1	35.6 ± 3.9	40.9 ± 2.9	37.6 ± 4.0	44.7 ± 4.1	37.0 ± 7.1	37.8 ± 12.7	36.8 ± 15.5	41.4 ± 1.6
Not in the labour force	8.7 ± 1.6	8.3 ± 2.0	6.3 ± 1.4	10.0 ± 2.6	5.8 ± 1.7	8.5 ± 4.0	5.2 ± 4.8	np	7.8 ± 0.8
2010									
Employed	46.8 ± 4.6	55.2 ± 6.1	45.4 ± 6.2	54.4 ± 8.8	46.4 ± 9.5	51.2 ± 10.9	74.5 ± 15.8	49.5 ± 23.1	49.3 ± 2.8
Unemployed	43.8 ± 4.6	36.3 ± 5.9	44.5 ± 6.3	38.6 ± 8.6	45.8 ± 9.6	44.6 ± 10.8	19.4 ± 13.5	39.5 ± 20.2	41.8 ± 2.8
Not in the labour force	9.4 ± 2.9	8.1 ± 2.7	10.0 ± 3.3	7.1 ± 4.6	7.7 ± 5.3	4.2 ± 4.2	np	np	8.7 ± 1.6
2009									
Employed	48.6 ± 3.3	53.2 ± 4.3	54.3 ± 4.5	54.8 ± 6.1	50.8 ± 6.5	62.2 ± 10.0	64.5 ± 12.8	41.9 ± 20.1	51.6 ± 2.0
Unemployed	39.5 ± 3.2	37.3 ± 4.2	34.8 ± 4.2	31.2 ± 5.5	33.1 ± 6.5	27.6 ± 9.1	23.5 ± 10.3	45.3 ± 20.7	36.8 ± 2.0
Not in the labour force	11.4 ± 2.0	8.9 ± 2.6	10.2 ± 2.7	13.9 ± 4.4	15.6 ± 4.3	9.2 ± 5.7	12.0 ± 9.3	np	11.1 ± 1.2
2008									
Employed	50.5 ± 5.7	66.8 ± 6.7	62.9 ± 8.4	61.9 ± 11.7	74.9 ± 13.6	47.3 ± 15.8	45.7 ± 19.8	66.0 ± 21.4	57.9 ± 3.6
Unemployed	38.2 ± 5.6	28.2 ± 6.5	29.3 ± 8.4	31.3 ± 11.0	22.4 ± 13.1	44.3 ± 15.6	31.7 ± 16.9	31.3 ± 20.9	33.4 ± 3.5
Not in the labour force	10.3 ± 3.1	5.0 ± 2.6	7.0 ± 3.5	6.8 ± 6.2	np	np	22.6 ± 17.7	np	8.1 ± 1.7
2007									
Employed	53.7 ± 3.8	62.2 ± 4.6	68.6 ± 4.6	60.8 ± 6.5	68.2 ± 6.7	64.7 ± 9.2	54.0 ± 16.2	56.6 ± 18.0	59.3 ± 2.3
Unemployed	37.0 ± 3.7	31.3 ± 4.4	22.0 ± 4.0	29.5 ± 6.0	24.5 ± 6.3	27.9 ± 8.7	32.6 ± 14.9	38.1 ± 18.9	32.1 ± 2.2
Not in the labour force	9.1 ± 2.2	6.2 ± 2.1	8.7 ± 3.0	9.3 ± 3.9	6.3 ± 3.1	7.5 ± 4.8	13.3 ± 10.3	np	8.3 ± 1.3

TABLE 5A.36

Table 5A.36 **Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<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>
2006									
Employed	56.1 ± 6.3	61.4 ± 6.5	63.7 ± 7.1	67.3 ± 8.6	62.5 ± 10.0	69.8 ± 17.4	69.3 ± 17.0	77.7 ± 19.9	59.9 ± 3.7
Unemployed	30.9 ± 5.8	29.5 ± 6.1	29.8 ± 6.7	25.9 ± 7.8	28.1 ± 9.5	29.2 ± 17.4	21.1 ± 11.9	np	29.8 ± 3.4
Not in the labour force	12.9 ± 4.2	8.8 ± 3.5	6.3 ± 2.7	6.9 ± 4.9	9.3 ± 5.5	np	np	–	10.2 ± 2.3
2005									
Employed	50.5 ± 4.7	59.7 ± 4.5	60.3 ± 4.5	58.8 ± 5.1	63.8 ± 6.1	58.9 ± 10.5	57.8 ± 12.3	51.9 ± 15.1	55.3 ± 2.6
Unemployed	40.3 ± 4.5	30.1 ± 4.1	31.8 ± 4.3	32.8 ± 5.0	28.2 ± 5.8	29.3 ± 9.5	36.6 ± 12.1	25.0 ± 13.7	35.6 ± 2.5
Not in the labour force	8.6 ± 2.4	8.7 ± 2.6	7.4 ± 2.1	8.1 ± 2.6	8.0 ± 3.2	11.0 ± 6.7	np	23.1 ± 11.1	8.4 ± 1.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.

(c) Some data are not published due to 5 or fewer responses.

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

(e) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

(f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.37

Table 5A.37 **Labour force status after the course of VET graduates who were employed prior to the course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Employed	90.1 ± 1.3	87.6 ± 2.5	89.5 ± 2.2	92.4 ± 1.7	93.1 ± 1.8	90.3 ± 3.5	93.3 ± 3.1	90.3 ± 3.6	90.0 ± 0.9
Unemployed	5.7 ± 1.1	7.2 ± 2.1	6.4 ± 1.8	4.3 ± 1.4	4.5 ± 1.5	6.1 ± 2.8	4.3 ± 2.5	4.7 ± 2.2	5.9 ± 0.8
Not in the labour force	4.2 ± 0.8	5.1 ± 1.5	4.1 ± 1.4	3.2 ± 1.0	2.3 ± 1.0	3.6 ± 2.2	2.4 ± 2.0	5.0 ± 3.0	4.1 ± 0.5
2011									
Employed	90.3 ± 0.8	89.4 ± 1.0	88.7 ± 0.9	90.6 ± 0.9	89.4 ± 1.4	89.1 ± 2.0	94.1 ± 1.8	91.1 ± 2.5	89.9 ± 0.4
Unemployed	5.7 ± 0.7	6.0 ± 0.8	7.4 ± 0.8	4.8 ± 0.7	6.8 ± 1.1	5.8 ± 1.5	2.4 ± 1.2	4.3 ± 1.8	6.0 ± 0.3
Not in the labour force	3.9 ± 0.5	4.4 ± 0.6	3.7 ± 0.5	4.4 ± 0.6	3.6 ± 0.9	5.1 ± 1.4	3.4 ± 1.4	4.6 ± 1.8	4.1 ± 0.3
2010									
Employed	87.2 ± 1.5	89.6 ± 1.6	87.4 ± 1.7	89.1 ± 1.8	88.9 ± 2.9	88.5 ± 3.2	92.0 ± 2.9	90.9 ± 2.9	88.3 ± 0.8
Unemployed	7.5 ± 1.2	6.0 ± 1.3	7.4 ± 1.3	6.5 ± 1.4	5.7 ± 2.0	5.8 ± 2.6	4.0 ± 2.2	4.8 ± 1.9	6.8 ± 0.6
Not in the labour force	4.9 ± 0.9	4.1 ± 1.0	4.9 ± 1.1	4.2 ± 1.1	5.2 ± 2.2	5.5 ± 1.9	4.1 ± 1.9	4.3 ± 2.2	4.7 ± 0.5
2009									
Employed	88.7 ± 0.9	90.1 ± 1.0	89.4 ± 1.0	88.5 ± 1.2	89.5 ± 1.8	89.9 ± 3.1	92.6 ± 1.9	92.0 ± 2.5	89.3 ± 0.5
Unemployed	6.7 ± 0.7	6.0 ± 0.8	6.2 ± 0.8	6.6 ± 0.9	6.6 ± 1.6	6.9 ± 2.8	3.8 ± 1.4	5.3 ± 2.2	6.3 ± 0.4
Not in the labour force	4.5 ± 0.6	3.8 ± 0.6	4.2 ± 0.6	4.7 ± 0.8	3.6 ± 0.9	3.1 ± 1.4	3.5 ± 1.4	2.7 ± 1.2	4.2 ± 0.3
2008									
Employed	90.3 ± 1.5	93.0 ± 1.5	92.3 ± 1.6	91.4 ± 2.1	95.6 ± 2.1	92.8 ± 2.7	94.5 ± 2.1	89.4 ± 3.6	91.8 ± 0.8
Unemployed	5.1 ± 1.2	3.5 ± 1.1	2.9 ± 0.9	3.3 ± 1.3	2.4 ± 1.6	4.0 ± 2.2	2.1 ± 1.7	4.4 ± 2.7	3.9 ± 0.6
Not in the labour force	4.6 ± 1.0	3.4 ± 1.0	4.7 ± 1.3	5.1 ± 1.6	2.1 ± 1.4	3.0 ± 1.6	3.3 ± 1.3	6.2 ± 2.4	4.2 ± 0.5

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

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

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

TABLE 5A.37

Table 5A.37 **Labour force status after the course of VET graduates who were employed prior to the course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.



TABLE 5A.38

Table 5A.38 **VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Highly relevant	58.6 ± 2.5	50.3 ± 3.6	55.2 ± 3.7	61.9 ± 3.1	55.6 ± 4.3	62.3 ± 6.2	53.5 ± 6.6	60.4 ± 6.4	56.0 ± 1.5
Some relevance	25.2 ± 2.2	30.8 ± 3.4	24.6 ± 3.3	21.3 ± 2.7	28.3 ± 3.7	21.3 ± 5.1	29.1 ± 5.9	25.1 ± 5.7	26.3 ± 1.4
Very little relevance	7.0 ± 1.3	6.1 ± 1.7	7.9 ± 2.2	7.0 ± 1.6	6.4 ± 1.8	5.1 ± 2.8	7.8 ± 3.6	7.6 ± 3.1	6.8 ± 0.8
Not relevant at all	9.2 ± 1.3	12.9 ± 2.6	12.3 ± 2.4	9.8 ± 1.7	9.7 ± 2.9	11.3 ± 4.1	9.7 ± 3.6	7.0 ± 3.2	10.8 ± 0.9
2011									
Highly relevant	57.0 ± 1.5	56.8 ± 1.6	59.1 ± 1.5	59.7 ± 1.6	57.3 ± 2.3	58.9 ± 3.5	57.2 ± 4.1	62.4 ± 5.2	57.8 ± 0.7
Some relevance	26.1 ± 1.4	26.2 ± 1.4	23.2 ± 1.3	24.0 ± 1.4	25.4 ± 2.0	24.4 ± 3.0	26.9 ± 3.6	22.8 ± 4.5	25.2 ± 0.7
Very little relevance	7.2 ± 0.8	7.6 ± 0.8	7.4 ± 0.8	6.3 ± 0.8	6.8 ± 1.1	5.6 ± 1.8	8.1 ± 2.2	6.3 ± 2.6	7.2 ± 0.4
Not relevant at all	9.7 ± 0.9	9.4 ± 0.9	10.3 ± 0.9	10.0 ± 1.0	10.5 ± 1.4	11.1 ± 2.2	7.8 ± 2.4	8.5 ± 2.6	9.8 ± 0.4
2010									
Highly relevant	56.6 ± 2.4	55.7 ± 2.8	57.3 ± 2.9	60.1 ± 3.0	56.7 ± 5.0	59.7 ± 5.0	54.3 ± 6.2	65.4 ± 7.0	57.1 ± 1.3
Some relevance	25.4 ± 2.1	26.0 ± 2.5	25.0 ± 2.6	21.6 ± 2.6	25.1 ± 4.4	24.4 ± 4.5	29.5 ± 5.8	23.0 ± 6.6	25.0 ± 1.1
Very little relevance	7.3 ± 1.3	7.6 ± 1.5	7.0 ± 1.4	7.2 ± 1.7	6.7 ± 2.3	6.5 ± 2.7	6.1 ± 2.5	4.5 ± 2.4	7.2 ± 0.7
Not relevant at all	10.7 ± 1.4	10.7 ± 1.8	10.7 ± 1.8	11.1 ± 1.8	11.5 ± 3.3	9.4 ± 2.7	10.2 ± 3.5	7.2 ± 3.1	10.7 ± 0.8
2009									
Highly relevant	56.0 ± 1.6	54.3 ± 1.7	60.8 ± 1.7	59.6 ± 2.0	52.6 ± 2.5	59.9 ± 4.7	55.6 ± 4.1	64.1 ± 5.0	56.7 ± 0.8
Some relevance	25.7 ± 1.4	27.9 ± 1.6	22.5 ± 1.4	23.3 ± 1.8	26.9 ± 2.3	27.1 ± 4.2	26.3 ± 3.5	22.8 ± 4.1	25.5 ± 0.7
Very little relevance	8.1 ± 0.9	7.6 ± 0.9	7.1 ± 0.9	6.8 ± 1.0	8.8 ± 1.4	5.7 ± 2.2	7.0 ± 2.0	4.7 ± 2.0	7.6 ± 0.4
Not relevant at all	10.3 ± 0.9	10.2 ± 1.1	9.6 ± 1.0	10.3 ± 1.2	11.7 ± 1.6	7.3 ± 2.4	11.1 ± 2.6	8.4 ± 3.0	10.2 ± 0.5
2008									
Highly relevant	56.0 ± 2.7	53.0 ± 3.1	57.0 ± 3.2	60.3 ± 4.0	59.7 ± 6.1	52.4 ± 6.2	46.9 ± 5.7	56.4 ± 10.4	55.9 ± 1.5
Some relevance	25.9 ± 2.4	27.9 ± 2.8	23.8 ± 2.7	22.3 ± 3.4	22.7 ± 5.3	25.6 ± 5.1	34.2 ± 5.8	30.1 ± 9.8	25.6 ± 1.3
Very little relevance	7.9 ± 1.4	8.7 ± 1.8	7.8 ± 1.7	7.0 ± 2.1	5.2 ± 2.4	8.3 ± 3.2	8.1 ± 3.6	4.2 ± 1.9	7.7 ± 0.8
Not relevant at all	10.2 ± 1.6	10.4 ± 1.9	11.3 ± 2.0	10.4 ± 2.4	12.4 ± 4.3	13.7 ± 4.3	10.7 ± 3.2	9.3 ± 3.8	10.7 ± 0.9

TABLE 5A.38

Table 5A.38 **VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

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

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

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.39

Table 5A.39 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent)**  
**(a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Obtained a job	32.5 ± 2.4	33.7 ± 3.3	39.3 ± 3.7	37.9 ± 3.2	29.4 ± 4.1	39.6 ± 6.4	30.6 ± 6.6	37.4 ± 6.5	34.5 ± 1.4
An increase in earnings	28.4 ± 2.3	27.0 ± 3.3	33.9 ± 3.5	34.3 ± 3.2	29.1 ± 4.2	39.2 ± 6.4	30.6 ± 6.2	36.0 ± 6.2	30.1 ± 1.4
A promotion (or increased status at work)	34.9 ± 2.4	27.4 ± 3.2	34.2 ± 3.5	35.7 ± 3.2	34.6 ± 4.1	34.6 ± 6.3	41.0 ± 6.6	37.1 ± 6.2	33.1 ± 1.4
Change of job or new job	19.3 ± 1.9	18.6 ± 2.7	26.1 ± 3.4	23.9 ± 2.8	18.2 ± 3.2	22.2 ± 5.4	19.1 ± 5.3	19.4 ± 5.1	20.8 ± 1.2
Ability to start own business	8.8 ± 1.4	9.4 ± 1.9	8.8 ± 2.2	8.2 ± 1.7	6.1 ± 1.8	5.8 ± 2.8	7.3 ± 3.5	10.2 ± 4.1	8.6 ± 0.8
At least one benefit	77.7 ± 2.0	74.7 ± 3.3	82.4 ± 2.7	81.5 ± 2.4	79.7 ± 3.6	83.3 ± 4.7	76.0 ± 5.5	78.9 ± 5.2	78.5 ± 1.2
2011									
Obtained a job	30.2 ± 1.5	35.4 ± 1.6	39.0 ± 1.5	36.0 ± 1.6	31.0 ± 2.1	35.2 ± 3.4	28.1 ± 3.9	34.1 ± 5.5	33.9 ± 0.7
An increase in earnings	25.0 ± 1.4	28.0 ± 1.4	31.8 ± 1.5	32.4 ± 1.6	25.7 ± 2.0	32.5 ± 3.3	29.5 ± 3.9	36.5 ± 5.2	28.3 ± 0.7
A promotion (or increased status at work)	32.6 ± 1.5	28.8 ± 1.4	29.7 ± 1.4	32.5 ± 1.6	31.9 ± 2.1	31.2 ± 3.3	39.3 ± 4.1	37.0 ± 5.2	31.3 ± 0.7
Change of job or new job	18.4 ± 1.2	17.1 ± 1.1	20.5 ± 1.2	19.5 ± 1.3	18.9 ± 1.8	20.5 ± 2.8	16.0 ± 2.9	22.8 ± 4.6	18.7 ± 0.6
Ability to start own business	7.8 ± 0.8	8.1 ± 0.8	9.3 ± 0.9	7.7 ± 0.9	6.0 ± 1.2	6.5 ± 1.8	6.5 ± 2.2	5.6 ± 2.2	7.9 ± 0.4
At least one benefit	78.3 ± 1.2	79.6 ± 1.3	82.7 ± 1.1	79.9 ± 1.3	75.6 ± 2.0	80.9 ± 2.8	79.5 ± 3.3	82.1 ± 4.1	79.6 ± 0.6
2010									
Obtained a job	34.3 ± 2.3	35.3 ± 2.7	42.3 ± 2.8	38.9 ± 3.1	36.4 ± 4.8	34.6 ± 4.4	29.9 ± 5.9	37.0 ± 7.0	36.7 ± 1.2
An increase in earnings	29.3 ± 2.3	29.4 ± 2.7	38.4 ± 2.7	37.5 ± 3.1	30.1 ± 4.9	40.4 ± 5.0	33.9 ± 5.9	41.6 ± 7.6	32.6 ± 1.2
A promotion (or increased status at work)	31.0 ± 2.3	29.5 ± 2.6	29.3 ± 2.6	33.0 ± 3.0	31.1 ± 4.7	37.7 ± 5.0	37.9 ± 6.4	36.7 ± 7.8	31.0 ± 1.2
Change of job or new job	19.2 ± 2.0	17.7 ± 2.2	22.2 ± 2.5	21.2 ± 2.5	18.5 ± 3.9	21.2 ± 3.9	17.9 ± 4.9	27.4 ± 7.2	19.8 ± 1.1
Ability to start own business	8.6 ± 1.4	7.1 ± 1.4	8.5 ± 1.5	9.5 ± 1.9	4.9 ± 1.9	6.4 ± 1.9	10.9 ± 4.4	11.3 ± 5.1	8.1 ± 0.7
At least one benefit	75.3 ± 2.1	76.8 ± 2.4	80.5 ± 2.2	79.7 ± 2.4	77.4 ± 4.6	84.3 ± 3.4	76.8 ± 4.9	74.4 ± 6.9	77.6 ± 1.1
2009									
Obtained a job	32.4 ± 1.5	35.3 ± 1.7	39.7 ± 1.7	39.0 ± 2.1	32.2 ± 2.3	35.8 ± 4.5	29.8 ± 3.7	36.5 ± 6.0	35.0 ± 0.8
An increase in earnings	29.7 ± 1.5	28.2 ± 1.5	38.9 ± 1.7	33.6 ± 2.0	29.8 ± 2.4	35.1 ± 4.5	35.0 ± 3.9	32.0 ± 5.3	31.7 ± 0.8
A promotion (or increased status at work)	30.9 ± 1.5	30.6 ± 1.6	33.5 ± 1.7	30.9 ± 2.0	30.6 ± 2.4	33.9 ± 4.6	39.2 ± 4.1	34.5 ± 5.3	31.5 ± 0.8

TABLE 5A.39

Table 5A.39 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent)**  
**(a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Change of job or new job	17.2 ± 1.2	18.0 ± 1.3	20.6 ± 1.4	18.5 ± 1.6	21.9 ± 2.2	19.4 ± 3.7	19.8 ± 3.5	22.3 ± 5.5	18.7 ± 0.7
Ability to start own business	6.8 ± 0.8	6.6 ± 0.9	7.0 ± 0.8	7.9 ± 1.2	3.5 ± 0.9	5.7 ± 2.0	6.5 ± 2.0	7.0 ± 2.9	6.6 ± 0.4
At least one benefit	77.4 ± 1.3	78.2 ± 1.4	83.0 ± 1.2	80.0 ± 1.6	77.7 ± 2.0	83.2 ± 3.3	78.6 ± 3.3	83.3 ± 3.6	79.1 ± 0.7
2008									
Obtained a job	34.4 ± 2.6	36.5 ± 3.0	38.3 ± 3.2	37.3 ± 4.1	40.5 ± 6.2	35.6 ± 5.6	32.4 ± 5.8	35.9 ± 10.7	36.3 ± 1.5
An increase in earnings	31.3 ± 2.6	30.9 ± 3.0	36.7 ± 3.2	37.4 ± 4.0	33.7 ± 5.9	32.4 ± 5.7	33.7 ± 5.8	33.1 ± 9.9	33.0 ± 1.5
A promotion (or increased status at work)	28.7 ± 2.5	27.0 ± 2.8	27.8 ± 3.0	29.5 ± 3.7	23.7 ± 5.3	28.9 ± 5.5	27.9 ± 5.3	35.4 ± 9.7	27.9 ± 1.4
Change of job or new job	18.4 ± 2.2	19.6 ± 2.5	20.4 ± 2.7	19.4 ± 3.2	21.1 ± 5.1	20.1 ± 4.8	18.1 ± 4.5	24.2 ± 7.6	19.4 ± 1.2
Ability to start own business	6.4 ± 1.3	6.7 ± 1.6	6.3 ± 1.6	5.1 ± 1.8	5.6 ± 2.7	4.4 ± 2.3	7.5 ± 2.7	6.6 ± 4.4	6.2 ± 0.7
At least one benefit	81.6 ± 2.0	81.3 ± 2.3	80.8 ± 2.6	80.9 ± 3.3	84.4 ± 4.5	78.9 ± 4.7	77.7 ± 5.2	81.3 ± 5.6	81.4 ± 1.1

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

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

(c) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.40

Table 5A.40 **Indigenous VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
Obtained a job	35.6 ± 14.1	53.3 ± 31.8	37.4 ± 17.8	53.3 ± 18.4	42.9 ± 22.0	np	np	33.6 ± 17.1	40.3 ± 8.2
An increase in earnings	24.3 ± 12.1	6.7 ± 6.6	41.3 ± 18.4	31.6 ± 16.0	43.4 ± 22.4	np	np	48.1 ± 18.8	30.7 ± 7.6
A promotion (or increased status at work)	36.5 ± 13.3	7.2 ± 6.7	46.7 ± 18.4	39.9 ± 17.6	34.3 ± 19.9	np	np	46.0 ± 18.8	37.5 ± 7.9
Change of job or new job	13.9 ± 6.2	np	18.0 ± 13.2	32.8 ± 18.5	31.0 ± 18.8	np	np	19.8 ± 16.6	19.1 ± 5.4
Ability to start own business	7.9 ± 6.0	–	np	np	–	–	np	np	4.8 ± 3.0
At least one benefit	68.6 ± 12.8	65.0 ± 31.4	87.4 ± 11.1	86.3 ± 10.9	86.3 ± 13.3	67.0 ± 32.7	np	81.8 ± 14.2	77.4 ± 6.9
<b>2011</b>									
Obtained a job	47.3 ± 8.5	49.4 ± 14.1	41.4 ± 7.6	50.5 ± 10.6	46.0 ± 12.3	36.6 ± 15.0	40.6 ± 26.4	44.7 ± 16.9	45.5 ± 4.4
An increase in earnings	31.8 ± 8.1	16.3 ± 9.9	34.5 ± 7.4	48.2 ± 10.6	31.2 ± 11.4	32.5 ± 14.6	39.8 ± 27.9	32.5 ± 14.6	33.4 ± 4.2
A promotion (or increased status at work)	32.3 ± 7.9	26.9 ± 12.2	28.3 ± 7.0	32.4 ± 10.0	39.3 ± 11.8	35.6 ± 14.6	27.9 ± 23.1	35.4 ± 15.0	31.6 ± 4.0
Change of job or new job	19.1 ± 6.6	19.7 ± 11.0	21.0 ± 6.0	25.1 ± 9.5	21.7 ± 9.4	21.7 ± 12.7	np	14.8 ± 10.8	20.3 ± 3.4
Ability to start own business	8.4 ± 4.6	np	5.6 ± 3.4	5.4 ± 4.7	np	np	np	8.2 ± 6.9	6.9 ± 2.2
At least one benefit	77.7 ± 7.0	73.5 ± 11.7	77.6 ± 6.8	85.6 ± 7.6	88.0 ± 7.3	76.7 ± 12.9	88.0 ± 15.5	84.9 ± 10.1	79.4 ± 3.6
<b>2010</b>									
Obtained a job	38.8 ± 13.8	40.0 ± 25.2	54.7 ± 17.5	52.7 ± 16.7	39.5 ± 28.3	34.9 ± 18.5	np	27.6 ± 18.7	42.0 ± 7.5
An increase in earnings	26.5 ± 13.1	27.9 ± 23.9	34.8 ± 17.3	48.9 ± 18.4	32.1 ± 26.7	57.8 ± 18.7	np	23.8 ± 18.6	33.5 ± 7.3
A promotion (or increased status at work)	42.1 ± 14.8	20.5 ± 15.5	30.0 ± 15.8	31.2 ± 15.5	np	30.2 ± 18.9	np	18.2 ± 18.0	32.0 ± 7.3
Change of job or new job	29.4 ± 13.0	22.4 ± 23.3	12.0 ± 8.6	46.3 ± 18.4	np	35.1 ± 18.9	np	30.4 ± 22.0	27.2 ± 6.7
Ability to start own business	np	np	np	np	–	np	np	np	3.3 ± 2.0
At least one benefit	74.9 ± 11.7	64.8 ± 23.9	83.0 ± 12.2	87.4 ± 10.0	48.5 ± 27.1	94.5 ± 8.1	70.0 ± 32.8	51.0 ± 21.4	74.5 ± 6.2
<b>2009</b>									
Obtained a job	38.7 ± 10.2	29.7 ± 14.7	38.1 ± 9.8	55.4 ± 12.1	33.6 ± 19.3	27.0 ± 20.1	np	46.4 ± 21.8	39.0 ± 5.4
An increase in earnings	36.8 ± 10.6	11.7 ± 8.9	36.2 ± 9.8	49.3 ± 12.5	33.1 ± 18.4	40.3 ± 23.2	33.6 ± 24.8	32.7 ± 14.0	35.5 ± 5.3
A promotion (or increased status at work)	46.2 ± 10.6	41.3 ± 16.8	45.9 ± 10.2	25.7 ± 11.0	23.0 ± 14.1	np	np	30.0 ± 14.1	38.7 ± 5.3

TABLE 5A.40

Table 5A.40 **Indigenous VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
Change of job or new job	23.7 ± 8.6	np	22.8 ± 8.5	20.9 ± 8.6	20.6 ± 15.8	np	np	25.6 ± 22.1	20.5 ± 4.4
Ability to start own business	np	9.7 ± 8.8	8.8 ± 5.4	7.8 ± 5.6	–	np	np	np	6.1 ± 2.1
At least one benefit	88.8 ± 7.8	80.2 ± 12.2	84.4 ± 7.0	86.6 ± 7.6	69.8 ± 18.5	87.4 ± 13.8	72.2 ± 23.6	93.4 ± 5.9	85.7 ± 3.9
2008									
Obtained a job	25.0 ± 16.3	67.9 ± 24.6	56.4 ± 20.7	53.6 ± 27.5	72.2 ± 46.0	52.8 ± 28.0	np	16.4 ± 15.0	44.3 ± 10.3
An increase in earnings	25.2 ± 17.0	28.9 ± 21.5	46.7 ± 20.9	44.8 ± 27.7	np	65.2 ± 26.7	np	17.8 ± 15.9	36.6 ± 10.2
A promotion (or increased status at work)	38.1 ± 22.0	45.5 ± 27.1	34.2 ± 18.9	51.5 ± 27.3	np	38.2 ± 27.6	np	24.7 ± 19.5	39.5 ± 10.6
Change of job or new job	17.5 ± 12.5	43.3 ± 26.6	19.0 ± 13.6	np	np	33.1 ± 25.8	np	–	20.5 ± 7.3
Ability to start own business	np	np	np	np	–	np	–	np	4.3 ± 3.2
At least one benefit	80.0 ± 16.3	99.2 ± 1.6	88.2 ± 9.3	89.0 ± 19.9	72.2 ± 46.0	100.0	np	67.6 ± 23.7	85.8 ± 7.0

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strat Islander background. Not all students respond to the relevant question in the questionnaire.

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

(d) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.41

Table 5A.41 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d)**

	<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>
2012	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2
2011	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6
2010	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0
2009	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6
2008	63.9 ± 2.0	70.1 ± 2.3	70.6 ± 2.4	68.3 ± 3.1	75.2 ± 4.5	68.0 ± 4.4	65.2 ± 4.6	65.4 ± 5.2	67.6 ± 1.1
2007	62.5 ± 1.3	67.8 ± 1.5	72.3 ± 1.4	70.0 ± 1.7	69.3 ± 2.0	69.4 ± 3.6	69.8 ± 3.4	67.1 ± 4.3	66.9 ± 0.7
2006	63.6 ± 2.4	68.0 ± 2.2	70.2 ± 2.4	70.3 ± 2.4	69.8 ± 3.3	68.8 ± 4.8	71.4 ± 4.1	65.6 ± 5.8	66.8 ± 1.3
2005	63.4 ± 1.6	69.1 ± 1.5	70.0 ± 1.5	66.9 ± 1.5	72.8 ± 1.7	71.4 ± 3.6	66.9 ± 3.3	71.6 ± 3.5	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.42

Table 5A.42 **VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e)**

	<i>LOTE</i>	<i>Disability</i>	<i>Remote &amp; Very Remote</i>	<i>All graduates</i>
2012	53.9 ± 2.8	44.2 ± 4.1	74.1 ± 5.4	62.3 ± 1.2
2011	53.6 ± 1.4	41.9 ± 2.0	70.0 ± 2.7	63.5 ± 0.6
2010	50.6 ± 2.3	41.9 ± 3.3	69.9 ± 4.9	61.4 ± 1.0
2009	52.5 ± 1.5	44.8 ± 2.3	71.7 ± 2.8	64.0 ± 0.6
2008	57.2 ± 2.8	47.6 ± 3.9	73.9 ± 5.2	67.6 ± 1.1
2007	56.5 ± 1.8	49.4 ± 2.6	72.3 ± 3.0	66.9 ± 0.7
2006	56.9 ± 3.1	52.7 ± 4.3	68.7 ± 5.2	66.8 ± 1.3
2005	56.9 ± 2.2	50.1 ± 3.0	69.8 ± 3.8	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.



TABLE 5A.43

Table 5A.43 **Proportion of Indigenous VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
2012	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	52.6 ± 38.5	63.2 ± 13.4	52.8 ± 6.2
2011	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
2010	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
2009	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
2008	49.9 ± 13.9	85.6 ± 10.6	63.6 ± 14.0	53.3 ± 16.3	55.0 ± 33.3	84.3 ± 12.5	np	59.1 ± 14.5	59.0 ± 7.2
2007	60.4 ± 8.4	55.8 ± 19.1	71.2 ± 8.3	64.9 ± 10.0	57.1 ± 17.1	42.7 ± 18.8	54.2 ± 23.5	65.7 ± 12.7	62.5 ± 4.5
2006	52.6 ± 18.1	59.6 ± 24.2	64.9 ± 10.0	64.4 ± 14.8	61.0 ± 23.5	72.4 ± 17.4	82.4 ± 20.3	54.6 ± 15.6	59.5 ± 8.2
2005	55.6 ± 11.6	62.6 ± 14.1	69.3 ± 6.8	64.5 ± 10.4	62.6 ± 16.2	62.2 ± 18.8	46.6 ± 32.9	73.3 ± 9.4	60.9 ± 6.4

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Indigenous students are defined as those who self-identify on enrolment forms 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: 2005 – 13.5%; 2006 – 11.8%; 2007 – 8.5%; 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

**np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.44

Table 5A.44 **Proportion of non-Indigenous VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
2011	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
2010	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
2009	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
2008	64.4 ± 2.0	70.0 ± 2.3	70.7 ± 2.4	68.8 ± 3.1	75.4 ± 4.6	67.5 ± 4.6	65.9 ± 4.7	66.5 ± 5.8	67.9 ± 1.1
2007	62.5 ± 1.3	68.0 ± 1.5	72.4 ± 1.4	70.2 ± 1.7	69.5 ± 2.1	70.4 ± 3.7	70.1 ± 3.4	67.3 ± 4.4	67.0 ± 0.7
2006	64.0 ± 2.5	68.1 ± 2.2	70.4 ± 2.5	70.5 ± 2.4	70.0 ± 3.4	68.5 ± 5.0	70.9 ± 4.2	67.6 ± 6.2	67.1 ± 1.3
2005	63.7 ± 1.6	69.2 ± 1.5	69.9 ± 1.6	67.0 ± 1.5	73.0 ± 1.8	71.8 ± 3.7	67.1 ± 3.3	71.2 ± 3.8	66.9 ± 0.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Indigenous graduates									
Not employed before training to employed after training	14.8 ± 8.1	16.7 ± 16.1	22.6 ± 12.7	12.2 ± 9.0	12.7 ± 11.4	23.0 ± 16.7	–	17.5 ± 9.3	16.5 ± 4.9
Employed at a higher skill level after training	9.0 ± 7.9	np	7.6 ± 6.5	12.5 ± 8.9	np	–	np	9.7 ± 7.8	8.1 ± 3.7
Received a job-related benefit	48.4 ± 10.2	23.9 ± 17.9	56.4 ± 14.0	60.8 ± 14.1	55.5 ± 15.9	41.3 ± 19.7	52.6 ± 38.5	60.2 ± 13.5	50.4 ± 6.2
Total with improved employment status after training	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	52.6 ± 38.5	63.2 ± 13.4	52.8 ± 6.2
Non-Indigenous graduates									
Not employed before training to employed after training	13.5 ± 1.4	14.6 ± 2.1	17.5 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	15.6 ± 4.1	11.9 ± 3.8	11.8 ± 3.5	14.3 ± 0.9
Employed at a higher skill level after training	12.2 ± 1.4	10.5 ± 1.7	13.3 ± 2.0	15.9 ± 2.1	11.9 ± 2.2	14.4 ± 3.9	14.4 ± 4.0	12.8 ± 3.8	12.4 ± 0.8
Received a job-related benefit	57.0 ± 2.0	53.9 ± 2.9	62.0 ± 3.0	64.0 ± 2.7	62.6 ± 3.5	64.8 ± 5.1	62.0 ± 5.2	61.4 ± 5.5	58.5 ± 1.2
Total with improved employment status after training	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
All graduates (f)									
Not employed before training to employed after training	13.5 ± 1.3	14.5 ± 2.1	17.6 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	16.2 ± 3.9	11.6 ± 3.7	12.7 ± 3.3	14.3 ± 0.9
Employed at a higher skill level after training	12.1 ± 1.4	10.3 ± 1.7	13.0 ± 2.0	15.7 ± 2.1	11.8 ± 2.1	13.4 ± 3.6	14.3 ± 4.0	12.4 ± 3.4	12.2 ± 0.8
Received a job-related benefit	56.7 ± 1.9	53.3 ± 2.9	61.8 ± 2.9	64.0 ± 2.6	62.1 ± 3.4	63.0 ± 4.9	61.4 ± 5.2	61.3 ± 5.0	58.2 ± 1.2
Total with improved employment status after training	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Indigenous graduates									
Not employed before training to employed after training	13.9 ± 4.3	18.1 ± 7.4	20.4 ± 4.6	22.5 ± 7.1	13.1 ± 5.6	8.9 ± 6.5	19.2 ± 15.8	14.1 ± 7.0	16.8 ± 2.3
Employed at a higher skill level after training	11.9 ± 4.0	11.2 ± 6.3	10.6 ± 3.4	9.3 ± 4.2	11.1 ± 5.6	11.0 ± 7.0	np	10.3 ± 6.7	11.0 ± 2.0
Received a job-related benefit	55.4 ± 6.1	44.6 ± 11.0	49.1 ± 5.5	54.0 ± 8.5	51.9 ± 9.2	44.7 ± 11.6	61.2 ± 21.0	55.9 ± 11.6	52.1 ± 3.2
Total with improved employment status after training	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
Non-Indigenous graduates									
Not employed before training to employed after training	12.3 ± 0.8	14.2 ± 1.0	16.7 ± 1.0	13.1 ± 1.0	14.4 ± 1.3	13.2 ± 1.9	7.9 ± 2.0	10.9 ± 2.9	13.7 ± 0.4
Employed at a higher skill level after training	12.2 ± 0.9	14.3 ± 0.9	15.3 ± 0.9	15.5 ± 1.1	13.8 ± 1.3	16.7 ± 2.2	16.1 ± 2.8	13.8 ± 3.1	14.0 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.7 ± 1.4	62.9 ± 1.2	61.5 ± 1.3	56.2 ± 1.9	61.7 ± 2.8	66.1 ± 3.3	64.3 ± 4.2	60.1 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
All graduates (f)									
Not employed before training to employed after training	12.4 ± 0.8	14.1 ± 1.0	16.9 ± 0.9	13.3 ± 1.0	14.3 ± 1.3	12.9 ± 1.8	8.0 ± 1.9	11.7 ± 2.7	13.8 ± 0.4
Employed at a higher skill level after training	12.1 ± 0.8	14.2 ± 0.9	14.9 ± 0.9	15.2 ± 1.0	13.6 ± 1.3	16.3 ± 2.1	15.7 ± 2.7	13.0 ± 2.8	13.8 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.4 ± 1.3	62.2 ± 1.2	61.0 ± 1.3	56.1 ± 1.8	60.9 ± 2.7	65.6 ± 3.3	62.2 ± 4.2	59.8 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Indigenous graduates									
Not employed before training to employed after training	9.4 ± 5.2	8.1 ± 9.2	13.0 ± 7.7	17.8 ± 6.8	3.3 ± 3.3	26.2 ± 11.8	np	20.8 ± 15.0	11.8 ± 3.0
Employed at a higher skill level after training	13.8 ± 7.2	18.2 ± 14.7	15.7 ± 7.8	9.0 ± 5.6	np	13.9 ± 12.1	np	np	12.8 ± 3.6
Received a job-related benefit	49.9 ± 9.8	52.8 ± 19.1	46.5 ± 10.7	54.1 ± 11.8	33.5 ± 18.2	77.8 ± 11.1	55.6 ± 26.8	38.8 ± 15.6	49.1 ± 5.2
Total with improved employment status after training	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
Non-Indigenous graduates									
Not employed before training to employed after training	12.9 ± 1.3	15.1 ± 1.7	13.5 ± 1.7	12.9 ± 1.8	12.3 ± 2.6	15.1 ± 3.2	10.7 ± 3.6	8.0 ± 2.9	13.4 ± 0.7
Employed at a higher skill level after training	12.9 ± 1.4	15.2 ± 1.7	16.8 ± 1.7	17.6 ± 2.0	13.4 ± 2.9	18.0 ± 3.2	16.2 ± 3.9	18.8 ± 5.0	15.0 ± 0.8
Received a job-related benefit	52.8 ± 1.9	59.0 ± 2.3	59.6 ± 2.1	60.8 ± 2.4	59.1 ± 4.2	61.5 ± 3.9	64.6 ± 4.6	63.5 ± 5.5	57.3 ± 1.0
Total with improved employment status after training	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
All graduates (f)									
Not employed before training to employed after training	12.8 ± 1.2	15.0 ± 1.7	13.4 ± 1.6	13.1 ± 1.8	11.8 ± 2.5	15.9 ± 3.1	10.4 ± 3.5	10.2 ± 3.6	13.4 ± 0.7
Employed at a higher skill level after training	12.8 ± 1.3	15.2 ± 1.7	16.7 ± 1.7	17.2 ± 2.0	12.9 ± 2.7	17.8 ± 3.1	16.7 ± 4.0	16.6 ± 4.2	14.8 ± 0.7
Received a job-related benefit	52.7 ± 1.8	58.8 ± 2.2	59.0 ± 2.1	60.5 ± 2.3	57.7 ± 4.1	62.8 ± 3.7	64.2 ± 4.5	59.5 ± 5.5	57.0 ± 1.0
Total with improved employment status after training	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Indigenous graduates									
Not employed before training to employed after training	12.4 ± 4.9	20.9 ± 9.7	10.8 ± 4.1	12.9 ± 6.6	23.4 ± 12.9	32.3 ± 17.6	np	7.8 ± 5.3	14.1 ± 2.7
Employed at a higher skill level after training	17.0 ± 6.2	10.5 ± 6.9	13.5 ± 5.3	21.6 ± 8.6	14.3 ± 11.2	np	np	7.3 ± 5.2	14.7 ± 3.0
Received a job-related benefit	61.8 ± 7.6	68.0 ± 11.0	56.7 ± 7.2	62.4 ± 8.8	57.2 ± 15.2	54.3 ± 18.5	52.2 ± 21.0	72.4 ± 9.6	61.2 ± 3.9
Total with improved employment status after training	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
Non-Indigenous graduates									
Not employed before training to employed after training	12.5 ± 0.9	12.7 ± 1.0	13.3 ± 0.9	12.4 ± 1.1	11.5 ± 1.4	15.2 ± 2.9	9.6 ± 2.2	9.1 ± 2.5	12.6 ± 0.5
Employed at a higher skill level after training	15.4 ± 0.9	16.7 ± 1.1	20.1 ± 1.2	19.7 ± 1.4	17.8 ± 1.5	20.1 ± 3.4	21.1 ± 3.1	20.8 ± 3.9	17.4 ± 0.5
Received a job-related benefit	55.7 ± 1.2	61.3 ± 1.4	65.3 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	65.1 ± 3.9	63.3 ± 3.2	65.3 ± 4.0	59.9 ± 0.6
Total with improved employment status after training	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
All graduates (f)									
Not employed before training to employed after training	12.4 ± 0.8	12.8 ± 1.0	13.2 ± 0.9	12.3 ± 1.1	11.7 ± 1.3	15.9 ± 2.9	9.4 ± 2.2	8.8 ± 2.3	12.6 ± 0.4
Employed at a higher skill level after training	15.4 ± 0.9	16.6 ± 1.1	19.9 ± 1.2	19.8 ± 1.4	17.7 ± 1.5	19.4 ± 3.3	20.9 ± 3.0	18.2 ± 3.4	17.3 ± 0.5
Received a job-related benefit	55.9 ± 1.2	61.3 ± 1.4	64.9 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	64.5 ± 3.8	63.1 ± 3.2	67.0 ± 3.7	59.9 ± 0.6
Total with improved employment status after training	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

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

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(f) All graduates includes those for whom Indigenous status is unknown.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Indigenous graduates									
Not employed before training to employed after training	6.5 ± 3.5	20.7 ± 20.7	21.2 ± 15.3	9.5 ± 6.8	np	np	–	13.4 ± 10.6	12.8 ± 4.8
Employed at a higher skill level after training	9.5 ± 10.0	np	10.0 ± 8.6	17.0 ± 12.1	np	–	np	np	9.5 ± 4.7
Received a job-related benefit	49.3 ± 11.1	31.3 ± 24.8	63.7 ± 16.0	62.4 ± 15.6	52.9 ± 17.4	46.0 ± 24.2	52.6 ± 38.5	67.5 ± 16.6	53.6 ± 7.1
Total with improved employment status after training	50.0 ± 11.1	32.3 ± 25.2	70.2 ± 14.5	57.5 ± 17.1	52.9 ± 17.4	50.9 ± 24.3	52.6 ± 38.5	71.9 ± 16.2	55.2 ± 7.1
Non-Indigenous graduates									
Not employed before training to employed after training	12.5 ± 1.4	14.2 ± 2.4	15.9 ± 2.8	11.9 ± 1.9	11.6 ± 2.6	15.2 ± 4.5	11.4 ± 4.0	9.3 ± 3.9	13.4 ± 1.0
Employed at a higher skill level after training	11.9 ± 1.5	10.6 ± 1.9	13.9 ± 2.4	14.9 ± 2.3	11.4 ± 2.3	14.8 ± 4.4	13.0 ± 4.1	13.2 ± 4.4	12.3 ± 0.9
Received a job-related benefit	57.9 ± 2.1	54.9 ± 3.3	64.4 ± 3.4	67.7 ± 2.7	64.4 ± 3.8	65.8 ± 5.6	62.2 ± 5.5	66.0 ± 6.2	60.0 ± 1.3
Total with improved employment status after training	61.5 ± 2.1	60.4 ± 3.2	67.9 ± 3.3	70.5 ± 2.6	66.9 ± 3.7	67.3 ± 5.5	65.3 ± 5.4	69.8 ± 5.9	63.9 ± 1.3
All graduates (f)									
Not employed before training to employed after training	12.2 ± 1.4	14.2 ± 2.4	16.1 ± 2.8	11.8 ± 1.8	11.6 ± 2.6	15.5 ± 4.4	11.1 ± 3.9	10.0 ± 3.6	13.3 ± 1.0
Employed at a higher skill level after training	11.8 ± 1.5	10.4 ± 1.8	13.7 ± 2.3	14.9 ± 2.2	11.5 ± 2.3	14.0 ± 4.2	12.9 ± 4.0	12.4 ± 4.0	12.1 ± 0.9
Received a job-related benefit	57.7 ± 2.1	54.4 ± 3.2	64.4 ± 3.3	67.6 ± 2.6	63.8 ± 3.7	64.5 ± 5.5	61.5 ± 5.5	66.3 ± 5.8	59.8 ± 1.3
Total with improved employment status after training	61.0 ± 2.1	59.8 ± 3.2	68.2 ± 3.2	70.0 ± 2.6	66.3 ± 3.6	66.4 ± 5.4	64.6 ± 5.3	70.4 ± 5.5	63.5 ± 1.3



TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Indigenous graduates									
Not employed before training to employed after training	10.4 ± 4.2	18.9 ± 8.5	20.0 ± 5.5	21.4 ± 8.3	13.0 ± 5.9	np	np	12.8 ± 8.3	14.9 ± 2.5
Employed at a higher skill level after training	12.4 ± 4.7	14.4 ± 8.0	10.9 ± 4.0	11.5 ± 5.6	9.6 ± 5.1	9.3 ± 8.1	np	8.6 ± 7.3	11.5 ± 2.3
Received a job-related benefit	57.0 ± 6.8	51.6 ± 11.0	52.7 ± 6.5	62.4 ± 9.3	57.3 ± 9.8	48.8 ± 13.7	73.6 ± 23.8	62.8 ± 13.5	56.2 ± 3.6
Total with improved employment status after training	58.4 ± 6.7	56.8 ± 10.9	57.1 ± 6.5	65.9 ± 9.1	59.6 ± 9.6	50.0 ± 13.7	69.2 ± 24.8	63.3 ± 13.5	58.9 ± 3.5
Non-Indigenous graduates									
Not employed before training to employed after training	11.0 ± 0.9	13.3 ± 1.1	15.2 ± 1.0	10.1 ± 0.9	13.8 ± 1.4	12.2 ± 2.0	7.3 ± 2.1	8.2 ± 3.1	12.3 ± 0.5
Employed at a higher skill level after training	12.2 ± 0.9	15.0 ± 1.0	15.9 ± 1.1	14.6 ± 1.1	13.8 ± 1.4	17.1 ± 2.5	16.3 ± 2.9	15.4 ± 3.8	14.1 ± 0.5
Received a job-related benefit	58.5 ± 1.3	63.6 ± 1.5	65.6 ± 1.4	63.4 ± 1.4	57.4 ± 2.0	63.2 ± 3.1	67.1 ± 3.5	71.0 ± 4.6	61.8 ± 0.7
Total with improved employment status after training	61.5 ± 1.3	66.8 ± 1.4	68.9 ± 1.3	66.7 ± 1.4	61.7 ± 2.0	66.2 ± 3.0	71.2 ± 3.4	72.8 ± 4.5	65.1 ± 0.6
All graduates (f)									
Not employed before training to employed after training	11.0 ± 0.8	13.3 ± 1.1	15.3 ± 1.0	10.4 ± 0.9	13.8 ± 1.3	12.0 ± 1.9	7.2 ± 2.0	9.3 ± 3.0	12.4 ± 0.5
Employed at a higher skill level after training	12.1 ± 0.9	14.9 ± 1.0	15.6 ± 1.1	14.4 ± 1.1	13.6 ± 1.4	16.6 ± 2.4	16.1 ± 2.9	13.8 ± 3.4	13.9 ± 0.5
Received a job-related benefit	58.4 ± 1.3	63.4 ± 1.4	65.0 ± 1.3	63.2 ± 1.4	57.5 ± 2.0	62.5 ± 3.0	67.0 ± 3.5	69.0 ± 4.7	61.6 ± 0.6
Total with improved employment status after training	61.5 ± 1.2	66.6 ± 1.4	68.4 ± 1.3	66.5 ± 1.4	61.7 ± 1.9	65.5 ± 2.9	70.6 ± 3.4	70.5 ± 4.6	64.8 ± 0.6

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Indigenous graduates									
Not employed before training to employed after training	8.8 ± 6.0	np	13.0 ± 9.7	11.7 ± 6.2	np	18.1 ± 14.1	np	16.4 ± 16.8	9.8 ± 3.5
Employed at a higher skill level after training	14.6 ± 8.7	12.2 ± 12.6	16.1 ± 9.5	np	np	17.7 ± 16.2	np	np	12.9 ± 4.3
Received a job-related benefit	51.9 ± 11.2	62.5 ± 19.2	53.0 ± 12.7	61.6 ± 16.0	38.7 ± 21.0	86.8 ± 11.0	61.1 ± 27.7	41.9 ± 18.1	53.8 ± 6.2
Total with improved employment status after training	54.8 ± 11.1	66.6 ± 18.2	57.7 ± 12.5	66.1 ± 15.6	39.0 ± 21.2	87.0 ± 10.9	61.1 ± 27.7	47.6 ± 14.3	57.0 ± 6.1
Non-Indigenous graduates									
Not employed before training to employed after training	11.6 ± 1.3	14.0 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.6 ± 2.7	14.5 ± 3.5	10.1 ± 3.9	6.9 ± 3.1	12.1 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.5	15.2 ± 1.9	18.3 ± 2.1	18.1 ± 2.4	11.8 ± 2.7	18.8 ± 3.5	16.3 ± 4.1	19.6 ± 6.0	15.0 ± 0.9
Received a job-related benefit	53.8 ± 2.0	60.1 ± 2.5	63.4 ± 2.4	65.6 ± 2.7	58.2 ± 4.7	63.7 ± 4.3	64.3 ± 5.0	70.6 ± 6.4	59.0 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	64.0 ± 2.4	65.9 ± 2.4	68.0 ± 2.6	62.1 ± 4.7	66.3 ± 4.2	67.8 ± 5.0	72.2 ± 6.2	62.7 ± 1.1
All graduates (f)									
Not employed before training to employed after training	11.5 ± 1.3	13.9 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.2 ± 2.6	14.8 ± 3.4	9.7 ± 3.8	8.5 ± 4.0	12.0 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.4	15.1 ± 1.9	18.1 ± 2.1	17.7 ± 2.4	11.4 ± 2.6	18.8 ± 3.5	17.0 ± 4.2	16.8 ± 5.0	14.8 ± 0.8
Received a job-related benefit	53.8 ± 2.0	60.0 ± 2.4	63.0 ± 2.4	65.4 ± 2.6	57.1 ± 4.6	65.2 ± 4.0	64.0 ± 4.8	65.7 ± 6.5	58.8 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	63.9 ± 2.4	65.6 ± 2.3	67.9 ± 2.6	61.0 ± 4.6	67.6 ± 4.0	67.4 ± 4.9	68.0 ± 6.1	62.5 ± 1.1

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Indigenous graduates									
Not employed before training to employed after training	12.0 ± 5.4	np	7.3 ± 4.2	11.8 ± 8.3	21.1 ± 13.9	28.7 ± 17.7	np	np	11.3 ± 2.9
Employed at a higher skill level after training	16.7 ± 6.9	10.4 ± 7.7	13.8 ± 6.5	26.4 ± 11.2	12.7 ± 12.2	np	np	5.8 ± 5.2	14.9 ± 3.5
Received a job-related benefit	62.3 ± 8.6	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 10.0	56.9 ± 16.7	53.6 ± 19.3	48.5 ± 21.9	82.7 ± 10.2	63.1 ± 4.5
Total with improved employment status after training	65.5 ± 8.2	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 9.9	63.1 ± 16.3	53.6 ± 19.3	48.5 ± 21.9	81.9 ± 10.2	64.6 ± 4.3
Non-Indigenous graduates									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.3 ± 1.1	9.6 ± 1.2	11.0 ± 1.5	14.6 ± 3.1	8.0 ± 2.2	7.2 ± 2.6	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.3 ± 1.2	20.9 ± 1.4	20.8 ± 1.7	17.8 ± 1.7	19.4 ± 3.6	20.4 ± 3.3	23.2 ± 5.0	17.6 ± 0.6
Received a job-related benefit	57.2 ± 1.3	62.1 ± 1.5	70.0 ± 1.5	66.2 ± 1.8	60.5 ± 2.2	64.5 ± 4.2	65.0 ± 3.4	72.3 ± 4.7	61.8 ± 0.7
Total with improved employment status after training	60.8 ± 1.3	65.8 ± 1.5	72.1 ± 1.5	69.2 ± 1.7	65.0 ± 2.2	67.3 ± 4.1	67.1 ± 3.3	75.9 ± 4.4	65.2 ± 0.7
All graduates (f)									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.2 ± 1.0	9.6 ± 1.2	11.1 ± 1.5	15.2 ± 3.0	7.9 ± 2.1	6.5 ± 2.2	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.1 ± 1.2	20.7 ± 1.4	21.0 ± 1.7	17.6 ± 1.7	18.8 ± 3.5	20.1 ± 3.2	19.5 ± 4.2	17.5 ± 0.6
Received a job-related benefit	57.3 ± 1.3	62.0 ± 1.5	69.5 ± 1.5	66.3 ± 1.8	60.5 ± 2.2	63.9 ± 4.1	64.6 ± 3.3	74.7 ± 4.3	61.8 ± 0.7
Total with improved employment status after training	61.0 ± 1.3	65.7 ± 1.5	71.6 ± 1.4	69.1 ± 1.7	65.1 ± 2.2	66.5 ± 4.0	66.6 ± 3.2	77.4 ± 4.0	65.2 ± 0.7

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. <b>np</b> Not published.									

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47

**Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
2012									
Certificate level I/II									
Not employed before training to employed after training	14.3 ± 3.5	19.5 ± 6.3	25.9 ± 6.2	18.6 ± 5.7	15.4 ± 5.8	16.4 ± 6.8	9.1 ± 7.7	19.2 ± 6.3	19.0 ± 2.5
Employed at a higher skill level after training	7.5 ± 3.3	9.4 ± 3.7	7.4 ± 3.7	14.7 ± 5.2	9.6 ± 4.7	8.2 ± 5.2	7.6 ± 8.5	6.0 ± 4.5	8.9 ± 1.7
Received a job-related benefit	38.3 ± 5.1	41.8 ± 7.1	42.7 ± 6.8	47.3 ± 7.7	40.9 ± 8.3	42.6 ± 9.7	36.8 ± 13.6	42.2 ± 8.7	41.6 ± 3.0
Total with improved employment status after training	44.7 ± 5.3	46.9 ± 7.2	52.1 ± 6.9	52.9 ± 7.7	44.6 ± 8.4	45.6 ± 9.7	39.8 ± 13.7	48.1 ± 8.7	47.9 ± 3.0
Certificate level III/IV									
Not employed before training to employed after training	14.5 ± 1.8	14.5 ± 2.6	16.7 ± 3.1	11.7 ± 2.0	12.7 ± 3.2	17.2 ± 5.3	14.6 ± 5.5	10.2 ± 4.1	14.5 ± 1.1
Employed at a higher skill level after training	13.8 ± 1.9	9.8 ± 2.1	13.9 ± 2.5	16.6 ± 2.6	12.7 ± 2.8	15.7 ± 5.0	15.7 ± 5.6	17.0 ± 5.0	13.1 ± 1.0
Received a job-related benefit	61.1 ± 2.4	55.9 ± 3.8	68.6 ± 3.5	68.1 ± 2.9	67.2 ± 4.0	69.9 ± 6.0	67.2 ± 6.4	72.8 ± 5.8	62.8 ± 1.5
Total with improved employment status after training	64.2 ± 2.4	61.1 ± 3.7	71.2 ± 3.4	71.0 ± 2.9	69.3 ± 4.0	72.9 ± 5.7	69.7 ± 6.2	76.5 ± 5.4	66.3 ± 1.5
Diploma and Above									
Not employed before training to employed after training	10.3 ± 2.2	9.7 ± 3.0	8.5 ± 2.9	10.3 ± 3.6	7.0 ± 3.7	np	6.2 ± 4.1	–	9.5 ± 1.3
Employed at a higher skill level after training	10.2 ± 2.5	12.6 ± 3.8	18.1 ± 5.4	13.2 ± 3.7	10.8 ± 4.5	12.3 ± 9.6	15.0 ± 6.5	np	12.3 ± 1.7
Received a job-related benefit	55.7 ± 4.0	55.9 ± 5.6	61.6 ± 5.5	65.0 ± 5.7	63.3 ± 8.5	71.4 ± 12.2	62.7 ± 10.3	60.2 ± 21.1	58.3 ± 2.4
Total with improved employment status after training	59.2 ± 3.9	60.6 ± 5.4	65.2 ± 5.4	68.0 ± 5.6	67.1 ± 8.3	71.4 ± 12.2	67.1 ± 10.1	60.2 ± 21.1	62.1 ± 2.4
2011									
Certificate level I/II									

TABLE 5A.47

Table 5A.47

**Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
Not employed before training to employed after training	15.6 ± 2.3	18.6 ± 2.6	23.2 ± 2.2	20.1 ± 2.8	21.1 ± 3.1	15.4 ± 3.6	14.9 ± 8.0	17.3 ± 5.2	19.0 ± 1.1
Employed at a higher skill level after training	6.4 ± 1.5	10.0 ± 1.6	8.3 ± 1.5	11.9 ± 2.2	7.0 ± 1.9	9.3 ± 3.1	8.1 ± 4.6	5.5 ± 2.7	8.4 ± 0.7
Received a job-related benefit	39.0 ± 3.0	47.9 ± 3.4	44.1 ± 2.6	47.8 ± 3.4	36.0 ± 3.9	44.0 ± 5.2	37.3 ± 9.1	37.4 ± 7.0	43.0 ± 1.4
Total with improved employment status after training	44.5 ± 3.0	54.2 ± 3.4	50.8 ± 2.6	53.2 ± 3.4	42.7 ± 4.0	49.0 ± 5.2	45.6 ± 9.6	43.9 ± 7.3	49.0 ± 1.4
Certificate level III/IV									
Not employed before training to employed after training	12.2 ± 1.0	15.1 ± 1.4	17.2 ± 1.2	12.8 ± 1.1	14.9 ± 1.7	12.8 ± 2.3	7.0 ± 2.4	9.4 ± 3.4	13.9 ± 0.6
Employed at a higher skill level after training	14.1 ± 1.1	15.3 ± 1.2	17.7 ± 1.3	15.5 ± 1.3	14.6 ± 1.7	19.2 ± 2.9	15.8 ± 3.8	17.4 ± 4.2	15.4 ± 0.6
Received a job-related benefit	61.8 ± 1.5	65.9 ± 1.8	68.4 ± 1.4	64.7 ± 1.6	58.2 ± 2.4	66.8 ± 3.3	68.9 ± 4.3	75.0 ± 4.6	64.4 ± 0.7
Total with improved employment status after training	65.0 ± 1.4	68.5 ± 1.8	71.8 ± 1.4	68.3 ± 1.5	62.6 ± 2.3	69.8 ± 3.2	72.4 ± 4.1	75.7 ± 4.5	67.6 ± 0.7
Diploma and Above									
Not employed before training to employed after training	10.2 ± 1.5	8.3 ± 1.4	6.8 ± 1.5	6.9 ± 1.6	5.1 ± 2.0	6.3 ± 3.4	7.2 ± 3.1	np	8.3 ± 0.7
Employed at a higher skill level after training	10.3 ± 1.6	14.3 ± 1.8	13.3 ± 1.9	17.9 ± 2.5	17.5 ± 3.4	17.9 ± 6.0	18.8 ± 4.8	np	13.5 ± 0.9
Received a job-related benefit	56.5 ± 2.6	60.7 ± 2.4	63.0 ± 2.8	61.3 ± 3.1	71.7 ± 3.9	71.1 ± 7.1	70.3 ± 5.4	67.5 ± 16.8	61.0 ± 1.3
Total with improved employment status after training	59.4 ± 2.5	64.7 ± 2.3	65.6 ± 2.7	64.5 ± 3.0	73.3 ± 3.8	72.5 ± 7.0	73.5 ± 5.2	68.8 ± 16.8	64.0 ± 1.3
2010									
Certificate level I/II									
Not employed before training to employed after training	13.4 ± 2.7	18.1 ± 3.9	16.3 ± 3.9	16.8 ± 4.1	19.0 ± 5.6	18.3 ± 6.1	19.4 ± 10.9	13.7 ± 8.0	16.1 ± 1.6
Employed at a higher skill level after training	8.3 ± 2.5	13.7 ± 3.4	9.4 ± 2.6	9.9 ± 3.3	9.2 ± 4.5	10.7 ± 4.8	9.2 ± 8.9	11.8 ± 5.9	10.0 ± 1.3

TABLE 5A.47

Table 5A.47 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
Received a job-related benefit	32.0 ± 3.9	40.8 ± 4.9	41.7 ± 4.9	45.9 ± 5.1	44.9 ± 7.0	51.4 ± 7.4	43.0 ± 12.3	35.8 ± 8.5	39.6 ± 2.1
Total with improved employment status after training	39.7 ± 4.0	48.4 ± 5.0	45.9 ± 4.9	51.9 ± 5.4	49.8 ± 7.0	54.3 ± 7.4	53.1 ± 11.9	42.7 ± 9.1	46.0 ± 2.1
Certificate level III/IV									
Not employed before training to employed after training	13.3 ± 1.6	16.2 ± 2.3	13.8 ± 2.0	13.2 ± 2.3	10.5 ± 2.9	17.3 ± 4.1	10.1 ± 4.6	9.3 ± 3.9	13.7 ± 0.9
Employed at a higher skill level after training	14.3 ± 1.8	16.3 ± 2.3	19.5 ± 2.4	19.0 ± 2.6	13.5 ± 3.5	21.3 ± 4.5	18.0 ± 5.4	18.8 ± 5.6	16.5 ± 1.0
Received a job-related benefit	58.8 ± 2.3	64.4 ± 2.8	65.0 ± 2.5	65.1 ± 2.9	59.5 ± 5.3	67.0 ± 4.8	69.1 ± 5.9	68.6 ± 6.7	62.4 ± 1.3
Total with improved employment status after training	63.8 ± 2.2	68.0 ± 2.7	67.8 ± 2.5	68.7 ± 2.8	62.9 ± 5.2	69.4 ± 4.7	71.2 ± 5.7	70.9 ± 6.4	66.2 ± 1.2
Diploma and Above									
Not employed before training to employed after training	10.6 ± 2.4	8.5 ± 2.8	8.2 ± 3.2	6.4 ± 3.4	7.7 ± 7.2	np	5.4 ± 3.1	–	8.7 ± 1.4
Employed at a higher skill level after training	11.6 ± 2.8	13.7 ± 3.6	16.1 ± 3.9	21.8 ± 5.3	15.1 ± 8.1	15.0 ± 6.5	18.1 ± 7.3	np	14.4 ± 1.7
Received a job-related benefit	48.9 ± 4.3	59.6 ± 4.9	59.7 ± 5.0	64.5 ± 5.8	67.8 ± 12.4	66.6 ± 9.7	64.1 ± 9.1	71.3 ± 39.4	57.1 ± 2.4
Total with improved employment status after training	53.2 ± 4.3	63.9 ± 4.8	64.2 ± 4.6	68.3 ± 5.7	70.7 ± 12.0	67.1 ± 9.7	65.8 ± 9.0	71.3 ± 39.4	61.2 ± 2.4
2009									
Certificate level I/II									
Not employed before training to employed after training	14.4 ± 2.0	16.3 ± 2.7	18.0 ± 2.1	12.9 ± 2.0	16.5 ± 3.0	17.9 ± 6.3	18.9 ± 6.3	12.7 ± 4.4	15.5 ± 1.0
Employed at a higher skill level after training	7.0 ± 1.3	10.5 ± 2.0	9.9 ± 1.8	14.8 ± 2.3	9.2 ± 2.4	16.7 ± 5.7	11.5 ± 5.6	13.4 ± 5.1	9.9 ± 0.8
Received a job-related benefit	38.5 ± 2.5	48.6 ± 3.4	44.9 ± 2.8	45.1 ± 3.1	45.0 ± 4.0	58.5 ± 7.5	41.1 ± 7.8	46.9 ± 7.0	43.8 ± 1.4
Total with improved employment status after training	44.5 ± 2.6	53.1 ± 3.5	52.0 ± 2.9	52.8 ± 3.1	51.9 ± 4.0	60.8 ± 7.4	52.8 ± 8.0	53.1 ± 6.9	49.9 ± 1.4

TABLE 5A.47

Table 5A.47

**Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	12.1 ± 1.0	13.0 ± 1.3	12.5 ± 1.1	12.8 ± 1.5	10.3 ± 1.7	16.2 ± 3.6	8.8 ± 3.0	7.3 ± 2.8	12.3 ± 0.6
Employed at a higher skill level after training	18.0 ± 1.3	18.3 ± 1.4	23.3 ± 1.6	20.6 ± 1.9	19.5 ± 2.0	21.8 ± 4.6	21.1 ± 4.2	20.1 ± 4.4	19.5 ± 0.7
Received a job-related benefit	62.6 ± 1.5	67.3 ± 1.7	72.9 ± 1.5	66.9 ± 1.9	63.0 ± 2.6	66.7 ± 4.9	69.2 ± 4.1	75.7 ± 4.3	66.1 ± 0.8
Total with improved employment status after training	66.3 ± 1.4	70.3 ± 1.7	75.3 ± 1.4	70.6 ± 1.8	67.6 ± 2.5	69.8 ± 4.7	70.0 ± 3.9	78.0 ± 4.2	69.5 ± 0.8
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.9 ± 1.8	9.9 ± 1.7	10.0 ± 2.2	9.3 ± 2.4	9.1 ± 3.2	10.0 ± 6.1	4.3 ± 2.5	np	10.0 ± 1.0
Employed at a higher skill level after training	15.0 ± 2.1	16.7 ± 2.2	19.3 ± 2.9	25.8 ± 3.7	25.4 ± 4.8	14.0 ± 7.2	26.9 ± 6.1	21.6 ± 15.9	18.0 ± 1.2
Received a job-related benefit	51.1 ± 3.0	55.9 ± 3.0	59.2 ± 3.7	65.2 ± 3.9	70.3 ± 5.0	67.3 ± 9.3	63.3 ± 6.3	72.5 ± 17.6	56.7 ± 1.6
Total with improved employment status after training	55.9 ± 3.0	62.0 ± 3.0	63.2 ± 3.6	68.5 ± 3.8	72.6 ± 4.9	68.0 ± 9.3	68.1 ± 6.0	73.8 ± 17.4	61.4 ± 1.6
<b>2008</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	15.7 ± 3.1	21.0 ± 4.4	23.7 ± 4.2	16.1 ± 4.8	22.2 ± 8.1	17.5 ± 6.7	9.2 ± 6.6	20.5 ± 7.1	18.5 ± 1.8
Employed at a higher skill level after training	9.0 ± 2.3	11.7 ± 3.8	10.7 ± 3.1	10.6 ± 3.5	14.5 ± 7.4	14.8 ± 5.1	11.7 ± 6.1	4.3 ± 2.6	10.4 ± 1.4
Received a job-related benefit	44.2 ± 4.0	59.6 ± 5.2	53.1 ± 5.0	51.3 ± 6.1	53.7 ± 10.0	53.5 ± 8.3	38.8 ± 10.3	45.6 ± 8.7	50.1 ± 2.3
Total with improved employment status after training	50.1 ± 3.8	62.8 ± 5.1	61.3 ± 5.0	59.4 ± 6.2	58.5 ± 10.0	59.0 ± 8.1	45.7 ± 10.7	52.2 ± 9.2	56.1 ± 2.2
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	13.4 ± 1.9	15.3 ± 2.4	14.9 ± 2.5	15.1 ± 3.1	17.5 ± 5.4	11.8 ± 4.0	10.6 ± 4.4	7.3 ± 4.7	14.3 ± 1.1



TABLE 5A.47

Table 5A.47 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
Employed at a higher skill level after training	16.1 ± 2.2	19.9 ± 2.9	21.9 ± 3.1	17.9 ± 3.3	19.4 ± 5.3	23.2 ± 5.8	19.3 ± 5.0	20.6 ± 8.6	18.5 ± 1.3
Received a job-related benefit	65.4 ± 2.6	70.5 ± 3.0	72.1 ± 3.0	67.0 ± 3.9	75.6 ± 5.9	71.1 ± 5.8	66.5 ± 6.4	73.7 ± 7.0	68.6 ± 1.5
Total with improved employment status after training	68.5 ± 2.5	74.2 ± 2.9	75.3 ± 2.9	71.3 ± 3.9	78.2 ± 5.6	72.6 ± 5.7	67.3 ± 6.4	74.7 ± 6.9	71.8 ± 1.4
Diploma and Above									
Not employed before training to employed after training	11.9 ± 3.4	11.5 ± 3.5	9.0 ± 3.2	9.5 ± 4.6	17.2 ± 9.8	np	5.9 ± 3.7	np	11.1 ± 1.8
Employed at a higher skill level after training	15.0 ± 3.4	22.8 ± 4.9	22.4 ± 5.5	22.5 ± 7.2	25.8 ± 11.4	15.5 ± 11.2	23.8 ± 8.4	56.3 ± 33.0	20.2 ± 2.3
Received a job-related benefit	62.0 ± 5.3	59.2 ± 5.4	62.7 ± 6.3	67.3 ± 7.6	81.9 ± 10.9	70.2 ± 11.8	71.0 ± 8.5	79.9 ± 18.5	63.6 ± 2.8
Total with improved employment status after training	65.9 ± 5.3	66.0 ± 5.2	67.6 ± 6.0	71.9 ± 7.2	83.9 ± 10.7	70.2 ± 11.8	76.6 ± 7.7	79.9 ± 18.5	68.4 ± 2.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

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

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(f) All graduates includes those for whom Indigenous status is unknown.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.48

Table 5A.48

**Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
2012									
Certificate level I/II									
Not employed before training to employed after training	13.6 ± 4.7	22.9 ± 9.6	26.4 ± 9.0	14.9 ± 6.3	15.4 ± 7.3	11.4 ± 7.7	np	18.7 ± 9.9	19.2 ± 3.7
Employed at a higher skill level after training	4.2 ± 2.6	7.8 ± 4.4	7.6 ± 5.5	10.7 ± 5.8	10.6 ± 6.2	8.0 ± 7.1	–	np	7.1 ± 2.0
Received a job-related benefit	39.9 ± 6.6	41.5 ± 9.9	39.9 ± 9.7	54.2 ± 9.3	39.6 ± 10.1	37.8 ± 12.8	33.7 ± 15.8	46.0 ± 14.0	41.5 ± 4.1
Total with improved employment status after training	44.0 ± 6.6	47.1 ± 10.0	50.5 ± 9.8	57.2 ± 9.1	44.6 ± 10.3	40.4 ± 12.9	37.1 ± 16.1	54.0 ± 14.0	47.5 ± 4.1
Certificate level III/IV									
Not employed before training to employed after training	13.1 ± 1.8	14.3 ± 2.8	15.5 ± 3.4	11.9 ± 2.2	12.8 ± 3.4	17.7 ± 5.7	13.7 ± 5.7	8.8 ± 4.2	13.7 ± 1.2
Employed at a higher skill level after training	13.7 ± 2.1	10.1 ± 2.3	14.0 ± 2.8	16.0 ± 2.9	11.9 ± 2.9	15.9 ± 5.4	14.4 ± 5.7	16.0 ± 5.3	13.1 ± 1.1
Received a job-related benefit	61.2 ± 2.6	56.6 ± 4.2	70.7 ± 3.9	69.5 ± 3.1	68.4 ± 4.2	70.7 ± 6.3	66.7 ± 6.8	72.6 ± 6.2	63.6 ± 1.6
Total with improved employment status after training	64.4 ± 2.6	62.1 ± 4.1	73.1 ± 3.8	71.9 ± 3.0	70.3 ± 4.2	72.8 ± 6.1	69.0 ± 6.5	76.1 ± 5.8	67.0 ± 1.6
Diploma and Above									
Not employed before training to employed after training	9.6 ± 2.1	8.6 ± 2.9	7.6 ± 3.0	9.5 ± 3.6	6.1 ± 3.5	np	6.2 ± 4.2	–	8.7 ± 1.3
Employed at a higher skill level after training	10.3 ± 2.6	12.9 ± 3.9	18.6 ± 5.9	13.4 ± 4.0	10.8 ± 4.6	12.6 ± 9.8	15.1 ± 6.6	np	12.4 ± 1.7
Received a job-related benefit	55.9 ± 4.1	55.8 ± 5.6	63.9 ± 5.8	68.4 ± 5.7	63.6 ± 8.7	70.6 ± 12.5	62.5 ± 10.3	60.2 ± 21.1	58.9 ± 2.5
Total with improved employment status after training	59.5 ± 4.0	60.6 ± 5.5	66.6 ± 5.7	70.4 ± 5.6	66.6 ± 8.5	70.6 ± 12.5	66.9 ± 10.2	60.2 ± 21.1	62.5 ± 2.5

2011

Certificate level I/II

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
Not employed before training to employed after training	12.2 ± 2.6	17.9 ± 3.9	23.5 ± 3.0	15.1 ± 3.2	23.2 ± 3.9	14.2 ± 4.7	18.7 ± 12.0	13.7 ± 7.2	17.3 ± 1.4
Employed at a higher skill level after training	5.8 ± 1.8	11.1 ± 2.4	7.0 ± 1.9	8.2 ± 2.5	6.4 ± 2.2	6.7 ± 3.7	10.1 ± 6.6	4.2 ± 3.9	7.4 ± 0.9
Received a job-related benefit	36.5 ± 3.6	48.6 ± 4.7	41.6 ± 3.5	46.6 ± 4.3	35.9 ± 4.6	38.8 ± 6.8	40.9 ± 12.6	45.1 ± 11.8	41.3 ± 1.8
Total with improved employment status after training	41.4 ± 3.7	54.2 ± 4.7	48.9 ± 3.6	51.6 ± 4.3	43.3 ± 4.7	43.6 ± 6.9	51.9 ± 13.2	49.7 ± 12.0	47.1 ± 1.8
Certificate level III/IV									
Not employed before training to employed after training	11.2 ± 1.1	14.7 ± 1.5	16.1 ± 1.3	10.6 ± 1.1	14.2 ± 1.7	12.4 ± 2.4	5.6 ± 2.2	8.7 ± 3.6	12.9 ± 0.6
Employed at a higher skill level after training	13.9 ± 1.2	15.9 ± 1.3	18.2 ± 1.4	15.0 ± 1.4	14.1 ± 1.8	19.1 ± 3.1	15.3 ± 3.9	17.0 ± 4.3	15.5 ± 0.6
Received a job-related benefit	63.1 ± 1.6	67.5 ± 1.9	70.4 ± 1.6	66.6 ± 1.7	58.0 ± 2.5	67.3 ± 3.5	68.4 ± 4.6	75.5 ± 4.8	65.7 ± 0.8
Total with improved employment status after training	65.9 ± 1.5	69.7 ± 1.8	73.2 ± 1.5	69.7 ± 1.6	62.2 ± 2.5	70.2 ± 3.5	71.6 ± 4.4	76.2 ± 4.7	68.5 ± 0.8
Diploma and Above									
Not employed before training to employed after training	9.5 ± 1.5	8.1 ± 1.4	5.7 ± 1.4	5.9 ± 1.4	5.2 ± 2.0	6.3 ± 3.4	6.9 ± 3.1	np	7.7 ± 0.7
Employed at a higher skill level after training	10.1 ± 1.6	14.4 ± 1.8	13.8 ± 2.1	16.8 ± 2.5	17.3 ± 3.4	17.9 ± 6.0	19.1 ± 4.9	np	13.4 ± 0.9
Received a job-related benefit	56.6 ± 2.6	61.2 ± 2.4	65.7 ± 2.9	62.0 ± 3.1	71.9 ± 3.9	71.1 ± 7.1	70.9 ± 5.5	67.5 ± 16.8	61.6 ± 1.3
Total with improved employment status after training	59.3 ± 2.6	65.3 ± 2.3	67.9 ± 2.8	65.0 ± 3.1	73.4 ± 3.8	72.5 ± 7.0	73.8 ± 5.3	68.8 ± 16.8	64.6 ± 1.3
2010									
Certificate level I/II									
Not employed before training to employed after training	12.8 ± 3.5	15.9 ± 5.0	12.4 ± 5.6	11.2 ± 4.6	21.2 ± 7.2	16.1 ± 8.1	20.8 ± 14.9	np	14.3 ± 2.1

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
Employed at a higher skill level after training	6.1 ± 2.8	10.9 ± 4.4	8.8 ± 3.9	6.8 ± 3.4	5.2 ± 3.2	10.8 ± 6.6	np	17.4 ± 12.4	7.9 ± 1.6
Received a job-related benefit	30.0 ± 4.8	37.4 ± 6.3	36.9 ± 7.3	49.3 ± 7.6	42.6 ± 8.7	55.0 ± 10.0	44.6 ± 16.3	49.8 ± 15.3	37.1 ± 2.8
Total with improved employment status after training	37.6 ± 5.0	44.3 ± 6.5	39.9 ± 7.3	53.7 ± 7.5	48.5 ± 8.9	58.6 ± 9.7	57.6 ± 15.1	51.5 ± 15.2	43.3 ± 2.9
Certificate level III/IV									
Not employed before training to employed after training	11.5 ± 1.6	15.3 ± 2.4	13.1 ± 2.2	12.3 ± 2.5	9.4 ± 2.7	17.1 ± 4.3	9.7 ± 4.9	8.8 ± 4.0	12.6 ± 0.9
Employed at a higher skill level after training	14.1 ± 1.9	16.5 ± 2.5	20.5 ± 2.7	19.4 ± 3.0	12.6 ± 3.3	21.3 ± 4.6	18.2 ± 5.6	17.0 ± 5.8	16.5 ± 1.1
Received a job-related benefit	59.4 ± 2.5	65.1 ± 3.0	68.9 ± 2.8	67.6 ± 3.2	58.4 ± 5.6	67.3 ± 5.0	67.6 ± 6.3	68.2 ± 7.1	63.5 ± 1.4
Total with improved employment status after training	63.5 ± 2.4	68.2 ± 2.9	71.1 ± 2.7	69.8 ± 3.1	61.5 ± 5.6	69.8 ± 4.9	69.9 ± 6.1	70.8 ± 6.8	66.7 ± 1.3
Diploma and Above									
Not employed before training to employed after training	10.7 ± 2.6	8.8 ± 2.9	6.4 ± 2.9	5.7 ± 3.5	8.1 ± 7.7	np	4.7 ± 2.9	–	8.5 ± 1.4
Employed at a higher skill level after training	11.8 ± 2.9	14.0 ± 3.7	16.4 ± 4.3	20.2 ± 5.7	13.1 ± 7.4	15.2 ± 6.6	17.9 ± 7.3	np	14.2 ± 1.8
Received a job-related benefit	50.0 ± 4.5	59.7 ± 5.0	60.7 ± 5.4	70.3 ± 6.0	66.3 ± 12.8	66.6 ± 9.8	63.6 ± 9.2	70.8 ± 40.0	58.1 ± 2.5
Total with improved employment status after training	54.0 ± 4.4	64.0 ± 4.9	64.8 ± 4.9	72.0 ± 5.9	70.8 ± 12.3	67.1 ± 9.9	65.3 ± 9.1	70.8 ± 40.0	61.9 ± 2.5
2009									
Certificate level I/II									
Not employed before training to employed after training	10.9 ± 2.3	14.0 ± 3.2	13.4 ± 3.2	6.6 ± 2.3	14.5 ± 3.7	14.8 ± 7.2	12.6 ± 4.6	10.8 ± 7.0	12.0 ± 1.3
Employed at a higher skill level after training	4.7 ± 1.4	8.8 ± 2.4	7.0 ± 2.4	15.3 ± 3.8	9.0 ± 3.0	14.2 ± 6.2	10.4 ± 6.3	12.1 ± 11.0	8.0 ± 1.0
Received a job-related benefit	36.9 ± 3.2	46.9 ± 4.4	48.6 ± 4.6	54.7 ± 4.9	44.2 ± 4.9	55.5 ± 9.0	47.5 ± 9.0	66.1 ± 13.8	44.1 ± 1.9

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
Total with improved employment status after training	41.2 ± 3.3	50.2 ± 4.3	52.0 ± 4.6	57.8 ± 4.9	49.7 ± 5.0	57.7 ± 8.9	52.2 ± 9.0	70.3 ± 12.3	48.0 ± 1.9
Certificate level III/IV									
Not employed before training to employed after training	11.0 ± 1.1	12.6 ± 1.4	11.3 ± 1.2	10.5 ± 1.6	10.5 ± 1.8	16.6 ± 3.8	8.4 ± 3.1	6.0 ± 2.5	11.3 ± 0.6
Employed at a higher skill level after training	17.9 ± 1.4	19.1 ± 1.6	23.0 ± 1.7	20.9 ± 2.2	18.6 ± 2.1	21.4 ± 4.8	19.4 ± 4.4	20.6 ± 4.7	19.5 ± 0.8
Received a job-related benefit	63.8 ± 1.6	68.0 ± 1.9	75.5 ± 1.6	68.8 ± 2.1	63.1 ± 2.8	66.1 ± 5.2	69.1 ± 4.3	76.3 ± 4.6	67.3 ± 0.9
Total with improved employment status after training	67.0 ± 1.6	70.7 ± 1.8	76.9 ± 1.6	71.5 ± 2.0	67.9 ± 2.7	69.3 ± 5.0	69.4 ± 4.1	78.9 ± 4.4	70.1 ± 0.8
Diploma and Above									
Not employed before training to employed after training	10.5 ± 1.9	9.5 ± 1.7	9.5 ± 2.4	8.9 ± 2.5	8.9 ± 3.2	9.2 ± 6.0	4.3 ± 2.6	np	9.6 ± 1.0
Employed at a higher skill level after training	14.7 ± 2.2	16.9 ± 2.3	20.5 ± 3.1	26.5 ± 4.0	25.4 ± 4.9	14.2 ± 7.3	26.5 ± 6.1	21.6 ± 15.9	18.1 ± 1.2
Received a job-related benefit	51.7 ± 3.1	56.6 ± 3.1	60.7 ± 3.9	67.3 ± 4.1	70.7 ± 5.1	67.5 ± 9.4	63.1 ± 6.4	72.5 ± 17.6	57.6 ± 1.7
Total with improved employment status after training	56.4 ± 3.1	62.7 ± 3.0	64.4 ± 3.9	70.3 ± 4.0	73.0 ± 4.9	68.2 ± 9.4	67.5 ± 6.1	73.8 ± 17.4	62.2 ± 1.6
2008									
Certificate level I/II									
Not employed before training to employed after training	13.1 ± 3.6	20.3 ± 5.6	22.0 ± 6.2	14.7 ± 6.8	26.6 ± 11.1	15.4 ± 7.2	np	10.0 ± 6.8	16.7 ± 2.3
Employed at a higher skill level after training	5.4 ± 2.3	9.1 ± 3.7	5.6 ± 3.0	5.7 ± 3.8	7.8 ± 5.7	12.2 ± 5.1	6.0 ± 5.4	np	6.7 ± 1.4
Received a job-related benefit	42.5 ± 4.8	61.5 ± 6.5	54.7 ± 7.6	61.2 ± 8.7	48.6 ± 12.6	50.1 ± 9.6	38.4 ± 12.2	58.9 ± 12.8	50.4 ± 3.0
Total with improved employment status after training	45.3 ± 4.8	64.6 ± 6.4	60.6 ± 7.5	65.0 ± 8.4	53.2 ± 12.7	52.8 ± 9.6	40.7 ± 12.3	60.1 ± 12.7	53.9 ± 2.9
Certificate level III/IV									

TABLE 5A.48

Table 5A.48 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<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>
Not employed before training to employed after training	12.2 ± 1.9	13.7 ± 2.5	13.9 ± 2.6	14.2 ± 3.4	17.0 ± 5.8	11.2 ± 4.3	9.4 ± 4.7	7.1 ± 4.9	13.2 ± 1.2
Employed at a higher skill level after training	15.5 ± 2.3	20.7 ± 3.2	21.5 ± 3.5	16.8 ± 3.5	19.0 ± 5.4	23.9 ± 6.2	20.2 ± 5.4	21.9 ± 9.3	18.3 ± 1.4
Received a job-related benefit	66.2 ± 2.7	71.3 ± 3.2	73.4 ± 3.3	67.3 ± 4.4	76.8 ± 5.9	71.2 ± 6.1	67.4 ± 6.8	73.0 ± 7.3	69.6 ± 1.6
Total with improved employment status after training	68.7 ± 2.7	74.7 ± 3.1	75.9 ± 3.2	71.1 ± 4.4	78.7 ± 5.7	72.8 ± 6.0	67.6 ± 6.8	74.0 ± 7.2	72.2 ± 1.5
<b>Diploma and Above</b>									
Not employed before training to employed after training	12.4 ± 3.6	11.7 ± 3.6	8.1 ± 3.4	7.6 ± 4.3	16.7 ± 10.0	np	5.9 ± 3.8	np	11.0 ± 1.9
Employed at a higher skill level after training	14.7 ± 3.4	23.5 ± 5.0	23.4 ± 5.9	23.7 ± 7.9	23.1 ± 11.1	15.9 ± 11.4	24.1 ± 8.5	56.3 ± 33.0	20.4 ± 2.4
Received a job-related benefit	63.8 ± 5.4	59.4 ± 5.5	65.3 ± 6.6	69.8 ± 7.9	80.9 ± 11.5	69.6 ± 12.0	71.0 ± 8.5	79.9 ± 18.5	64.9 ± 2.9
Total with improved employment status after training	67.9 ± 5.4	66.3 ± 5.2	69.1 ± 6.4	73.4 ± 7.5	83.0 ± 11.2	69.6 ± 12.0	76.7 ± 7.8	79.9 ± 18.5	69.5 ± 2.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Improved employment status after training 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. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

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

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(f) All graduates includes those for whom Indigenous status is unknown.

**np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.49

Table 5A.49 Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Reported as Indigenous	68.5	73.1	83.4	72.6	84.8	73.7	76.0	68.3	73.9
Reported as non-Indigenous	79.5	83.5	89.5	81.3	86.5	81.8	80.8	82.1	83.0
Not reported	80.6	80.4	87.5	79.6	86.7	81.0	91.7	87.7	83.4
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Reported as Indigenous	69.1	71.5	84.6	70.0	79.1	72.9	72.3	66.7	73.2
Reported as non-Indigenous	79.9	82.2	90.3	81.2	84.3	81.1	82.3	79.7	82.6
Not reported	89.1	89.9	88.4	80.5	72.6	86.3	89.9	83.9	86.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Reported as Indigenous	68.4	64.8	81.4	68.2	81.7	69.6	72.8	70.1	71.6
Reported as non-Indigenous	79.4	78.2	88.4	80.5	87.0	79.3	82.5	80.8	80.9
Not reported	88.7	83.4	85.4	80.6	87.0	87.7	84.4	76.8	84.3
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Reported as Indigenous	67.1	62.2	82.1	66.9	83.7	74.0	72.4	64.4	70.2
Reported as non-Indigenous	78.8	77.0	87.6	80.2	86.5	82.0	82.0	77.7	80.2
Not reported	81.4	79.2	83.2	76.0	88.1	94.4	83.5	86.2	81.2
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Reported as Indigenous	67.1	63.4	79.7	63.2	79.7	77.9	71.6	62.1	68.9
Reported as non-Indigenous	78.8	76.7	86.6	79.3	87.1	81.9	81.3	78.7	80.0
Not reported	77.2	78.5	81.6	70.5	88.1	87.9	83.4	80.0	77.6
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

TABLE 5A.49

Table 5A.49 **Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
Reported as Indigenous	66.2	60.7	73.6	60.9	77.1	71.0	77.6	65.8	67.0
Reported as non-Indigenous	78.6	75.6	84.2	78.2	88.5	78.9	79.4	78.9	79.2
Not reported	76.4	78.2	79.4	69.1	85.5	83.3	82.3	75.5	76.3
All students	77.9	75.5	83.2	75.8	87.9	78.6	79.6	73.6	78.5
2006									
Reported as Indigenous	66.3	64.3	72.1	58.1	76.9	72.9	72.1	61.0	66.0
Reported as non-Indigenous	78.5	76.5	82.5	76.8	87.9	80.3	78.7	77.2	79.1
Not reported	77.9	73.1	75.9	71.5	90.6	90.4	75.9	70.5	76.5
All students	77.9	76.2	81.3	74.8	87.7	80.2	78.3	70.4	78.3
2005									
Reported as Indigenous	66.2	63.6	73.1	57.0	75.5	73.0	73.7	62.8	66.2
Reported as non-Indigenous	78.6	76.5	81.1	75.9	87.0	79.8	79.1	79.0	78.7
Not reported	78.1	74.7	75.1	71.0	89.8	93.3	85.4	71.4	76.9
All students	78.0	76.2	80.1	73.9	86.8	79.8	79.4	72.2	78.0
2004									
Reported as Indigenous	65.3	60.3	68.3	56.0	72.5	73.0	68.3	60.1	63.8
Reported as non-Indigenous	77.9	76.4	78.1	75.5	87.5	79.5	79.9	72.9	78.0
Not reported	78.3	74.3	77.5	71.9	89.5	90.9	80.5	82.5	77.1
All students	77.5	76.0	77.5	73.5	87.0	79.6	79.8	68.1	77.3
2003									
Reported as Indigenous	63.1	60.5	68.9	56.4	74.3	75.1	63.2	59.1	63.5
Reported as non-Indigenous	77.4	76.7	77.2	74.0	87.4	80.1	78.9	76.7	77.6
Not reported	77.6	75.8	75.4	70.9	88.2	91.2	83.6	82.7	76.6
All students	77.0	76.4	76.6	72.2	86.9	80.4	78.8	69.7	76.9



TABLE 5A.49

Table 5A.49 **Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Government funded activity is based on funding source codes 01, 02, 11, 13, 15. It excludes 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. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded.								
(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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.  Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following: <ul style="list-style-type: none"> <li>• all PPP students are reported in 2010 and 2011, and only partially reported in 2009</li> <li>• the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.</li> </ul>								
(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 for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(d)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(e)	Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.50

Table 5A.50 **Load pass rates by region (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Major cities	78.1	82.5	88.3	79.6	85.5	79.8	80.9	90.6	81.9
Inner regional	79.9	84.1	90.0	81.9	89.0	80.0	84.1	86.2	83.5
Outer regional	80.4	89.5	89.6	83.8	89.2	83.4	87.0	79.4	85.9
Remote and very remote	81.3	88.5	89.3	83.1	88.3	87.4	91.3	76.5	84.2
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Major cities	79.3	81.7	88.7	79.7	82.4	75.5	82.9	75.1	81.8
Inner regional	80.2	82.3	91.0	82.1	84.6	79.3	87.0	76.9	82.9
Outer regional	80.7	87.7	91.1	83.1	85.2	83.3	84.2	77.4	85.4
Remote and very remote	79.0	86.4	91.0	81.8	80.0	86.4	79.7	71.5	82.3
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Major cities	78.4	77.1	85.9	78.3	85.8	93.6	81.7	90.1	79.5
Inner regional	80.1	80.0	89.1	80.8	88.3	76.4	84.4	89.6	81.7
Outer regional	80.4	81.9	89.3	83.2	89.4	81.2	88.4	78.1	83.7
Remote and very remote	77.9	88.3	89.9	84.2	87.4	84.8	87.2	74.3	83.7
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Major cities	77.5	75.7	84.7	77.1	85.5	99.3	81.3	82.8	78.6
Inner regional	79.7	79.0	88.4	80.5	88.5	78.6	84.1	84.1	81.2
Outer regional	79.5	79.8	88.4	83.0	90.3	84.1	84.2	73.7	82.8
Remote and very remote	79.0	83.3	90.0	83.3	88.1	90.7	94.3	71.1	82.9
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Major cities	77.6	75.8	83.5	74.7	85.8	93.4	80.7	67.1	78.1

TABLE 5A.50

Table 5A.50 **Load pass rates by region (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Inner regional	79.3	78.0	87.2	78.8	89.8	79.4	83.4	81.0	80.4
Outer regional	79.6	79.4	88.3	82.6	89.9	84.0	86.1	73.6	82.7
Remote and very remote	77.1	78.8	89.0	81.5	88.3	87.4	90.0	70.0	81.5
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

- (a) 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 for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (b) 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.
- (c) In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (e) Additional information is provided in footnotes to table 5A.49.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.51

Table 5A.51 **Load pass rates by disability status (per cent) (a), (b), (c), (d)**

	<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>
2012									
Reported as having a disability	71.6	73.4	83.3	69.6	84.2	71.7	76.1	73.5	74.3
Reported as not having a disability	79.6	84.2	90.7	81.6	86.6	82.5	81.7	76.7	83.3
Not reported disability	83.6	–	86.4	78.4	–	90.2	90.4	89.4	84.5
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Reported as having a disability	71.0	72.4	84.3	68.6	80.9	71.0	74.8	65.9	73.4
Reported as not having a disability	80.2	82.9	91.6	81.4	83.7	81.7	83.7	74.4	82.9
Not reported disability	90.7	86.0	86.9	79.7	–	91.5	93.7	86.5	85.7
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Reported as having a disability	70.6	68.1	80.3	68.3	80.6	69.1	76.4	67.1	71.4
Reported as not having a disability	79.7	78.8	89.6	80.8	87.3	79.2	82.9	76.5	81.3
Not reported disability	83.7	82.9	84.4	78.6	82.8	92.3	96.5	84.5	83.0
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Reported as having a disability	70.2	66.4	77.9	66.7	80.2	70.5	75.3	64.2	70.6
Reported as not having a disability	79.1	77.2	88.2	80.3	87.2	82.2	83.3	73.0	80.5
Not reported disability	75.3	84.8	83.4	75.0	83.1	94.7	78.0	75.4	80.8
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Reported as having a disability	69.6	67.1	75.7	64.1	82.4	71.0	76.8	61.8	69.9
Reported as not having a disability	79.2	77.2	87.2	79.2	87.4	82.4	82.1	72.0	80.3
Not reported disability	73.5	80.6	81.1	70.4	84.7	93.1	78.0	83.6	77.4
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

TABLE 5A.51

Table 5A.51 **Load pass rates by disability status (per cent) (a), (b), (c), (d)**

	<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>
(a)	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 for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(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: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.49. – Nil or rounded to zero.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.52

Table 5A.52 **Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)**

	<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>
2012									
Language other than English	76.5	79.7	82.7	76.6	83.4	63.9	81.7	63.8	78.3
English	79.9	84.5	89.3	81.5	87.9	82.7	81.6	82.5	83.9
Not reported	77.0	76.5	89.3	79.6	79.3	81.9	79.8	80.4	79.7
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Language other than English	76.5	76.5	80.6	75.8	81.2	63.2	79.5	60.8	76.6
English	80.5	83.5	90.2	81.6	83.6	82.1	84.1	80.3	83.6
Not reported	79.2	86.3	90.6	79.5	86.3	79.3	82.7	76.5	83.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Language other than English	75.1	71.3	75.3	74.2	86.9	63.6	81.7	64.0	74.2
English	80.2	79.7	88.5	81.2	86.9	80.1	84.0	82.6	82.2
Not reported	79.8	80.7	83.4	78.2	83.4	82.1	77.3	74.0	79.9
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Language other than English	74.8	69.2	73.1	71.3	86.9	60.7	78.8	59.2	73.0
English	79.6	78.7	87.6	81.0	86.3	83.3	82.9	78.6	81.6
Not reported	76.8	75.4	83.2	74.7	88.6	80.0	74.6	72.0	77.5
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Language other than English	74.7	68.5	72.6	71.7	86.0	66.9	75.4	58.6	72.7
English	79.6	78.5	86.6	80.2	87.1	82.5	82.6	77.9	81.3
Not reported	77.4	74.9	79.5	69.0	87.0	77.8	74.9	72.7	75.1
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4

TABLE 5A.52

Table 5A.52 **Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)**

	<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>
(a)	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 for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(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: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 - 6.7%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.497.								
<i>Source:</i> NCVER unpublished, National VET provider collection.									

TABLE 5A.53

Table 5A.53 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020
Indigenous	no.	3 244	1 230	3 586	1 948	922	296	153	1 105	12 484
Non-Indigenous	no.	66 647	109 928	51 792	25 473	18 373	6 510	3 229	2 218	284 170
AQF VET course enrolments for all students										
All	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
Indigenous	no.	28 233	8 009	24 731	17 001	5 943	2 402	701	10 590	97 610
Non-Indigenous	no.	463 924	598 695	282 506	137 799	103 723	50 735	23 128	14 432	1 674 942
Proportion										
All	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5
Indigenous	%	11.5	15.4	14.5	11.5	15.5	12.3	21.8	10.4	12.8
Non-Indigenous	%	14.4	18.4	18.3	18.5	17.7	12.8	14.0	15.4	17.0
2010										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261
Indigenous	no.	2 834	665	3 230	1 712	486	295	182	939	10 343
Non-Indigenous	no.	62 789	71 969	46 529	26 350	10 255	6 244	3 233	1 846	229 215
AQF VET course enrolments for all students										
All	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319
Indigenous	no.	26 142	6 971	21 091	16 462	5 729	2 272	746	10 114	89 527
Non-Indigenous	no.	440 933	478 526	266 618	136 062	89 128	54 585	23 593	14 668	1 504 113
Proportion										



TABLE 5A.53

Table 5A.53 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9
Indigenous	%	10.8	9.5	15.3	10.4	8.5	13.0	24.4	9.3	11.6
Non-Indigenous	%	14.2	15.0	17.5	19.4	11.5	11.4	13.7	12.6	15.2

## 2009

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

All	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720
Indigenous	no.	2 392	580	2 552	1 537	532	251	142	783	8 769
Non-Indigenous	no.	58 074	56 810	43 219	22 117	16 599	5 912	4 237	1 710	208 678

AQF VET course enrolments for all students

All	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
Indigenous	no.	21 302	6 455	17 934	14 483	4 650	1 822	584	10 556	77 786
Non-Indigenous	no.	403 484	428 208	245 613	125 269	78 223	46 408	23 863	14 321	1 365 389

Proportion

All	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6
Indigenous	%	11.2	9.0	14.2	10.6	11.4	13.8	24.3	7.4	11.3
Non-Indigenous	%	14.4	13.3	17.6	17.7	21.2	12.7	17.8	11.9	15.3

## 2008

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

All	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655
Indigenous	no.	2 170	545	2 109	1 260	538	227	70	559	7 478
Non-Indigenous	no.	52 945	49 727	39 364	19 201	15 447	6 253	3 228	1 601	187 766

AQF VET course enrolments for all students

TABLE 5A.53

Table 5A.53 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043
Indigenous	no.	20 438	6 651	16 583	12 824	4 181	1 902	445	10 406	73 430
Non-Indigenous	no.	381 275	396 461	252 411	113 145	80 083	50 454	21 459	13 888	1 309 176
Proportion										
All	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6
Indigenous	%	10.6	8.2	12.7	9.8	12.9	11.9	15.7	5.4	10.2
Non-Indigenous	%	13.9	12.5	15.6	17.0	19.3	12.4	15.0	11.5	14.3
2007										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	44 640	50 394	37 802	19 086	13 555	5 046	3 741	2 245	176 509
Indigenous	no.	1 667	430	1 737	1 153	383	175	83	783	6 411
Non-Indigenous	no.	41 319	48 542	33 521	17 357	12 762	4 799	3 455	1 451	163 206
AQF VET course enrolments for all students										
All	no.	403 054	405 540	302 304	154 553	85 852	49 911	23 283	26 856	1 451 353
Indigenous	no.	17 878	5 850	16 573	12 681	4 015	1 878	495	12 054	71 424
Non-Indigenous	no.	358 134	384 267	252 207	114 101	75 627	47 292	21 013	14 539	1 267 180
Proportion										
All	%	11.1	12.4	12.5	12.3	15.8	10.1	16.1	8.4	12.2
Indigenous	%	9.3	7.4	10.5	9.1	9.5	9.3	16.8	6.5	9.0
Non-Indigenous	%	11.5	12.6	13.3	15.2	16.9	10.1	16.4	10.0	12.9

(a) 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).

(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.

TABLE 5A.53

**Table 5A.53 VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.									
(d)	In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.									
(g)	South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.									

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.54

Table 5A.54 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
Indigenous	no.	2 154	896	2 433	1 097	716	184	112	789	8 381
Non-Indigenous	no.	49 400	81 661	37 280	15 895	14 939	4 580	2 769	1 599	208 123
AQF VET course enrolments for students aged 20–64 years										
All	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
Indigenous	no.	16 526	5 344	16 442	12 087	4 264	1 510	487	7 937	64 597
Non-Indigenous	no.	308 911	431 304	202 321	94 153	75 365	38 626	18 620	10 783	1 180 083
Proportion										
All	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1
Indigenous	%	13.0	16.8	14.8	9.1	16.8	12.2	23.0	9.9	13.0
Non-Indigenous	%	16.0	18.9	18.4	16.9	19.8	11.9	14.9	14.8	17.6
2010										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
Indigenous	no.	1 861	466	2 111	894	402	163	108	701	6 706
Non-Indigenous	no.	45 606	52 742	31 148	16 655	8 324	4 354	2 445	1 369	162 643
AQF VET course enrolments for students aged 20–64 years										
All	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Indigenous	no.	15 293	4 541	14 180	11 744	4 105	1 425	466	7 398	59 152
Non-Indigenous	no.	290 065	341 775	185 849	92 912	64 006	41 119	18 899	10 724	1 045 349
Proportion										
All	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0

TABLE 5A.54

Table 5A.54 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous	%	12.2	10.3	14.9	7.6	9.8	11.4	23.2	9.5	11.3
Non-Indigenous	%	15.7	15.4	16.8	17.9	13.0	10.6	12.9	12.8	15.6

## 2009

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

All	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
Indigenous	no.	1 654	411	1 505	846	422	166	97	548	5 649
Non-Indigenous	no.	41 165	41 078	26 617	13 673	12 845	4 201	3 102	1 125	143 806

AQF VET course enrolments for students aged 20–64 years

All	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Indigenous	no.	12 554	4 407	11 341	10 136	3 232	1 198	421	7 389	50 678
Non-Indigenous	no.	259 238	311 283	169 971	82 998	55 294	34 224	18 667	10 168	941 843

Proportion

All	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5
Indigenous	%	13.2	9.3	13.3	8.3	13.1	13.9	23.0	7.4	11.1
Non-Indigenous	%	15.9	13.2	15.7	16.5	23.2	12.3	16.6	11.1	15.3

## 2008

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

All	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
Indigenous	no.	1 466	377	1 332	716	390	176	49	399	4 905
Non-Indigenous	no.	37 044	35 028	27 324	12 218	11 583	4 744	2 575	1 048	131 564

AQF VET course enrolments for students aged 20–64 years

All	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Indigenous	no.	11 870	4 660	10 207	8 754	2 965	1 356	321	7 426	47 559

TABLE 5A.54

**Table 5A.54 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous	no.	240 067	283 135	175 823	71 922	56 598	38 993	16 496	9 758	892 792
Proportion										
All	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9
Indigenous	%	12.4	8.1	13.0	8.2	13.2	13.0	15.3	5.4	10.3
Non-Indigenous	%	15.4	12.4	15.5	17.0	20.5	12.2	15.6	10.7	14.7

- (a) 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).
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.
- (d) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.
- (f) Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.
- (g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	43 855	73 319	36 209	20 187	12 309	36	4 007	67	189 989
Inner regional	no.	17 679	27 978	15 174	2 863	2 167	4 258	372	22	70 513
Outer regional	no.	5 819	7 896	9 825	2 875	2 803	2 268	42	1 740	33 268
Remote and very remote	no.	727	312	3 051	2 237	866	289	8	1 342	8 832
Remote	no.	563	255	1 663	1 379	682	281	5	865	5 693
Very remote	no.	164	57	1 388	858	184	8	np	477	3 139
Outside Australia	no.	1 475	3 522	825	1 111	240	56	310	145	7 684
Not known	no.	1 292	1 165	306	119	1 666	7	135	44	4 734
All students	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020
AQF VET course enrolments for all students										
Major cities	no.	302 951	395 434	187 280	118 253	61 884	581	23 719	202	1 090 304
Inner regional	no.	124 360	160 409	84 808	20 391	12 714	32 012	1 980	77	436 751
Outer regional	no.	48 449	43 630	60 469	20 349	16 433	18 138	399	10 650	218 517
Remote and very remote	no.	7 362	2 328	21 354	20 852	4 927	3 045	33	13 622	73 523
Remote	no.	5 594	2 109	11 213	12 158	3 687	2 806	32	7 430	45 029
Very remote	no.	1 768	219	10 141	8 694	1 240	239	np	6 192	28 494
Outside Australia	no.	7 769	18 510	9 294	6 586	2 115	471	1 878	341	46 964
Not known	no.	12 157	2 105	4 480	1 006	15 791	106	1 501	366	37 512
All students	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
Proportion										
Major cities	%	14.5	18.5	19.3	17.1	19.9	6.2	16.9	33.2	17.4
Inner regional	%	14.2	17.4	17.9	14.0	17.0	13.3	18.8	28.6	16.1

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer regional	%	12.0	18.1	16.2	14.1	17.1	12.5	10.5	16.3	15.2
Remote and very remote	%	9.9	13.4	14.3	10.7	17.6	9.5	24.2	9.9	12.0
Remote	%	10.1	12.1	14.8	11.3	18.5	10.0	15.6	11.6	12.6
Very remote	%	9.3	26.0	13.7	9.9	14.8	3.3	np	7.7	11.0
Outside Australia	%	19.0	19.0	8.9	16.9	11.3	11.9	16.5	42.5	16.4
Not known	%	10.6	55.3	6.8	11.8	10.6	6.6	9.0	12.0	12.6
All students	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5

2010

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

Major cities	no.	37 962	46 489	28 115	17 590	6 949	133	3 587	34	140 859
Inner regional	no.	16 228	19 148	14 060	6 191	1 564	3 296	660	21	61 168
Outer regional	no.	8 948	4 487	11 479	2 882	2 067	2 887	57	1 424	34 231
Remote and very remote	no.	930	269	3 258	2 580	572	290	3	1 213	9 115
Remote	no.	768	229	1 681	1 009	426	273	1	386	4 773
Very remote	no.	162	40	1 577	1 571	146	17	2	827	4 342
Outside Australia	no.	1 960	2 727	1 377	1 322	84	93	238	108	7 909
Not known	no.	609	1 457	158	145	217	18	362	13	2 979
All students	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261

AQF VET course enrolments for all students

Major cities	no.	272 281	302 733	158 919	101 394	62 638	2 520	21 909	268	922 662
Inner regional	no.	108 082	135 212	72 532	35 099	14 450	28 655	4 775	152	398 957
Outer regional	no.	72 041	34 651	74 833	19 968	14 943	23 911	580	11 095	252 022
Remote and very remote	no.	9 761	2 054	24 461	22 019	5 997	2 447	34	12 991	79 764



TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	no.	8 139	1 750	12 737	6 857	4 167	2 295	26	3 755	39 726
Very remote	no.	1 622	304	11 724	15 162	1 830	152	8	9 236	40 038
Outside Australia	no.	9 648	19 359	12 480	6 041	3 067	627	1 909	395	53 526
Not known	no.	6 319	3 911	911	825	5 463	284	563	112	18 388
All students	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319
Proportion										
Major cities	%	13.9	15.4	17.7	17.3	11.1	5.3	16.4	12.7	15.3
Inner regional	%	15.0	14.2	19.4	17.6	10.8	11.5	13.8	13.8	15.3
Outer regional	%	12.4	12.9	15.3	14.4	13.8	12.1	9.8	12.8	13.6
Remote and very remote	%	9.5	13.1	13.3	11.7	9.5	11.9	8.8	9.3	11.4
Remote	%	9.4	13.1	13.2	14.7	10.2	11.9	3.8	10.3	12.0
Very remote	%	10.0	13.2	13.5	10.4	8.0	11.2	25.0	9.0	10.8
Outside Australia	%	20.3	14.1	11.0	21.9	2.7	14.8	12.5	27.3	14.8
Not known	%	9.6	37.3	17.3	17.6	4.0	6.3	64.3	11.6	16.2
All students	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9

2009

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

Major cities	no.	35 667	34 882	25 374	14 782	11 323	307	4 031	35	126 401
Inner regional	no.	15 019	16 680	12 056	5 426	2 750	3 007	864	13	55 815
Outer regional	no.	7 859	4 198	11 004	2 582	2 414	2 664	93	1 338	32 152
Remote and very remote	no.	925	194	2 863	1 938	649	226	10	1 064	7 869
Remote	no.	792	138	1 585	743	504	201	6	422	4 391
Very remote	no.	133	56	1 278	1 195	145	25	4	642	3 478

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outside Australia	no.	1 594	2 559	1 410	1 176	210	114	232	74	7 369
Not known	no.	156	469	69	132	239	22	23	4	1 114
All students	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720
AQF VET course enrolments for all students										
Major cities	no.	251 707	267 948	151 428	98 461	59 484	2 100	20 258	202	851 588
Inner regional	no.	96 464	121 044	66 324	33 857	13 543	23 939	4 447	112	359 730
Outer regional	no.	64 408	31 471	70 124	18 042	13 615	20 145	621	11 027	229 453
Remote and very remote	no.	9 646	1 824	23 473	19 478	5 309	2 284	46	13 635	75 695
Remote	no.	7 866	1 590	12 584	6 091	3 692	2 076	28	4 187	38 114
Very remote	no.	1 780	234	10 889	13 387	1 617	208	18	9 448	37 581
Outside Australia	no.	9 540	20 772	12 720	6 270	2 256	725	1 896	295	54 474
Not known	no.	5 383	3 670	710	797	1 391	325	99	81	12 456
All students	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
Proportion										
Major cities	%	14.2	13.0	16.8	15.0	19.0	14.6	19.9	17.3	14.8
Inner regional	%	15.6	13.8	18.2	16.0	20.3	12.6	19.4	11.6	15.5
Outer regional	%	12.2	13.3	15.7	14.3	17.7	13.2	15.0	12.1	14.0
Remote and very remote	%	9.6	10.6	12.2	9.9	12.2	9.9	21.7	7.8	10.4
Remote	%	10.1	8.7	12.6	12.2	13.7	9.7	21.4	10.1	11.5
Very remote	%	7.5	23.9	11.7	8.9	9.0	12.0	22.2	6.8	9.3
Outside Australia	%	16.7	12.3	11.1	18.8	9.3	15.7	12.2	25.1	13.5
Not known	%	2.9	12.8	9.7	16.6	17.2	6.8	23.2	4.9	8.9
All students	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	
2008											
	AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	32 106	29 897	22 980	11 880	10 775	57	2 622	49	110 366	
Inner regional	no.	13 618	15 937	10 360	4 415	2 343	3 222	599	22	50 516	
Outer regional	no.	7 858	3 663	9 889	2 239	2 221	2 902	77	1 111	29 960	
Remote and very remote	no.	981	160	3 031	1 778	768	241	6	931	7 896	
Remote	no.	809	147	1 702	809	644	208	5	392	4 716	
Very remote	no.	172	13	1 329	969	124	33	1	539	3 180	
Outside Australia	no.	1 200	1 461	807	686	208	120	175	43	4 700	
Not known	no.	30	781	117	78	169	25	7	10	1 217	
All students	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655	
	AQF VET course enrolments for all students										
Major cities	no.	244 700	249 938	152 395	89 325	56 142	1 003	18 104	240	811 847	
Inner regional	no.	91 068	118 258	64 596	30 116	12 582	26 645	3 906	112	347 283	
Outer regional	no.	59 089	29 247	69 030	17 990	12 801	22 197	448	10 435	221 237	
Remote and very remote	no.	9 023	1 666	23 857	18 878	5 091	2 521	35	13 446	74 517	
Remote	no.	7 347	1 443	12 966	6 076	3 694	2 225	28	4 400	38 179	
Very remote	no.	1 676	223	10 891	12 802	1 397	296	7	9 046	36 338	
Outside Australia	no.	8 457	18 434	8 966	5 156	1 773	712	1 283	214	44 995	
Not known	no.	3 584	2 079	1 213	478	1 469	201	75	65	9 164	
All students	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043	
	Proportion										
Major cities	%	13.1	12.0	15.1	13.3	19.2	5.7	14.5	20.4	13.6	
Inner regional	%	15.0	13.5	16.0	14.7	18.6	12.1	15.3	19.6	14.5	

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer regional	%	13.3	12.5	14.3	12.4	17.4	13.1	17.2	10.6	13.5
Remote and very remote	%	10.9	9.6	12.7	9.4	15.1	9.6	17.1	6.9	10.6
Remote	%	11.0	10.2	13.1	13.3	17.4	9.3	17.9	8.9	12.4
Very remote	%	10.3	5.8	12.2	7.6	8.9	11.1	14.3	6.0	8.8
Outside Australia	%	14.2	7.9	9.0	13.3	11.7	16.9	13.6	20.1	10.4
Not known	%	0.8	37.6	9.6	16.3	11.5	12.4	9.3	15.4	13.3
All students	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6

- (a) 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).
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, 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.
- (g) Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.

TABLE 5A.55

Table 5A.55 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(h) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

**np** Not published.

*Source:* NCVET (unpublished) National VET provider collection.

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
	AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level									
Major cities	no.	33 120	54 377	24 892	11 572	10 344	33	3 218	63	137 619
Inner regional	no.	12 421	20 184	10 395	1 772	1 768	3 062	287	20	49 909
Outer regional	no.	4 086	6 080	6 809	1 712	2 148	1 501	40	1 253	23 629
Remote and very remote	no.	522	229	2 134	1 500	688	179	8	894	6 154
Remote	no.	395	181	1 124	879	534	173	5	519	3 810
Very remote	no.	127	48	1 010	621	154	6	np	375	2 344
Outside Australia	no.	1 231	3 138	729	1 015	230	49	285	143	6 820
Not known	no.	1 017	1 016	176	48	1 140	5	92	40	3 534
All students	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
	AQF VET course enrolments for students aged 20–64 years									
Major cities	no.	205 661	287 760	128 570	79 632	48 246	549	19 140	193	769 751
Inner regional	no.	78 328	111 713	56 406	13 861	8 820	24 725	1 427	71	295 351
Outer regional	no.	30 965	29 962	41 979	14 008	11 249	13 002	277	7 521	148 963
Remote and very remote	no.	4 846	1 371	14 803	15 763	3 507	2 264	29	10 504	53 087
Remote	no.	3 596	1 182	7 797	8 851	2 614	2 086	28	5 591	31 745
Very remote	no.	1 250	189	7 006	6 912	893	178	np	4 913	21 342
Outside Australia	no.	6 902	16 708	7 892	6 046	1 870	433	1 693	325	41 869
Not known	no.	7 018	1 550	3 352	756	9 417	92	969	286	23 440
All students	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
	Proportion									
Major cities	%	16.1	18.9	19.4	14.5	21.4	6.0	16.8	32.6	17.9
Inner regional	%	15.9	18.1	18.4	12.8	20.0	12.4	20.1	28.2	16.9
Outer regional	%	13.2	20.3	16.2	12.2	19.1	11.5	14.4	16.7	15.9

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote and very remote	%	10.8	16.7	14.4	9.5	19.6	7.9	27.6	8.5	11.6
Remote	%	11.0	15.3	14.4	9.9	20.4	8.3	17.9	9.3	12.0
Very remote	%	10.2	25.4	14.4	9.0	17.2	3.4	np	7.6	11.0
Outside Australia	%	17.8	18.8	9.2	16.8	12.3	11.3	16.8	44.0	16.3
Not known	%	14.5	65.5	5.3	6.3	12.1	5.4	9.5	14.0	15.1
All students	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1

2010

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

Major cities	no.	27 811	34 048	18 637	10 387	5 770	117	2 769	32	99 571
Inner regional	no.	11 353	13 456	9 305	3 462	1 223	2 376	479	17	41 671
Outer regional	no.	6 384	3 184	7 335	1 667	1 571	1 849	48	1 073	23 111
Remote and very remote	no.	689	232	2 078	1 714	460	204	2	863	6 242
Remote	no.	557	198	1 018	671	339	192	1	237	3 213
Very remote	no.	132	34	1 060	1 043	121	12	1	626	3 029
Outside Australia	no.	1 625	2 506	1 028	1 147	73	81	217	98	6 775
Not known	no.	468	1 329	54	76	184	12	241	8	2 372
All students	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742

AQF VET course enrolments for students aged 20–64 years

Major cities	no.	182 828	218 025	110 908	68 413	46 577	2 367	17 521	245	646 884
Inner regional	no.	67 424	92 969	48 861	22 355	9 062	21 914	3 627	122	266 334
Outer regional	no.	46 022	23 209	50 581	13 600	9 796	16 869	412	7 676	168 165
Remote and very remote	no.	6 316	1 402	16 241	16 517	4 224	1 836	27	9 818	56 381
Remote	no.	5 110	1 133	8 205	4 728	2 873	1 724	21	2 704	26 498
Very remote	no.	1 206	269	8 036	11 789	1 351	112	6	7 114	29 883

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outside Australia	no.	8 478	17 446	10 140	5 515	2 742	558	1 719	375	46 973
Not known	no.	2 481	3 102	633	458	3 148	235	408	77	10 542
All students	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Proportion										
Major cities	%	15.2	15.6	16.8	15.2	12.4	4.9	15.8	13.1	15.4
Inner regional	%	16.8	14.5	19.0	15.5	13.5	10.8	13.2	13.9	15.6
Outer regional	%	13.9	13.7	14.5	12.3	16.0	11.0	11.7	14.0	13.7
Remote and very remote	%	10.9	16.5	12.8	10.4	10.9	11.1	7.4	8.8	11.1
Remote	%	10.9	17.5	12.4	14.2	11.8	11.1	4.8	8.8	12.1
Very remote	%	10.9	12.6	13.2	8.8	9.0	10.7	16.7	8.8	10.1
Outside Australia	%	19.2	14.4	10.1	20.8	2.7	14.5	12.6	26.1	14.4
Not known	%	18.9	42.8	8.5	16.6	5.8	5.1	59.1	10.4	22.5
All students	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0

2009

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

Major cities	no.	25 186	24 872	15 513	8 387	8 979	264	2 966	31	86 198
Inner regional	no.	10 335	11 970	7 018	2 920	1 948	2 194	623	9	37 017
Outer regional	no.	5 574	3 121	6 543	1 394	1 741	1 752	71	898	21 094
Remote and very remote	no.	745	163	1 634	1 332	525	170	10	693	5 272
Remote	no.	633	107	897	484	406	147	6	228	2 908
Very remote	no.	112	56	737	848	119	23	4	465	2 364
Outside Australia	no.	1 334	2 274	1 191	1 013	203	102	188	68	6 373
Not known	no.	126	410	43	52	191	18	14	1	855
All students	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809



TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	163 730	196 545	104 439	65 156	43 244	1 898	15 780	184	590 976
Inner regional	no.	58 754	84 374	43 629	21 165	8 475	17 978	3 358	93	237 826
Outer regional	no.	40 634	21 656	46 043	11 693	9 002	13 865	446	7 272	150 611
Remote and very remote	no.	6 434	1 224	15 008	13 977	3 688	1 794	39	10 079	52 243
Remote	no.	5 130	1 031	7 760	3 950	2 523	1 621	21	3 008	25 044
Very remote	no.	1 304	193	7 248	10 027	1 165	173	18	7 071	27 199
Outside Australia	no.	8 338	18 134	10 119	5 524	1 983	671	1 666	273	46 708
Not known	no.	1 449	2 700	495	429	975	252	52	54	6 406
All students	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Proportion										
Major cities	%	15.4	12.7	14.9	12.9	20.8	13.9	18.8	16.8	14.6
Inner regional	%	17.6	14.2	16.1	13.8	23.0	12.2	18.6	9.7	15.6
Outer regional	%	13.7	14.4	14.2	11.9	19.3	12.6	15.9	12.3	14.0
Remote and very remote	%	11.6	13.3	10.9	9.5	14.2	9.5	25.6	6.9	10.1
Remote	%	12.3	10.4	11.6	12.3	16.1	9.1	28.6	7.6	11.6
Very remote	%	8.6	29.0	10.2	8.5	10.2	13.3	22.2	6.6	8.7
Outside Australia	%	16.0	12.5	11.8	18.3	10.2	15.2	11.3	24.9	13.6
Not known	%	8.7	15.2	8.7	12.1	19.6	7.1	26.9	1.9	13.3
All students	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5

2008

AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level

Major cities	no.	22 443	21 028	15 712	7 521	8 178	53	2 093	46	77 074
Inner regional	no.	9 279	10 999	6 811	2 583	1 675	2 451	476	18	34 292

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Outer regional	no.	5 456	2 552	6 431	1 332	1 599	2 163	62	764	20 359
Remote and very remote	no.	739	130	1 918	1 177	568	188	3	577	5 300
Remote	no.	615	119	1 098	522	477	157	2	188	3 178
Very remote	no.	124	11	820	655	91	31	1	389	2 122
Outside Australia	no.	972	1 320	719	566	202	108	135	40	4 062
Not known	no.	22	710	88	38	137	21	5	8	1 029
All students	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	156 663	180 374	107 242	55 995	40 541	942	13 990	220	555 967
Inner regional	no.	54 187	81 911	42 956	17 541	7 788	20 739	2 882	92	228 096
Outer regional	no.	35 944	20 190	45 135	11 335	8 550	16 588	300	6 939	144 981
Remote and very remote	no.	5 766	1 139	15 731	13 094	3 649	2 023	26	9 858	51 286
Remote	no.	4 603	942	8 395	3 841	2 610	1 762	19	2 932	25 104
Very remote	no.	1 163	197	7 336	9 253	1 039	261	7	6 926	26 182
Outside Australia	no.	7 115	15 556	6 955	4 406	1 568	655	1 103	203	37 561
Not known	no.	293	1 579	789	251	960	167	60	46	4 145
All students	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Proportion										
Major cities	%	14.3	11.7	14.7	13.4	20.2	5.6	15.0	20.9	13.9
Inner regional	%	17.1	13.4	15.9	14.7	21.5	11.8	16.5	19.6	15.0
Outer regional	%	15.2	12.6	14.2	11.8	18.7	13.0	20.7	11.0	14.0
Remote and very remote	%	12.8	11.4	12.2	9.0	15.6	9.3	11.5	5.9	10.3
Remote	%	13.4	12.6	13.1	13.6	18.3	8.9	10.5	6.4	12.7
Very remote	%	10.7	5.6	11.2	7.1	8.8	11.9	14.3	5.6	8.1
Outside Australia	%	13.7	8.5	10.3	12.8	12.9	16.5	12.2	19.7	10.8

TABLE 5A.56

Table 5A.56 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Not known	%	7.5	45.0	11.2	15.1	14.3	12.6	8.3	17.4	24.8
All students	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9

- (a) 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).
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, 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.
- (g) Due to improvements in data quality, Queensland has submitted additional qualifications completed between 2004 and 2007 rectifying the underreporting of qualifications previously identified over this period. This affects both Queensland and Australia reporting.
- (h) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

**np** Not published.

*Source:* NCVER (unpublished) National VET provider collection.

TABLE 5A.57

Table 5A.57 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only), 2011 (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>
AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only)	no.	60 126	92 819	50 238	20 751	16 469	5 051	4 361	2 076	251 891
AQF VET course completions for all students	no.	348 313	448 325	268 992	123 847	79 686	35 845	25 580	13 231	1 343 819
Proportion completed at a higher level	%	17.3	20.7	18.7	16.8	20.7	14.1	17.0	15.7	18.7

(a) 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).

(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.

(c) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.58

**Table 5A.58 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a percent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011, (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>
AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only)									
no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
AQF VET course completions for all students									
no.	273 613	351 599	199 093	94 323	65 390	29 722	20 840	11 127	1 045 707
Proportion completed at a higher level									
%	17.4	21.6	19.4	16.7	22.1	14.0	17.7	16.6	19.3

(a) 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).

(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.

(c) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.59

Table 5A.59 Whether course helped graduates achieve their main reason for undertaking training, all graduates (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>
2012										
Helped achieve main reason	%	71.4 ± 1.7	67.7 ± 2.8	75.1 ± 2.5	76.8 ± 2.2	69.9 ± 3.3	74.0 ± 4.5	71.6 ± 4.7	76.5 ± 4.5	71.7 ± 1.1
Partly helped achieve main reason	%	12.3 ± 1.2	14.2 ± 2.0	12.6 ± 1.9	11.3 ± 1.7	13.0 ± 2.2	11.8 ± 3.3	16.3 ± 3.8	11.4 ± 3.3	12.8 ± 0.8
Did not help achieve main reason	%	6.3 ± 0.9	9.7 ± 2.0	6.8 ± 1.5	4.7 ± 1.0	6.5 ± 1.6	6.8 ± 2.7	5.4 ± 2.5	5.4 ± 2.6	7.1 ± 0.7
Did not know yet	%	10.0 ± 1.2	8.4 ± 1.6	5.5 ± 1.2	7.2 ± 1.2	10.6 ± 2.5	7.4 ± 2.6	6.7 ± 2.4	6.7 ± 2.7	8.4 ± 0.7
2011										
Helped achieve main reason	%	70.0 ± 1.1	71.6 ± 1.2	73.0 ± 1.1	74.4 ± 1.1	68.2 ± 1.7	71.6 ± 2.4	70.3 ± 3.1	82.5 ± 3.3	71.5 ± 0.5
Partly helped achieve main reason	%	14.1 ± 0.8	14.4 ± 0.9	12.6 ± 0.8	12.6 ± 0.9	13.8 ± 1.3	14.3 ± 1.9	15.1 ± 2.5	10.4 ± 2.7	13.6 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.6 ± 0.6	7.6 ± 0.6	5.4 ± 0.6	8.1 ± 0.9	6.4 ± 1.3	5.1 ± 1.5	2.5 ± 1.2	6.0 ± 0.3
Did not know yet	%	10.6 ± 0.7	8.5 ± 0.7	6.8 ± 0.6	7.6 ± 0.7	9.9 ± 1.1	7.7 ± 1.4	9.4 ± 1.9	4.6 ± 1.8	8.8 ± 0.3
2010										
Helped achieve main reason	%	69.6 ± 1.7	70.3 ± 2.0	74.0 ± 1.9	76.4 ± 2.0	71.2 ± 3.5	72.6 ± 3.5	77.0 ± 4.0	83.3 ± 3.4	71.9 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.2	12.1 ± 1.4	11.6 ± 1.4	11.2 ± 1.5	12.4 ± 2.6	12.6 ± 2.7	10.5 ± 2.9	7.4 ± 2.7	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.2	4.7 ± 1.0	6.7 ± 1.8	6.2 ± 2.1	4.6 ± 1.9	4.7 ± 2.2	6.5 ± 0.5
Did not know yet	%	10.0 ± 1.0	10.7 ± 1.3	7.2 ± 1.0	7.7 ± 1.2	9.7 ± 2.3	8.6 ± 2.1	7.9 ± 2.6	4.7 ± 1.6	9.2 ± 0.6
2009										
Helped achieve main reason	%	69.7 ± 1.1	72.1 ± 1.3	78.1 ± 1.1	75.6 ± 1.3	69.2 ± 2.0	72.0 ± 3.3	73.6 ± 2.9	80.7 ± 3.2	72.4 ± 0.6
Partly helped achieve main reason	%	14.6 ± 0.9	13.0 ± 1.0	11.3 ± 0.8	11.8 ± 1.0	13.8 ± 1.5	14.2 ± 2.6	13.1 ± 2.3	11.1 ± 2.6	13.3 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.5	5.8 ± 0.7	4.4 ± 0.5	4.4 ± 0.7	7.1 ± 1.1	5.2 ± 1.7	4.0 ± 1.3	2.5 ± 1.3	5.4 ± 0.3
Did not know yet	%	10.2 ± 0.7	9.0 ± 0.8	6.2 ± 0.7	8.1 ± 0.8	9.8 ± 1.1	8.6 ± 2.1	9.2 ± 1.9	5.6 ± 1.6	8.9 ± 0.4
2008										
Helped achieve main reason	%	73.4 ± 1.8	75.3 ± 2.2	77.6 ± 2.1	76.6 ± 2.7	74.9 ± 4.4	78.2 ± 3.9	74.2 ± 4.4	83.6 ± 4.2	75.2 ± 1.0
Partly helped achieve main reason	%	12.2 ± 1.3	14.0 ± 1.8	11.0 ± 1.5	12.3 ± 2.1	11.9 ± 3.3	11.8 ± 3.1	13.3 ± 3.4	11.6 ± 3.8	12.4 ± 0.8
Did not help achieve main reason	%	5.1 ± 0.9	4.0 ± 1.0	5.4 ± 1.2	4.2 ± 1.3	3.7 ± 1.8	4.3 ± 2.0	4.0 ± 2.2	1.5 ± 1.2	4.6 ± 0.5
Did not know yet	%	9.2 ± 1.1	6.7 ± 1.2	6.0 ± 1.1	6.9 ± 1.7	9.5 ± 3.0	5.7 ± 2.1	8.5 ± 2.9	3.3 ± 1.9	7.8 ± 0.6

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

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

TABLE 5A.59

Table 5A.59 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (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) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.60

Table 5A.60 **Whether course helped graduates achieve their main reason for undertaking training, Indigenous graduates (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Helped achieve main reason	%	67.6 ± 9.7	59.2 ± 28.9	74.3 ± 12.5	74.5 ± 12.6	73.1 ± 15.3	54.0 ± 20.1	80.7 ± 27.0	83.3 ± 10.3	70.1 ± 6.0
Partly helped achieve main reason	%	14.3 ± 7.1	28.1 ± 30.9	15.8 ± 10.7	5.1 ± 6.1	14.7 ± 12.6	25.6 ± 18.7	np	np	14.7 ± 5.1
Did not help achieve main reason	%	8.6 ± 5.7	11.7 ± 14.8	6.8 ± 7.9	8.1 ± 7.9	np	np	np	–	8.1 ± 3.4
Did not know yet	%	9.4 ± 6.7	np	3.1 ± 3.1	12.3 ± 9.5	np	np	–	9.6 ± 7.8	7.1 ± 3.1
2011										
Helped achieve main reason	%	79.9 ± 4.8	73.2 ± 11.2	72.7 ± 4.9	81.7 ± 6.3	73.4 ± 8.1	65.8 ± 10.9	53.0 ± 21.0	86.0 ± 7.6	76.6 ± 2.6
Partly helped achieve main reason	%	7.3 ± 2.7	8.0 ± 4.9	12.3 ± 3.5	8.7 ± 4.4	7.8 ± 4.1	11.0 ± 6.7	24.2 ± 18.2	7.7 ± 5.9	9.3 ± 1.6
Did not help achieve main reason	%	6.5 ± 2.9	10.9 ± 6.4	8.2 ± 3.0	4.3 ± 3.3	11.1 ± 5.5	11.7 ± 7.4	np	np	7.4 ± 1.6
Did not know yet	%	6.3 ± 3.3	np	6.8 ± 3.0	5.3 ± 3.9	7.7 ± 5.7	11.5 ± 7.2	np	4.4 ± 4.1	6.7 ± 1.8
2010										
Helped achieve main reason	%	79.3 ± 6.9	74.7 ± 15.3	80.8 ± 8.0	86.7 ± 7.2	70.0 ± 15.6	84.5 ± 12.7	56.3 ± 27.7	92.6 ± 6.1	79.7 ± 3.8
Partly helped achieve main reason	%	10.3 ± 4.8	19.8 ± 14.4	6.1 ± 4.1	6.6 ± 5.6	np	np	29.1 ± 26.1	np	9.1 ± 2.5
Did not help achieve main reason	%	4.9 ± 3.9	np	7.2 ± 6.1	np	25.8 ± 15.2	–	np	–	6.7 ± 2.6
Did not know yet	%	5.5 ± 3.7	np	5.9 ± 4.4	np	–	6.7 ± 6.2	np	np	4.4 ± 1.8
2009										
Helped achieve main reason	%	77.2 ± 6.3	70.5 ± 10.3	77.6 ± 5.8	78.9 ± 7.2	78.1 ± 11.9	62.6 ± 17.0	80.8 ± 15.9	77.3 ± 6.8	76.2 ± 3.2
Partly helped achieve main reason	%	11.3 ± 5.3	17.3 ± 6.9	8.8 ± 4.0	8.1 ± 5.5	8.1 ± 7.0	27.3 ± 15.6	np	10.4 ± 5.0	11.4 ± 2.5
Did not help achieve main reason	%	4.3 ± 2.5	7.9 ± 7.0	5.0 ± 2.8	4.0 ± 3.1	12.1 ± 9.8	np	np	–	5.0 ± 1.6
Did not know yet	%	7.3 ± 3.5	np	8.5 ± 3.9	8.9 ± 4.5	np	np	np	np	7.4 ± 1.8
2008										
Helped achieve main reason	%	76.9 ± 10.2	81.3 ± 17.1	80.2 ± 9.7	72.9 ± 14.8	85.1 ± 21.5	81.9 ± 15.6	95.9 ± 8.1	88.7 ± 7.0	79.1 ± 5.4
Partly helped achieve main reason	%	8.5 ± 6.1	14.3 ± 16.6	5.4 ± 4.5	10.0 ± 8.9	np	np	np	10.0 ± 6.6	9.1 ± 3.5
Did not help achieve main reason	%	np	np	2.6 ± 2.3	11.0 ± 10.5	np	np	–	np	4.0 ± 2.4
Did not know yet	%	11.3 ± 7.5	–	11.8 ± 8.3	np	–	–	–	–	7.8 ± 3.8



TABLE 5A.60

Table 5A.60 **Whether course helped graduates achieve their main reason for undertaking training, Indigenous graduates (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strat Islander background. Not all students respond to the relevant question in the questionnaire.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.61

Table 5A.61 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (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>
2012										
Helped achieve main reason	%	71.5 ± 1.8	68.3 ± 2.8	75.8 ± 2.6	77.2 ± 2.2	69.5 ± 3.4	75.8 ± 4.5	71.5 ± 4.8	75.2 ± 5.1	72.0 ± 1.1
Partly helped achieve main reason	%	12.1 ± 1.3	14.0 ± 2.0	12.0 ± 1.9	11.3 ± 1.7	13.0 ± 2.3	10.0 ± 3.0	16.3 ± 3.9	12.4 ± 3.8	12.6 ± 0.8
Did not help achieve main reason	%	6.3 ± 1.0	9.6 ± 2.1	6.7 ± 1.6	4.6 ± 1.0	6.6 ± 1.6	6.8 ± 2.9	5.3 ± 2.5	6.3 ± 3.0	7.1 ± 0.7
Did not know yet	%	10.1 ± 1.2	8.1 ± 1.6	5.6 ± 1.3	6.9 ± 1.2	10.9 ± 2.6	7.4 ± 2.7	7.0 ± 2.5	6.2 ± 2.9	8.3 ± 0.7
2011										
Helped achieve main reason	%	69.6 ± 1.1	71.6 ± 1.2	73.2 ± 1.1	74.5 ± 1.2	67.9 ± 1.8	72.0 ± 2.5	71.1 ± 3.2	81.1 ± 3.7	71.4 ± 0.6
Partly helped achieve main reason	%	14.3 ± 0.9	14.4 ± 0.9	12.4 ± 0.8	12.6 ± 0.9	14.0 ± 1.4	14.6 ± 2.0	14.2 ± 2.5	11.4 ± 3.1	13.7 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.5 ± 0.6	7.6 ± 0.7	5.3 ± 0.6	8.0 ± 0.9	5.8 ± 1.3	5.1 ± 1.6	2.8 ± 1.3	6.0 ± 0.3
Did not know yet	%	10.8 ± 0.7	8.5 ± 0.8	6.8 ± 0.6	7.5 ± 0.7	10.1 ± 1.2	7.6 ± 1.5	9.6 ± 2.0	4.7 ± 2.1	8.9 ± 0.3
2010										
Helped achieve main reason	%	69.4 ± 1.7	70.5 ± 2.1	73.7 ± 2.0	75.8 ± 2.1	70.9 ± 3.7	71.9 ± 3.7	78.0 ± 4.0	82.0 ± 3.8	71.6 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.3	11.8 ± 1.4	11.9 ± 1.4	11.4 ± 1.6	12.9 ± 2.7	12.5 ± 2.7	9.7 ± 2.9	7.5 ± 3.0	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.3	4.8 ± 1.0	5.7 ± 1.7	6.7 ± 2.3	4.3 ± 1.9	5.7 ± 2.7	6.5 ± 0.5
Did not know yet	%	10.2 ± 1.1	10.9 ± 1.4	7.1 ± 1.0	8.0 ± 1.3	10.5 ± 2.4	8.9 ± 2.2	7.9 ± 2.7	4.8 ± 1.6	9.4 ± 0.6
2009										
Helped achieve main reason	%	69.6 ± 1.1	72.3 ± 1.3	78.4 ± 1.1	75.6 ± 1.4	68.8 ± 2.0	72.4 ± 3.4	73.6 ± 3.0	81.3 ± 3.7	72.5 ± 0.6
Partly helped achieve main reason	%	14.5 ± 0.9	12.9 ± 1.0	11.2 ± 0.9	11.9 ± 1.0	14.1 ± 1.6	13.5 ± 2.7	13.2 ± 2.4	11.4 ± 3.0	13.2 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.6	5.8 ± 0.7	4.3 ± 0.5	4.5 ± 0.7	7.0 ± 1.2	5.1 ± 1.8	4.0 ± 1.3	3.1 ± 1.7	5.4 ± 0.3
Did not know yet	%	10.4 ± 0.7	9.0 ± 0.8	6.0 ± 0.7	8.0 ± 0.9	10.1 ± 1.2	9.0 ± 2.2	9.2 ± 2.0	4.2 ± 1.8	9.0 ± 0.4
2008										
Helped achieve main reason	%	73.7 ± 1.8	75.2 ± 2.2	77.4 ± 2.2	76.5 ± 2.8	75.1 ± 4.5	78.3 ± 4.1	74.1 ± 4.5	82.7 ± 4.8	75.2 ± 1.0
Partly helped achieve main reason	%	12.1 ± 1.3	14.1 ± 1.8	11.2 ± 1.6	12.5 ± 2.2	11.6 ± 3.3	11.2 ± 3.2	13.6 ± 3.5	11.9 ± 4.3	12.4 ± 0.8
Did not help achieve main reason	%	5.1 ± 0.9	4.0 ± 1.0	5.6 ± 1.2	4.0 ± 1.2	3.6 ± 1.8	4.4 ± 2.1	3.5 ± 2.1	1.5 ± 1.4	4.6 ± 0.5
Did not know yet	%	9.2 ± 1.2	6.7 ± 1.2	5.8 ± 1.2	7.0 ± 1.8	9.7 ± 3.1	6.1 ± 2.2	8.8 ± 3.0	3.9 ± 2.2	7.8 ± 0.6

TABLE 5A.61

Table 5A.61 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (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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(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).

(c) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.62

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<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>
2012										
Helped achieve main reason	%	69.0 ± 2.2	65.7 ± 3.4	73.3 ± 3.4	74.4 ± 2.7	68.5 ± 4.0	np	72.7 ± 5.0	np	69.5 ± 1.4
Partly helped achieve main reason	%	13.1 ± 1.5	15.1 ± 2.5	13.8 ± 2.7	12.8 ± 2.1	13.3 ± 2.8	–	16.3 ± 4.2	–	13.8 ± 1.0
Did not help achieve main reason	%	6.9 ± 1.2	10.0 ± 2.5	7.1 ± 2.1	4.7 ± 1.2	6.5 ± 1.9	–	4.3 ± 2.4	–	7.4 ± 0.9
Did not know yet	%	11.0 ± 1.5	9.2 ± 2.1	5.8 ± 1.6	8.1 ± 1.5	11.6 ± 2.7	np	6.7 ± 2.5	np	9.3 ± 0.9
2011										
Helped achieve main reason	%	68.1 ± 1.4	69.9 ± 1.5	70.4 ± 1.6	72.5 ± 1.5	66.1 ± 2.1	38.6 ± 16.6	70.2 ± 3.6	88.4 ± 21.5	69.3 ± 0.7
Partly helped achieve main reason	%	15.1 ± 1.0	15.2 ± 1.1	13.5 ± 1.2	13.4 ± 1.2	14.3 ± 1.6	19.8 ± 12.6	14.0 ± 2.7	np	14.5 ± 0.5
Did not help achieve main reason	%	5.5 ± 0.6	6.0 ± 0.8	8.7 ± 1.0	5.8 ± 0.8	8.8 ± 1.1	23.6 ± 13.8	5.9 ± 1.9	–	6.5 ± 0.4
Did not know yet	%	11.3 ± 0.9	8.9 ± 0.9	7.4 ± 0.9	8.4 ± 0.9	10.8 ± 1.5	18.0 ± 12.3	9.9 ± 2.2	–	9.6 ± 0.4
2010										
Helped achieve main reason	%	66.4 ± 2.2	68.1 ± 2.6	71.3 ± 2.7	75.7 ± 2.7	68.7 ± 4.3	41.9 ± 17.1	76.0 ± 4.6	90.9 ± 17.8	69.0 ± 1.2
Partly helped achieve main reason	%	15.0 ± 1.7	12.2 ± 1.8	13.0 ± 1.9	11.3 ± 2.0	13.6 ± 3.3	np	10.9 ± 3.3	–	13.4 ± 0.9
Did not help achieve main reason	%	7.2 ± 1.3	7.6 ± 1.5	7.6 ± 1.8	4.9 ± 1.3	6.7 ± 2.0	28.4 ± 16.0	5.0 ± 2.2	–	7.1 ± 0.7
Did not know yet	%	11.4 ± 1.4	12.1 ± 1.8	8.2 ± 1.4	8.1 ± 1.7	11.0 ± 2.9	19.0 ± 14.8	8.1 ± 3.0	np	10.6 ± 0.8
2009										
Helped achieve main reason	%	66.6 ± 1.4	70.6 ± 1.7	76.1 ± 1.7	74.7 ± 1.8	67.3 ± 2.4	63.6 ± 26.8	73.0 ± 3.3	91.0 ± 16.8	70.0 ± 0.8
Partly helped achieve main reason	%	16.1 ± 1.1	13.0 ± 1.2	12.2 ± 1.3	11.8 ± 1.3	13.8 ± 1.8	np	13.2 ± 2.6	–	14.0 ± 0.6
Did not help achieve main reason	%	6.1 ± 0.7	6.8 ± 1.0	4.7 ± 0.8	5.2 ± 0.9	8.5 ± 1.5	np	4.5 ± 1.5	–	6.2 ± 0.4
Did not know yet	%	11.2 ± 0.9	9.6 ± 1.1	7.0 ± 1.0	8.4 ± 1.1	10.3 ± 1.4	np	9.3 ± 2.1	np	9.8 ± 0.5
2008										
Helped achieve main reason	%	72.9 ± 2.3	72.4 ± 2.9	77.4 ± 3.1	74.3 ± 3.7	72.3 ± 5.8	np	73.8 ± 5.1	100.0	73.5 ± 1.4
Partly helped achieve main reason	%	12.8 ± 1.7	14.9 ± 2.4	11.0 ± 2.3	14.1 ± 3.0	13.3 ± 4.4	–	12.9 ± 3.9	–	13.2 ± 1.1
Did not help achieve main reason	%	4.6 ± 1.0	4.8 ± 1.5	5.3 ± 1.7	3.9 ± 1.6	3.5 ± 2.2	–	4.3 ± 2.6	–	4.6 ± 0.6
Did not know yet	%	9.7 ± 1.5	7.9 ± 1.6	6.3 ± 1.6	7.8 ± 2.4	10.9 ± 4.1	np	9.0 ± 3.3	–	8.7 ± 0.9

TABLE 5A.62

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<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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(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.

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

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).

(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.63

Table 5A.63 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<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>
2012										
Helped achieve main reason	%	76.8 ± 3.3	70.7 ± 5.5	73.5 ± 5.4	79.0 ± 6.0	70.8 ± 11.2	75.2 ± 5.8	69.3 ± 18.9	np	74.0 ± 2.4
Partly helped achieve main reason	%	10.6 ± 2.3	12.2 ± 4.0	12.4 ± 3.9	8.8 ± 4.3	11.2 ± 5.9	13.5 ± 4.6	13.3 ± 12.5	–	11.6 ± 1.7
Did not help achieve main reason	%	4.7 ± 1.7	9.7 ± 4.2	8.0 ± 3.5	5.1 ± 2.8	6.3 ± 5.2	5.6 ± 3.2	np	–	7.1 ± 1.6
Did not know yet	%	7.9 ± 2.2	7.4 ± 2.7	6.1 ± 3.0	7.1 ± 3.6	11.7 ± 10.8	5.7 ± 2.9	np	–	7.4 ± 1.4
2011										
Helped achieve main reason	%	71.2 ± 2.2	75.3 ± 2.3	72.2 ± 2.2	74.4 ± 2.6	71.3 ± 4.4	73.4 ± 3.3	70.2 ± 7.5	np	72.8 ± 1.1
Partly helped achieve main reason	%	12.6 ± 1.6	12.5 ± 1.7	13.4 ± 1.7	13.2 ± 2.0	11.4 ± 3.0	14.2 ± 2.6	18.5 ± 6.5	np	12.9 ± 0.8
Did not help achieve main reason	%	5.3 ± 1.1	4.5 ± 1.1	7.4 ± 1.2	5.7 ± 1.3	7.7 ± 2.6	6.0 ± 1.8	2.6 ± 2.7	–	5.7 ± 0.6
Did not know yet	%	10.8 ± 1.5	7.7 ± 1.5	7.0 ± 1.2	6.6 ± 1.4	9.6 ± 3.0	6.5 ± 1.8	8.7 ± 4.4	–	8.6 ± 0.7
2010										
Helped achieve main reason	%	73.2 ± 3.1	74.7 ± 3.5	74.1 ± 3.9	80.5 ± 4.3	75.4 ± 9.0	75.6 ± 4.9	83.6 ± 7.0	np	74.8 ± 1.7
Partly helped achieve main reason	%	13.5 ± 2.4	12.3 ± 2.7	11.1 ± 2.9	10.8 ± 3.6	10.9 ± 6.2	13.1 ± 4.0	5.6 ± 4.2	–	12.3 ± 1.3
Did not help achieve main reason	%	5.5 ± 1.4	5.5 ± 1.8	9.1 ± 2.5	3.0 ± 1.7	6.8 ± 5.8	4.3 ± 2.6	np	–	5.9 ± 0.9
Did not know yet	%	7.7 ± 1.9	7.5 ± 2.0	5.7 ± 2.0	5.7 ± 2.3	6.9 ± 5.0	7.0 ± 2.1	8.3 ± 5.3	–	7.0 ± 1.0
2009										
Helped achieve main reason	%	72.8 ± 2.3	75.0 ± 2.3	79.3 ± 2.3	75.8 ± 3.2	72.4 ± 4.5	72.3 ± 4.9	77.7 ± 6.9	83.1 ± 20.2	74.6 ± 1.2
Partly helped achieve main reason	%	13.6 ± 1.9	13.2 ± 1.8	10.4 ± 1.7	12.0 ± 2.3	14.1 ± 3.8	14.7 ± 4.1	12.0 ± 5.5	np	12.9 ± 1.0
Did not help achieve main reason	%	4.2 ± 1.0	4.2 ± 1.1	4.5 ± 1.1	4.1 ± 1.6	3.8 ± 1.7	3.2 ± 1.7	np	–	4.1 ± 0.6
Did not know yet	%	9.4 ± 1.4	7.7 ± 1.4	5.8 ± 1.4	8.1 ± 2.0	9.7 ± 2.6	9.8 ± 3.2	8.6 ± 4.8	np	8.3 ± 0.7
2008										
Helped achieve main reason	%	72.5 ± 3.6	82.2 ± 3.1	73.4 ± 4.8	82.3 ± 5.6	81.1 ± 8.4	82.5 ± 5.0	73.7 ± 10.2	np	76.7 ± 2.0
Partly helped achieve main reason	%	12.4 ± 2.7	11.0 ± 2.6	11.8 ± 3.5	8.9 ± 3.7	8.6 ± 5.8	8.1 ± 3.6	16.8 ± 7.7	–	11.3 ± 1.5
Did not help achieve main reason	%	6.3 ± 2.0	2.3 ± 1.1	8.1 ± 2.9	4.3 ± 3.7	4.4 ± 4.7	4.5 ± 2.8	np	–	5.2 ± 1.0
Did not know yet	%	8.8 ± 2.1	4.5 ± 1.6	6.6 ± 2.9	4.4 ± 2.8	5.9 ± 4.9	4.9 ± 2.7	np	np	6.7 ± 1.1

TABLE 5A.63

Table 5A.63 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<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>
(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.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(e)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent). – Nil or rounded to zero. <b>np</b> Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.64

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<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>
2012										
Helped achieve main reason	%	77.8 ± 6.6	77.0 ± 7.9	80.6 ± 5.8	87.4 ± 4.5	73.6 ± 9.4	72.3 ± 7.5	np	75.8 ± 5.6	78.4 ± 2.8
Partly helped achieve main reason	%	8.7 ± 4.4	13.1 ± 6.7	9.6 ± 4.6	5.1 ± 2.6	13.7 ± 6.2	9.1 ± 4.4	–	11.4 ± 3.9	10.0 ± 2.1
Did not help achieve main reason	%	6.4 ± 3.5	6.6 ± 4.1	5.1 ± 3.2	4.4 ± 3.2	3.8 ± 2.7	8.3 ± 4.8	–	5.9 ± 3.4	5.7 ± 1.5
Did not know yet	%	7.1 ± 4.3	3.4 ± 2.9	4.7 ± 2.8	3.1 ± 1.9	8.9 ± 7.9	10.3 ± 5.2	np	7.0 ± 3.4	5.9 ± 1.6
2011										
Helped achieve main reason	%	76.6 ± 2.8	74.4 ± 4.3	78.0 ± 2.1	79.7 ± 3.1	70.4 ± 4.4	71.1 ± 3.7	87.9 ± 14.0	82.8 ± 3.9	76.6 ± 1.3
Partly helped achieve main reason	%	12.1 ± 2.2	13.8 ± 3.4	10.6 ± 1.6	9.7 ± 2.2	14.1 ± 3.6	14.2 ± 2.9	np	9.9 ± 3.0	11.8 ± 1.0
Did not help achieve main reason	%	4.4 ± 1.2	4.9 ± 1.9	6.2 ± 1.2	3.7 ± 1.4	8.1 ± 2.4	6.0 ± 1.9	–	2.9 ± 1.7	5.2 ± 0.6
Did not know yet	%	6.9 ± 1.7	6.9 ± 2.3	5.1 ± 1.2	6.8 ± 2.0	7.4 ± 2.2	8.7 ± 2.3	np	4.3 ± 2.2	6.4 ± 0.7
2010										
Helped achieve main reason	%	77.9 ± 4.5	72.9 ± 6.6	77.2 ± 4.4	72.4 ± 7.2	76.6 ± 8.6	76.2 ± 4.8	69.6 ± 28.9	82.8 ± 5.0	76.7 ± 2.3
Partly helped achieve main reason	%	8.0 ± 2.5	10.7 ± 4.6	9.7 ± 2.8	13.1 ± 5.0	8.8 ± 4.7	12.9 ± 4.1	np	8.4 ± 4.3	9.8 ± 1.4
Did not help achieve main reason	%	5.4 ± 2.7	6.9 ± 3.1	5.7 ± 2.7	7.1 ± 4.2	8.2 ± 5.6	2.6 ± 1.2	np	6.1 ± 3.7	5.8 ± 1.4
Did not know yet	%	8.7 ± 3.2	9.5 ± 5.1	7.3 ± 2.7	7.4 ± 5.5	6.4 ± 5.5	8.3 ± 2.7	np	2.7 ± 2.1	7.8 ± 1.5
2009										
Helped achieve main reason	%	77.1 ± 3.0	74.8 ± 5.1	79.7 ± 2.3	76.7 ± 3.8	76.8 ± 7.3	73.1 ± 4.6	69.2 ± 20.6	78.8 ± 4.9	77.1 ± 1.5
Partly helped achieve main reason	%	9.3 ± 1.9	13.1 ± 4.0	10.8 ± 1.7	12.0 ± 3.0	12.3 ± 7.0	13.5 ± 3.6	np	14.2 ± 4.2	11.1 ± 1.1
Did not help achieve main reason	%	5.7 ± 1.8	3.2 ± 1.4	4.2 ± 1.1	2.4 ± 1.3	3.9 ± 2.5	5.9 ± 2.7	np	2.7 ± 1.6	4.6 ± 0.8
Did not know yet	%	8.0 ± 1.8	9.0 ± 3.7	5.4 ± 1.3	8.9 ± 2.7	7.0 ± 3.3	7.4 ± 2.9	np	4.3 ± 2.6	7.2 ± 0.9
2008										
Helped achieve main reason	%	78.1 ± 4.8	77.2 ± 7.7	81.5 ± 3.9	79.6 ± 7.0	71.5 ± 13.7	72.1 ± 6.6	90.5 ± 13.5	80.4 ± 6.1	78.5 ± 2.4
Partly helped achieve main reason	%	8.9 ± 3.0	15.7 ± 7.0	10.0 ± 2.9	5.5 ± 3.0	13.2 ± 11.0	17.0 ± 5.7	np	13.6 ± 5.4	10.7 ± 1.7
Did not help achieve main reason	%	5.7 ± 2.7	np	4.0 ± 2.4	6.5 ± 3.2	5.7 ± 5.8	4.5 ± 3.1	–	2.1 ± 1.9	4.7 ± 1.3
Did not know yet	%	7.3 ± 3.2	5.0 ± 3.5	4.5 ± 1.7	8.4 ± 5.8	9.5 ± 8.6	6.5 ± 3.2	np	4.0 ± 2.9	6.2 ± 1.4



TABLE 5A.64

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<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>
(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.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
	– Nil or rounded to zero. <b>np</b> Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<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>
2012										
Helped achieve main reason	%	74.5 ± 20.3	np	87.9 ± 8.7	82.8 ± 7.8	76.7 ± 12.7	71.9 ± 28.1	np	77.2 ± 8.0	81.3 ± 4.8
Partly helped achieve main reason	%	21.1 ± 20.4	–	7.8 ± 7.1	8.7 ± 5.2	15.1 ± 11.1	np	–	12.1 ± 6.6	11.2 ± 4.0
Did not help achieve main reason	%	np	–	np	4.0 ± 4.6	np	np	–	4.7 ± 3.8	4.3 ± 2.4
Did not know yet	%	np	–	np	4.5 ± 4.7	np	np	–	6.0 ± 4.0	3.2 ± 1.9
2011										
Helped achieve main reason	%	72.8 ± 9.7	77.9 ± 17.7	83.6 ± 4.0	81.3 ± 3.6	79.6 ± 6.8	76.4 ± 11.3	na	81.9 ± 6.2	80.8 ± 2.3
Partly helped achieve main reason	%	10.1 ± 6.1	np	6.2 ± 2.4	9.2 ± 2.5	10.5 ± 4.8	12.4 ± 8.9	na	11.2 ± 5.4	8.8 ± 1.6
Did not help achieve main reason	%	7.1 ± 6.2	np	4.3 ± 2.1	3.4 ± 1.5	3.0 ± 2.3	np	na	1.9 ± 1.7	4.0 ± 1.2
Did not know yet	%	10.0 ± 6.0	np	5.8 ± 2.8	6.0 ± 2.5	6.8 ± 5.2	7.0 ± 6.1	na	5.0 ± 3.3	6.4 ± 1.5
2010										
Helped achieve main reason	%	87.2 ± 10.3	78.7 ± 36.5	84.6 ± 7.0	74.4 ± 8.0	82.4 ± 11.4	71.7 ± 23.7	na	88.8 ± 6.7	82.2 ± 4.1
Partly helped achieve main reason	%	np	np	7.9 ± 5.5	8.5 ± 4.2	9.4 ± 7.9	np	na	6.9 ± 5.7	7.7 ± 2.7
Did not help achieve main reason	%	np	–	3.0 ± 2.7	6.3 ± 4.7	np	np	na	3.5 ± 3.5	4.7 ± 2.3
Did not know yet	%	–	–	4.5 ± 4.0	10.9 ± 6.4	6.8 ± 8.5	np	na	np	5.4 ± 2.5
2009										
Helped achieve main reason	%	71.8 ± 8.6	71.6 ± 10.6	86.3 ± 3.5	81.7 ± 3.7	74.0 ± 8.0	65.1 ± 20.1	np	87.5 ± 7.2	79.7 ± 2.5
Partly helped achieve main reason	%	15.8 ± 6.7	13.1 ± 5.6	8.4 ± 2.8	10.1 ± 2.9	15.8 ± 6.6	22.8 ± 17.7	–	4.5 ± 3.4	11.5 ± 1.9
Did not help achieve main reason	%	7.4 ± 5.1	np	1.7 ± 1.3	2.2 ± 1.2	np	np	–	5.4 ± 5.9	3.4 ± 1.2
Did not know yet	%	5.1 ± 3.6	11.5 ± 9.1	3.7 ± 1.9	6.0 ± 2.3	8.2 ± 4.9	np	–	np	5.4 ± 1.3
2008										
Helped achieve main reason	%	81.3 ± 11.7	52.7 ± 36.8	85.5 ± 8.2	76.8 ± 9.1	84.0 ± 16.4	87.5 ± 14.1	–	88.9 ± 4.5	81.9 ± 4.8
Partly helped achieve main reason	%	np	np	11.3 ± 7.8	16.9 ± 8.7	np	np	np	8.1 ± 3.8	11.3 ± 4.0
Did not help achieve main reason	%	np	np	1.8 ± 1.7	2.3 ± 2.3	np	–	–	np	1.7 ± 1.1
Did not know yet	%	9.4 ± 8.3	–	np	4.1 ± 3.1	np	np	–	2.6 ± 2.3	5.1 ± 2.8

TABLE 5A.65

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<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>
(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.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.66

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Helped achieve main reason	%	58.6 ± 5.9	53.5 ± 10.3	67.4 ± 9.4	66.7 ± 9.3	55.7 ± 11.9	53.3 ± 15.8	53.4 ± 17.0	70.5 ± 17.4	59.4 ± 4.1
Partly helped achieve main reason	%	15.8 ± 4.3	14.7 ± 7.3	14.8 ± 6.7	14.5 ± 7.4	21.5 ± 9.9	18.8 ± 11.5	29.1 ± 16.4	27.1 ± 17.2	16.1 ± 2.9
Did not help achieve main reason	%	13.9 ± 4.8	21.4 ± 9.2	12.4 ± 7.5	7.6 ± 4.4	8.6 ± 5.4	12.4 ± 10.0	10.7 ± 10.4	np	14.3 ± 3.3
Did not know yet	%	11.7 ± 3.4	10.4 ± 6.3	5.4 ± 3.0	11.2 ± 5.2	14.3 ± 7.3	15.5 ± 11.9	6.8 ± 6.3	–	10.2 ± 2.2
2011										
Helped achieve main reason	%	57.1 ± 3.7	56.5 ± 5.0	52.8 ± 4.0	60.5 ± 5.0	57.5 ± 4.9	57.4 ± 8.3	52.6 ± 10.2	74.1 ± 14.4	56.5 ± 2.0
Partly helped achieve main reason	%	17.9 ± 3.0	19.0 ± 3.8	18.6 ± 3.1	17.1 ± 3.9	13.0 ± 3.6	19.8 ± 6.9	22.2 ± 8.8	np	17.7 ± 1.5
Did not help achieve main reason	%	9.6 ± 2.1	12.4 ± 3.7	16.5 ± 3.1	8.9 ± 3.0	15.8 ± 3.2	10.2 ± 4.9	11.2 ± 5.9	11.8 ± 11.6	12.2 ± 1.3
Did not know yet	%	15.4 ± 2.6	12.0 ± 3.3	12.2 ± 2.7	13.4 ± 3.3	13.6 ± 3.4	12.5 ± 5.0	14.0 ± 6.6	8.2 ± 7.7	13.6 ± 1.4
2010										
Helped achieve main reason	%	60.2 ± 5.5	61.1 ± 6.8	61.3 ± 7.7	64.5 ± 9.9	66.2 ± 11.6	58.5 ± 13.5	73.9 ± 14.8	84.1 ± 16.5	61.9 ± 3.2
Partly helped achieve main reason	%	15.3 ± 3.9	11.7 ± 4.0	10.8 ± 4.3	18.1 ± 7.7	15.0 ± 8.8	15.5 ± 8.5	7.6 ± 7.6	np	13.7 ± 2.1
Did not help achieve main reason	%	10.5 ± 3.7	9.7 ± 4.1	17.7 ± 7.1	5.0 ± 4.8	11.8 ± 8.3	6.3 ± 6.5	np	np	11.1 ± 2.3
Did not know yet	%	14.1 ± 3.6	17.4 ± 5.6	10.2 ± 3.7	12.5 ± 6.8	7.0 ± 5.8	19.7 ± 12.8	11.8 ± 12.6	np	13.4 ± 2.1
2009										
Helped achieve main reason	%	58.8 ± 4.1	59.0 ± 4.8	67.9 ± 4.6	63.8 ± 6.0	59.8 ± 6.8	53.3 ± 12.8	68.7 ± 10.4	76.5 ± 14.0	60.9 ± 2.2
Partly helped achieve main reason	%	17.0 ± 3.1	19.2 ± 3.8	13.2 ± 3.1	15.6 ± 4.5	18.3 ± 6.1	24.1 ± 10.5	13.2 ± 7.9	14.1 ± 11.2	17.1 ± 1.7
Did not help achieve main reason	%	8.8 ± 2.2	10.5 ± 2.9	8.5 ± 2.8	7.2 ± 3.3	9.7 ± 3.4	10.3 ± 8.3	8.1 ± 4.1	np	9.1 ± 1.3
Did not know yet	%	15.4 ± 3.0	11.3 ± 3.3	10.4 ± 3.0	13.4 ± 4.0	12.2 ± 3.9	12.4 ± 7.0	10.1 ± 7.4	np	12.9 ± 1.5
2008										
Helped achieve main reason	%	59.7 ± 6.1	71.2 ± 7.7	68.1 ± 8.4	68.6 ± 11.8	62.1 ± 15.9	81.6 ± 10.3	65.3 ± 17.1	89.1 ± 9.8	65.4 ± 3.6
Partly helped achieve main reason	%	14.9 ± 4.1	12.7 ± 5.4	13.1 ± 6.3	12.9 ± 7.7	18.4 ± 12.5	np	17.6 ± 11.9	np	13.9 ± 2.5
Did not help achieve main reason	%	12.5 ± 4.2	5.7 ± 4.1	10.3 ± 5.6	7.9 ± 7.1	10.5 ± 8.7	np	–	–	9.7 ± 2.3
Did not know yet	%	12.9 ± 3.8	10.4 ± 5.1	8.5 ± 4.5	10.6 ± 8.7	9.0 ± 11.2	np	17.1 ± 15.4	np	11.0 ± 2.3

TABLE 5A.66

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.									
(b)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.67

Table 5A.67 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (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>
2012										
Helped achieve main reason	%	66.6 ± 3.6	59.9 ± 6.1	67.3 ± 8.2	71.7 ± 5.1	69.9 ± 7.9	78.5 ± 15.7	59.9 ± 12.4	80.2 ± 10.7	65.1 ± 2.8
Partly helped achieve main reason	%	12.4 ± 2.1	17.4 ± 4.3	17.8 ± 6.9	13.7 ± 3.9	11.2 ± 5.3	15.1 ± 12.0	25.3 ± 11.3	13.0 ± 9.5	14.9 ± 1.9
Did not help achieve main reason	%	8.3 ± 2.0	11.5 ± 4.9	9.5 ± 5.3	5.5 ± 2.4	6.8 ± 4.2	–	np	np	9.0 ± 2.0
Did not know yet	%	12.7 ± 2.6	11.2 ± 4.1	5.3 ± 3.0	9.1 ± 3.1	12.2 ± 5.4	np	12.4 ± 8.3	np	11.0 ± 1.8
2011										
Helped achieve main reason	%	61.2 ± 2.3	62.9 ± 2.6	66.1 ± 3.3	68.4 ± 2.8	61.0 ± 5.3	58.1 ± 9.5	70.7 ± 7.7	80.1 ± 9.2	63.4 ± 1.3
Partly helped achieve main reason	%	17.4 ± 1.8	17.8 ± 2.2	14.6 ± 2.4	13.9 ± 2.1	16.2 ± 4.4	20.7 ± 7.5	11.3 ± 4.9	8.8 ± 6.7	16.5 ± 1.0
Did not help achieve main reason	%	7.3 ± 1.2	7.6 ± 1.3	9.3 ± 2.1	8.4 ± 1.7	9.5 ± 2.7	10.1 ± 5.4	6.0 ± 4.0	np	7.8 ± 0.7
Did not know yet	%	14.1 ± 1.6	11.7 ± 1.7	10.0 ± 2.1	9.3 ± 1.7	13.4 ± 3.6	11.1 ± 5.9	12.0 ± 5.8	9.4 ± 7.1	12.3 ± 0.9
2010										
Helped achieve main reason	%	62.1 ± 3.5	64.8 ± 4.7	67.8 ± 5.6	69.8 ± 5.2	58.5 ± 9.8	40.8 ± 13.9	71.3 ± 10.8	86.1 ± 7.8	64.0 ± 2.2
Partly helped achieve main reason	%	16.9 ± 2.7	14.3 ± 3.4	16.3 ± 4.5	12.8 ± 3.6	18.4 ± 8.2	23.2 ± 12.1	6.5 ± 5.1	7.4 ± 6.0	15.7 ± 1.7
Did not help achieve main reason	%	7.7 ± 2.0	7.8 ± 2.5	7.2 ± 3.1	6.0 ± 2.5	6.2 ± 3.7	19.7 ± 12.8	9.5 ± 8.3	np	7.5 ± 1.2
Did not know yet	%	13.4 ± 2.3	13.1 ± 3.1	8.6 ± 3.0	11.4 ± 3.6	16.9 ± 6.8	16.3 ± 9.8	12.8 ± 8.0	np	12.7 ± 1.5
2009										
Helped achieve main reason	%	60.4 ± 2.3	64.9 ± 3.1	70.7 ± 4.1	69.1 ± 3.9	69.0 ± 5.8	61.5 ± 17.5	65.4 ± 8.0	77.0 ± 8.1	63.9 ± 1.5
Partly helped achieve main reason	%	18.4 ± 1.8	15.3 ± 2.3	14.8 ± 3.3	16.1 ± 3.1	11.0 ± 3.0	16.9 ± 12.2	17.3 ± 6.7	12.7 ± 6.6	16.5 ± 1.1
Did not help achieve main reason	%	7.6 ± 1.2	8.6 ± 2.0	6.0 ± 1.9	4.6 ± 1.8	11.5 ± 4.5	np	6.3 ± 3.8	3.5 ± 3.2	7.7 ± 0.9
Did not know yet	%	13.6 ± 1.5	11.3 ± 1.9	8.5 ± 2.6	10.3 ± 2.5	8.5 ± 2.9	16.9 ± 15.9	11.0 ± 4.9	6.8 ± 4.7	11.9 ± 1.0
2008										
Helped achieve main reason	%	67.7 ± 3.8	67.9 ± 5.0	69.7 ± 7.4	64.8 ± 7.7	61.8 ± 13.6	87.8 ± 13.3	64.1 ± 11.3	74.9 ± 12.4	67.5 ± 2.6
Partly helped achieve main reason	%	15.4 ± 2.7	18.3 ± 4.3	14.5 ± 6.1	20.0 ± 6.5	17.8 ± 11.3	np	20.5 ± 11.2	20.5 ± 12.1	16.6 ± 2.0
Did not help achieve main reason	%	5.9 ± 1.9	5.9 ± 2.6	6.0 ± 3.7	4.5 ± 3.2	np	np	np	np	5.6 ± 1.3
Did not know yet	%	11.0 ± 2.5	7.9 ± 2.6	9.9 ± 4.2	10.7 ± 5.0	17.0 ± 10.6	np	11.9 ± 5.7	np	10.4 ± 1.6

TABLE 5A.67

Table 5A.67 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (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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(a) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).

(c) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.68

Table 5A.68 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.2 ± 1.8	91.9 ± 1.3	90.1 ± 2.0	91.5 ± 2.7	84.5 ± 4.3	84.9 ± 3.9	89.2 ± 0.7
Seeking employment related outcomes	%	89.4 ± 1.3	87.1 ± 2.2	89.4 ± 2.0	91.4 ± 1.6	89.4 ± 2.2	91.1 ± 3.0	83.7 ± 4.8	85.6 ± 4.3	88.9 ± 0.8
Seeking further study outcomes	%	89.3 ± 6.5	87.6 ± 7.2	90.8 ± 5.3	93.9 ± 5.1	100.0	100.0	100.0	89.0 ± 20.4	90.7 ± 3.2
Seeking personal development outcomes	%	92.2 ± 2.6	87.9 ± 5.9	88.2 ± 5.5	94.7 ± 2.9	93.1 ± 4.6	89.6 ± 8.4	90.5 ± 8.3	80.6 ± 10.2	90.3 ± 2.1
2011										
Satisfied with the quality of their training	%	89.8 ± 0.7	87.5 ± 0.9	88.9 ± 0.8	88.6 ± 0.9	90.6 ± 1.0	89.1 ± 1.7	87.1 ± 2.3	88.6 ± 2.7	89.0 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.2 ± 1.0	88.5 ± 0.9	88.4 ± 1.0	90.0 ± 1.2	88.8 ± 2.0	87.2 ± 2.6	87.9 ± 3.4	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.8	89.5 ± 3.1	89.8 ± 3.8	91.8 ± 2.8	94.0 ± 4.3	97.3 ± 5.3	84.7 ± 13.4	75.0 ± 21.0	91.4 ± 1.5
Seeking personal development outcomes	%	89.3 ± 2.2	88.7 ± 2.5	89.7 ± 2.0	88.5 ± 2.5	92.1 ± 2.9	88.1 ± 4.7	87.8 ± 5.7	91.7 ± 4.6	89.3 ± 1.0
2010										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.4 ± 1.5	89.0 ± 1.3	88.9 ± 1.7	88.7 ± 2.5	87.9 ± 2.7	88.4 ± 3.1	88.9 ± 3.6	88.6 ± 0.6
Seeking employment related outcomes	%	89.7 ± 1.3	85.8 ± 1.7	88.9 ± 1.5	89.2 ± 1.9	88.1 ± 3.0	87.3 ± 3.1	86.8 ± 3.8	87.6 ± 4.5	88.4 ± 0.7
Seeking further study outcomes	%	90.7 ± 5.5	85.3 ± 7.1	86.8 ± 7.9	86.8 ± 6.4	88.7 ± 12.6	94.9 ± 9.8	96.0 ± 7.7	87.6 ± 16.8	88.5 ± 3.2
Seeking personal development outcomes	%	89.3 ± 3.1	87.5 ± 4.6	90.4 ± 3.2	88.7 ± 4.7	90.4 ± 6.0	89.6 ± 7.0	93.7 ± 6.6	94.3 ± 5.6	89.4 ± 1.7
2009										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.7 ± 1.0	87.1 ± 0.9	87.8 ± 1.1	89.2 ± 1.4	87.8 ± 2.4	85.8 ± 2.4	86.8 ± 3.9	88.7 ± 0.4
Seeking employment related outcomes	%	90.1 ± 0.9	87.3 ± 1.1	86.3 ± 1.1	86.9 ± 1.3	88.8 ± 1.6	86.9 ± 2.8	87.0 ± 2.5	86.4 ± 4.8	88.2 ± 0.5
Seeking further study outcomes	%	89.7 ± 3.0	88.1 ± 4.4	89.9 ± 3.9	90.4 ± 3.9	93.6 ± 5.2	89.9 ± 18.5	88.2 ± 11.0	85.9 ± 19.4	89.7 ± 1.8
Seeking personal development outcomes	%	91.8 ± 1.9	88.3 ± 2.7	90.7 ± 2.0	89.8 ± 2.4	90.4 ± 3.6	93.0 ± 5.6	80.7 ± 7.6	86.4 ± 7.4	90.3 ± 1.1
2008										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.2 ± 1.8	86.0 ± 1.9	86.8 ± 2.2	91.9 ± 2.4	88.6 ± 3.4	87.7 ± 3.0	84.8 ± 5.5	88.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	85.2 ± 2.1	85.5 ± 2.3	86.4 ± 2.7	92.8 ± 2.4	88.7 ± 3.9	87.9 ± 3.6	85.5 ± 7.4	87.7 ± 0.9
Seeking further study outcomes	%	92.8 ± 4.9	83.7 ± 8.3	90.7 ± 5.6	82.5 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	77.0 ± 25.0	89.4 ± 3.1
Seeking personal development outcomes	%	88.4 ± 3.6	92.5 ± 3.4	86.0 ± 4.6	91.1 ± 4.5	80.3 ± 11.7	87.3 ± 9.7	88.8 ± 6.4	82.7 ± 8.3	88.5 ± 2.0



TABLE 5A.68

Table 5A.68 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Satisfied with the quality of their training	%	89.1 ± 0.9	87.7 ± 1.1	88.1 ± 1.0	87.1 ± 1.3	89.3 ± 1.4	88.9 ± 2.6	83.6 ± 2.9	86.8 ± 3.4	88.3 ± 0.5
Seeking employment related outcomes	%	89.1 ± 1.1	87.2 ± 1.2	88.1 ± 1.2	86.4 ± 1.6	88.5 ± 1.6	88.5 ± 2.9	82.9 ± 3.4	87.4 ± 4.4	88.1 ± 0.6
Seeking further study outcomes	%	89.4 ± 3.5	87.5 ± 4.3	87.4 ± 6.2	90.7 ± 4.2	94.4 ± 6.7	95.0 ± 9.6	95.1 ± 7.0	78.3 ± 17.1	89.2 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.5 ± 3.3	87.0 ± 3.2	88.6 ± 3.7	91.2 ± 3.8	91.3 ± 6.9	80.8 ± 8.6	86.6 ± 6.0	88.8 ± 1.3
2006										
Satisfied with the quality of their training	%	87.1 ± 1.7	86.5 ± 1.8	88.3 ± 1.6	87.9 ± 1.8	85.3 ± 2.6	87.3 ± 3.3	85.1 ± 3.2	83.3 ± 5.2	87.0 ± 0.9
Seeking employment related outcomes	%	87.1 ± 2.0	85.8 ± 2.1	88.8 ± 1.9	88.7 ± 2.1	85.3 ± 2.9	86.4 ± 3.8	83.8 ± 3.8	79.3 ± 7.1	86.9 ± 1.0
Seeking further study outcomes	%	87.9 ± 5.7	92.6 ± 4.5	85.5 ± 8.2	86.7 ± 6.0	82.0 ± 17.1	87.5 ± 16.6	78.9 ± 18.1	92.3 ± 15.2	87.7 ± 3.3
Seeking personal development outcomes	%	85.0 ± 4.7	86.9 ± 4.1	88.4 ± 4.5	85.4 ± 5.1	93.1 ± 4.9	94.3 ± 5.6	89.3 ± 6.9	89.7 ± 6.7	86.6 ± 2.6
2005										
Satisfied with the quality of their training	%	87.1 ± 1.3	86.7 ± 1.1	86.2 ± 1.2	86.2 ± 1.2	86.6 ± 1.4	86.4 ± 2.9	84.0 ± 2.7	84.5 ± 3.3	86.7 ± 0.7
Seeking employment related outcomes	%	86.2 ± 1.6	85.9 ± 1.4	86.3 ± 1.3	85.4 ± 1.5	86.5 ± 1.5	85.7 ± 3.4	82.2 ± 3.3	83.6 ± 4.1	86.0 ± 0.8
Seeking further study outcomes	%	89.5 ± 4.3	87.1 ± 4.8	88.5 ± 4.2	87.4 ± 3.4	83.8 ± 7.9	81.3 ± 20.3	80.7 ± 13.1	90.7 ± 12.5	88.1 ± 2.2
Seeking personal development outcomes	%	88.0 ± 2.9	89.8 ± 2.4	86.8 ± 3.1	86.2 ± 3.0	86.5 ± 4.3	86.6 ± 9.0	89.7 ± 6.1	90.9 ± 6.7	87.9 ± 1.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.69

Table 5A.69 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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>
2012										
Satisfied with the quality of their training	%	91.4 ± 5.4	97.0 ± 3.0	94.0 ± 4.2	98.6 ± 1.7	89.3 ± 10.9	88.0 ± 13.1	100.0	94.8 ± 6.2	93.5 ± 2.5
Seeking employment related outcomes	%	90.3 ± 6.4	96.6 ± 3.5	92.2 ± 5.6	98.3 ± 2.1	91.3 ± 10.8	77.7 ± 22.7	100.0	98.1 ± 3.7	92.7 ± 3.0
Seeking further study outcomes	%	100.0	np	100.0	np	np	np	np	np	100.0
Seeking personal development outcomes	%	95.9 ± 4.8	100.0	98.6 ± 2.9	100.0	75.9 ± 40.0	100.0	np	78.9 ± 26.9	95.0 ± 4.8
2011										
Satisfied with the quality of their training	%	93.3 ± 3.3	87.6 ± 6.8	91.4 ± 3.5	90.0 ± 5.1	90.4 ± 5.1	88.4 ± 7.5	94.2 ± 10.9	95.4 ± 4.2	91.7 ± 1.8
Seeking employment related outcomes	%	92.3 ± 4.3	85.5 ± 8.8	90.8 ± 4.4	90.1 ± 5.4	89.3 ± 6.2	87.6 ± 9.0	100.0	94.0 ± 5.9	90.9 ± 2.3
Seeking further study outcomes	%	100.0	np	91.4 ± 16.4	100.0	np	np	–	np	92.9 ± 8.3
Seeking personal development outcomes	%	95.6 ± 4.4	93.5 ± 9.2	92.9 ± 6.2	88.8 ± 14.4	94.0 ± 8.4	93.7 ± 12.2	100.0	98.1 ± 3.8	93.9 ± 3.1
2010										
Satisfied with the quality of their training	%	90.3 ± 4.6	82.5 ± 15.4	89.1 ± 7.7	89.7 ± 8.5	94.6 ± 8.3	84.1 ± 14.9	93.6 ± 9.8	99.0 ± 2.0	89.9 ± 3.2
Seeking employment related outcomes	%	88.8 ± 5.9	87.2 ± 12.6	89.9 ± 8.7	90.7 ± 9.9	98.2 ± 2.1	83.1 ± 16.6	89.9 ± 15.8	98.6 ± 2.7	90.2 ± 3.5
Seeking further study outcomes	%	93.7 ± 9.9	np	np	100.0	–	na	na	na	69.6 ± 28.6
Seeking personal development outcomes	%	93.5 ± 8.7	55.9 ± 54.9	96.4 ± 5.9	89.1 ± 19.6	100.0	100.0	100.0	100.0	92.8 ± 6.7
2009										
Satisfied with the quality of their training	%	93.1 ± 3.6	87.4 ± 10.9	90.3 ± 4.1	92.8 ± 4.4	88.8 ± 10.7	85.7 ± 12.1	86.3 ± 14.9	85.8 ± 15.0	90.6 ± 2.4
Seeking employment related outcomes	%	93.8 ± 3.9	81.3 ± 15.3	91.0 ± 4.8	92.9 ± 4.7	89.7 ± 12.5	81.6 ± 15.5	83.4 ± 17.8	84.7 ± 18.9	90.2 ± 3.0
Seeking further study outcomes	%	np	np	100.0	100.0	np	np	np	np	95.1 ± 8.0
Seeking personal development outcomes	%	90.7 ± 10.5	100.0	85.2 ± 13.8	90.9 ± 13.1	np	100.0	np	87.4 ± 16.7	91.2 ± 5.4
2008										
Satisfied with the quality of their training	%	88.3 ± 7.6	91.8 ± 7.2	91.6 ± 7.7	87.2 ± 11.2	100.0	78.1 ± 20.2	69.1 ± 30.4	96.1 ± 5.7	89.3 ± 4.0
Seeking employment related outcomes	%	87.0 ± 10.9	88.5 ± 9.9	89.4 ± 9.9	81.7 ± 18.5	100.0	76.7 ± 24.0	np	100.0	87.5 ± 5.6
Seeking further study outcomes	%	84.6 ± 10.8	np	np	–	na	na	na	np	85.3 ± 9.5
Seeking personal development outcomes	%	87.8 ± 15.7	100.0	98.4 ± 3.3	96.5 ± 5.2	np	np	np	90.3 ± 13.3	92.9 ± 6.0

TABLE 5A.69

Table 5A.69 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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>
2007										
Satisfied with the quality of their training	%	87.7 ± 6.4	81.3 ± 16.5	91.0 ± 5.8	92.7 ± 5.1	93.9 ± 8.2	79.4 ± 16.1	96.4 ± 7.1	91.2 ± 6.6	89.1 ± 3.3
Seeking employment related outcomes	%	86.4 ± 8.6	76.3 ± 21.3	95.1 ± 4.7	90.7 ± 6.9	95.9 ± 7.8	74.7 ± 21.7	95.1 ± 9.6	96.1 ± 4.6	89.0 ± 4.2
Seeking further study outcomes	%	84.1 ± 13.1	np	np	np	np	np	na	np	86.9 ± 8.8
Seeking personal development outcomes	%	91.2 ± 12.2	np	87.3 ± 17.0	100.0	np	np	np	87.1 ± 16.8	90.3 ± 7.5
2006										
Satisfied with the quality of their training	%	96.4 ± 5.5	84.3 ± 20.2	93.9 ± 5.3	91.0 ± 10.1	71.9 ± 23.3	100.0	86.1 ± 25.8	92.6 ± 8.5	92.4 ± 3.8
Seeking employment related outcomes	%	95.8 ± 7.5	78.2 ± 27.3	93.4 ± 6.4	91.4 ± 12.0	67.8 ± 27.8	100.0	77.8 ± 38.3	89.7 ± 11.5	90.8 ± 5.1
Seeking further study outcomes	%	na	np	np	np	na	np	np	na	89.3 ± 19.7
Seeking personal development outcomes	%	96.6 ± 7.2	np	93.5 ± 12.3	100.0	np	np	np	100.0	95.2 ± 5.7
2005										
Satisfied with the quality of their training	%	76.5 ± 12.3	81.7 ± 14.7	89.9 ± 4.8	93.5 ± 4.3	90.5 ± 9.9	86.4 ± 12.5	90.3 ± 18.3	86.1 ± 8.4	82.8 ± 6.8
Seeking employment related outcomes	%	71.7 ± 15.3	91.2 ± 10.2	88.9 ± 6.2	93.2 ± 5.8	96.6 ± 5.1	81.9 ± 16.2	88.7 ± 21.2	87.5 ± 11.2	80.3 ± 8.8
Seeking further study outcomes	%	83.2 ± 30.8	np	np	100.0	np	na	np	na	79.2 ± 25.3
Seeking personal development outcomes	%	95.9 ± 5.7	100.0	92.2 ± 8.5	89.8 ± 10.4	55.9 ± 40.0	np	np	100.0	92.5 ± 4.8

- (a) The sample was designed to provide state/territory level reporting in 2006 and 2008 and state/territory and institute level reporting in 2005 and 2007. A larger sample is required in the institute level reporting years to provide reliable institute estimates. Therefore, sample sizes in 2005 and 2007 were larger than in 2006 and 2008.
- (b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

TABLE 5A.69

Table 5A.69 **Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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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**na** Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.70

Table 5A.70 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.0 ± 1.9	91.6 ± 1.4	90.1 ± 2.0	91.5 ± 2.8	84.1 ± 4.4	83.2 ± 4.5	89.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	87.0 ± 2.2	89.4 ± 2.1	91.1 ± 1.6	89.3 ± 2.3	91.5 ± 3.0	83.4 ± 4.9	83.2 ± 5.0	88.8 ± 0.9
Seeking further study outcomes	%	91.2 ± 5.7	87.2 ± 7.3	89.7 ± 5.9	93.8 ± 5.3	100.0	100.0	100.0	87.0 ± 23.9	91.1 ± 3.1
Seeking personal development outcomes	%	92.1 ± 2.8	88.5 ± 5.9	87.3 ± 6.0	94.2 ± 3.2	93.9 ± 4.2	86.9 ± 10.4	89.9 ± 8.7	81.9 ± 11.1	90.2 ± 2.2
2011										
Satisfied with the quality of their training	%	89.7 ± 0.7	87.5 ± 0.9	88.8 ± 0.8	88.7 ± 0.9	90.5 ± 1.1	89.2 ± 1.8	87.0 ± 2.4	86.3 ± 3.3	88.9 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.3 ± 1.0	88.4 ± 0.9	88.6 ± 1.0	90.1 ± 1.2	88.9 ± 2.0	86.8 ± 2.7	86.0 ± 4.0	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.9	89.1 ± 3.3	89.8 ± 3.9	91.4 ± 2.9	93.9 ± 4.7	97.2 ± 5.5	88.2 ± 12.2	73.2 ± 22.2	91.3 ± 1.6
Seeking personal development outcomes	%	89.1 ± 2.3	88.4 ± 2.6	89.7 ± 2.1	88.6 ± 2.5	91.9 ± 3.2	88.0 ± 5.1	87.9 ± 6.1	88.8 ± 6.2	89.2 ± 1.1
2010										
Satisfied with the quality of their training	%	89.5 ± 1.2	86.5 ± 1.5	89.0 ± 1.4	88.9 ± 1.7	88.2 ± 2.7	88.3 ± 2.7	88.6 ± 3.2	87.0 ± 4.3	88.5 ± 0.7
Seeking employment related outcomes	%	89.7 ± 1.4	85.9 ± 1.7	88.9 ± 1.6	89.0 ± 2.0	87.4 ± 3.1	87.7 ± 3.1	87.2 ± 3.9	85.7 ± 5.3	88.3 ± 0.8
Seeking further study outcomes	%	90.6 ± 5.7	85.0 ± 7.3	89.7 ± 6.0	87.4 ± 6.3	93.7 ± 8.3	94.9 ± 9.8	95.8 ± 8.1	87.6 ± 16.8	89.2 ± 3.1
Seeking personal development outcomes	%	89.4 ± 3.2	88.0 ± 4.4	89.7 ± 3.4	88.7 ± 4.8	89.1 ± 6.9	89.1 ± 7.4	93.0 ± 7.3	93.0 ± 6.8	89.3 ± 1.8
2009										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.9 ± 1.0	87.1 ± 0.9	87.7 ± 1.1	89.3 ± 1.4	88.0 ± 2.5	85.8 ± 2.4	86.9 ± 3.4	88.7 ± 0.4
Seeking employment related outcomes	%	90.0 ± 0.9	87.5 ± 1.1	86.3 ± 1.1	86.8 ± 1.3	88.9 ± 1.6	87.3 ± 2.9	87.2 ± 2.6	86.8 ± 3.8	88.3 ± 0.5
Seeking further study outcomes	%	90.2 ± 3.0	88.4 ± 4.3	89.2 ± 4.2	90.2 ± 4.0	93.5 ± 5.3	89.1 ± 19.9	87.0 ± 12.0	84.3 ± 23.8	89.9 ± 1.8
Seeking personal development outcomes	%	91.8 ± 2.0	88.4 ± 2.7	91.0 ± 2.0	89.7 ± 2.5	90.8 ± 3.6	92.3 ± 6.1	80.1 ± 7.8	86.1 ± 8.1	90.4 ± 1.1
2008										
Satisfied with the quality of their training	%	89.8 ± 1.3	86.2 ± 1.8	85.7 ± 2.0	86.8 ± 2.3	92.2 ± 2.4	89.1 ± 3.4	87.9 ± 3.0	82.8 ± 6.3	88.1 ± 0.8
Seeking employment related outcomes	%	89.6 ± 1.5	85.2 ± 2.1	85.3 ± 2.3	86.6 ± 2.8	93.2 ± 2.5	89.3 ± 3.9	88.1 ± 3.6	83.4 ± 8.5	87.9 ± 0.9
Seeking further study outcomes	%	93.0 ± 5.1	83.5 ± 8.4	90.7 ± 5.6	82.6 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	72.0 ± 29.0	89.4 ± 3.2
Seeking personal development outcomes	%	88.4 ± 3.7	92.3 ± 3.5	85.4 ± 4.8	90.4 ± 4.9	80.2 ± 11.8	87.5 ± 10.4	88.1 ± 6.8	80.8 ± 9.7	88.3 ± 2.1

TABLE 5A.70

Table 5A.70 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.8 ± 1.1	88.0 ± 1.1	86.9 ± 1.3	89.2 ± 1.4	89.3 ± 2.6	83.3 ± 3.0	85.8 ± 3.8	88.3 ± 0.5
Seeking employment related outcomes	%	89.3 ± 1.1	87.5 ± 1.2	87.9 ± 1.2	86.2 ± 1.6	88.4 ± 1.6	88.9 ± 2.9	82.7 ± 3.4	86.2 ± 5.0	88.1 ± 0.6
Seeking further study outcomes	%	89.5 ± 3.6	87.4 ± 4.4	87.4 ± 6.3	91.5 ± 4.1	94.2 ± 7.0	94.2 ± 11.0	95.0 ± 7.2	74.9 ± 19.4	89.3 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.4 ± 3.3	87.1 ± 3.3	88.1 ± 3.8	91.5 ± 3.8	90.7 ± 7.3	79.9 ± 8.9	86.4 ± 6.4	88.7 ± 1.4
2006										
Satisfied with the quality of their training	%	86.9 ± 1.7	86.6 ± 1.8	88.0 ± 1.7	87.8 ± 1.9	85.6 ± 2.6	87.0 ± 3.4	85.0 ± 3.2	81.6 ± 5.9	86.9 ± 0.9
Seeking employment related outcomes	%	86.8 ± 2.1	86.0 ± 2.1	88.6 ± 1.9	88.6 ± 2.1	85.7 ± 2.8	86.2 ± 3.9	83.9 ± 3.9	77.2 ± 8.1	86.8 ± 1.1
Seeking further study outcomes	%	87.8 ± 5.7	92.5 ± 4.6	85.2 ± 8.3	87.5 ± 5.8	81.8 ± 17.3	85.8 ± 18.8	76.7 ± 19.5	91.6 ± 16.5	87.6 ± 3.3
Seeking personal development outcomes	%	84.7 ± 4.8	86.8 ± 4.2	88.0 ± 4.7	84.8 ± 5.3	93.6 ± 4.8	93.9 ± 6.0	89.1 ± 7.1	88.6 ± 7.3	86.4 ± 2.6
2005										
Satisfied with the quality of their training	%	87.5 ± 1.2	86.7 ± 1.1	86.1 ± 1.2	86.1 ± 1.2	86.6 ± 1.4	86.7 ± 3.0	84.1 ± 2.7	84.3 ± 3.5	86.8 ± 0.6
Seeking employment related outcomes	%	86.8 ± 1.5	85.9 ± 1.4	86.3 ± 1.4	85.3 ± 1.5	86.4 ± 1.5	86.3 ± 3.4	82.1 ± 3.4	82.9 ± 4.3	86.2 ± 0.8
Seeking further study outcomes	%	89.6 ± 4.4	87.7 ± 4.6	88.4 ± 4.3	87.9 ± 3.3	83.7 ± 8.0	81.3 ± 20.3	80.3 ± 13.3	90.7 ± 12.5	88.3 ± 2.2
Seeking personal development outcomes	%	87.7 ± 3.0	89.8 ± 2.4	86.6 ± 3.3	86.1 ± 3.1	87.1 ± 4.3	85.7 ± 9.5	89.6 ± 6.2	91.3 ± 6.9	87.7 ± 1.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.71

Table 5A.71 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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>
2012										
Satisfied with the quality of their training	%	90.2 ± 1.4	86.7 ± 2.4	88.1 ± 2.6	91.5 ± 1.7	90.3 ± 2.5	np	83.6 ± 4.7	np	88.9 ± 0.9
Seeking employment related outcomes	%	90.0 ± 1.5	86.3 ± 2.6	88.1 ± 2.9	91.0 ± 1.9	89.4 ± 2.7	np	82.7 ± 5.3	np	88.6 ± 1.1
Seeking further study outcomes	%	90.7 ± 7.2	86.4 ± 8.5	92.1 ± 5.6	92.8 ± 6.1	100.0	na	100.0	na	90.7 ± 3.7
Seeking personal development outcomes	%	91.9 ± 3.3	87.3 ± 7.7	88.8 ± 7.4	94.8 ± 3.5	95.6 ± 4.9	na	89.6 ± 9.0	na	90.6 ± 2.8
2011										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.2 ± 1.1	88.0 ± 1.1	88.3 ± 1.1	90.3 ± 1.3	86.8 ± 11.0	86.6 ± 2.6	100.0	88.4 ± 0.5
Seeking employment related outcomes	%	89.0 ± 1.0	86.9 ± 1.3	87.4 ± 1.3	87.9 ± 1.3	89.6 ± 1.5	83.6 ± 13.3	86.7 ± 3.0	100.0	88.1 ± 0.6
Seeking further study outcomes	%	92.7 ± 2.8	88.9 ± 3.6	89.2 ± 5.1	93.5 ± 2.9	92.8 ± 5.9	na	82.7 ± 15.9	na	91.5 ± 1.7
Seeking personal development outcomes	%	87.9 ± 3.1	88.0 ± 3.1	89.9 ± 3.2	88.1 ± 3.2	93.5 ± 3.6	np	86.4 ± 6.5	np	88.7 ± 1.5
2010										
Satisfied with the quality of their training	%	89.1 ± 1.5	85.7 ± 2.0	88.3 ± 1.9	87.7 ± 2.3	87.7 ± 3.2	83.9 ± 13.9	88.5 ± 3.5	85.7 ± 26.6	87.9 ± 0.9
Seeking employment related outcomes	%	89.2 ± 1.7	84.9 ± 2.3	87.9 ± 2.2	87.8 ± 2.6	86.7 ± 3.8	80.1 ± 19.2	86.9 ± 4.2	np	87.5 ± 1.0
Seeking further study outcomes	%	91.1 ± 6.8	85.5 ± 7.0	87.0 ± 9.2	83.9 ± 8.4	85.8 ± 15.7	np	94.9 ± 9.7	np	88.1 ± 3.9
Seeking personal development outcomes	%	87.8 ± 4.3	88.4 ± 6.1	90.5 ± 4.1	89.4 ± 5.8	91.6 ± 6.4	89.8 ± 19.0	92.7 ± 8.1	np	89.1 ± 2.4
2009										
Satisfied with the quality of their training	%	90.8 ± 0.9	87.8 ± 1.2	86.4 ± 1.3	87.0 ± 1.5	88.7 ± 1.8	100.0	85.4 ± 2.7	85.8 ± 24.9	88.7 ± 0.5
Seeking employment related outcomes	%	90.7 ± 1.0	87.4 ± 1.3	84.9 ± 1.6	86.1 ± 1.8	88.0 ± 2.1	100.0	86.4 ± 2.9	75.7 ± 39.0	88.2 ± 0.6
Seeking further study outcomes	%	90.8 ± 3.1	87.8 ± 5.2	89.0 ± 5.4	89.6 ± 4.9	92.6 ± 6.0	np	94.7 ± 10.0	np	90.1 ± 2.0
Seeking personal development outcomes	%	91.3 ± 2.6	89.1 ± 3.2	91.7 ± 2.6	88.7 ± 3.2	91.1 ± 4.2	np	81.5 ± 8.0	np	90.3 ± 1.4
2008										
Satisfied with the quality of their training	%	89.8 ± 1.6	85.3 ± 2.4	86.8 ± 2.5	87.5 ± 2.8	91.0 ± 3.1	np	89.0 ± 3.2	100.0	88.2 ± 1.0
Seeking employment related outcomes	%	89.8 ± 1.8	84.0 ± 2.8	85.8 ± 3.1	87.0 ± 3.4	92.4 ± 3.0	np	88.6 ± 3.8	100.0	87.8 ± 1.2
Seeking further study outcomes	%	92.1 ± 6.2	86.3 ± 8.4	91.7 ± 5.9	83.6 ± 9.5	94.0 ± 11.7	na	84.8 ± 6.9	na	89.5 ± 3.7
Seeking personal development outcomes	%	88.3 ± 4.7	92.0 ± 4.4	86.6 ± 6.0	92.2 ± 5.7	75.8 ± 15.9	–	93.5 ± 5.9	na	88.7 ± 2.7

TABLE 5A.71

Table 5A.71 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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>
2007										
Satisfied with the quality of their training	%	88.9 ± 1.2	87.2 ± 1.4	87.7 ± 1.6	86.8 ± 1.7	88.5 ± 1.8	np	84.6 ± 3.2	100.0	88.0 ± 0.7
Seeking employment related outcomes	%	89.3 ± 1.4	86.7 ± 1.6	87.2 ± 1.9	85.7 ± 2.1	87.4 ± 2.1	np	83.6 ± 3.8	100.0	87.7 ± 0.8
Seeking further study outcomes	%	88.0 ± 4.5	87.9 ± 5.0	85.7 ± 8.4	92.1 ± 4.7	93.9 ± 9.1	na	96.0 ± 7.7	na	88.6 ± 2.7
Seeking personal development outcomes	%	88.6 ± 3.1	88.9 ± 4.0	88.2 ± 5.0	88.2 ± 4.9	91.1 ± 4.7	np	81.6 ± 9.7	np	88.5 ± 1.9
2006										
Satisfied with the quality of their training	%	86.6 ± 2.1	86.6 ± 2.3	88.2 ± 2.4	88.2 ± 2.3	84.8 ± 3.2	np	84.5 ± 3.7	74.6 ± 28.3	86.7 ± 1.2
Seeking employment related outcomes	%	85.9 ± 2.6	85.6 ± 2.8	89.5 ± 2.8	89.0 ± 2.6	84.8 ± 3.7	np	83.3 ± 4.5	74.6 ± 28.3	86.4 ± 1.4
Seeking further study outcomes	%	86.8 ± 6.6	92.5 ± 5.7	83.8 ± 10.4	88.7 ± 6.8	83.6 ± 18.9	na	78.0 ± 18.7	na	87.1 ± 3.9
Seeking personal development outcomes	%	85.3 ± 5.4	88.7 ± 5.1	89.6 ± 5.6	85.3 ± 6.5	92.1 ± 6.7	na	88.9 ± 7.5	na	87.0 ± 3.1
2005										
Satisfied with the quality of their training	%	88.2 ± 1.5	86.7 ± 1.5	86.1 ± 1.6	86.4 ± 1.5	86.7 ± 1.7	np	83.3 ± 3.1	92.9 ± 13.5	87.2 ± 0.8
Seeking employment related outcomes	%	87.9 ± 1.9	86.3 ± 1.9	86.5 ± 1.9	85.2 ± 1.9	86.4 ± 1.9	np	81.5 ± 3.8	90.0 ± 18.6	86.8 ± 1.0
Seeking further study outcomes	%	89.6 ± 5.1	86.8 ± 5.7	88.3 ± 5.0	89.4 ± 3.6	86.8 ± 8.4	na	77.4 ± 16.3	np	88.5 ± 2.6
Seeking personal development outcomes	%	87.0 ± 4.0	88.6 ± 3.3	84.7 ± 5.1	86.4 ± 3.9	86.6 ± 5.4	–	89.3 ± 6.5	np	87.0 ± 2.3

(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.

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

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.



TABLE 5A.71

Table 5A.71 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.72

Table 5A.72 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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>
2012										
Satisfied with the quality of their training	%	88.6 ± 2.7	89.4 ± 3.8	91.5 ± 3.3	90.1 ± 4.4	88.7 ± 6.3	90.9 ± 3.6	86.9 ± 13.6	np	89.6 ± 1.7
Seeking employment related outcomes	%	88.3 ± 3.0	88.7 ± 4.4	91.8 ± 3.4	88.7 ± 5.1	87.9 ± 7.5	90.1 ± 4.1	85.4 ± 15.2	np	89.2 ± 1.9
Seeking further study outcomes	%	84.5 ± 16.4	90.8 ± 13.1	74.2 ± 32.1	100.0	100.0	100.0	na	na	88.2 ± 9.7
Seeking personal development outcomes	%	93.5 ± 5.0	90.9 ± 8.3	88.9 ± 11.5	96.3 ± 5.2	87.4 ± 14.6	92.6 ± 10.1	np	na	91.5 ± 4.1
2011										
Satisfied with the quality of their training	%	91.2 ± 1.5	88.5 ± 1.6	90.1 ± 1.4	88.6 ± 1.9	91.3 ± 2.6	89.8 ± 2.4	87.8 ± 5.6	np	89.9 ± 0.7
Seeking employment related outcomes	%	91.7 ± 1.6	88.5 ± 1.6	90.3 ± 1.6	89.0 ± 2.1	91.1 ± 3.0	89.4 ± 2.9	87.7 ± 6.2	np	90.2 ± 0.8
Seeking further study outcomes	%	90.4 ± 9.9	90.6 ± 6.9	91.2 ± 6.6	88.9 ± 7.2	97.0 ± 6.1	100.0	94.2 ± 11.9	–	91.0 ± 4.3
Seeking personal development outcomes	%	89.4 ± 4.4	90.4 ± 4.0	87.9 ± 4.1	85.0 ± 6.4	88.4 ± 8.2	91.1 ± 5.4	95.8 ± 6.0	np	88.8 ± 2.2
2010										
Satisfied with the quality of their training	%	91.4 ± 1.9	87.2 ± 2.6	89.8 ± 2.6	91.5 ± 3.5	89.9 ± 6.7	86.6 ± 3.5	89.3 ± 7.1	np	89.8 ± 1.2
Seeking employment related outcomes	%	91.8 ± 2.1	87.1 ± 2.8	90.2 ± 2.8	91.4 ± 3.7	89.1 ± 7.7	85.5 ± 4.0	87.2 ± 8.7	np	89.9 ± 1.3
Seeking further study outcomes	%	88.2 ± 9.8	83.6 ± 18.9	94.5 ± 7.7	93.4 ± 7.8	100.0	100.0	np	na	89.6 ± 6.4
Seeking personal development outcomes	%	92.7 ± 4.2	86.6 ± 7.8	86.8 ± 7.9	89.2 ± 14.4	90.5 ± 18.4	95.4 ± 5.2	97.5 ± 4.9	na	90.0 ± 3.3
2009										
Satisfied with the quality of their training	%	89.9 ± 1.6	87.0 ± 1.9	87.0 ± 2.0	90.2 ± 2.3	91.2 ± 2.9	86.7 ± 3.9	87.2 ± 5.6	76.7 ± 24.2	88.6 ± 0.9
Seeking employment related outcomes	%	89.7 ± 1.8	86.7 ± 2.2	87.0 ± 2.2	89.2 ± 2.7	90.4 ± 3.3	86.6 ± 4.3	89.3 ± 5.4	55.0 ± 33.4	88.4 ± 1.0
Seeking further study outcomes	%	87.8 ± 9.2	87.4 ± 8.6	89.0 ± 9.2	94.7 ± 7.2	100.0	77.9 ± 37.0	np	na	88.4 ± 5.3
Seeking personal development outcomes	%	91.8 ± 3.8	87.0 ± 5.9	88.7 ± 4.8	93.9 ± 4.5	94.0 ± 6.7	89.4 ± 10.1	70.6 ± 27.0	np	90.1 ± 2.3
2008										
Satisfied with the quality of their training	%	89.1 ± 2.7	87.3 ± 2.9	83.9 ± 4.3	83.2 ± 6.0	93.5 ± 5.2	88.9 ± 4.8	82.7 ± 8.2	np	87.6 ± 1.6
Seeking employment related outcomes	%	89.0 ± 3.1	87.1 ± 3.2	83.0 ± 5.3	83.6 ± 7.0	94.6 ± 5.4	88.3 ± 5.8	84.2 ± 10.0	np	87.5 ± 1.8
Seeking further study outcomes	%	95.8 ± 7.9	60.5 ± 27.2	93.2 ± 7.3	72.8 ± 31.3	np	100.0	np	np	88.5 ± 7.4
Seeking personal development outcomes	%	85.2 ± 8.8	92.5 ± 5.9	88.4 ± 8.1	86.2 ± 12.7	80.9 ± 22.8	89.0 ± 11.4	80.4 ± 13.7	na	87.3 ± 4.4

TABLE 5A.72

Table 5A.72 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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>
2007										
Satisfied with the quality of their training	%	90.0 ± 1.6	88.3 ± 1.9	89.4 ± 1.9	87.2 ± 3.0	90.3 ± 3.1	88.1 ± 3.6	79.5 ± 7.3	np	89.0 ± 0.9
Seeking employment related outcomes	%	88.7 ± 2.0	88.3 ± 2.1	88.7 ± 2.2	88.6 ± 3.3	91.1 ± 3.3	86.8 ± 4.2	80.0 ± 8.4	np	88.5 ± 1.1
Seeking further study outcomes	%	96.3 ± 4.2	87.8 ± 7.7	98.0 ± 3.9	85.6 ± 11.2	90.1 ± 18.6	88.2 ± 21.9	90.1 ± 19.3	na	93.3 ± 3.1
Seeking personal development outcomes	%	93.7 ± 3.1	84.2 ± 7.6	91.0 ± 5.2	76.3 ± 13.1	88.6 ± 10.7	95.3 ± 6.3	78.7 ± 19.1	na	90.1 ± 2.5
2006										
Satisfied with the quality of their training	%	88.9 ± 3.4	85.2 ± 3.3	90.4 ± 2.8	89.8 ± 4.4	84.1 ± 6.9	86.1 ± 4.7	88.1 ± 6.3	84.7 ± 28.5	87.9 ± 1.9
Seeking employment related outcomes	%	89.3 ± 3.8	85.0 ± 3.8	89.8 ± 3.1	89.8 ± 5.3	85.4 ± 6.6	85.6 ± 5.5	85.5 ± 7.9	84.7 ± 28.5	87.9 ± 2.1
Seeking further study outcomes	%	94.9 ± 9.7	93.3 ± 8.5	94.7 ± 10.2	85.5 ± 17.1	np	80.3 ± 24.8	np	na	92.1 ± 6.4
Seeking personal development outcomes	%	83.8 ± 12.5	79.2 ± 8.9	95.6 ± 4.0	87.9 ± 11.5	94.0 ± 8.5	95.9 ± 7.9	93.2 ± 12.9	na	86.1 ± 7.2
2005										
Satisfied with the quality of their training	%	85.7 ± 2.9	86.6 ± 1.8	88.2 ± 2.3	87.3 ± 2.9	85.8 ± 3.3	84.0 ± 4.7	86.9 ± 5.9	79.5 ± 34.8	86.3 ± 1.5
Seeking employment related outcomes	%	84.4 ± 3.6	85.1 ± 2.3	88.6 ± 2.7	87.6 ± 3.4	84.8 ± 3.7	84.0 ± 5.4	84.8 ± 7.1	100.0	85.4 ± 1.8
Seeking further study outcomes	%	85.8 ± 11.7	89.9 ± 6.9	92.0 ± 8.3	76.2 ± 11.7	97.8 ± 4.5	73.9 ± 28.3	88.4 ± 20.9	na	86.4 ± 5.5
Seeking personal development outcomes	%	87.3 ± 5.8	91.5 ± 3.5	86.3 ± 7.1	88.9 ± 6.4	89.4 ± 9.0	84.5 ± 13.1	90.6 ± 17.8	np	88.2 ± 3.2

- (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 the ACT and the NT are not published due to 5 or fewer responses.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.

TABLE 5A.72

Table 5A.72 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<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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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.73

Table 5A.73 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Satisfied with the quality of their training	%	88.8 ± 4.7	88.0 ± 6.4	88.4 ± 4.4	93.6 ± 3.3	92.4 ± 4.3	91.5 ± 4.3	np	85.3 ± 4.7	89.4 ± 2.0
Seeking employment related outcomes	%	88.3 ± 5.4	88.4 ± 7.0	89.4 ± 4.6	93.8 ± 3.7	92.3 ± 4.7	91.8 ± 4.8	np	85.6 ± 5.2	89.7 ± 2.2
Seeking further study outcomes	%	99.0 ± 2.1	100.0	87.9 ± 17.6	100.0	np	np	na	86.9 ± 24.1	94.9 ± 5.9
Seeking personal development outcomes	%	91.3 ± 9.5	83.3 ± 16.7	82.1 ± 14.9	93.5 ± 9.1	88.8 ± 15.7	84.8 ± 14.9	na	83.4 ± 12.2	86.3 ± 6.1
2011										
Satisfied with the quality of their training	%	90.4 ± 1.9	85.8 ± 4.0	89.4 ± 1.7	90.4 ± 2.4	91.1 ± 2.6	87.9 ± 2.7	82.7 ± 18.3	88.8 ± 3.3	89.5 ± 1.0
Seeking employment related outcomes	%	89.2 ± 2.4	84.8 ± 4.6	88.8 ± 2.0	91.4 ± 2.4	91.2 ± 2.9	87.8 ± 3.1	79.6 ± 21.3	88.5 ± 4.0	88.9 ± 1.1
Seeking further study outcomes	%	96.7 ± 6.4	91.9 ± 15.5	87.7 ± 10.6	82.5 ± 16.8	95.6 ± 8.6	93.3 ± 12.7	na	79.7 ± 25.2	91.3 ± 4.8
Seeking personal development outcomes	%	94.1 ± 3.3	89.3 ± 8.1	91.8 ± 3.5	90.9 ± 5.9	87.8 ± 7.8	83.9 ± 8.5	np	89.8 ± 6.5	91.4 ± 2.0
2010										
Satisfied with the quality of their training	%	88.5 ± 4.0	88.7 ± 4.4	88.9 ± 3.3	91.0 ± 5.4	92.0 ± 5.8	89.7 ± 4.0	83.5 ± 24.4	90.3 ± 4.1	89.2 ± 1.8
Seeking employment related outcomes	%	87.5 ± 4.8	88.5 ± 5.1	89.0 ± 3.8	91.5 ± 5.8	92.6 ± 6.0	90.3 ± 4.5	82.6 ± 25.6	89.9 ± 4.8	89.0 ± 2.1
Seeking further study outcomes	%	98.1 ± 3.7	np	90.2 ± 18.3	100.0	np	87.5 ± 23.2	na	80.8 ± 25.5	94.1 ± 7.2
Seeking personal development outcomes	%	93.9 ± 7.1	83.0 ± 11.5	92.7 ± 7.1	92.3 ± 12.2	86.7 ± 22.5	84.1 ± 11.7	np	91.9 ± 10.0	90.9 ± 3.8
2009										
Satisfied with the quality of their training	%	88.9 ± 2.5	90.2 ± 3.4	88.4 ± 1.9	88.2 ± 3.2	91.0 ± 3.9	87.5 ± 3.5	83.5 ± 15.2	85.1 ± 4.7	88.6 ± 1.2
Seeking employment related outcomes	%	88.1 ± 3.0	90.5 ± 3.7	88.2 ± 2.1	88.2 ± 3.7	92.6 ± 3.7	85.7 ± 4.2	85.7 ± 15.5	86.3 ± 5.0	88.3 ± 1.4
Seeking further study outcomes	%	89.2 ± 10.7	100.0	92.4 ± 7.4	90.8 ± 10.7	100.0	100.0	np	81.4 ± 27.2	90.8 ± 5.7
Seeking personal development outcomes	%	93.5 ± 4.3	85.7 ± 13.7	88.9 ± 4.5	86.3 ± 9.5	88.7 ± 10.1	95.7 ± 5.9	np	80.5 ± 12.3	90.2 ± 2.7
2008										
Satisfied with the quality of their training	%	91.1 ± 2.9	90.3 ± 4.7	86.3 ± 4.0	89.1 ± 5.6	93.9 ± 6.4	87.3 ± 5.3	85.0 ± 20.4	83.2 ± 5.9	88.9 ± 1.8
Seeking employment related outcomes	%	90.0 ± 3.8	88.5 ± 5.4	87.3 ± 4.4	88.7 ± 6.9	92.6 ± 7.6	87.9 ± 5.9	100.0	85.1 ± 6.7	88.7 ± 2.1
Seeking further study outcomes	%	93.1 ± 3.3	100.0	70.8 ± 40.1	50.0 ± 47.6	np	90.7 ± 17.2	np	np	87.9 ± 8.7
Seeking personal development outcomes	%	93.9 ± 5.5	99.2 ± 1.6	83.2 ± 10.9	94.9 ± 6.0	np	86.4 ± 18.5	np	79.3 ± 11.9	89.3 ± 4.3

TABLE 5A.73

Table 5A.73 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Satisfied with the quality of their training	%	89.3 ± 2.3	89.1 ± 3.3	87.8 ± 2.1	86.6 ± 3.6	94.7 ± 2.6	89.6 ± 3.9	86.9 ± 17.5	86.6 ± 4.9	88.8 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.5	88.0 ± 4.0	88.7 ± 2.3	85.6 ± 4.2	94.5 ± 3.0	90.1 ± 4.2	90.2 ± 18.1	85.1 ± 6.7	89.1 ± 1.3
Seeking further study outcomes	%	90.0 ± 11.2	74.7 ± 26.5	81.6 ± 14.4	89.0 ± 13.1	100.0	100.0	np	80.9 ± 17.7	88.1 ± 6.6
Seeking personal development outcomes	%	90.0 ± 5.1	95.7 ± 4.1	82.4 ± 7.1	95.0 ± 4.5	95.6 ± 8.5	87.8 ± 13.8	–	89.8 ± 7.3	88.7 ± 3.1
2006										
Satisfied with the quality of their training	%	86.5 ± 4.9	89.8 ± 5.6	86.4 ± 3.9	83.7 ± 6.6	89.8 ± 5.5	90.2 ± 4.5	84.0 ± 20.4	83.6 ± 8.2	87.0 ± 2.3
Seeking employment related outcomes	%	89.1 ± 5.3	90.3 ± 5.3	87.7 ± 4.3	85.1 ± 7.3	88.6 ± 6.2	88.9 ± 5.2	82.5 ± 22.1	78.4 ± 11.7	88.2 ± 2.5
Seeking further study outcomes	%	np	np	83.9 ± 16.8	np	np	np	na	100.0	83.1 ± 16.1
Seeking personal development outcomes	%	86.1 ± 11.3	94.2 ± 11.0	79.2 ± 12.1	75.3 ± 22.0	100.0	96.7 ± 6.4	np	91.2 ± 8.7	85.4 ± 6.3
2005										
Satisfied with the quality of their training	%	84.6 ± 3.8	87.1 ± 3.2	85.8 ± 2.5	87.2 ± 3.1	88.1 ± 3.2	88.9 ± 3.9	90.3 ± 17.8	80.2 ± 5.5	85.7 ± 1.8
Seeking employment related outcomes	%	81.8 ± 4.9	85.5 ± 4.0	84.9 ± 2.8	86.8 ± 3.8	89.8 ± 3.2	87.7 ± 4.4	88.6 ± 20.8	79.5 ± 6.8	84.2 ± 2.3
Seeking further study outcomes	%	95.1 ± 6.9	80.9 ± 23.6	78.1 ± 21.4	89.4 ± 10.6	70.3 ± 32.0	np	np	91.0 ± 16.9	89.7 ± 5.9
Seeking personal development outcomes	%	92.7 ± 3.5	94.8 ± 5.1	94.2 ± 3.9	84.2 ± 9.1	84.0 ± 12.1	89.8 ± 13.4	np	90.8 ± 13.5	91.9 ± 2.4

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

(b) There are no 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 are not published due to 5 or fewer responses.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.74

Table 5A.74 **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), (c), (d), (e)**

		<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>	
2012												
Satisfied with the quality of their training	%	99.8 ± 0.4		np	94.1 ± 6.3	96.8 ± 2.7	93.7 ± 8.1	100.0	np	83.7 ± 7.5	94.5 ± 2.4	
Seeking employment related outcomes	%	100.0		np	92.2 ± 8.4	96.2 ± 3.2	92.9 ± 9.1	100.0	np	85.6 ± 8.2	94.2 ± 2.8	
Seeking further study outcomes	%	100.0		na	np	100.0	np	na	na	np	100.0	
Seeking personal development outcomes	%	np		na	99.3 ± 1.5	100.0	100.0	np	na	74.2 ± 18.8	94.7 ± 4.6	
2011												
Satisfied with the quality of their training	%	86.3 ± 8.1		100.0	90.2 ± 3.0	88.2 ± 3.0	93.3 ± 3.6	94.1 ± 5.2	na	87.9 ± 5.0	89.5 ± 1.8	
Seeking employment related outcomes	%	86.7 ± 9.8		100.0	89.9 ± 3.5	86.3 ± 3.6	92.7 ± 4.1	93.9 ± 6.0	na	86.1 ± 6.4	88.6 ± 2.1	
Seeking further study outcomes	%	np		np	100.0	88.0 ± 13.5	np	np	na	78.9 ± 34.7	87.6 ± 12.3	
Seeking personal development outcomes	%	80.4 ± 18.6		np	90.5 ± 6.7	97.6 ± 3.3	97.0 ± 6.0	90.5 ± 18.2	na	95.0 ± 5.1	92.5 ± 3.5	
2010												
Satisfied with the quality of their training	%	85.9 ± 10.6		100.0	91.4 ± 4.8	89.2 ± 4.5	92.8 ± 7.4	100.0	na	85.6 ± 11.5	90.0 ± 3.0	
Seeking employment related outcomes	%	90.4 ± 10.9		100.0	91.3 ± 4.9	91.2 ± 4.6	94.3 ± 6.7	100.0	na	81.8 ± 14.1	91.1 ± 3.1	
Seeking further study outcomes	%	na		na	np	89.6 ± 21.0	np	na	na	np	67.2 ± 40.7	
Seeking personal development outcomes	%	71.7 ± 29.3		np	98.1 ± 3.7	72.3 ± 17.2	81.0 ± 32.2	np	na	100.0	85.0 ± 8.8	
2009												
Satisfied with the quality of their training	%	89.4 ± 7.2	93.4 ± 5.1	90.6 ± 3.1	89.3 ± 3.0	85.5 ± 7.4	96.8 ± 6.2		np	86.4 ± 15.6	89.6 ± 2.2	
Seeking employment related outcomes	%	90.2 ± 8.3	95.6 ± 4.2	89.7 ± 3.7	88.2 ± 3.5	87.6 ± 7.7	96.3 ± 7.2		np	85.1 ± 18.6	89.4 ± 2.5	
Seeking further study outcomes	%	np	na	95.1 ± 9.4	92.5 ± 14.2		np	na	na	np	81.9 ± 15.3	
Seeking personal development outcomes	%	92.7 ± 14.1	90.7 ± 17.2	94.9 ± 4.9	94.2 ± 4.4	59.4 ± 34.9		np	na	87.6 ± 16.4	91.1 ± 4.8	
2008												
Satisfied with the quality of their training	%	78.3 ± 16.0	94.5 ± 10.8	83.7 ± 9.6	86.3 ± 9.0	92.0 ± 9.7		100.0	–	91.4 ± 4.9	86.2 ± 5.0	
Seeking employment related outcomes	%	73.8 ± 20.6	90.5 ± 17.5	82.3 ± 11.3	85.1 ± 11.4	89.5 ± 12.9		100.0	–	93.2 ± 5.7	84.2 ± 6.5	
Seeking further study outcomes	%	na	na	100.0	100.0		na	na	na	np	100.0	
Seeking personal development outcomes	%	81.8 ± 24.6		np	81.9 ± 27.3	85.5 ± 17.4		100.0	np	na	87.9 ± 9.2	86.8 ± 8.5

TABLE 5A.74

Table 5A.74 **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), (c), (d), (e)**

		<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>
2007											
Satisfied with the quality of their training	%	90.4 ± 6.5	93.5 ± 4.8	87.5 ± 4.0	87.6 ± 4.3	85.2 ± 7.0	92.1 ± 14.7		np	88.9 ± 5.5	88.1 ± 2.2
Seeking employment related outcomes	%	95.2 ± 6.5	92.5 ± 5.9	88.7 ± 4.0	85.3 ± 5.3	82.0 ± 8.8	100.0		np	90.0 ± 6.1	88.4 ± 2.5
Seeking further study outcomes	%	np	np	89.7 ± 15.2	100.0	np	np		na	np	87.6 ± 13.0
Seeking personal development outcomes	%	85.0 ± 15.5	94.7 ± 11.2	86.2 ± 12.4	98.5 ± 2.1	88.3 ± 16.0	–		na	88.1 ± 12.9	88.8 ± 5.7
2006											
Satisfied with the quality of their training	%	77.1 ± 19.6	95.8 ± 1.8	88.6 ± 4.8	89.1 ± 5.8	89.5 ± 9.2	89.5 ± 13.1		na	86.4 ± 8.9	86.6 ± 5.0
Seeking employment related outcomes	%	69.6 ± 26.9	100	85.9 ± 6.2	89.8 ± 7.8	88.5 ± 11.4	88.3 ± 16.9		na	80.6 ± 13.7	83.8 ± 6.9
Seeking further study outcomes	%	np	np	100.0	79.9 ± 12.5	np	na		na	np	85.9 ± 10.6
Seeking personal development outcomes	%	85.6 ± 26.5	np	96.0 ± 4.8	89.4 ± 10.8	87.1 ± 23.8	89.3 ± 20.9		na	97.4 ± 5.0	91.5 ± 7.6
2005											
Satisfied with the quality of their training	%	85.8 ± 10.2	85.7 ± 7.8	83.8 ± 4.7	82.6 ± 4.7	85.6 ± 5.8	86.0 ± 14.5		na	89.8 ± 6.2	84.7 ± 2.8
Seeking employment related outcomes	%	85.3 ± 12.0	89.1 ± 8.0	83.2 ± 5.9	80.7 ± 5.7	87.8 ± 5.5	80.1 ± 20.0		na	87.8 ± 8.0	84.2 ± 3.5
Seeking further study outcomes	%	np	np	94.8 ± 4.5	92.0 ± 15.1	35.6 ± 35.1	na		na	np	73.6 ± 18.6
Seeking personal development outcomes	%	91.0 ± 12.7	np	85.3 ± 9.2	89.0 ± 8.0	80.8 ± 23.8	np		na	100.0	88.2 ± 5.2

- (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.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.



TABLE 5A.74

Table 5A.74 **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), (c), (d), (e)**

	<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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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.75

Table 5A.75 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Satisfied with the quality of their training	%	86.8 ± 4.2	90.2 ± 5.2	88.5 ± 6.0	90.7 ± 5.2	92.1 ± 4.9	91.7 ± 7.9	79.0 ± 15.2	83.5 ± 12.6	88.8 ± 2.4
Seeking employment related outcomes	%	85.7 ± 5.3	89.7 ± 6.0	87.9 ± 7.4	91.2 ± 5.6	89.5 ± 6.5	89.3 ± 10.2	81.7 ± 15.6	89.6 ± 11.6	88.1 ± 2.9
Seeking further study outcomes	%	90.0 ± 11.2	99.1 ± 1.9	88.7 ± 18.4	88.5 ± 21.3	100.0	np	np	na	92.1 ± 7.4
Seeking personal development outcomes	%	89.3 ± 8.1	89.6 ± 12.6	89.1 ± 10.9	95.9 ± 7.9	100.0	100.0	64.9 ± 41.6	np	90.2 ± 4.7
2011										
Satisfied with the quality of their training	%	86.7 ± 2.7	86.4 ± 2.9	86.3 ± 2.8	82.4 ± 4.1	89.7 ± 3.0	88.6 ± 5.5	82.5 ± 7.5	91.9 ± 8.0	86.4 ± 1.4
Seeking employment related outcomes	%	87.4 ± 2.9	85.9 ± 3.4	86.2 ± 3.3	82.7 ± 4.6	87.6 ± 3.7	87.0 ± 7.0	78.0 ± 9.9	94.7 ± 7.3	86.3 ± 1.5
Seeking further study outcomes	%	81.7 ± 16.8	81.5 ± 16.3	79.8 ± 21.0	85.9 ± 20.5	100.0	100.0	86.0 ± 25.6	np	83.8 ± 9.0
Seeking personal development outcomes	%	86.8 ± 6.5	89.6 ± 6.7	87.0 ± 6.3	78.4 ± 11.8	94.2 ± 5.3	90.2 ± 9.4	89.8 ± 13.8	100.0	87.4 ± 3.4
2010										
Satisfied with the quality of their training	%	88.0 ± 3.8	88.4 ± 4.1	85.2 ± 5.5	84.5 ± 7.3	90.5 ± 7.2	82.4 ± 11.1	81.3 ± 14.7	80.2 ± 19.6	87.1 ± 2.2
Seeking employment related outcomes	%	87.4 ± 4.6	87.2 ± 5.0	83.2 ± 6.5	85.2 ± 8.4	93.2 ± 8.1	81.7 ± 13.3	78.9 ± 17.8	74.8 ± 23.8	86.4 ± 2.6
Seeking further study outcomes	%	92.6 ± 10.8	98.5 ± 3.1	64.8 ± 45.3	81.6 ± 31.9	np	np	np	np	86.6 ± 11.6
Seeking personal development outcomes	%	90.3 ± 9.5	89.5 ± 8.4	98.2 ± 2.5	91.3 ± 9.3	84.2 ± 18.9	83.7 ± 24.9	94.4 ± 11.0	np	91.2 ± 4.8
2009										
Satisfied with the quality of their training	%	88.6 ± 2.7	84.7 ± 3.5	86.1 ± 3.5	84.2 ± 4.3	85.3 ± 4.5	85.2 ± 8.0	77.6 ± 8.8	87.9 ± 12.3	86.2 ± 1.5
Seeking employment related outcomes	%	88.0 ± 3.5	81.7 ± 4.5	82.8 ± 4.7	81.8 ± 5.4	87.8 ± 4.8	82.8 ± 10.2	80.3 ± 8.8	86.5 ± 17.3	84.8 ± 1.9
Seeking further study outcomes	%	87.1 ± 9.3	93.8 ± 8.9	100.0	88.9 ± 20.5	89.4 ± 19.4	np	np	np	90.2 ± 5.7
Seeking personal development outcomes	%	90.8 ± 5.7	88.9 ± 7.0	94.5 ± 4.8	90.5 ± 7.5	79.3 ± 12.9	92.4 ± 14.5	67.6 ± 21.9	100.0	89.2 ± 3.3
2008										
Satisfied with the quality of their training	%	86.9 ± 4.2	85.1 ± 6.4	87.4 ± 5.6	70.6 ± 11.5	87.4 ± 9.5	86.6 ± 9.7	78.5 ± 12.1	87.0 ± 11.8	85.0 ± 2.7
Seeking employment related outcomes	%	86.6 ± 5.3	85.5 ± 7.7	86.1 ± 7.3	70.8 ± 14.3	86.2 ± 11.4	87.6 ± 11.9	77.5 ± 18.7	84.8 ± 17.5	84.6 ± 3.4
Seeking further study outcomes	%	86.2 ± 14.5	75.7 ± 34.5	100.0	np	np	np	np	np	84.3 ± 11.3
Seeking personal development outcomes	%	87.2 ± 9.3	79.1 ± 17.4	90.8 ± 6.1	77.4 ± 20.2	91.6 ± 15.7	86.7 ± 18.3	80.0 ± 16.4	84.1 ± 22.2	85.3 ± 5.7

TABLE 5A.75

Table 5A.75 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Satisfied with the quality of their training	%	88.6 ± 3.0	84.3 ± 4.2	86.1 ± 4.0	84.3 ± 5.1	87.3 ± 5.5	88.6 ± 8.2	74.0 ± 12.3	75.4 ± 14.0	86.4 ± 1.8
Seeking employment related outcomes	%	89.8 ± 3.6	84.0 ± 4.9	86.7 ± 4.7	86.1 ± 5.7	87.7 ± 6.4	85.6 ± 11.1	76.4 ± 13.9	69.8 ± 18.2	87.0 ± 2.1
Seeking further study outcomes	%	78.5 ± 18.1	91.5 ± 10.9	75.5 ± 26.9	86.7 ± 17.7	100.0	np	np	np	82.7 ± 10.1
Seeking personal development outcomes	%	87.8 ± 6.0	88.3 ± 8.7	87.4 ± 8.0	77.8 ± 14.9	80.2 ± 16.1	92.4 ± 14.1	np	78.6 ± 28.7	85.9 ± 3.9
2006										
Satisfied with the quality of their training	%	87.1 ± 5.7	87.8 ± 4.3	93.3 ± 3.5	88.9 ± 5.0	84.3 ± 9.1	86.4 ± 13.7	80.3 ± 15.2	88.1 ± 11.9	87.9 ± 2.9
Seeking employment related outcomes	%	91.5 ± 6.7	90.0 ± 5.3	91.0 ± 5.2	88.0 ± 6.3	92.2 ± 7.5	84.1 ± 19.0	76.1 ± 21.3	88.0 ± 16.5	90.4 ± 3.3
Seeking further study outcomes	%	48.5 ± 35.6	100.0	88.0 ± 21.9	83.3 ± 8.9	np	np	np	np	62.7 ± 22.5
Seeking personal development outcomes	%	85.0 ± 10.5	76.0 ± 10.0	97.4 ± 3.4	97.9 ± 4.1	100.0	100.0	81.8 ± 31.3	79.9 ± 26.2	86.9 ± 5.4
2005										
Satisfied with the quality of their training	%	80.9 ± 5.2	85.4 ± 3.5	86.0 ± 3.7	82.9 ± 4.1	85.8 ± 4.9	84.6 ± 9.6	87.0 ± 6.9	95.5 ± 6.2	83.3 ± 2.6
Seeking employment related outcomes	%	77.5 ± 7.2	84.7 ± 4.3	85.5 ± 5.0	80.3 ± 5.5	87.2 ± 5.2	85.2 ± 11.1	80.6 ± 10.0	100.0	81.3 ± 3.6
Seeking further study outcomes	%	86.9 ± 18.9	85.4 ± 21.2	85.7 ± 10.9	84.7 ± 13.2	96.5 ± 7.1	np	np	–	86.6 ± 8.3
Seeking personal development outcomes	%	85.9 ± 6.5	85.5 ± 7.1	91.4 ± 5.8	89.4 ± 6.9	78.7 ± 14.4	78.3 ± 26.8	100.0	86.2 ± 25.2	86.7 ± 3.7

- (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 disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

**np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.76

Table 5A.76 **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), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Satisfied with the quality of their training	%	91.9 ± 1.9	90.8 ± 3.9	91.7 ± 4.7	92.4 ± 3.2	94.6 ± 3.9	95.2 ± 9.2	79.6 ± 12.9	87.9 ± 7.7	91.5 ± 1.7
Seeking employment related outcomes	%	91.3 ± 2.3	89.7 ± 4.7	92.0 ± 5.3	91.2 ± 4.3	93.3 ± 5.0	100.0	79.7 ± 13.4	93.4 ± 6.7	90.8 ± 2.0
Seeking further study outcomes	%	90.5 ± 6.4	93.3 ± 9.7	98.3 ± 2.5	90.0 ± 9.7	100.0	np	np	np	92.9 ± 4.0
Seeking personal development outcomes	%	95.2 ± 3.9	92.5 ± 11.0	86.2 ± 15.1	98.8 ± 1.7	96.1 ± 7.8	73.1 ± 42.5	100.0	74.4 ± 21.1	93.3 ± 4.4
2011										
Satisfied with the quality of their training	%	90.5 ± 1.4	87.8 ± 1.7	87.7 ± 2.4	90.1 ± 1.8	92.8 ± 2.8	95.7 ± 3.8	91.1 ± 4.4	96.6 ± 2.8	89.7 ± 0.8
Seeking employment related outcomes	%	89.8 ± 1.7	87.3 ± 2.1	86.7 ± 2.9	90.0 ± 2.2	91.7 ± 3.2	95.5 ± 4.5	91.4 ± 4.6	98.9 ± 2.1	89.1 ± 1.0
Seeking further study outcomes	%	97.6 ± 2.0	84.7 ± 6.6	90.9 ± 8.5	93.8 ± 4.4	97.1 ± 5.7	100.0	92.1 ± 12.6	71.9 ± 32.3	93.5 ± 2.0
Seeking personal development outcomes	%	89.9 ± 4.1	90.8 ± 3.8	90.3 ± 5.6	87.8 ± 4.9	94.4 ± 7.9	94.0 ± 11.4	88.5 ± 14.4	96.1 ± 4.6	90.3 ± 2.2
2010										
Satisfied with the quality of their training	%	90.3 ± 2.1	85.1 ± 3.5	88.0 ± 3.9	87.3 ± 3.9	80.1 ± 7.8	87.6 ± 10.2	87.7 ± 8.9	93.7 ± 4.1	87.8 ± 1.5
Seeking employment related outcomes	%	90.0 ± 2.6	82.8 ± 4.4	86.9 ± 4.9	88.2 ± 4.8	73.7 ± 9.7	82.7 ± 14.6	84.4 ± 11.8	92.8 ± 4.9	86.4 ± 1.9
Seeking further study outcomes	%	96.8 ± 3.0	89.4 ± 7.3	93.3 ± 5.9	83.0 ± 12.4	95.1 ± 10.1	100.0	100.0	100.0	93.2 ± 2.9
Seeking personal development outcomes	%	87.6 ± 6.2	92.6 ± 5.6	91.5 ± 6.3	89.9 ± 7.4	100.0	93.9 ± 12.1	92.8 ± 10.4	93.4 ± 12.4	90.1 ± 3.5
2009										
Satisfied with the quality of their training	%	90.4 ± 1.4	89.5 ± 1.9	87.8 ± 3.0	91.4 ± 2.3	89.7 ± 4.5	90.4 ± 9.1	87.5 ± 5.3	87.9 ± 6.8	89.9 ± 0.9
Seeking employment related outcomes	%	89.8 ± 1.7	88.7 ± 2.3	86.4 ± 3.8	90.5 ± 3.0	87.6 ± 6.0	93.6 ± 8.8	87.3 ± 6.1	90.1 ± 4.5	89.1 ± 1.2
Seeking further study outcomes	%	92.1 ± 3.7	90.9 ± 6.3	88.0 ± 10.0	94.9 ± 5.2	97.9 ± 4.3	np	100.0	70.4 ± 44.0	92.1 ± 2.7
Seeking personal development outcomes	%	92.0 ± 3.3	89.8 ± 4.6	91.7 ± 5.5	90.0 ± 5.3	92.3 ± 6.3	np	94.5 ± 8.4	85.3 ± 16.6	91.2 ± 2.1
2008										
Satisfied with the quality of their training	%	89.4 ± 2.5	84.5 ± 4.1	84.5 ± 6.2	84.2 ± 6.0	91.4 ± 6.7	96.1 ± 7.5	78.3 ± 10.2	89.7 ± 8.1	87.4 ± 1.8
Seeking employment related outcomes	%	90.0 ± 2.6	81.3 ± 5.5	84.1 ± 8.6	85.0 ± 7.4	92.6 ± 7.4	100.0	78.6 ± 13.0	98.6 ± 2.8	87.2 ± 2.2
Seeking further study outcomes	%	93.8 ± 8.6	94.3 ± 6.7	87.1 ± 15.3	77.9 ± 19.5	84.9 ± 28.9	np	np	np	90.8 ± 5.7
Seeking personal development outcomes	%	82.9 ± 8.8	88.2 ± 8.9	85.7 ± 11.2	88.2 ± 12.2	80.0 ± 31.4	np	96.3 ± 7.3	80.4 ± 15.9	84.9 ± 5.2

TABLE 5A.76

Table 5A.76 **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), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Satisfied with the quality of their training	%	88.2 ± 1.9	91.6 ± 1.9	88.0 ± 3.5	89.3 ± 2.7	90.6 ± 3.9	90.6 ± 12.6	87.2 ± 6.9	88.4 ± 7.2	89.2 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.3	91.2 ± 2.3	87.1 ± 4.2	86.6 ± 4.1	88.1 ± 5.2	92.6 ± 13.9	82.7 ± 9.9	94.8 ± 6.0	89.4 ± 1.4
Seeking further study outcomes	%	85.2 ± 6.4	90.6 ± 7.0	85.0 ± 18.0	93.4 ± 6.5	100.0	np	np	np	87.6 ± 4.3
Seeking personal development outcomes	%	87.1 ± 4.7	89.7 ± 7.2	90.0 ± 8.4	93.3 ± 4.5	94.7 ± 7.9	81.4 ± 31.3	96.0 ± 7.8	77.6 ± 17.9	88.8 ± 3.0
2006										
Satisfied with the quality of their training	%	87.8 ± 3.2	87.0 ± 3.2	90.8 ± 4.1	89.2 ± 4.0	85.1 ± 8.5	95.7 ± 6.2	85.8 ± 4.8	84.3 ± 10.0	87.8 ± 2.0
Seeking employment related outcomes	%	87.2 ± 4.3	87.5 ± 4.4	90.2 ± 4.6	90.7 ± 5.1	84.3 ± 10.7	97.2 ± 5.5	84.2 ± 5.6	78.5 ± 16.2	87.5 ± 2.7
Seeking further study outcomes	%	88.9 ± 8.7	93.2 ± 7.5	94.8 ± 7.3	91.9 ± 7.0	84.9 ± 27.0	np	95.2 ± 9.6	np	90.8 ± 4.8
Seeking personal development outcomes	%	83.1 ± 8.4	80.8 ± 7.8	95.1 ± 7.0	79.5 ± 12.9	81.1 ± 20.7	np	85.0 ± 19.0	88.3 ± 12.9	82.9 ± 5.7
2005										
Satisfied with the quality of their training	%	88.0 ± 2.5	87.7 ± 2.6	86.2 ± 3.9	88.4 ± 2.6	87.1 ± 4.3	88.1 ± 13.2	86.0 ± 6.6	88.8 ± 7.7	87.8 ± 1.6
Seeking employment related outcomes	%	88.5 ± 3.1	87.8 ± 3.4	86.8 ± 4.6	88.2 ± 3.8	89.6 ± 4.6	83.8 ± 17.4	82.7 ± 9.1	86.5 ± 11.2	88.2 ± 2.0
Seeking further study outcomes	%	92.3 ± 5.7	89.0 ± 7.7	88.4 ± 12.9	89.5 ± 5.9	88.4 ± 15.9	np	90.9 ± 17.5	np	90.9 ± 3.8
Seeking personal development outcomes	%	82.6 ± 7.3	88.2 ± 5.4	83.2 ± 9.7	87.0 ± 5.8	78.0 ± 13.3	np	86.8 ± 14.6	96.5 ± 6.8	84.0 ± 4.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

**np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.77

Table 5A.77 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Reported as Indigenous	no.	5 343	1 615	5 590	2 568	1 469	431	246	1 688	18 950
Reported as non-Indigenous	no.	125 542	152 869	84 067	40 491	32 896	10 224	7 266	4 103	457 458
Not reported	no.	7 934	5 240	18 831	8 941	1 375	199	2 566	61	45 147
All students	no.	138 819	159 724	108 488	52 000	35 740	10 854	10 078	5 852	521 555
Change for all students between 2010 and 2011	%	6.1	35.6	15.9	0.7	40.6	6.5	9.0	20.6	17.6
2010										
Reported as Indigenous	no.	4 592	963	4 706	2 122	1 137	377	235	1 481	15 613
Reported as non-Indigenous	no.	119 112	113 707	71 003	40 343	21 797	9 523	6 222	3 323	385 030
Not reported	no.	7 124	3 159	17 861	9 195	2 487	293	2 791	50	42 960
All students	no.	130 828	117 829	93 570	51 660	25 421	10 193	9 248	4 854	443 603
Change for all students between 2009 and 2010	%	8.0	22.5	18.2	19.5	- 18.5	5.5	- 1.5	21.1	12.6
2009										
Reported as Indigenous	no.	3 991	887	3 501	1 909	835	349	225	1 089	12 786
Reported as non-Indigenous	no.	110 010	90 197	61 828	33 097	27 003	8 989	7 554	2 860	341 538
Not reported	no.	7 141	5 079	13 815	8 209	3 344	324	1 607	58	39 577
All students	no.	121 142	96 163	79 144	43 215	31 182	9 662	9 386	4 007	393 901
Change for all students between 2008 and 2009	%	9.8	11.3	16.2	14.3	10.8	- 6.3	32.6	18.7	12.0
2008										
Reported as Indigenous	no.	3 593	821	2 725	1 617	777	335	124	811	10 803
Reported as non-Indigenous	no.	100 542	78 758	54 447	28 983	25 663	9 798	6 076	2 532	306 799
Not reported	no.	6 183	6 795	10 958	7 224	1 701	183	881	32	33 957
All students	no.	110 318	86 374	68 130	37 824	28 141	10 316	7 081	3 375	351 559
Change for all students between 2007 and 2008	%	5.5	- 0.6	27.8	15.9	18.4	23.5	- 11.0	10.4	9.7
2007										
Reported as Indigenous	no.	2 911	700	2 288	1 423	637	265	169	975	9 368

TABLE 5A.77

Table 5A.77 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Reported as non-Indigenous	no.	89 835	78 793	46 061	26 394	21 709	7 933	7 024	2 058	279 807
Not reported	no.	11 772	7 443	4 963	4 817	1 424	157	767	23	31 366
All students	no.	104 518	86 936	53 312	32 634	23 770	8 355	7 960	3 056	320 541

- (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. Excludes students participating in VET programs in schools.
- (c) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.
- (d) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (e) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (f) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.78

Table 5A.78 Number of VET qualifications completed by students, by region (000) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Major cities	87.5	103.8	59.2	35.2	22.4	0.1	8.1	0.1	316.3
Inner regional	31.9	37.6	24.3	5.0	4.0	6.8	0.7	–	110.3
Outer regional	10.2	10.0	15.9	4.8	4.6	3.3	0.1	3.1	52.2
Remote and very remote	1.2	0.4	5.0	3.8	1.4	0.4	–	2.4	14.7
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Major cities	77.1	74.1	45.5	29.7	15.3	0.3	7.1	0.1	249.0
Inner regional	28.9	28.4	21.0	9.5	3.2	5.1	1.1	–	97.4
Outer regional	15.9	6.5	17.2	4.6	4.1	4.1	0.1	2.6	55.1
Remote and very remote	1.6	0.4	4.9	4.1	1.4	0.4	–	2.0	14.8
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Major cities	71.8	57.8	38.0	24.4	20.0	0.6	7.1	0.1	219.8
Inner regional	27.3	24.7	16.8	8.3	4.4	4.7	1.4	–	87.6
Outer regional	14.7	6.2	15.3	4.0	4.1	3.7	0.2	2.2	50.2
Remote and very remote	1.7	0.3	4.1	3.1	1.2	0.3	–	1.6	12.5
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Major cities	66.1	50.2	33.4	21.3	17.7	0.2	5.3	0.1	194.2
Inner regional	24.0	23.6	14.4	7.2	3.8	5.2	1.1	–	79.3
Outer regional	14.3	5.5	13.3	3.7	3.5	4.3	0.1	1.8	46.5
Remote and very remote	1.7	0.2	4.5	3.0	1.3	0.4	–	1.4	12.6
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
2007									
Major cities	62.7	51.4	25.4	19.3	14.1	0.1	6.1	–	179.1



TABLE 5A.78

Table 5A.78 **Number of VET qualifications completed by students, by region (000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Inner regional	22.5	22.4	11.4	6.1	3.3	4.2	1.2	–	71.2
Outer regional	12.8	5.6	11.0	3.3	3.2	3.4	0.1	1.4	40.9
Remote and very remote	1.5	0.3	3.3	2.4	1.1	0.3	–	1.5	10.4
All students	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (c) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, 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.
- (e) Additional information is provided in footnotes for table 5A.77.  
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed by students, by disability status (000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Reported as having disability	8.8	8.9	5.6	2.2	1.9	1.0	0.6	0.3	29.2
Reported as not having disability	122.0	144.4	64.3	40.8	33.9	9.4	9.1	5.4	429.3
Not reported (disability)	8.0	6.5	38.6	9.1	–	0.4	0.3	0.2	63.1
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Reported as having disability	7.9	5.9	4.5	2.0	1.1	0.9	0.7	0.2	23.3
Reported as not having disability	115.9	104.8	55.8	40.4	23.9	8.5	8.3	4.3	361.8
Not reported (disability)	7.0	7.1	33.3	9.2	0.3	0.9	0.3	0.4	58.6
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Reported as having disability	6.7	4.7	3.6	1.8	1.6	0.7	0.7	0.2	19.9
Reported as not having disability	107.7	85.3	54.5	33.5	28.2	8.0	8.1	3.7	328.9
Not reported (disability)	6.8	6.2	21.1	7.9	1.4	1.0	0.6	0.1	45.1
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Reported as having disability	6.2	4.2	2.4	1.5	1.7	0.7	0.5	0.2	17.4
Reported as not having disability	97.9	78.0	48.1	28.9	24.5	9.1	6.2	3.1	295.7
Not reported (disability)	6.2	4.2	17.6	7.4	1.9	0.5	0.4	0.1	38.5
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
2007									
Reported as having disability	5.8	4.2	1.9	1.5	1.9	0.6	0.4	0.2	16.3
Reported as not having disability	86.1	78.8	40.5	25.6	19.8	7.3	7.2	2.8	268.2
Not reported (disability)	12.6	4.0	10.9	5.6	2.1	0.5	0.3	0.1	36.1
All students	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed by students, by disability status (000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.									
(c) 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: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.									
(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(e) Additional information is provided in footnotes for table 5A.77. – Nil or rounded to zero.									
<i>Source:</i> NCVET unpublished, National VET provider collection.									

TABLE 5A.80

Table 5A.80 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Language other than English	31.0	30.6	7.9	8.2	4.9	0.7	1.2	1.3	85.8
English	97.0	124.0	89.9	34.8	28.3	10.0	7.3	4.3	395.5
Not reported (language)	10.8	5.2	10.7	9.0	2.6	0.2	1.6	0.2	40.3
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Language other than English	30.3	25.7	8.5	7.8	3.3	0.6	0.8	1.2	78.3
English	88.9	87.8	77.7	34.7	20.7	9.3	7.5	3.5	330.0
Not reported (language)	11.7	4.3	7.4	9.1	1.5	0.3	1.0	0.2	35.4
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Language other than English	27.7	19.6	7.9	6.4	3.8	0.6	0.9	0.8	67.8
English	79.1	71.7	68.0	29.3	23.7	8.9	8.0	3.0	291.8
Not reported (language)	14.3	4.8	3.2	7.5	3.7	0.2	0.5	0.1	34.3
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Language other than English	24.4	17.5	5.4	6.7	3.4	0.5	0.6	0.7	59.3
English	71.9	65.1	60.6	24.3	22.2	9.6	6.0	2.6	262.3
Not reported (language)	14.0	3.8	2.1	6.8	2.6	0.2	0.5	0.1	30.0
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
2007									
Language other than English	21.8	17.7	4.1	5.4	2.7	0.5	0.7	0.7	53.6
English	64.7	65.0	47.6	23.0	18.9	7.6	6.9	2.2	236.0
Not reported (language)	18.1	4.2	1.6	4.2	2.1	0.2	0.4	0.1	30.9
All students	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5

TABLE 5A.80

Table 5A.80 **Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.									
(c) 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: 2008 – 7.7%; 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 - 6.7%.									
(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(e) Additional information is provided in footnotes for table 5A.77.									
<i>Source:</i> NCVET unpublished, National VET provider collection.									

TABLE 5A.81

Table 5A.81 **VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)**

	<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>
2011										
Number of VET qualifications completed										
Diploma and above	'000	25.7	28.4	14.5	7.1	6.1	1.1	2.3	0.3	85.6
Certificate III or IV	'000	86.2	95.8	63.6	29.7	21.5	6.6	6.0	3.1	312.5
Certificate I or II or lower	'000	26.9	35.5	30.4	15.1	8.1	3.2	1.8	2.5	123.4
All qualifications	'000	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
Proportion of qualifications completed										
Diploma and above	%	18.5	17.8	13.4	13.7	17.1	10.2	22.8	4.8	16.4
Certificate III or IV	%	62.1	59.9	58.6	57.2	60.2	60.6	59.1	53.3	59.9
Certificate I or II or lower	%	19.4	22.2	28.0	29.1	22.6	29.2	18.1	41.9	23.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Number of VET qualifications completed										
Diploma and above	'000	20.7	23.3	11.3	6.3	2.7	1.0	1.9	0.2	67.5
Certificate III or IV	'000	82.5	67.6	54.1	29.9	15.0	6.2	5.7	2.5	263.4
Certificate I or II or lower	'000	27.7	26.9	28.2	15.5	7.7	3.0	1.6	2.1	112.7
All qualifications	'000	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
Proportion of qualifications completed										
Diploma and above	%	15.8	19.8	12.1	12.2	10.6	9.9	20.8	4.8	15.2
Certificate III or IV	%	63.0	57.4	57.8	57.8	58.9	60.5	61.7	51.7	59.4
Certificate I or II or lower	%	21.1	22.8	30.1	30.0	30.5	29.6	17.5	43.5	25.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Number of VET qualifications completed										
Diploma and above	'000	16.0	17.2	9.6	4.9	4.4	1.1	1.7	0.2	55.1
Certificate III or IV	'000	77.4	56.4	45.5	25.1	17.6	5.8	5.9	2.0	235.6

TABLE 5A.81

Table 5A.81 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<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>
Certificate I or II or lower	'000	27.8	22.6	24.0	13.2	9.2	2.8	1.8	1.8	103.2
All qualifications	'000	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
Proportion of qualifications completed										
Diploma and above	%	13.2	17.9	12.2	11.2	14.3	11.5	17.9	4.7	14.0
Certificate III or IV	%	63.9	58.6	57.5	58.1	56.4	59.7	62.8	50.9	59.8
Certificate I or II or lower	%	22.9	23.5	30.4	30.6	29.4	28.8	19.3	44.3	26.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008										
Number of VET qualifications completed										
Diploma and above	'000	13.7	14.8	8.8	4.0	4.8	1.3	1.4	0.2	49.0
Certificate III or IV	'000	68.8	48.8	41.0	21.0	14.2	6.3	4.1	1.6	205.8
Certificate I or II or lower	'000	27.8	22.8	18.3	12.8	9.2	2.7	1.6	1.6	96.8
All qualifications	'000	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
Proportion of qualifications completed										
Diploma and above	%	12.4	17.1	13.0	10.6	17.0	12.8	19.4	4.7	13.9
Certificate III or IV	%	62.4	56.6	60.2	55.5	50.4	60.8	58.0	48.3	58.6
Certificate I or II or lower	%	25.2	26.3	26.8	33.9	32.6	26.4	22.6	47.0	27.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Number of VET qualifications completed										
Diploma and above	'000	13.8	14.6	7.9	3.8	4.4	1.0	1.5	0.1	47.0
Certificate III or IV	'000	60.8	50.4	31.0	17.5	12.1	4.7	4.3	1.2	182.1
Certificate I or II or lower	'000	29.9	21.9	14.4	11.3	7.3	2.7	2.2	1.7	91.4
All qualifications	'000	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5
Proportion of qualifications completed										
Diploma and above	%	13.2	16.8	14.7	11.7	18.5	11.4	18.4	4.0	14.7

TABLE 5A.81

Table 5A.81 **VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)**

	<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>
Certificate III or IV	%	58.2	58.0	58.2	53.7	50.9	56.8	54.3	39.7	56.8
Certificate I or II or lower	%	28.7	25.2	27.1	34.6	30.5	31.8	27.3	56.3	28.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.
- (c) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (f) Additional information is provided in footnotes for table 5A.77.

Source: NCVER unpublished, National VET provider collection.



TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.7	10.2	3.8	2.3	1.5	0.2	0.7	–	26.5
Certificate III or IV	'000	30.6	33.8	19.5	10.4	6.8	2.6	2.2	0.8	106.6
Certificate I or II or lower	'000	7.4	12.5	9.2	3.1	3.0	1.0	0.5	0.5	37.1
All qualifications	'000	45.7	56.4	32.5	15.8	11.3	3.8	3.4	1.3	170.2
All graduates aged 20 - 64										
Diploma and above	'000	23.7	26.6	12.7	6.4	5.9	1.1	2.2	0.3	78.8
Certificate III or IV	'000	72.0	78.2	51.1	23.7	19.0	5.6	5.2	2.8	257.6
Certificate I or II or lower	'000	17.8	18.0	17.2	5.9	4.7	1.7	1.3	1.2	67.8
All qualifications	'000	113.4	122.8	81.0	36.0	29.7	8.3	8.7	4.3	404.2
All graduates aged 15 - 64										
Diploma and above	'000	25.5	28.3	14.1	7.1	6.1	1.1	2.3	0.3	84.8
Certificate III or IV	'000	85.6	95.1	62.6	29.6	21.4	6.5	5.9	3.1	309.9
Certificate I or II or lower	'000	26.4	35.1	29.8	14.0	8.0	3.2	1.8	2.3	120.6
All qualifications	'000	137.6	158.6	106.4	50.8	35.4	10.8	10.0	5.7	515.3
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	16.8	18.0	11.8	14.6	13.6	5.8	20.8	2.0	15.6
Certificate III and above	%	83.9	77.9	71.8	80.2	73.4	73.7	84.9	61.7	78.2
All graduates aged 20 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	20.9	21.6	15.7	17.7	20.0	12.8	25.3	6.4	19.5
Certificate III and above	%	84.3	85.3	78.8	83.7	84.1	79.9	84.6	71.5	83.2
All graduates aged 15 - 64										
Diploma and above	%	18.6	17.8	13.3	14.0	17.2	10.2	22.9	4.9	16.5
Certificate III and above	%	80.8	77.9	72.0	72.3	77.5	70.7	82.2	59.0	76.6
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	0.1	–	0.1	–	–	–	–	–	0.2
Certificate III or IV	'000	1.1	0.3	0.8	0.3	0.2	0.1	0.1	0.1	2.9
Certificate I or II or lower	'000	0.7	0.3	0.9	0.4	0.3	0.1	–	0.3	2.8
All qualifications	'000	1.8	0.6	1.8	0.7	0.4	0.2	0.1	0.4	6.0
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.3	0.6	2.2	0.7	0.6	0.2	0.1	0.4	7.0
Certificate I or II or lower	'000	1.1	0.4	1.5	0.8	0.4	0.1	–	0.8	5.2
All qualifications	'000	3.8	1.2	4.0	1.5	1.2	0.3	0.2	1.2	13.4
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.4	0.2	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.8	0.7	2.7	0.8	0.7	0.2	0.1	0.5	8.5
Certificate I or II or lower	'000	2.0	0.7	2.5	1.5	0.6	0.2	0.1	1.1	8.8
All qualifications	'000	5.3	1.6	5.5	2.4	1.4	0.4	0.2	1.6	18.6
Proportion of qualifications completed										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous graduates aged 18 - 24										
Diploma and above	%	4.4	6.3	2.9	2.0	2.5	1.1	19.8	0.6	3.7
Certificate III and above	%	62.7	58.9	50.8	42.9	42.4	60.9	74.5	27.1	53.1
Indigenous graduates aged 20 - 64										
Diploma and above	%	11.0	12.4	8.2	4.3	6.7	8.5	29.0	3.6	8.7
Certificate III and above	%	70.1	62.5	63.1	48.3	61.8	69.4	73.1	38.2	61.2
Indigenous graduates aged 15 - 64										
Diploma and above	%	8.4	9.7	6.2	3.0	5.5	6.1	23.6	2.8	6.6
Certificate III and above	%	61.3	55.4	54.6	36.4	56.5	57.3	67.9	31.2	52.5
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.3	10.0	2.5	2.1	1.5	0.2	0.6	–	23.2
Certificate III or IV	'000	28.3	32.7	16.3	9.2	6.4	2.4	1.5	0.7	97.4
Certificate I or II or lower	'000	6.5	11.7	6.5	2.3	2.7	0.9	0.3	0.2	31.2
All qualifications	'000	41.0	54.4	25.3	13.6	10.5	3.6	2.4	0.9	151.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	20.3	25.7	9.8	5.2	5.7	1.0	1.8	0.2	69.6
Certificate III or IV	'000	66.0	75.0	42.9	18.9	17.6	5.3	3.8	2.4	231.8
Certificate I or II or lower	'000	16.2	16.6	12.0	4.2	4.0	1.6	0.9	0.5	56.1
All qualifications	'000	102.5	117.3	64.8	28.2	27.3	7.9	6.6	3.0	357.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	22.0	27.4	10.7	5.8	5.8	1.1	1.8	0.2	74.9

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	78.8	91.3	51.5	24.2	19.8	6.2	4.2	2.6	278.5
Certificate I or II or lower	'000	23.8	33.0	20.7	10.1	7.1	2.9	1.2	1.2	99.9
All qualifications	'000	124.6	151.7	82.8	40.1	32.6	10.2	7.2	4.0	453.2
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.3	18.4	9.9	15.4	14.3	6.1	23.7	2.6	15.3
Certificate III and above	%	84.2	78.4	74.2	83.1	74.7	74.5	85.6	75.6	79.5
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	19.8	21.9	15.2	18.3	20.7	13.1	27.0	7.5	19.5
Certificate III and above	%	84.2	85.8	81.4	85.2	85.2	80.2	85.7	84.9	84.3
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	17.7	18.1	12.9	14.6	17.8	10.5	25.4	5.7	16.5
Certificate III and above	%	80.9	78.3	75.0	74.9	78.4	71.3	83.8	70.2	78.0
2010										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.3	8.8	3.7	2.2	0.5	0.2	0.5	–	23.2
Certificate III or IV	'000	30.4	25.8	18.5	11.4	4.3	2.4	1.8	0.7	95.4
Certificate I or II or lower	'000	7.5	10.0	8.2	3.1	2.9	1.0	0.4	0.4	33.5
All qualifications	'000	45.2	44.7	30.4	16.7	7.6	3.6	2.8	1.1	152.0
All graduates aged 20 - 64										
Diploma and above	'000	18.7	21.7	9.5	5.5	2.6	1.0	1.8	0.2	61.1
Certificate III or IV	'000	68.3	56.4	42.8	23.7	13.3	5.1	4.8	2.3	216.6
Certificate I or II or lower	'000	18.3	13.6	15.2	6.2	5.1	1.6	1.0	1.1	62.1

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	105.3	91.7	67.5	35.3	21.0	7.6	7.6	3.6	339.8
All graduates aged 15 - 64										
Diploma and above	'000	20.6	23.2	11.0	6.3	2.7	1.0	1.9	0.2	67.0
Certificate III or IV	'000	81.9	67.3	53.3	29.8	14.9	6.1	5.6	2.5	261.4
Certificate I or II or lower	'000	27.1	26.6	27.7	14.1	7.7	3.0	1.6	2.0	109.7
All qualifications	'000	129.6	117.1	92.0	50.2	25.2	10.1	9.0	4.7	438.1
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	16.1	19.7	12.1	13.1	6.0	5.0	19.6	2.0	15.2
Certificate III and above	%	83.5	77.5	72.9	81.7	62.0	73.0	85.5	63.4	78.0
All graduates aged 20 - 64										
Diploma and above	%	17.8	23.6	14.1	15.5	12.4	12.7	24.1	6.4	18.0
Certificate III and above	%	82.6	85.1	77.5	82.5	75.5	79.7	86.7	68.7	81.7
All graduates aged 15 - 64										
Diploma and above	%	15.9	19.8	12.0	12.5	10.6	9.9	21.0	5.0	15.3
Certificate III and above	%	79.1	77.3	69.9	71.8	69.6	70.5	82.7	57.8	75.0
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	0.9	0.2	0.6	0.2	0.1	0.1	–	0.1	2.3
Certificate I or II or lower	'000	0.6	0.2	0.7	0.3	0.2	0.1	–	0.2	2.3
All qualifications	'000	1.5	0.4	1.4	0.6	0.3	0.2	0.1	0.3	4.7
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.3	0.1	0.2	–	–	–	–	–	0.8

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	1.9	0.4	1.8	0.5	0.4	0.1	0.1	0.3	5.6
Certificate I or II or lower	'000	1.1	0.2	1.2	0.7	0.5	0.1	–	0.8	4.5
All qualifications	'000	3.3	0.7	3.3	1.2	0.9	0.2	0.2	1.1	10.9
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.4	0.1	0.3	–	–	–	–	–	0.8
Certificate III or IV	'000	2.3	0.5	2.2	0.6	0.5	0.2	0.1	0.4	6.7
Certificate I or II or lower	'000	1.8	0.4	2.2	1.4	0.6	0.2	0.1	1.0	7.7
All qualifications	'000	4.5	1.0	4.6	2.0	1.1	0.4	0.2	1.4	15.3
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	5.1	4.1	3.6	2.6	0.3	1.3	6.9	–	3.5
Certificate III and above	%	62.0	60.7	49.7	42.7	31.1	63.5	72.2	26.9	51.7
Indigenous graduates aged 20 - 64										
Diploma and above	%	10.0	10.7	7.4	3.3	2.4	8.8	13.9	1.5	7.0
Certificate III and above	%	67.4	69.1	63.8	41.5	46.7	71.4	77.5	30.6	58.2
Indigenous graduates aged 15 - 64										
Diploma and above	%	7.8	8.1	5.6	2.2	2.1	5.3	10.4	1.2	5.3
Certificate III and above	%	59.4	60.3	53.3	30.8	42.6	55.2	62.8	26.8	49.6
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.1	8.7	2.3	1.9	0.4	0.2	0.5	–	20.2
Certificate III or IV	'000	28.3	24.8	14.9	10.1	3.5	2.3	1.2	0.6	85.8
Certificate I or II or lower	'000	6.7	9.6	5.8	2.3	2.4	0.9	0.3	0.2	28.1
All qualifications	'000	41.1	43.1	23.0	14.3	6.4	3.3	1.9	0.8	134.0

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	16.1	21.2	7.1	4.3	2.5	0.9	1.5	0.2	53.9
Certificate III or IV	'000	62.8	54.2	34.1	19.4	11.5	4.8	3.2	1.9	192.0
Certificate I or II or lower	'000	16.8	13.0	10.7	4.5	4.3	1.4	0.6	0.4	51.7
All qualifications	'000	95.8	88.4	52.0	28.3	18.2	7.2	5.2	2.5	297.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	17.9	22.8	8.1	5.1	2.6	1.0	1.5	0.2	59.1
Certificate III or IV	'000	75.7	64.7	42.2	24.9	12.7	5.8	3.7	2.1	231.7
Certificate I or II or lower	'000	24.6	25.5	19.8	10.0	6.4	2.7	1.0	0.9	91.0
All qualifications	'000	118.2	113.0	70.1	39.9	21.6	9.5	6.2	3.3	381.8
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	14.8	20.2	10.2	13.4	6.9	5.3	24.1	2.7	15.0
Certificate III and above	%	83.7	77.8	74.7	84.1	62.0	74.1	86.6	77.8	79.0
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	16.9	24.0	13.7	15.3	13.6	13.0	27.9	8.5	18.1
Certificate III and above	%	82.4	85.3	79.3	84.0	76.6	80.3	88.8	85.5	82.6
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	15.2	20.1	11.6	12.7	11.8	10.2	24.2	6.5	15.5
Certificate III and above	%	79.2	77.4	71.7	75.0	70.6	71.6	83.7	71.0	76.2
2009										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.0	7.5	3.5	2.0	1.6	0.3	0.5	–	22.4

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	30.1	19.8	16.9	10.2	6.1	2.2	2.4	0.6	88.4
Certificate I or II or lower	'000	7.6	6.8	6.3	2.7	3.1	0.9	0.5	0.4	28.3
All qualifications	'000	44.6	34.1	26.7	14.9	10.8	3.4	3.5	1.0	139.0
All graduates aged 20 - 64										
Diploma and above	'000	13.9	15.6	8.1	4.1	4.2	1.1	1.5	0.2	48.8
Certificate III or IV	'000	63.1	46.9	35.5	19.4	15.5	5.0	4.8	1.8	191.9
Certificate I or II or lower	'000	18.5	12.8	9.2	5.5	5.2	1.4	1.3	0.8	54.6
All qualifications	'000	95.5	75.3	52.8	29.0	24.9	7.4	7.5	2.8	295.3
All graduates aged 15 - 64										
Diploma and above	'000	16.0	17.1	9.5	4.8	4.4	1.1	1.7	0.2	54.8
Certificate III or IV	'000	76.9	55.9	45.1	25.0	17.5	5.8	5.9	2.0	234.0
Certificate I or II or lower	'000	27.1	22.3	23.6	12.6	9.0	2.8	1.8	1.7	100.9
All qualifications	'000	120.0	95.3	78.2	42.5	30.9	9.6	9.3	3.9	389.7
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	15.6	21.9	13.1	13.3	15.1	7.5	15.6	2.7	16.1
Certificate III and above	%	83.0	80.1	76.4	81.7	71.5	72.3	85.8	62.8	79.7
All graduates aged 20 - 64										
Diploma and above	%	14.6	20.7	15.4	14.1	17.0	14.5	20.4	6.5	16.5
Certificate III and above	%	80.7	83.0	82.6	80.9	79.2	81.7	83.4	70.3	81.5
All graduates aged 15 - 64										
Diploma and above	%	13.3	17.9	12.1	11.4	14.3	11.5	18.0	4.8	14.1
Certificate III and above	%	77.4	76.6	69.8	70.3	70.8	71.2	81.0	56.6	74.1
Indigenous graduates										
Number of VET qualifications completed										



TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.2	0.5	0.2	0.1	0.1	–	0.1	1.9
Certificate I or II or lower	'000	0.5	0.1	0.4	0.3	0.2	–	–	0.2	1.8
All qualifications	'000	1.2	0.3	1.0	0.6	0.3	0.1	0.1	0.2	3.8
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.2	–	0.3	–	0.1	–	–	–	0.6
Certificate III or IV	'000	1.7	0.4	1.2	0.5	0.3	0.2	0.1	0.3	4.6
Certificate I or II or lower	'000	1.1	0.3	0.7	0.6	0.3	0.1	0.1	0.5	3.6
All qualifications	'000	2.9	0.7	2.2	1.1	0.7	0.3	0.2	0.7	8.8
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.3	–	0.1	–	–	–	0.7
Certificate III or IV	'000	2.1	0.4	1.6	0.6	0.4	0.2	0.1	0.3	5.6
Certificate I or II or lower	'000	1.6	0.4	1.6	1.2	0.4	0.2	0.1	0.7	6.2
All qualifications	'000	3.9	0.9	3.5	1.8	0.8	0.3	0.2	1.0	12.5
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	3.5	3.2	4.0	2.7	2.4	4.9	1.5	–	3.2
Certificate III and above	%	62.8	53.4	55.7	41.1	42.3	62.3	54.4	30.3	53.2
Indigenous graduates aged 20 - 64										
Diploma and above	%	6.2	6.9	11.8	3.2	10.3	7.2	5.9	1.7	7.3
Certificate III and above	%	63.2	59.8	67.3	45.6	61.8	68.1	63.9	36.0	59.5
Indigenous graduates aged 15 - 64										
Diploma and above	%	5.0	5.8	8.1	2.5	8.5	5.8	5.0	1.3	5.5
Certificate III and above	%	58.4	52.9	53.2	34.1	54.5	55.0	56.6	28.9	50.2

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.2	6.9	2.7	1.8	1.5	0.3	0.5	–	19.8
Certificate III or IV	'000	27.9	18.9	14.1	9.1	5.5	2.1	2.1	0.5	80.2
Certificate I or II or lower	'000	6.8	6.5	4.8	1.9	2.4	0.9	0.4	0.2	23.8
All qualifications	'000	40.8	32.3	21.5	12.8	9.5	3.2	3.0	0.7	123.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	12.2	14.1	6.6	3.2	4.0	1.1	1.3	0.2	42.6
Certificate III or IV	'000	57.6	44.0	28.5	15.6	13.8	4.7	3.8	1.5	169.6
Certificate I or II or lower	'000	16.7	12.1	6.6	3.6	3.9	1.2	0.9	0.4	45.5
All qualifications	'000	86.6	70.2	41.7	22.4	21.7	6.9	6.1	2.0	257.7
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	14.2	15.5	7.5	3.9	4.1	1.1	1.5	0.2	47.9
Certificate III or IV	'000	70.6	52.7	35.9	20.6	15.5	5.4	4.7	1.7	207.2
Certificate I or II or lower	'000	24.4	21.3	17.9	8.3	7.2	2.5	1.3	0.9	83.8
All qualifications	'000	109.2	89.5	61.3	32.8	26.8	9.0	7.5	2.8	338.9
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.1	21.5	12.3	14.1	16.0	7.8	16.9	3.7	16.0
Certificate III and above	%	83.3	80.0	77.5	85.3	74.5	73.1	87.1	73.8	80.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	14.1	20.0	15.7	14.3	18.5	15.3	22.0	8.3	16.5
Certificate III and above	%	80.7	82.7	84.1	83.8	82.1	82.8	85.0	82.6	82.3
Non-Indigenous graduates aged 15 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	13.0	17.3	12.2	11.8	15.4	12.1	19.4	6.1	14.1
Certificate III and above	%	77.6	76.2	70.8	74.8	73.3	72.1	82.5	66.6	75.3
2008										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	6.2	6.6	2.8	1.7	2.1	0.3	0.6	–	20.2
Certificate III or IV	'000	27.5	18.2	14.5	9.0	5.4	2.5	1.5	0.5	79.3
Certificate I or II or lower	'000	6.9	6.1	3.9	3.0	2.8	0.8	0.4	0.3	24.3
All qualifications	'000	40.6	30.9	21.3	13.7	10.3	3.6	2.5	0.9	123.8
All graduates aged 20 - 64										
Diploma and above	'000	11.8	13.3	7.7	3.4	4.7	1.3	1.2	0.2	43.4
Certificate III or IV	'000	55.9	40.5	33.2	16.1	12.4	5.4	3.5	1.5	168.5
Certificate I or II or lower	'000	19.0	13.0	7.5	6.2	5.5	1.8	1.1	0.7	54.7
All qualifications	'000	86.6	66.8	48.4	25.7	22.5	8.4	5.9	2.3	266.6
All graduates aged 15 - 64										
Diploma and above	'000	13.7	14.7	8.7	4.0	4.8	1.3	1.4	0.2	48.7
Certificate III or IV	'000	68.3	48.4	40.3	20.9	14.1	6.3	4.1	1.6	204.0
Certificate I or II or lower	'000	27.2	22.3	17.7	12.3	9.1	2.7	1.6	1.5	94.3
All qualifications	'000	109.2	85.4	66.7	37.2	27.9	10.3	7.0	3.3	347.1
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	15.3	21.2	13.2	12.1	20.0	7.7	22.6	3.5	16.3
Certificate III and above	%	83.0	80.2	81.7	78.3	72.5	76.7	82.8	60.7	80.3
All graduates aged 20 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	13.6	19.9	15.8	13.1	20.8	15.0	21.0	6.6	16.3
Certificate III and above	%	78.0	80.5	84.6	75.9	75.7	79.0	81.2	69.2	79.5
All graduates aged 15 - 64										
Diploma and above	%	12.5	17.2	13.1	10.7	17.1	12.8	19.6	4.8	14.0
Certificate III and above	%	75.1	73.9	73.5	67.0	67.5	73.7	77.6	54.1	72.8
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.1	0.5	0.2	0.1	0.1	–	0.1	1.7
Certificate I or II or lower	'000	0.4	0.1	0.3	0.2	0.2	–	–	0.1	1.4
All qualifications	'000	1.1	0.2	0.8	0.5	0.3	0.1	–	0.2	3.2
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.1	0.1	0.2	0.1	0.1	–	–	–	0.6
Certificate III or IV	'000	1.5	0.3	1.2	0.4	0.2	0.1	0.1	0.2	4.1
Certificate I or II or lower	'000	1.0	0.2	0.4	0.5	0.3	0.1	–	0.3	2.8
All qualifications	'000	2.6	0.6	1.8	1.0	0.6	0.3	0.1	0.6	7.5
Indigenous graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.2	0.1	0.1	–	–	–	0.7
Certificate III or IV	'000	1.8	0.4	1.4	0.5	0.3	0.2	0.1	0.2	4.9
Certificate I or II or lower	'000	1.5	0.3	1.0	1.0	0.4	0.1	–	0.5	5.0
All qualifications	'000	3.5	0.8	2.7	1.6	0.8	0.3	0.1	0.8	10.6
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	4.0	4.6	3.8	3.0	2.7	4.4	6.3	1.0	3.6

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate III and above	%	63.8	60.1	64.5	48.1	39.6	66.2	54.2	29.8	57.4
Indigenous graduates aged 20 - 64										
Diploma and above	%	5.4	13.0	12.7	6.0	14.5	8.6	12.5	3.1	8.6
Certificate III and above	%	61.2	69.0	77.0	50.5	52.6	63.7	79.2	43.4	62.6
Indigenous graduates aged 15 - 64										
Diploma and above	%	4.5	10.0	9.1	3.9	11.3	7.2	10.5	2.2	6.5
Certificate III and above	%	56.7	60.4	61.8	37.7	44.5	60.4	66.1	33.9	53.1
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	5.6	5.8	2.3	1.5	2.1	0.3	0.6	–	18.1
Certificate III or IV	'000	25.6	17.2	12.8	8.0	5.1	2.4	1.4	0.4	72.9
Certificate I or II or lower	'000	6.2	5.8	3.1	1.9	2.5	0.8	0.4	0.2	20.7
All qualifications	'000	37.3	28.8	18.2	11.4	9.6	3.4	2.4	0.7	111.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	10.4	11.5	6.4	2.8	4.5	1.2	1.2	0.1	38.1
Certificate III or IV	'000	51.3	37.2	27.6	12.9	11.5	5.1	3.1	1.2	150.0
Certificate I or II or lower	'000	17.3	11.4	5.8	4.1	4.6	1.6	0.9	0.4	46.0
All qualifications	'000	79.0	60.2	39.7	19.8	20.6	8.0	5.1	1.7	234.0
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	12.2	12.8	7.2	3.3	4.6	1.3	1.3	0.1	42.8
Certificate III or IV	'000	62.9	44.7	33.4	17.2	13.1	6.0	3.6	1.4	182.3
Certificate I or II or lower	'000	24.6	20.4	13.3	8.1	7.8	2.5	1.2	1.0	78.9
All qualifications	'000	99.8	77.9	53.8	28.7	25.5	9.8	6.0	2.5	304.0
Proportion of qualifications completed										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.0	20.1	12.6	13.3	21.3	7.9	23.9	4.2	16.2
Certificate III and above	%	83.5	79.9	83.1	83.4	74.2	77.2	85.1	69.5	81.4
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	13.2	19.1	16.0	13.9	21.8	15.4	22.7	7.9	16.3
Certificate III and above	%	78.1	81.0	85.5	79.4	77.7	80.0	83.1	77.3	80.3
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	12.2	16.4	13.3	11.6	18.0	13.1	21.4	5.7	14.1
Certificate III and above	%	75.3	73.8	75.4	71.6	69.5	74.5	80.3	60.2	74.1
2007										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	6.8	7.7	2.7	1.7	1.8	0.3	0.7	–	21.7
Certificate III or IV	'000	25.1	19.6	11.5	7.8	4.7	1.8	1.7	0.4	72.7
Certificate I or II or lower	'000	8.0	6.3	3.0	2.4	2.1	0.8	0.7	0.3	23.7
All qualifications	'000	39.9	33.6	17.2	12.0	8.7	2.9	3.1	0.7	118.1
All graduates aged 20 - 64										
Diploma and above	'000	11.6	13.0	6.6	3.1	4.3	0.9	1.3	0.1	41.0
Certificate III or IV	'000	49.2	41.9	25.4	13.5	10.8	4.1	3.7	1.1	149.7
Certificate I or II or lower	'000	19.3	12.0	7.2	6.1	4.2	1.8	1.5	0.8	52.9
All qualifications	'000	80.1	67.0	39.2	22.6	19.3	6.9	6.5	2.0	243.6
All graduates aged 15 - 64										
Diploma and above	'000	13.7	14.6	7.8	3.8	4.4	0.9	1.4	0.1	46.8
Certificate III or IV	'000	60.4	49.9	30.9	17.5	12.1	4.7	4.3	1.2	181.0

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I or II or lower	'000	29.4	21.5	14.1	10.9	7.2	2.6	2.1	1.7	89.6
All qualifications	'000	103.6	86.0	52.8	32.1	23.6	8.3	7.9	3.0	317.4
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	17.0	22.8	15.6	14.5	21.1	8.8	22.3	2.1	18.4
Certificate III and above	%	80.0	81.2	82.6	79.6	75.5	72.0	76.9	53.9	79.9
All graduates aged 20 - 64										
Diploma and above	%	14.5	19.5	16.9	13.5	22.3	13.5	19.8	6.0	16.8
Certificate III and above	%	76.0	82.0	81.6	73.1	78.3	73.7	76.5	60.3	78.3
All graduates aged 15 - 64										
Diploma and above	%	13.3	16.9	14.8	11.8	18.6	11.4	18.4	4.0	14.8
Certificate III and above	%	71.6	75.0	73.3	66.2	69.6	68.3	72.8	44.0	71.8
Indigenous graduates										
Number of VET qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.5	0.1	0.4	0.1	0.1	0.1	–	0.1	1.4
Certificate I or II or lower	'000	0.4	0.1	0.2	0.2	0.1	–	–	0.2	1.1
All qualifications	'000	0.9	0.2	0.6	0.3	0.2	0.1	–	0.2	2.7
Indigenous graduates aged 20 - 64										
Diploma and above	'000	0.1	–	0.2	–	0.1	–	–	–	0.5
Certificate III or IV	'000	1.2	0.3	1.0	0.4	0.2	0.1	–	0.2	3.5
Certificate I or II or lower	'000	0.8	0.2	0.5	0.4	0.2	0.1	0.1	0.5	2.7
All qualifications	'000	2.1	0.5	1.7	0.8	0.5	0.2	0.1	0.7	6.6
Indigenous graduates aged 15 - 64										

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	'000	0.2	–	0.2	–	0.1	–	–	–	0.5
Certificate III or IV	'000	1.4	0.3	1.2	0.5	0.3	0.1	–	0.3	4.1
Certificate I or II or lower	'000	1.3	0.3	0.9	0.8	0.3	0.1	0.1	0.7	4.5
All qualifications	'000	2.9	0.7	2.2	1.3	0.6	0.3	0.2	1.0	9.1
Proportion of qualifications completed										
Indigenous graduates aged 18 - 24										
Diploma and above	%	5.7	4.7	3.9	3.8	1.6	4.9	6.8	0.4	4.2
Certificate III and above	%	59.3	60.2	69.5	46.8	54.2	59.2	50.0	30.5	57.1
Indigenous graduates aged 20 - 64										
Diploma and above	%	7.0	8.7	10.1	4.3	16.2	6.1	4.7	2.5	7.7
Certificate III and above	%	61.8	60.4	70.9	53.2	63.6	57.6	40.2	35.8	59.8
Indigenous graduates aged 15 - 64										
Diploma and above	%	5.7	7.1	7.9	3.0	13.4	4.5	3.7	1.9	6.0
Certificate III and above	%	54.6	53.1	61.5	38.3	57.1	51.9	33.5	29.4	50.9
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	5.5	6.8	2.3	1.6	1.8	0.2	0.7	–	19.0
Certificate III or IV	'000	22.4	18.3	10.6	7.1	4.5	1.7	1.7	0.3	66.6
Certificate I or II or lower	'000	6.9	5.9	2.6	2.0	1.9	0.7	0.7	0.2	20.9
All qualifications	'000	34.8	31.0	15.5	10.8	8.2	2.7	3.0	0.5	106.5
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	9.4	11.2	5.8	2.5	4.1	0.9	1.2	0.1	35.2
Certificate III or IV	'000	42.3	38.0	22.2	11.3	10.1	4.0	3.3	0.8	132.0
Certificate I or II or lower	'000	16.9	10.7	6.0	4.5	3.5	1.7	1.3	0.3	44.9



TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	68.5	60.0	34.0	18.3	17.8	6.5	5.8	1.2	212.1
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	11.4	12.7	6.8	3.2	4.2	0.9	1.3	0.1	40.6
Certificate III or IV	'000	52.4	45.6	27.1	14.9	11.2	4.5	3.9	0.9	160.6
Certificate I or II or lower	'000	25.4	19.7	11.8	8.1	6.1	2.4	1.8	1.0	76.4
All qualifications	'000	89.1	78.0	45.8	26.2	21.6	7.9	7.0	2.0	277.6
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.9	21.9	14.8	15.0	22.2	9.0	22.7	2.7	17.8
Certificate III and above	%	80.2	80.9	83.2	81.3	76.5	72.5	78.1	64.9	80.3
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	13.7	18.7	17.0	13.8	23.3	13.9	20.4	8.0	16.6
Certificate III and above	%	75.4	82.1	82.4	75.3	80.2	74.4	77.8	74.1	78.8
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	12.8	16.2	14.8	12.3	19.5	11.8	19.1	5.0	14.6
Certificate III and above	%	71.5	74.7	74.1	69.1	71.5	69.1	74.7	50.8	72.5

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.

(b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.

(c) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.

(d) Final qualifications completed data for 2012 are not available. Only preliminary data are available from the 2012 National VET Provider Collection.

(e) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

TABLE 5A.82

Table 5A.82 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (f)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(f)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(g)	Additional information is provided in footnotes for table 5A.77.									
	– Nil or rounded to zero.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2012										
All graduates										
Diploma and above	'000	20.3	31.6	10.1	5.1	4.6	1.2	1.2	0.2	74.4
Change in diploma and above between 2011 and 2012	%	- 9.2	14.0	- 9.2	- 9.3	24.7	30.0	- 10.9	30.2	1.9
Certificate III or IV	'000	100.2	156.5	58.9	33.3	27.6	6.9	5.1	3.2	391.7
Change in certificate III or IV between 2011 and 2012	%	4.8	39.1	- 3.6	1.2	35.0	2.8	9.0	16.4	16.4
Certificate I or II	'000	45.7	59.2	24.7	21.8	19.0	4.2	1.0	3.4	179.2
Change in certificate I or II between 2011 and 2012	%	10.8	23.2	- 20.7	- 3.8	35.8	- 0.8	- 6.4	- 6.5	7.8
All qualifications	'000	166.3	247.3	93.7	60.2	51.3	12.4	7.4	6.8	645.3
Indigenous graduates										
Diploma and above	no.	525	184	430	71	55	33	15	31	1 343
Certificate III or IV	no.	3 924	1 297	3 137	1 310	845	279	94	623	11 508
Certificate I or II	no.	3 688	1 052	2 447	3 120	1 580	317	60	1 697	13 961
All qualifications	no.	8 136	2 533	6 013	4 501	2 480	629	168	2 351	26 812
Non-Indigenous graduates										
Diploma and above	'000	19.3	31.0	7.7	4.2	4.4	1.2	1.1	0.2	69.1
Certificate III or IV	'000	94.5	152.9	50.4	28.2	25.9	6.6	4.6	2.5	365.7
Certificate I or II	'000	41.5	57.4	18.8	14.9	17.2	3.9	0.8	1.6	156.2
All qualifications	'000	155.3	241.3	76.9	47.4	47.5	11.6	6.6	4.4	591.0
2011										
All graduates										
Diploma and above	'000	22.4	27.7	11.1	5.6	3.7	0.9	1.4	0.2	73.0

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Change in diploma and above between 2010 and 2011	%	13.3	21.1	15.4	10.4	13.1	21.4	2.0	5.7	16.0
Certificate III or IV	'000	95.6	112.5	61.0	32.9	20.5	6.7	4.7	2.7	336.6
Change in certificate III or IV between 2010 and 2011	%	4.0	47.6	20.0	1.8	16.0	8.1	7.1	- 3.8	19.2
Certificate I or II	'000	41.3	48.1	31.2	22.7	14.0	4.3	1.1	3.6	166.2
Change in certificate I or II between 2010 and 2011	%	- 4.2	39.4	19.6	- 6.4	- 2.0	4.0	0.1	4.2	10.2
All qualifications	'000	159.3	188.3	103.3	61.2	38.2	11.9	7.2	6.5	575.9
Indigenous graduates										
Diploma and above	no.	480	140	363	85	54	26	18	22	1 189
Certificate III or IV	no.	3 797	998	2 918	1 184	692	272	82	573	10 516
Certificate I or II	no.	3 637	915	3 086	2 917	1 126	295	74	1 990	14 040
All qualifications	no.	7 914	2 053	6 367	4 187	1 872	593	174	2 585	25 744
Non-Indigenous graduates										
Diploma and above	'000	20.9	27.0	8.3	4.6	3.5	0.9	1.1	0.1	66.5
Certificate III or IV	'000	89.9	107.8	50.8	26.9	18.8	6.3	3.5	2.1	306.1
Certificate I or II	'000	37.2	45.6	20.9	15.9	12.6	3.9	0.7	1.6	138.3
All qualifications	'000	148.0	180.4	80.0	47.4	34.9	11.1	5.3	3.9	510.9
2010										
All graduates										
Diploma and above	'000	19.8	22.9	9.6	5.1	3.3	0.8	1.3	0.2	62.9
Change in diploma and above between 2009 and 2010	%	30.7	21.0	22.5	16.5	27.0	4.5	—	86.3	23.3
Certificate III or IV	'000	91.9	76.2	50.9	32.3	17.6	6.2	4.4	2.9	282.4

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Change in certificate III or IV between 2009 and 2010	%	6.5	18.4	12.3	10.3	4.9	0.8	14.2	10.4	10.9
Certificate I or II	'000	43.1	34.5	26.1	24.3	14.3	4.1	1.1	3.5	150.9
Change in certificate I or II between 2009 and 2010	%	1.6	16.8	23.3	- 1.9	4.2	- 0.1	- 6.0	6.2	7.7
All qualifications	'000	154.7	133.6	86.5	61.7	35.2	11.1	6.9	6.5	496.2
Indigenous graduates										
Diploma and above	no.	401	143	284	62	43	17	18	21	989
Certificate III or IV	no.	3 388	751	2 475	1 009	485	207	88	635	9 036
Certificate I or II	no.	3 524	682	2 344	2 954	1 098	273	81	1 870	12 826
All qualifications	no.	7 312	1 576	5 103	4 026	1 626	497	186	2 526	22 852
Non-Indigenous graduates										
Diploma and above	'000	18.6	22.0	7.3	4.2	3.0	0.7	1.0	0.1	57.1
Certificate III or IV	'000	86.8	73.2	41.9	26.9	14.3	5.8	3.2	2.2	254.3
Certificate I or II	'000	39.0	32.9	18.7	16.7	12.1	3.7	0.7	1.6	125.4
All qualifications	'000	144.4	128.0	67.9	47.8	29.5	10.2	4.9	3.9	436.7
2009										
All graduates										
Diploma and above	'000	15.1	18.9	7.8	4.4	2.6	0.7	1.3	0.1	51.0
Change in diploma and above between 2008 and 2009	%	8.7	10.7	10.0	20.8	26.7	3.0	3.0	- 6.7	11.1
Certificate III or IV	'000	86.2	64.3	45.3	29.3	16.8	6.2	3.9	2.6	254.6
Change in certificate III or IV between 2008 and 2009	%	7.4	4.9	8.7	19.4	18.9	0.3	12.4	7.9	8.8
Certificate I or II	'000	42.4	29.5	21.1	24.8	13.7	4.1	1.2	3.3	140.1

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Change in certificate I or II between 2008 and 2009	%	2.9	1.1	4.4	17.5	1.2	- 4.2	- 3.4	- 3.0	4.4
All qualifications	'000	143.8	112.8	74.3	58.4	33.1	11.0	6.4	5.9	445.7
Indigenous graduates										
Diploma and above	no.	233	104	292	57	75	13	9	11	794
Certificate III or IV	no.	2 917	702	1 986	879	376	181	123	547	7 712
Certificate I or II	no.	3 041	649	1 928	2 570	903	253	91	1 732	11 169
All qualifications	no.	6 191	1 455	4 206	3 506	1 355	447	224	2 290	19 675
Non-Indigenous graduates										
Diploma and above	'000	14.7	18.3	5.8	3.7	2.4	0.7	1.2	0.1	46.8
Certificate III or IV	'000	81.9	62.0	36.4	24.0	13.9	5.7	3.2	2.0	229.0
Certificate I or II	'000	38.3	28.0	14.8	15.4	10.9	3.7	0.8	1.5	113.4
All qualifications	'000	134.8	108.3	57.0	43.1	27.1	10.2	5.2	3.5	389.2
2008										
All graduates										
Diploma and above	'000	13.9	17.1	7.1	3.6	2.0	0.7	1.3	0.1	45.9
Certificate III or IV	'000	80.3	61.3	41.6	24.5	14.2	6.2	3.4	2.4	233.9
Certificate I or II	'000	41.2	29.2	20.2	21.1	13.6	4.3	1.2	3.4	134.1
All qualifications	'000	135.4	107.6	69.0	49.2	29.7	11.2	5.9	5.8	414.0
Indigenous graduates										
Diploma and above	no.	199	106	289	61	22	16	11	16	720
Certificate III or IV	no.	2 765	611	1 970	815	314	185	80	541	7 280
Certificate I or II	no.	2 928	717	1 527	2 066	821	236	46	1 739	10 080
All qualifications	no.	5 891	1 434	3 786	2 943	1 157	437	136	2 295	18 079
Non-Indigenous graduates										
Diploma and above	'000	13.5	16.5	5.4	3.1	1.9	0.7	1.2	0.1	42.5

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
Certificate III or IV	'000	76.0	58.6	35.1	20.3	13.0	5.9	2.9	1.8	213.6
Certificate I or II	'000	36.7	27.2	14.5	13.1	11.5	3.9	0.8	1.6	109.2
All qualifications	'000	126.2	102.3	55.0	36.5	26.4	10.4	4.9	3.5	365.2

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Qualification Equivalents expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.
- (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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
  - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (d) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 - 5.0%.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (f) From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.

TABLE 5A.83

Table 5A.83 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
(g)	Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.									
(h)	For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.									
(i)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
	– Nil or rounded to zero.									

Source: NCVET unpublished, National VET provider collection.



TABLE 5A.84

Table 5A.84 **Number of units of competency and modules completed (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2012										
Units of competency	'000	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules	'000	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined	'000	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
Change between 2011 and 2012	%	- 2.9	27.5	- 9.1	- 1.2	24.6	1.7	5.4	2.1	8.2
2011										
Units of competency	'000	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules	'000	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined	'000	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
Change between 2010 and 2011	%	0.3	37.1	13.9	0.1	2.9	4.8	- 4.1	- 4.3	12.8
2010										
Units of competency	'000	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules	'000	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined	'000	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
Change between 2010 and 2009	%	4.5	18.7	11.3	6.4	1.6	0.8	2.3	9.1	9.1
2009										
Units of competency	'000	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules	'000	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined	'000	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9
Change between 2009 and 2008	%	- 0.3	7.5	4.0	14.7	5.6	- 6.6	34.5	1.6	4.6
2008										
Units of competency	'000	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules	'000	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4

TABLE 5A.84

Table 5A.84 **Number of units of competency and modules completed (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
Units of competency and modules combined	'000	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.
- Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:
- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
  - the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.
- (d) Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.
- (e) For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.
- (f) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.
- (g) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.85

Table 5A.85 Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)

	NSW (e)	Vic (e)	Qld	WA	SA (e), (f)	Tas (e)	ACT (e)	NT (e)	Aust
2012									
Units of competency completed									
Major cities	1 502.6	2 614.6	864.1	588.9	484.2	0.6	108.6	0.8	6 164.6
Inner regional	616.1	938.1	364.7	94.8	89.0	118.4	11.7	0.9	2 233.6
Outer regional	220.8	254.7	244.7	91.7	106.2	60.7	2.6	53.4	1 034.7
Remote and very remote	31.0	5.0	75.6	83.4	29.3	8.0	0.3	37.5	270.0
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules completed									
Major cities	305.7	310.0	44.6	75.5	57.1	–	23.5	–	816.5
Inner regional	87.7	87.9	11.1	6.8	5.9	10.4	2.2	–	212.1
Outer regional	34.9	15.5	7.3	7.0	9.7	4.1	0.5	2.0	81.0
Remote and very remote	5.5	0.3	1.9	4.2	2.3	0.4	–	3.2	17.7
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Major cities	1 808.3	2 924.7	908.7	664.4	541.3	0.6	132.1	0.9	6 981.0
Inner regional	703.7	1 026.1	375.8	101.6	94.9	128.8	13.9	0.9	2 445.6
Outer regional	255.7	270.2	252.0	98.7	115.8	64.8	3.1	55.4	1 115.7
Remote and very remote	36.5	5.3	77.5	87.6	31.6	8.4	0.3	40.6	287.7
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Major cities	1 588.1	2 052.3	950.7	587.0	324.1	0.6	81.0	0.6	5 584.4
Inner regional	608.6	748.6	393.4	98.4	66.3	115.2	7.3	0.3	2 038.2
Outer regional	205.6	214.5	264.1	89.7	78.3	60.9	1.5	49.5	964.1
Remote and very remote	24.9	4.2	83.0	79.1	22.8	8.5	0.1	41.8	264.4
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e), (f)</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
Modules completed									
Major cities	323.0	217.9	53.3	88.9	47.0	–	44.0	–	774.1
Inner regional	93.4	66.3	16.2	7.8	5.7	9.2	4.4	–	203.1
Outer regional	37.6	12.5	9.6	8.2	11.0	4.4	0.9	2.0	86.3
Remote and very remote	5.9	0.2	2.8	4.8	1.8	0.4	0.1	4.4	20.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined									
Major cities	1 911.1	2 270.2	1 004.0	675.9	371.1	0.6	125.0	0.6	6 358.5
Inner regional	702.0	814.9	409.6	106.3	72.0	124.5	11.8	0.3	2 241.3
Outer regional	243.2	227.0	273.7	97.9	89.4	65.3	2.4	51.5	1 050.4
Remote and very remote	30.8	4.4	85.7	83.9	24.6	8.9	0.2	46.2	284.8
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
2010									
Units of competency completed									
Major cities	1 445.8	1 415.5	722.2	481.0	313.1	4.3	78.8	1.0	4 461.7
Inner regional	566.0	594.0	337.0	183.6	76.1	88.0	20.7	0.8	1 866.3
Outer regional	328.9	138.6	306.4	87.0	76.0	74.8	2.5	50.0	1 064.2
Remote and very remote	38.1	6.5	90.2	85.9	29.0	7.6	0.1	42.2	299.4
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Major cities	354.3	183.1	57.7	88.7	60.3	–	35.9	0.1	780.1
Inner regional	103.0	59.4	22.6	19.0	7.9	9.3	9.1	–	230.3
Outer regional	62.5	10.2	18.0	8.5	12.7	5.5	1.7	4.7	123.8
Remote and very remote	9.9	0.1	4.7	7.2	5.2	0.3	0.1	5.5	33.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e), (f)</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
Major cities	1 800.1	1 598.6	780.0	569.7	373.3	4.3	114.7	1.1	5 241.8
Inner regional	669.1	653.4	359.6	202.5	83.9	97.3	29.9	0.9	2 096.6
Outer regional	391.4	148.8	324.3	95.5	88.8	80.3	4.2	54.7	1 188.0
Remote and very remote	48.0	6.6	94.9	93.1	34.2	7.9	0.2	47.7	332.6
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Major cities	1 287.0	1 145.3	627.6	447.4	320.3	8.2	76.9	0.6	3 913.3
Inner regional	494.0	506.1	281.6	164.3	78.9	83.7	19.1	0.4	1 628.1
Outer regional	288.0	121.6	264.2	75.4	73.4	70.8	2.8	43.8	940.0
Remote and very remote	37.6	3.3	80.4	70.9	26.7	6.5	0.3	39.0	264.7
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules completed									
Major cities	445.4	180.3	77.7	102.6	69.2	–	38.1	0.1	913.3
Inner regional	138.2	63.1	29.4	24.4	10.0	10.7	10.3	–	286.1
Outer regional	76.3	11.8	25.4	10.4	13.0	7.8	1.7	5.5	151.8
Remote and very remote	11.4	0.2	7.8	9.0	5.6	0.4	0.1	6.3	40.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Major cities	1 732.4	1 325.5	705.3	550.0	389.6	8.2	115.0	0.7	4 826.6
Inner regional	632.2	569.3	311.0	188.8	88.8	94.3	29.4	0.4	1 914.3
Outer regional	364.3	133.4	289.6	85.8	86.4	78.6	4.4	49.3	1 091.9
Remote and very remote	49.0	3.5	88.2	79.9	32.4	6.9	0.4	45.3	305.5
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

2008

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e), (f)</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
Units of competency completed									
Major cities	1 089.4	1 049.5	584.4	369.0	294.5	3.2	53.9	0.4	3 444.3
Inner regional	427.0	466.6	256.4	136.6	67.1	89.5	11.1	0.5	1 454.6
Outer regional	257.9	110.8	257.1	72.9	65.2	78.8	0.9	38.7	882.3
Remote and very remote	34.9	2.6	80.1	65.6	25.3	7.1	0.1	40.1	255.8
All students	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules completed									
Major cities	643.1	186.3	92.4	98.3	78.0	0.1	34.0	0.1	1 132.2
Inner regional	202.0	66.0	31.9	25.1	11.8	12.2	9.2	–	358.4
Outer regional	113.0	12.6	33.3	11.3	15.4	10.3	1.5	6.4	203.8
Remote and very remote	14.6	0.2	9.5	10.2	6.4	0.5	0.1	8.0	49.4
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4
Units of competency and modules combined									
Major cities	1 732.5	1 235.8	676.8	467.2	372.5	3.3	87.9	0.5	4 576.5
Inner regional	629.0	532.6	288.3	161.7	78.9	101.8	20.3	0.5	1 813.1
Outer regional	370.9	123.3	290.4	84.2	80.6	89.1	2.4	45.2	1 086.1
Remote and very remote	49.5	2.8	89.6	75.8	31.7	7.5	0.2	48.1	305.2
All students	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.

(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.

TABLE 5A.85

Table 5A.85 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c), (d)**

	<i>NSW (e)</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e), (f)</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
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(d) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.

(e) Additional jurisdictional information is provided in footnotes for table 5A.84.

(f) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT (d)	NT (d)	Aust
2012									
Units of competency completed									
Reported as having disability	180.5	218.4	80.4	40.1	52.6	18.0	8.8	4.0	602.9
Reported as not having disability	2 190.9	3 609.4	1 009.6	717.3	660.6	167.0	114.6	85.2	8 554.5
Not reported (disability)	47.5	–	474.7	105.1	–	3.2	3.9	7.4	641.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules completed									
Reported as having disability	67.8	49.4	6.6	7.0	10.9	3.7	2.3	0.8	148.5
Reported as not having disability	364.5	365.9	23.3	66.7	65.3	11.1	24.9	4.6	926.3
Not reported (disability)	3.9	–	35.6	20.6	–	0.2	0.1	0.3	60.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Reported as having disability	248.3	267.8	87.0	47.0	63.6	21.6	11.1	4.8	751.3
Reported as not having disability	2 555.4	3 975.2	1 032.9	784.0	725.9	178.1	139.5	89.8	9 480.8
Not reported (disability)	51.4	–	510.3	125.7	–	3.4	4.0	7.7	702.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Reported as having disability	179.4	175.4	92.3	37.5	29.6	17.9	5.9	4.1	542.0
Reported as not having disability	2 241.8	2 701.3	1 092.4	686.1	526.6	160.9	82.2	83.6	7 574.9
Not reported (disability)	51.5	152.7	526.2	134.1	–	6.9	7.2	5.9	884.5
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules completed									
Reported as having disability	74.4	36.0	7.8	7.1	10.3	2.8	3.8	0.8	143.1
Reported as not having disability	390.4	256.9	35.2	79.2	67.0	11.0	47.5	5.4	892.7
Not reported (disability)	3.3	4.9	39.6	24.4	–	0.3	–	0.5	72.8



TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT (d)	NT (d)	Aust
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined									
Reported as having disability	253.8	211.4	100.1	44.5	39.9	20.7	9.7	4.9	685.1
Reported as not having disability	2 632.3	2 958.2	1 127.6	765.3	593.6	171.9	129.7	89.0	8 467.6
Not reported (disability)	54.7	157.6	565.8	158.5	–	7.2	7.2	6.4	957.4
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
2010									
Units of competency completed									
Reported as having disability	163.3	119.5	74.8	34.9	28.0	14.8	7.6	3.4	446.3
Reported as not having disability	2 189.7	1 947.1	965.0	681.0	486.6	146.5	94.9	82.5	6 593.3
Not reported (disability)	45.1	105.0	431.3	127.7	14.9	14.0	3.1	8.5	749.6
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Reported as having disability	73.3	27.7	8.9	7.0	8.8	2.9	3.1	1.2	132.9
Reported as not having disability	455.1	224.3	56.2	85.3	74.4	12.1	44.2	8.7	960.2
Not reported (disability)	4.5	4.1	38.6	31.7	3.0	0.2	–	0.4	82.5
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									
Reported as having disability	236.6	147.1	83.7	41.9	36.8	17.7	10.7	4.7	579.2
Reported as not having disability	2 644.8	2 171.4	1 021.1	766.3	561.0	158.6	139.1	91.2	7 553.5
Not reported (disability)	49.6	109.1	469.9	159.4	17.9	14.2	3.1	8.9	832.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Reported as having disability	136.2	89.1	63.3	31.3	28.5	13.1	7.4	3.8	372.7

TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic (d)	Qld	WA	SA (d), (e)	Tas (d)	ACT (d)	NT (d)	Aust
Reported as not having disability	1 949.3	1 584.8	928.2	601.8	468.6	141.0	78.5	76.8	5 829.0
Not reported (disability)	36.1	113.6	282.0	129.5	11.0	16.0	13.4	3.6	605.2
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules completed									
Reported as having disability	72.8	23.0	10.4	8.0	10.9	2.6	3.3	0.9	132.0
Reported as not having disability	598.8	229.5	93.7	107.0	83.8	16.3	41.1	10.3	1 180.5
Not reported (disability)	10.4	5.2	36.9	32.1	3.4	0.1	5.8	0.7	94.6
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Reported as having disability	209.0	112.1	73.7	39.3	39.4	15.7	10.7	4.7	504.7
Reported as not having disability	2 548.2	1 814.3	1 021.9	708.8	552.4	157.3	119.6	87.1	7 009.5
Not reported (disability)	46.5	118.8	318.9	161.6	14.4	16.1	19.2	4.2	699.8
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9
2008									
Units of competency completed									
Reported as having disability	118.9	89.5	42.7	26.5	29.5	12.5	4.7	4.0	328.2
Reported as not having disability	1 644.1	1 457.4	922.2	500.9	421.6	156.5	55.1	73.5	5 231.3
Not reported (disability)	55.0	90.3	226.7	119.9	10.9	10.4	6.3	2.4	522.0
All students	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules completed									
Reported as having disability	92.2	29.5	7.0	7.7	12.4	3.3	3.3	1.0	156.4
Reported as not having disability	877.6	230.2	120.0	110.6	96.0	19.6	39.2	12.4	1 505.6
Not reported (disability)	23.4	6.4	41.8	27.4	3.5	0.3	2.4	1.2	106.3
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4
Units of competency and modules combined									
Reported as having disability	211.0	119.0	49.7	34.1	41.8	15.9	8.0	5.0	484.6

TABLE 5A.86

Table 5A.86 **Number of units of competency and modules completed, by disability status ('000) (a), (b), (c)**

	<i>NSW (d)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d), (e)</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Reported as not having disability	2 521.8	1 687.5	1 042.2	611.6	517.6	176.0	94.3	86.0	6 736.9
Not reported (disability)	78.4	96.6	268.5	147.3	14.4	10.7	8.8	3.6	628.3
All students	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (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: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.
- (c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (d) Additional jurisdictional information is provided in footnotes for table 5A.84.
- (e) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Units of competency completed									
Language other than English	467.5	679.7	78.7	91.2	61.6	5.9	15.7	18.5	1 418.8
English	1 838.2	3 067.0	1 401.6	641.3	574.3	179.2	100.5	71.6	7 873.6
Not reported (language)	113.1	81.2	84.5	130.0	77.3	3.0	11.1	6.6	506.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules completed									
Language other than English	169.2	116.7	13.2	25.7	22.2	3.4	3.4	4.1	357.8
English	245.4	289.2	47.0	45.7	36.6	11.4	19.4	1.2	695.9
Not reported (language)	21.6	9.4	5.3	22.8	17.4	0.2	4.6	0.3	81.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Language other than English	636.7	796.3	91.9	116.9	83.8	9.3	19.0	22.6	1 776.6
English	2 083.6	3 356.2	1 448.6	687.0	610.9	190.6	119.8	72.8	8 569.5
Not reported (language)	134.7	90.5	89.8	152.8	94.7	3.3	15.7	6.9	588.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Language other than English	475.6	449.2	79.6	83.9	61.4	6.1	7.3	18.4	1 181.5
English	1 890.2	2 499.8	1 528.0	640.1	442.4	176.4	78.0	70.2	7 325.2
Not reported (language)	106.9	80.3	103.4	133.7	52.4	3.3	9.9	5.0	494.8
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules completed									
Language other than English	171.6	84.2	15.2	26.0	21.0	2.9	4.4	4.4	329.8
English	283.3	209.7	62.4	58.3	40.0	10.9	38.7	2.1	705.4
Not reported (language)	13.1	4.0	4.9	26.3	16.3	0.2	8.3	0.1	73.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)**

	<i>NSW (d)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d), (e)</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Units of competency and modules combined									
Language other than English	647.3	533.4	94.8	109.9	82.4	9.0	11.7	22.8	1 511.3
English	2 173.5	2 709.5	1 590.4	698.4	482.4	187.3	116.8	72.3	8 030.6
Not reported (language)	120.0	84.3	108.3	160.0	68.7	3.5	18.3	5.1	568.2
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
2010									
Units of competency completed									
Language other than English	450.8	298.7	68.8	74.5	45.7	5.4	6.0	19.4	969.3
English	1 822.1	1 803.0	1 335.6	640.8	458.4	165.8	84.8	71.4	6 381.8
Not reported (language)	125.2	69.9	66.7	128.3	25.3	4.2	14.9	3.6	438.1
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Language other than English	188.6	65.8	15.7	24.3	28.9	2.7	2.6	5.8	334.3
English	323.4	183.4	82.0	65.8	52.6	12.3	34.6	4.4	758.4
Not reported (language)	20.9	6.8	6.0	33.9	4.8	0.3	10.1	0.1	82.9
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									
Language other than English	639.4	364.5	84.5	98.8	74.6	8.1	8.6	25.2	1 303.6
English	2 145.5	1 986.4	1 417.5	706.6	511.0	178.0	119.3	75.8	7 140.2
Not reported (language)	146.1	76.7	72.7	162.2	30.0	4.5	25.0	3.7	521.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Language other than English	410.8	239.1	63.6	61.8	40.1	3.7	6.6	16.3	841.8
English	1 550.7	1 461.0	1 169.1	577.7	399.9	163.1	85.6	64.6	5 471.7
Not reported (language)	160.2	87.5	40.8	123.2	68.1	3.3	7.1	3.2	493.4

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)**

	<i>NSW (d)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d), (e)</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules completed									
Language other than English	212.6	63.9	18.6	25.4	27.1	2.2	3.0	5.9	358.7
English	417.5	179.4	117.4	87.4	63.9	16.4	43.7	5.7	931.4
Not reported (language)	52.0	14.4	5.0	34.4	7.0	0.4	3.5	0.3	117.0
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Language other than English	623.3	303.0	82.1	87.1	67.2	5.9	9.6	22.2	1 200.5
English	1 968.2	1 640.3	1 286.5	665.1	463.7	179.5	129.4	70.4	6 403.1
Not reported (language)	212.2	101.8	45.8	157.5	75.1	3.7	10.5	3.5	610.3
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9
2008									
Units of competency completed									
Language other than English	336.9	214.6	54.8	77.9	36.6	4.7	4.1	18.1	747.8
English	1 338.1	1 347.2	1 109.9	460.1	398.2	172.2	58.1	59.8	4 943.4
Not reported (language)	143.1	75.3	26.9	109.3	27.1	2.5	4.0	2.1	390.2
All students	1 818.1	1 637.1	1 191.6	647.3	461.9	179.4	66.1	80.0	6 081.4
Modules completed									
Language other than English	272.4	61.3	23.3	31.5	28.1	1.5	3.1	5.8	427.0
English	641.4	192.2	140.5	85.5	78.7	21.2	37.7	8.4	1 205.6
Not reported (language)	79.4	12.6	5.1	28.6	5.1	0.5	4.1	0.4	135.8
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1 768.4
Units of competency and modules combined									
Language other than English	609.4	275.9	78.1	109.5	64.7	6.2	7.2	23.9	1 174.8
English	1 979.4	1 539.4	1 250.3	545.6	476.9	193.3	95.8	68.2	6 148.9
Not reported (language)	222.5	87.9	31.9	137.9	32.2	3.0	8.1	2.5	526.0
All students	2 811.2	1 903.2	1 360.4	793.0	573.8	202.5	111.1	94.6	7 849.8

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (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: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.
- (c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (d) Additional jurisdictional information is provided in footnotes for table 5A.84.
- (e) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.

*Source:* NCVER unpublished, National VET provider collection.

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Units of competency completed									
Indigenous students	110.8	35.4	91.7	56.7	28.2	9.0	3.0	30.3	365.3
Non-Indigenous students	2266.7	3742.6	1297.5	684.3	664.1	176.8	111.5	65.2	9008.7
Indigenous status not reported	41.4	49.8	175.6	121.4	20.9	2.3	12.8	1.1	425.3
All students	2418.9	3827.8	1564.8	862.5	713.2	188.2	127.3	96.7	9799.3
Modules completed									
Indigenous students	31.0	6.5	5.6	9.6	8.8	1.2	0.6	3.5	66.8
Non-Indigenous students	401.2	403.8	48.8	72.7	66.9	13.6	26.6	2.1	1035.8
Indigenous status not reported	4.0	5.0	11.1	11.9	0.5	0.2	0.1	0.1	32.8
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1135.4
Units of competency and modules combined									
Indigenous students	141.8	41.9	97.4	66.3	37.0	10.2	3.7	33.8	432.1
Non-Indigenous students	2667.9	4146.4	1346.3	757.0	731.0	190.4	138.1	67.4	10044.5
Indigenous status not reported	45.4	54.8	186.6	133.4	21.4	2.5	12.8	1.1	458.1
All students	2855.0	4243.1	1630.3	956.7	789.4	203.2	154.6	102.3	10934.6
2011									
Units of competency completed									
Indigenous students	110.1	29.9	97.6	49.6	22.4	8.5	2.5	33.2	353.9
Non-Indigenous students	2310.0	2909.0	1337.0	662.3	507.6	173.3	65.9	59.2	8024.3
Indigenous status not reported	52.5	90.4	276.3	145.8	26.2	4.0	26.9	1.2	623.2
All students	2472.7	3029.4	1711.0	857.7	556.2	185.7	95.2	93.6	9001.4
Modules completed									
Indigenous students	35.4	4.7	6.6	10.3	7.7	1.2	1.0	4.6	71.5
Non-Indigenous students	428.8	289.0	61.4	86.6	69.4	12.8	47.1	2.0	997.1
Indigenous status not reported	3.9	4.1	14.5	13.8	0.3	0.1	3.3	–	40.0



TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1108.7
Units of competency and modules combined									
Indigenous students	145.5	34.7	104.3	59.9	30.1	9.6	3.5	37.8	425.4
Non-Indigenous students	2738.9	3198.0	1398.4	748.9	577.0	186.1	113.0	61.2	9021.5
Indigenous status not reported	56.4	94.5	290.8	159.5	26.4	4.1	30.2	1.2	663.2
All students	2940.8	3327.2	1793.5	968.3	633.5	199.8	146.7	100.3	10110.1
2010									
Units of competency completed									
Indigenous students	103.9	22.7	81.1	45.2	18.7	7.2	2.6	32.6	314.1
Non-Indigenous students	2244.3	2083.2	1168.0	655.7	437.6	162.7	75.2	61.0	6887.7
Indigenous status not reported	49.9	65.6	222.0	142.7	73.1	5.4	27.8	0.9	587.4
All students	2398.1	2171.5	1471.1	843.6	529.4	175.3	105.7	94.5	7789.2
Modules completed									
Indigenous students	37.6	3.8	6.3	10.5	9.0	1.1	0.8	5.9	74.9
Non-Indigenous students	492.1	248.6	79.9	94.8	73.9	14.0	43.9	4.4	1051.6
Indigenous status not reported	3.1	3.7	17.4	18.7	3.4	0.1	2.6	–	49.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1175.6
Units of competency and modules combined									
Indigenous students	141.5	26.5	87.4	55.8	27.6	8.3	3.4	38.5	389.0
Non-Indigenous students	2736.4	2331.7	1247.9	750.5	511.5	176.7	119.1	65.4	7939.3
Indigenous status not reported	53.1	69.3	239.4	161.4	76.5	5.5	30.5	0.9	636.5
All students	2931.0	2427.6	1574.7	967.6	615.6	190.6	152.9	104.8	8964.8
2009									
Units of competency completed									
Indigenous students	86.1	19.5	66.2	39.3	14.2	6.4	3.3	28.3	263.3

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	1992.7	1720.6	1001.1	585.8	419.1	158.2	79.4	54.1	6011.0
Indigenous status not reported	42.9	47.4	206.2	137.5	74.8	5.5	16.5	1.8	532.6
All students	2121.6	1787.5	1273.5	762.6	508.1	170.1	99.3	84.2	6806.9
Modules completed									
Indigenous students	36.3	4.7	7.8	11.0	8.7	1.3	0.5	6.3	76.8
Non-Indigenous students	636.3	247.0	109.0	103.5	82.5	17.6	48.0	5.6	1249.4
Indigenous status not reported	9.5	6.0	24.1	32.6	6.8	0.1	1.6	–	80.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1407.0
Units of competency and modules combined									
Indigenous students	122.3	24.3	74.1	50.3	22.9	7.7	3.9	34.6	340.1
Non-Indigenous students	2629.0	1967.6	1110.1	689.3	501.6	175.8	127.4	59.6	7260.4
Indigenous status not reported	52.4	53.4	230.3	170.2	81.7	5.6	18.1	1.8	613.4
All students	2803.7	2045.2	1414.5	909.8	606.1	189.1	149.4	96.1	8213.9
2008									
Units of competency completed									
Indigenous students	80.1	18.4	58.5	34.1	13.4	6.6	1.8	28.6	241.5
Non-Indigenous students	1680.9	1558.1	972.9	494.3	412.0	169.1	51.9	50.9	5390.1
Indigenous status not reported	57.1	60.6	160.1	118.9	36.5	3.7	12.4	0.5	449.8
All students	1818.1	1637.1	1191.6	647.3	461.9	179.4	66.1	80.0	6081.4
Modules completed									
Indigenous students	44.3	5.2	8.2	9.3	7.7	1.1	0.5	6.8	83.2
Non-Indigenous students	924.4	253.7	138.0	108.7	98.9	21.9	43.5	7.7	1596.9
Indigenous status not reported	24.4	7.2	22.6	27.6	5.2	0.2	0.9	0.1	88.2
All students	993.2	266.1	168.8	145.6	111.9	23.2	45.0	14.6	1768.4
Units of competency and modules combined									
Indigenous students	124.4	23.6	66.7	43.5	21.1	7.7	2.3	35.4	324.8

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)**

	<i>NSW</i> (d)	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d), (e)	<i>Tas</i> (d)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students	2605.3	1811.8	1110.9	603.0	511.0	190.9	95.5	58.6	6987.0
Indigenous status not reported	81.5	67.7	182.7	146.5	41.7	3.9	13.3	0.6	538.0
All students	2811.2	1903.2	1360.4	793.0	573.8	202.5	111.1	94.6	7849.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Indigenous students are defined as those who self-identify on enrolment forms 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: 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%.
- (c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and jurisdictions, a large number of Units of Competency that were reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007. As a result, reported Training Package Units of Competency significantly decreased and other modules significantly increased in 2007.
- (d) Additional jurisdictional information is provided in footnotes for tables 5A.84.
- (e) In 2007 a section of the TAFE SA data was submitted at an element level, which resulted in an increase in enrolment numbers over the previous year. This was rectified in the 2008 data submission, and resulted in a decline in enrolments over the previous year.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.89

Table 5A.89 **Employer engagement with VET (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Engagement with apprenticeships/traineeships (c)	27.5 ± 2.5	28.8 ± 2.9	32.2 ± 4.2	27.6 ± 4.0	25.7 ± 4.3	41.7 ± 4.9	25.4 ± 4.4	32.0 ± 5.3	29.0 ± 1.5
Engagement with nationally recognised training (d)	20.3 ± 2.3	22.7 ± 2.8	21.4 ± 3.5	23.3 ± 4.1	19.8 ± 3.9	28.5 ± 5.3	27.1 ± 4.4	29.4 ± 5.7	21.7 ± 1.4
Engagement with formal vocational qualifications as a job requirement (e)	37.6 ± 2.9	32.5 ± 3.2	33.8 ± 4.1	34.1 ± 4.8	29.1 ± 4.6	33.6 ± 5.4	33.1 ± 5.1	33.9 ± 5.7	34.5 ± 1.6
2009									
Engagement with apprenticeships/traineeships (c)	28.1 ± 3.8	32.3 ± 4.3	34.0 ± 4.3	28.2 ± 4.2	30.1 ± 5.9	31.4 ± 4.5	26.3 ± 4.3	35.2 ± 5.8	30.6 ± 2.0
Engagement with nationally recognised training (d)	26.9 ± 4.1	27.1 ± 4.3	23.7 ± 4.0	25.9 ± 4.7	24.3 ± 4.4	27.6 ± 4.9	26.8 ± 4.5	34.1 ± 5.7	26.1 ± 2.0
Engagement with formal vocational qualifications as a job requirement (e)	36.9 ± 4.4	34.8 ± 4.5	30.5 ± 4.3	34.2 ± 5.0	28.9 ± 5.7	30.2 ± 4.8	36.7 ± 5.0	41.7 ± 6.7	34.2 ± 2.2
2007									
Engagement with apprenticeships/traineeships (c)	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 (d)	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 (e)	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 (c)	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 (d)	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 (e)	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

TABLE 5A.89

Table 5A.89 **Employer engagement with VET (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) The components of engagement with VET system are if the 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) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(c) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.									
(d) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.									
(e) 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: NCVET unpublished, *Survey of Employer Use and Views*.

TABLE 5A.90

Table 5A.90 **Employer satisfaction with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	83.7 ± 4.7	83.0 ± 5.1	78.6 ± 7.4	86.1 ± 6.8	88.8 ± 6.6	77.6 ± 7.9	80.6 ± 8.3	79.3 ± 9.5	82.7 ± 2.7
Neither satisfied or dissatisfied	10.1 ± 3.8	7.4 ± 3.5	10.2 ± 4.9	5.5 ± 4.8	5.7 ± 4.8	7.7 ± 4.8	13.5 ± 7.1	6.5 ± 5.4	8.7 ± 1.9
Dissatisfied	6.2 ± 3.1	9.6 ± 4.1	11.3 ± 6.2	8.4 ± 5.0	5.5 ± 5.1	14.8 ± 7.1	5.9 ± 5.0	14.2 ± 8.5	8.6 ± 2.1
Satisfaction with nationally recognised training (e)									
Satisfied	89.2 ± 4.3	88.0 ± 5.1	91.0 ± 4.2	84.8 ± 7.7	88.1 ± 7.4	85.9 ± 7.5	85.0 ± 7.5	87.3 ± 7.2	88.5 ± 2.3
Neither satisfied or dissatisfied	8.0 ± 3.9	6.8 ± 4.3	5.3 ± 3.2	8.1 ± 6.2	6.2 ± 5.0	2.5 ± 2.5	7.9 ± 5.8	9.1 ± 6.7	6.9 ± 2.0
Dissatisfied	2.9 ± 1.8	5.3 ± 3.1	3.7 ± 2.7	7.2 ± 5.2	5.7 ± 5.9	11.6 ± 7.2	7.1 ± 5.4	3.5 ± 2.8	4.6 ± 1.3
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	86.0 ± 3.7	84.1 ± 4.5	83.9 ± 5.7	85.3 ± 6.3	84.0 ± 6.4	79.0 ± 9.3	84.3 ± 6.4	85.8 ± 6.9	84.8 ± 2.2
Neither satisfied or dissatisfied	7.7 ± 2.7	5.2 ± 2.1	6.4 ± 3.6	8.1 ± 4.7	12.4 ± 5.8	12.6 ± 8.5	5.0 ± 3.5	8.2 ± 5.7	7.2 ± 1.5
Dissatisfied	6.3 ± 2.7	10.7 ± 4.1	9.7 ± 4.6	6.5 ± 4.6	3.6 ± 3.2	8.4 ± 4.8	10.7 ± 5.6	5.9 ± 4.3	8.0 ± 1.7
2009									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	78.8 ± 7.2	86.5 ± 5.2	83.6 ± 5.7	83.0 ± 7.3	89.0 ± 6.1	87.1 ± 5.7	84.8 ± 6.9	77.5 ± 9.0	83.2 ± 3.1
Neither satisfied or dissatisfied	6.2 ± 3.6	6.2 ± 3.4	7.7 ± 4.2	7.1 ± 5.2	5.1 ± 3.9	4.8 ± 3.4	10.0 ± 5.9	12.8 ± 7.0	6.6 ± 1.8
Dissatisfied	15.0 ± 6.6	7.3 ± 4.1	8.7 ± 4.2	10.0 ± 5.7	5.8 ± 4.7	8.2 ± 4.8	5.2 ± 4.1	9.7 ± 7.1	10.2 ± 2.6
Satisfaction with nationally recognised training (e)									
Satisfied	82.5 ± 7.0	88.2 ± 6.0	83.4 ± 7.1	95.5 ± 3.9	87.8 ± 7.0	84.6 ± 8.3	79.5 ± 7.8	91.7 ± 4.9	85.8 ± 3.3
Neither satisfied or dissatisfied	7.5 ± 4.5	8.3 ± 5.2	8.9 ± 5.6	3.9 ± 3.7	4.6 ± 4.2	6.9 ± 5.4	15.0 ± 7.0	3.7 ± 2.9	7.5 ± 2.4
Dissatisfied	10.0 ± 5.9	3.4 ± 3.3	7.8 ± 4.7	np	7.6 ± 5.9	8.5 ± 6.7	5.4 ± 4.2	4.6 ± 4.0	6.7 ± 2.5
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	81.3 ± 6.1	84.5 ± 5.5	83.6 ± 6.3	87.2 ± 5.5	85.2 ± 7.8	86.9 ± 5.8	79.6 ± 7.1	83.9 ± 7.2	83.4 ± 3.0
Neither satisfied or dissatisfied	10.6 ± 4.8	9.8 ± 4.6	7.7 ± 4.5	6.3 ± 3.8	9.3 ± 6.4	8.5 ± 4.7	12.6 ± 5.5	7.5 ± 5.1	9.4 ± 2.4
Dissatisfied	8.1 ± 4.3	5.7 ± 3.4	8.7 ± 4.8	6.5 ± 4.2	5.5 ± 5.3	4.6 ± 3.5	7.8 ± 5.0	8.6 ± 5.6	7.2 ± 2.1

TABLE 5A.90

Table 5A.90 **Employer satisfaction with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	87.1 ± 6.2	82.3 ± 9.9	83.9 ± 8.6	70.4 ± 9.4	81.7 ± 8.8	89.6 ± 5.4	81.8 ± 8.3	82.7 ± 7.3	83.3 ± 3.9
Neither satisfied or dissatisfied	7.1 ± 4.5	6.7 ± 5.5	11.1 ± 7.9	13.4 ± 5.9	12.2 ± 7.8	4.5 ± 3.4	9.5 ± 6.9	9.2 ± 5.5	8.7 ± 2.8
Dissatisfied	5.8 ± 4.5	11.1 ± 8.6	5.0 ± 4.0	16.1 ± 8.6	6.1 ± 5.1	5.9 ± 4.5	8.7 ± 5.5	8.1 ± 5.3	8.0 ± 3.0
Satisfaction with nationally recognised training (e)									
Satisfied	74.2 ± 9.6	82.0 ± 12.5	87.7 ± 7.1	81.9 ± 7.5	88.2 ± 6.7	83.7 ± 8.1	83.9 ± 8.3	73.9 ± 8.6	80.5 ± 5.0
Neither satisfied or dissatisfied	15.7 ± 8.1	17.9 ± 12.5	4.9 ± 3.9	13.6 ± 6.9	11.4 ± 6.7	5.8 ± 4.6	10.3 ± 7.1	18.1 ± 7.7	13.5 ± 4.4
Dissatisfied	10.1 ± 7.1	0.1 ± 0.1	7.4 ± 6.2	4.5 ± 3.4	np	10.5 ± 7.1	5.9 ± 5.0	8.0 ± 5.3	6.1 ± 3.0
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	80.7 ± 6.7	85.4 ± 7.4	76.2 ± 11.2	72.1 ± 8.5	88.4 ± 6.1	85.5 ± 6.9	84.4 ± 6.8	76.8 ± 7.9	80.8 ± 3.8
Neither satisfied or dissatisfied	11.2 ± 5.3	6.7 ± 4.2	9.6 ± 8.6	13.7 ± 7.1	3.9 ± 2.8	6.8 ± 4.8	9.6 ± 5.5	13.4 ± 6.2	9.6 ± 2.8
Dissatisfied	8.0 ± 4.7	7.9 ± 6.2	14.2 ± 8.2	14.2 ± 6.2	7.7 ± 5.5	7.8 ± 5.2	6.0 ± 4.3	9.9 ± 5.5	9.6 ± 2.9
2005									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	73.7 ± 10.8	84.0 ± 7.5	81.3 ± 9.0	80.4 ± 9.2	82.4 ± 7.8	80.2 ± 7.0	69.9 ± 10.4	84.2 ± 8.6	79.1 ± 4.8
Neither satisfied or dissatisfied	13.7 ± 8.3	4.8 ± 4.6	10.6 ± 7.2	11.4 ± 6.9	11.2 ± 6.4	11.0 ± 5.5	15.6 ± 8.6	8.6 ± 6.9	10.4 ± 3.6
Dissatisfied	12.6 ± 8.0	11.1 ± 6.2	8.0 ± 6.2	8.2 ± 6.7	6.4 ± 5.2	8.8 ± 4.9	14.5 ± 8.0	7.3 ± 5.8	10.5 ± 3.5
Satisfaction with nationally recognised training (e)									
Satisfied	79.4 ± 10.8	86.3 ± 8.1	70.9 ± 11.7	84.7 ± 8.1	80.2 ± 9.4	82.8 ± 7.8	83.2 ± 9.1	74.4 ± 9.6	80.3 ± 5.1
Neither satisfied or dissatisfied	10.1 ± 8.8	8.4 ± 6.5	15.2 ± 8.8	10.4 ± 7.2	13.5 ± 7.1	6.5 ± 5.0	12.5 ± 8.3	15.8 ± 8.3	10.8 ± 4.0
Dissatisfied	10.6 ± 7.4	5.4 ± 5.4	14.0 ± 9.6	4.9 ± 4.0	6.3 ± 7.0	10.6 ± 6.3	4.2 ± 4.3	9.8 ± 6.6	8.9 ± 3.5
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	77.1 ± 8.5	77.7 ± 10.1	73.2 ± 9.0	83.8 ± 6.9	70.1 ± 10.0	81.4 ± 7.3	77.5 ± 8.3	67.7 ± 9.2	76.8 ± 4.6
Neither satisfied or dissatisfied	15.1 ± 7.7	8.2 ± 6.6	10.7 ± 5.8	5.9 ± 3.7	17.2 ± 7.8	11.2 ± 6.3	8.5 ± 5.1	15.4 ± 6.9	12.0 ± 3.8
Dissatisfied	7.8 ± 4.6	14.0 ± 8.8	16.1 ± 7.8	10.3 ± 6.0	12.6 ± 8.0	7.4 ± 4.4	14.0 ± 7.3	16.9 ± 7.8	11.2 ± 3.2

TABLE 5A.90

Table 5A.90 **Employer satisfaction with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(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) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.									
(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(d) 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.									
(e) 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.									
(f) 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.									

**np** Not published.

Source: NCVET unpublished, *Survey of Employer Use and Views*.



TABLE 5A.91

**Table 5A.91 Gross Domestic Product chain price deflator (index)**

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Years	2012 = 100.0
2003	70.3
2004	72.5
2005	75.6
2006	79.4
2007	83.2
2008	87.0
2009	91.9
2010	92.9
2011	98.5
2012	100.0

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Source: ABS (2012) *Australian System of National Accounts, 2011-12*, Cat. no. 5204.0. Table 1.

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## Data quality information — Vocational education and training, chapter 5

### Data quality information

DQI provides information against the seven ABS data quality framework dimensions, for performance indicators in the Vocational education and training (VET) chapter.

Where RoGS indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI are available for the following performance indicators:

VET participation by target group	3
Student participation in VET	9
Government recurrent expenditure per annual hour	16
Government recurrent expenditure per load pass	18
User cost of capital per annual hour	20
User cost of capital per load pass	22
Student employment and further study outcomes — proportion of graduates who were employed and/or continued on to further study after completing their course	24
Student employment and further study outcomes — proportion of graduates employed after completing their course who were unemployed before the course	28
Student employment and further study outcomes — proportion of graduates who improved their employment circumstances after completing their course	32
Student employment and further study outcomes — proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course	35
Student achievement in VET — load pass rate	39

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Student achievement in VET — proportion of VET graduates with improved education/training status after training	43
Student satisfaction with VET — proportion of students who achieve their main reason for doing a VET course	47
Student satisfaction with VET — proportion of students who were satisfied with the quality of their completed VET course	51
Skill outputs from VET — qualifications completed, and annual change in qualifications completed	55
Skill outputs from VET — units of competency and modules completed, and annual change in units of competency and modules completed	58
Skill outputs from VET — Qualification Equivalents, and annual change in Qualification Equivalents	61
Employer engagement with VET	65
Employer satisfaction with VET	68

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## VET participation by target group

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

**Element** Output/equity.

**Indicator** VET participation by target group

**Measure** Definition

**(computation)** The number of government funded participants in the VET system who self-identified that they are from a target group (i.e., Indigenous people, people from remote and very remote areas, people with disability, and people speaking a language other than English [LOTE] at home), as a proportion of the total number of people in the population in that group.

Due to certain data not being available to calculate rates for people with disability and people speaking a LOTE at home, proportions of government funded VET students are reported as proxy for these two groups.

For Indigenous people and people from remote and very remote areas:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (a) Indigenous persons aged 15-64 years
- (b) from remote and very remote areas

Denominator/s

The number of persons in the Australian population from each of the target groups below:

- (a1) Indigenous persons aged 15-64 years
- (b1) from remote and very remote areas

Computation/s:

Numerator a divided by denominator a1, and separately, numerator b divided by denominator b1 (above).

Participation rates are also derived for comparative purposes for all government funded students and non-Indigenous government funded students.

For people with disability and people speaking a LOTE at home:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (c) with a disability
- (d) speak a LOTE at home.

Denominator/s

- (e) government funded VET students.

Computation/s:

Numerator c divided by the denominator e, and separately, numerator d divided by denominator e (above).

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**Data source/s** VET student data:

All student data are unpublished and are sourced from the NCVER National VET Provider data collections.

Population estimates:

Indigenous population data are sourced from the ABS *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 1991-2021. Cat. no. 3238.0 (September 2009).

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories, June 2007-2012*. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Indigenous population estimates from total population estimates.

**Data Quality Framework Dimensions**

**Institutional environment**

VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment <http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

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**Relevance**VET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

**Timeliness**VET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

Population estimates:

Preliminary ERP data is compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

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**Accuracy****VET student data:**

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

**General population estimates (ERP):**

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

**Indigenous population estimates:**

The estimates of the Indigenous population are based on results of the 2006 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the census to determine how many people were missed in the census and how many were counted more than once. For 2006, the net undercount of the Indigenous population was 59,200 persons. The extent of undercoverage of Indigenous Australians in the 2006 Census, the relatively small sample size of the PES to adjust for that undercoverage, and the number of records with unknown Indigenous status means that 2006 population estimates should be interpreted with caution, and are therefore labelled experimental. For more information see Experimental Estimates and Aboriginal and Torres Strait Islander Australians, Jun 2006 (cat. no. 3238.0.55.001).

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**Coherence**VET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

Indigenous population estimates:

The estimates and projections presented in the source publication are not consistent with estimates and projections based on 2001 or previous censuses. As the assumptions used in each successive set of Indigenous population estimates and projections incorporate recent trends, comparison of data across issues of this publication is not advised.

**Accessibility**VET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email [client.services@abs.gov.au](mailto:client.services@abs.gov.au)

**Interpretability**VET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information



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Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

#### ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Indigenous people, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.

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## Student participation in VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

**Element** Output/effectiveness.

**Indicator** Student participation in VET

**Measure** Definition

**(computation)** The indicator is defined by three measures:

- the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at diploma level and above as a proportion of the population aged 15–64 years.

#### Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they aged 15-64 years. A separate numerator applies as follows, for each of the three measures:

- enrolled in VET at any qualification level
- enrolled at certificate level III and above
- enrolled at diploma level and above.

#### Denominator/s

The number of persons in the Australian population aged 15-64 years.

#### Computation/s:

Numerator (above) divided by denominator (above), calculated separately for each of the three measures.

Comparative rates are also calculated by Indigenous status, for which Indigenous status is based on self-identification by students on their VET enrolment form.

**Data source/s** VET student data: All student data are unpublished and are sourced from NCVER National VET Provider data collections.

#### Population estimates:

Indigenous population data are sourced from the ABS *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 1991-2021. Cat. no. 3238.0 (September 2009). Unpublished data from this source have been used for estimates of the Indigenous population aged 18-24 years.

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories, June 2007-2012*. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Indigenous population estimates from total population estimates.

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## **Data Quality Framework Dimensions**

### **Institutional environment**

#### VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

#### Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment <http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

### **Relevance**

#### VET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

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Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

**Timeliness**

VET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

Population estimates:

Preliminary ERP data are compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

**Accuracy**

VET student data:

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

General population estimates (ERP):

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

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After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

Indigenous population estimates:

The estimates of the Indigenous population are based on results of the 2006 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the census to determine how many people were missed in the census and how many were counted more than once. For 2006, the net undercount of the Indigenous population was 59,200 persons. The extent of undercoverage of Indigenous Australians in the 2006 Census, the relatively small sample size of the PES to adjust for that undercoverage, and the number of records with unknown Indigenous status means that 2006 population estimates should be interpreted with caution, and are therefore labelled experimental. For more information see Experimental Estimates and Aboriginal and Torres Strait Islander Australians, Jun 2006 (cat. no. 3238.0.55.001).

**Coherence**

VET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

Indigenous population estimates:

The estimates and projections presented in the source publication are not consistent with estimates and projections based on 2001 or previous censuses. As the assumptions used in each successive set of Indigenous population estimates and projections incorporate recent trends, comparison of data across issues of this publication is not advised.

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**Accessibility** VET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email [client.services@abs.gov.au](mailto:client.services@abs.gov.au)

**Interpretability** VET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and

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Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.

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## Government recurrent expenditure per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	Government recurrent expenditure per annual hour
<b>Measure (computation)</b>	<p><u>Definition</u> Government recurrent expenditure divided by government funded annual hours.</p> <p><u>Numerator/s</u> Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue 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 reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u> 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.</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>



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<b>Timeliness</b>	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.
<b>Accuracy</b>	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a>.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
<b>Coherence</b>	<p>VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.</p> <p>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 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p> <p>In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.</p>
<b>Accessibility</b>	<p>Summary information is available free of charge on NCVER's website at: <a href="http://www.ncver.edu.au/statistic/21051.html">http://www.ncver.edu.au/statistic/21051.html</a>.</p> <p>Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a>.</p>
<b>Interpretability</b>	To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a> .

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### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

Government recurrent expenditure per annual hour needs to be interpreted carefully because low or decreasing unit costs do 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 across jurisdictions, 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.

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## Government recurrent expenditure per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	Government recurrent expenditure per load pass
<b>Measure (computation)</b>	<p><u>Definition</u> Government recurrent expenditure divided by hours of publicly funded load pass.</p> <p><u>Numerator/s</u> Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue 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 reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u> Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above).</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>

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<b>Timeliness</b>	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.
<b>Accuracy</b>	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a>.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
<b>Coherence</b>	<p>VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.</p> <p>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 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p>
<b>Accessibility</b>	<p>Summary information is available free of charge on NCVER's website at: <a href="http://www.ncver.edu.au/statistic/21051.html">http://www.ncver.edu.au/statistic/21051.html</a>.</p> <p>Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a>.</p>
<b>Interpretability</b>	To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a> .

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Low unit costs can indicate efficient delivery of VET services per successfully completed load pass.
- 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 across jurisdictions, 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.

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## User cost of capital per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	User cost of capital per annual hour
<b>Measure (computation)</b>	<p><u>Definition</u> The user cost of capital divided by government funded annual hours.</p> <p><u>Numerator/s</u> User cost of capital is 8 per cent of the value of total physical non-current assets.</p> <p><u>Denominator/s</u> 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. Annual hours are adjusted to account for invalid module enrolments.</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
<b>Timeliness</b>	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.

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<b>Accuracy</b>	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a>.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
<b>Coherence</b>	<p>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 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p> <p>In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2012 training activity, Queensland, Western Australia, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2012 are those calculated for 2011.</p>
<b>Accessibility</b>	<p>Summary information is available free of charge on NCVET's website at: <a href="http://www.ncver.edu.au/statistic/21051.html">http://www.ncver.edu.au/statistic/21051.html</a>.</p> <p>Requests for more detailed statistical information can be made to NCVET. However, a charge will be generally made for more complex requests for information. See NCVET's fees and charges policy at: <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a>.</p>
<b>Interpretability</b>	<p>To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a>.</p>

### **Data Gaps/Issues Analysis**

<b>Key data gaps/ issues</b>	<p>The Steering Committee notes that user 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) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user 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.</p>
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## User cost of capital per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	User cost of capital per load pass
<b>Measure (computation)</b>	<u>Definition</u> User cost of capital divided by hours of publicly funded load pass. <u>Numerator/s</u> User cost of capital is 8 per cent of the value of total physical non-current assets. <u>Denominator/s</u> Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments. <u>Computation/s</u> Numerator (above) divided by denominator (above).
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
<b>Timeliness</b>	<p>The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) by 8 July in the year following activity.</p>
<b>Accuracy</b>	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located</p>

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at <http://www.ncver.edu.au/avetmiss/21064.html>.

State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.

- Coherence** 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 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.
- Accessibility** Summary information is available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21051.html>.  
Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.
- Interpretability** To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

#### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes that user cost of capital per load pass 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) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user 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.



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## Student employment and further study outcomes — proportion of graduates who were employed and/or continued on to further study after completing their course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates who were employed and/or continued on to further study after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who were employed and/or enrolled in further study on the last Friday in May of the nominated year, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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**Relevance**

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2012 Student Outcomes Survey**

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness**

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

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Response rates to the 2012 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
<b>Australia</b>	<b>47.0</b>

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

**Coherence** The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

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Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Student employment and further study outcomes — proportion of graduates employed after completing their course who were unemployed before the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates employed after completing their course who were unemployed before the course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates employed on the last Friday in May of the nominated year who were unemployed prior to commencing their training, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, who were unemployed prior to commencing their training.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p>

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2012 Student Outcomes Survey**

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness**

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

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Response rates to the 2012 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
<b>Australia</b>	<b>47.0</b>

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

**Coherence** The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

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Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.



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## Student employment and further study outcomes — proportion of graduates who improved their employment circumstances after completing their course

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates who improved their employment circumstances after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of VET graduates with an improved employment status after training.</p> <p><u>Denominator/s</u></p> <p>The number of VET graduates (less those with all three numerator variables not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a vocational education and training (VET) provider in Australia. This excludes those students who left their training before completing a qualification.</p> <p>'Improved employment status' is defined as any one of the following:</p> <ul style="list-style-type: none"><li>• employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed)</li><li>• employed at a higher skill level (based on ANZSCO) after training (regardless of full time or part time employment status before and after training)</li><li>• received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training.</li></ul>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey (SOS)</i>, which is an annual survey of students who successfully complete VET in Australia. It has been conducted by the National Centre for Vocational Education and Research (NCVER) since 1997.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [<a href="http://www.ncver.edu.au/about/ncver/who.html">www.ncver.edu.au/about/ncver/who.html</a>]</p>
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**Relevance**

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers.

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2012 Student Outcomes Survey**

Funding Type	Provider Type		
	TAFE and Government providers	Other Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness**

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

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Response rates to the 2012 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
<b>Australia</b>	<b>47.0</b>

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national level. When data are disaggregated by state/territory and Indigenous status, many RSEs are consistently above 25 per cent due to small sample sizes.

**Coherence**

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility**

Results of the survey are available free of charge on NCVER's website at: [[www.ncver.edu.au/statistic/21065.html](http://www.ncver.edu.au/statistic/21065.html)]. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to: NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [[www.ncver.edu.au/statistic/21075.html](http://www.ncver.edu.au/statistic/21075.html)]

**Interpretability**

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia

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(ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Student employment and further study outcomes — proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one work-related benefit from completing the course.</p> <p><u>Numerator/s</u></p> <p>Number of persons who:</p> <ul style="list-style-type: none"><li>(a) completed training during the year prior to the nominated year, and</li><li>(b) undertook that training for employment-related reasons, and</li><li>(c) were employed on the last Friday in May of the nominated year, and</li><li>(d) reported as having received one of the following job related benefits: set up or expanded their own business, got a promotion, increased their earnings, or other job-related benefit after completing their training.</li></ul> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>‘Graduate’ is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey (SOS)</i>, which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia’s principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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**Relevance**

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2012 Student Outcomes Survey**

Funding Type	Provider Type		
	TAFE and Government providers	Other Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness**

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2012 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
<b>Australia</b>	<b>47.0</b>

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

**Coherence** The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia

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(ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.



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## Student achievement in VET — load pass rate

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student achievement in VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>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.</p> <p><u>Numerator/s</u></p> <p>Government funded recurrent hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency</p> <p><u>Denominator/s</u></p> <p>All Government funded recurrent hours of students who were assessed and either passed, failed or withdrew.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and VET target groups:</p> <ul style="list-style-type: none"><li>• students with disability</li><li>• students speaking a language other than English at home</li><li>• students from remote and very remote areas</li><li>• Indigenous students</li></ul> <p>Achievement by VET target groups can also indicate the equity of outcomes for these groups.</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER National VET Provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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<b>Relevance</b>	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> <li>• recreation, leisure and personal enrichment</li> <li>• fee-for-service VET by private providers</li> <li>• delivery undertaken at overseas campuses of Australian VET institutions</li> <li>• credit transfer</li> <li>• VET delivered in schools, where the delivery has been undertaken by schools.</li> </ul>
<b>Timeliness</b>	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.</p>
<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <a href="http://www.ncvet.edu.au/avetmiss/21055.html">http://www.ncvet.edu.au/avetmiss/21055.html</a>).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> <li>• Percentage of unknown data</li> <li>• The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing</li> <li>• Inappropriate training organisation delivery locations</li> <li>• The number of qualifications/courses that do not match the NTIS listing</li> <li>• The number of modules/units of competency that do not match the NTIS listing</li> <li>• Duplicate client identification</li> <li>• Duplicate qualifications completed</li> <li>• Reporting scopes</li> <li>• Funding sources</li> <li>• Outcome identifiers</li> </ul>

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**Coherence** AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

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 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

**Accessibility** Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- 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 students from 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.

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## Student achievement in VET — proportion of VET graduates with improved education/training status after training

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student achievement in VET
<b>Measure (computation)</b>	<p>Definition</p> <p>The number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), as a proportion of the number of VET course enrolments.</p> <p>Numerator/s</p> <p>The number of VET AQF qualification completions by students who have completed a course at a higher education level than their previous highest education level</p> <p>Denominator/s</p> <p>The number of VET AQF course enrolments.</p> <p>Computation/s:</p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and:</p> <ul style="list-style-type: none"><li>• students aged 20-64 years</li><li>• students by Indigenous status</li><li>• students by remoteness (based on students' home postcode).</li></ul> <p>The hierarchy for highest level of education is as follows:</p> <ul style="list-style-type: none"><li>• Advanced diploma or above</li><li>• Diploma</li><li>• Certificate IV</li><li>• Certificate III</li><li>• Certificate II/Year 12</li><li>• Certificate I</li><li>• Year 11</li><li>• Year 10</li><li>• Year 9 or below</li><li>• Miscellaneous education</li><li>• Did not go to school</li></ul> <p>'Not stated' responses have been excluded from the computation.</p>
<b>Data source/s</b>	All data are derived from the National VET Provider Collection.

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## **Data Quality Framework Dimensions**

**Institutional environment** The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see [[www.ncver.edu.au/about/ncver/who.html](http://www.ncver.edu.au/about/ncver/who.html)]

**Relevance** The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

**Timeliness** The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data is expected to be released in the first week of July 2013 in Students and Courses.

A small proportion of qualification completions data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.

**Accuracy** The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to [[www.ncver.edu.au/avetmiss/21055.html](http://www.ncver.edu.au/avetmiss/21055.html)]).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:

- Percentage of unknown data
- The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing
- Inappropriate training organisation delivery locations
- The number of qualifications/courses that do not match the NTIS listing
- The number of modules/units of competency that do not match the NTIS listing
- Duplicate client identification
- Duplicate qualifications completed
- Reporting scopes
- Funding sources
- Outcome identifiers

**Coherence** AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see [[www.ncver.edu.au/avetmiss/21055.html](http://www.ncver.edu.au/avetmiss/21055.html)]. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

**Accessibility** Summary information is available free of charge in Students and Courses on NCVER's website at: [[www.ncver.edu.au/statistic/21053.html](http://www.ncver.edu.au/statistic/21053.html)]. Requests for more detailed statistical information can be made to: NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [[www.ncver.edu.au/statistic/21075.html](http://www.ncver.edu.au/statistic/21075.html)]

**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education

Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation

Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

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### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Using enrolments as the denominator allows this indicator to assess the overall performance of the VET system, as it includes those people who started training but did not complete (and therefore did not improve their educational status). A supplementary measure using completions as the denominator is reported separately by the COAG Reform Council (CRC) for additional information, and is available in *Skills and Workforce Development 2011: Comparing performance across Australia* (CRC 2012)
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.
- Qualification completions data include both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter (i.e. completed modules and units of competency), which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.

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## Student satisfaction with VET — proportion of students who achieve their main reason for doing a VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student satisfaction with VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of students who achieve their main reason for doing a VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that the training either helped or partially helped them achieve their main reason for undertaking that training.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p>



The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2012 Student Outcomes Survey**

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness**

The *Student Outcomes Survey* (SOS) is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

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Response rates to the 2012 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	47.7
Victoria	46.5
Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
<b>Australia</b>	<b>47.0</b>

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

**Coherence**

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility**

Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability**

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of

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Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Student satisfaction with VET — proportion of students who were satisfied with the quality of their completed VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student satisfaction with VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of students who were satisfied with the quality of their completed VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that they were 'satisfied' or 'very satisfied' with their training program.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The <i>Student Outcomes Survey</i> (SOS) collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p>

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2012 Student Outcomes Survey**

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness**

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2012 survey (for students who completed their training in 2011) were released on the NCVET website in December 2012.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2012 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2012 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
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Queensland	47.1
South Australia	47.7
Western Australia	45.9
Tasmania	50.8
Northern Territory	45.4
Australian Capital Territory	45.2
<b>Australia</b>	<b>47.0</b>

For 2012, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level.

#### **Coherence**

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

#### **Accessibility**

Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

#### **Interpretability**

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-

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endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2012 (outcomes of students in 2012 who completed qualifications in 2011)
- The response rate to this survey was 47.0 per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Skill outputs from VET — qualifications completed, and annual change in qualifications completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
<b>Measure (computation)</b>	<p>This DQI material covers the measure 'qualifications completed' and the relevant component (underlined as follows) of the related measure — '<u>annual change in qualifications completed</u>, units of competency completed and modules completed, and annual change in Qualification equivalents.'</p> <p><u>Definition</u></p> <p>Qualifications completed is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students, 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.</p> <p>Annual change in qualifications completed is defined as the percentage change of qualifications achieved/passed from year to year.</p> <p><u>Computation/s:</u></p> <ul style="list-style-type: none"><li>• A count of the number of qualifications/courses completed, submitted in the <i>Qualifications completed file</i> of the VET provider collection by registered training providers.</li><li>• Annual change in qualifications completed is the percentage change in the number of qualifications completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</li></ul> <p>Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.</p>
<b>Data source/s</b>	All student data are unpublished and are sourced from NCVER National VET Provider data collection.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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<b>Relevance</b>	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> <li>• recreation, leisure and personal enrichment</li> <li>• fee-for-service VET by private providers</li> <li>• delivery undertaken at overseas campuses of Australian VET institutions</li> <li>• credit transfer</li> <li>• VET delivered in schools, where the delivery has been undertaken by schools.</li> </ul>
<b>Timeliness</b>	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in <i>Students and Courses</i>.</p> <p>A small proportion of 'Qualifications Completed' data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.</p>
<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
<b>Coherence</b>	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a></p>
<b>Accessibility</b>	<p>Summary information is available free of charge in <i>Students and Courses</i> on NCVET's website at: <a href="http://www.ncver.edu.au/statistic/21053.html">http://www.ncver.edu.au/statistic/21053.html</a>. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or <a href="mailto:vet_req@ncver.edu.au">vet_req@ncver.edu.au</a></p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a></p>

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**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.

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## Skill outputs from VET — units of competency and modules completed, and annual change in units of competency and modules completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

**Element** Outcomes.

**Indicator** 'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.

**Measure (computation)** This DQI material covers the measure 'units of competency completed' and the relevant component (underlined as follows) of the related measure — 'annual change in qualifications completed, units of competency completed and modules completed, and annual change in Qualification equivalents.'

Units of competency and modules are calculated separately and then added together for this measure. Both units of competency and modules completed are included in the Report, as well as the combined figure.

#### Definition

Units of competency completed is defined as the number of units of competency successfully achieved/passed each year by government 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, endorsed within a national training package.

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.

Annual change in units of competency completed is defined as the percentage change of units of competency achieved/passed from year to year.

Modules completed is defined as the number of modules (outside training packages) successfully achieved/passed each year by government 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.

A module is a unit of training in which a student can enrol and be assessed.

Annual change in modules completed is defined as the percentage change of modules achieved/passed from year to year.

#### Computation/s:

- Units of competencies completed is the total count of records with a flag of 'C' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.
- Annual change in units of competency completed is the percentage change in the number of units of competency completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.
- Modules completed is the total count of records with a flag of 'M' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.

- Annual change in modules completed is the percentage change in the number of modules completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.

**Data source/s** All student data are unpublished and are sourced from NCVET National VET Provider data collection.

### **Data Quality Framework Dimensions**

**Institutional environment** The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

**Relevance** The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

**Timeliness** The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

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<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
<b>Coherence</b>	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a></p>
<b>Accessibility</b>	<p>Summary information is available free of charge in <u>Students and Courses</u> on NCVET's website at: <a href="http://www.ncver.edu.au/statistic/21053.html">http://www.ncver.edu.au/statistic/21053.html</a>. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or <a href="mailto:vet_req@ncver.edu.au">vet_req@ncver.edu.au</a></p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a></p>
<b>Interpretability</b>	<p>To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.</p> <p>Among other standards detailed in AVETMISS, the collection uses the:</p> <ul style="list-style-type: none"> <li>• <u>Australian Classification of Education (ASCED) (ABS cat. no. 1272.0)</u> to classify the level and field of education</li> <li>• Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation</li> <li>• <u>Access/Remoteness Index of Australia (ARIA+)</u> to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (<u>GISCA</u>) and is the standard ABS endorsed measure of remoteness.</li> </ul> <p>Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a></p>

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### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Units of competency completed is not directly comparable, as the mix of units is not necessarily comparable across jurisdictions or across years.
- Modules completed is not directly comparable, as the mix of modules is not necessarily comparable across jurisdictions or across years.
- Units of competency and modules completed (in combination) are also not directly comparable.

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## Skill outputs from VET — Qualification Equivalents, and annual change in Qualification Equivalents

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### **Indicator definition and description**

<b>Element</b>	Outcomes.
<b>Indicator</b>	‘Skill outputs from VET’ is a proxy for ‘skill profile’, which is currently unable to be measured.
<b>Measure (computation)</b>	This DQI material covers the measure ‘Qualification Equivalents’ and the relevant component (underlined as follows) of the related measure — ‘annual change in <u>qualifications completed, units of competency completed and modules completed, and <u>annual change in Qualification equivalents.</u></u> ’

For Qualification Equivalents:

#### Definition

Expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. Qualification Equivalents are based on the training activity (annual hours) associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of training activity representing a qualification.

#### Numerator/s

The annual hours associated with successfully completed modules and units of competency.

#### Denominator/s

An agreed (nominal) value of training activity representing a qualification (where the value is the median number of hours that are required to successfully complete a qualification in that AQF level and Field of Education).

#### Computation/s:

Numerator (above) divided by denominator (above), calculated separately for activity at all qualification levels, at certificate I or II, at certificate III or IV, and at diploma level and above.

For annual change in Qualification Equivalents:

#### Computation/s:

Annual change in Qualification Equivalents is the percentage change in Qualification Equivalents from one year to the subsequent year calculated separately for activity at certificate III or IV and at diploma level and above, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported by Indigenous status, where Indigenous status is based on self-identification by students on their VET enrolment form.

**Data source/s** All student data are unpublished and are sourced from NCVER National VET Provider data collection.

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## **Data Quality Framework Dimensions**

**Institutional environment** The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

**Relevance** The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

**Timeliness** The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses.

**Accuracy** The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

**Coherence** AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>



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**Accessibility** Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.

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## Employer engagement with VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Employer engagement with VET
<b>Measure (computation)</b>	<p><u>Definition</u> Employer engagement with VET.</p> <p><u>Numerator/s</u> Number of employers who in the 12 months preceding the interview: (a) had employees undertaking apprenticeships/traineeships, or (b) arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or (c) had employees with formal vocational qualifications as a requirement of their job.</p> <p><u>Denominator/s</u> Number of employers (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u> Numerator (above) divided by denominator (above), calculated separately for each of the three categories of employer stated for the numerator.</p> <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
<b>Data source/s</b>	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [<a href="http://www.ncver.edu.au/who.html">www.ncver.edu.au/who.html</a>]</p>
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<b>Relevance</b>	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p> <p>The following organisations are out of scope of the survey:</p> <ul style="list-style-type: none"> <li>• self-employed and not employing staff</li> <li>• private households employing staff</li> <li>• foreign diplomatic missions</li> <li>• consulates in Australia</li> <li>• defence force establishments</li> <li>• superannuation funds.</li> </ul>
<b>Timeliness</b>	<p>The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2011 survey were released on the NCVER website on 1 November 2011.</p>
<b>Accuracy</b>	<p>The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:</p> <ul style="list-style-type: none"> <li>• less than 8 per cent for state-level estimates</li> <li>• less than 16 per cent for industry-level estimates</li> <li>• less than 6 per cent for employer-size level estimates</li> <li>• less than 3 per cent for Australia level estimates.</li> </ul> <p>Employers in scope of the survey were randomly selected and stratified by:</p> <p>State (each of the 8 states and territories)</p> <p>Industry (19 ANZSIC divisions)</p> <p>Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).</p> <p>Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data.</p>

In 2011, a total of 7 500 interviews were conducted. Response rates to the 2011 survey are shown in table 1.

**Table 1: Response rates to the 2011 Survey of Employers' Use and Views of VET by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	69.1
Victoria	66.9
Queensland	69.4
South Australia	72.2
Western Australia	73.0
Tasmania	78.1
Northern Territory	81.6
Australian Capital Territory	76.5
<b>Australia</b>	<b>71.0</b>

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

**Coherence** This is the fourth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007 and 2009. The majority of data items in the 2011 survey are directly comparable with those of the previous three surveys.

**Accessibility** Results of the survey are available free of charge on NCVET's website at: [www.ncver.edu.au/statistic/21066.html]. Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au

A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

**Interpretability** To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVET website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2011. Data from 2009, 2007 and 2005 are available in the 2010 NASWD performance information report.
- Data are of acceptable accuracy at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request.
- The NCVET conducted a review of the SEUV during 2011, and as a result is currently developing and testing a new questionnaire and revised methodology. The sample for the next survey (to be conducted in 2013) will increase, and it is anticipated the reliability of the estimates will improve for this indicator. Results from the next survey will be available in late 2013.

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## Employer satisfaction with VET

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Employer satisfaction with VET
<b>Measure (computation)</b>	<p><u>Definition</u> Employer satisfaction with the VET system.</p> <p><u>Numerator</u> Employers who reported as being satisfied or very satisfied with the VET system in meeting their skill needs.</p> <p><u>Denominator</u> Number of employers engaged with the VET system (less those with the numerator variable not stated)</p> <p><u>Computation/s:</u> The measure is calculated separately for the number of employers who in the 12 months preceding the interview:</p> <ul style="list-style-type: none"><li>• had employees undertaking apprenticeships/traineeships, or</li><li>• arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or</li><li>• had employees with formal vocational qualifications as a requirement of their job.</li></ul> <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
<b>Data source/s</b>	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [<a href="http://www.ncver.edu.au/who.html">www.ncver.edu.au/who.html</a>]</p>
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<b>Relevance</b>	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p> <p>The following organisations are out of scope of the survey:</p> <ul style="list-style-type: none"> <li>• self-employed and not employing staff</li> <li>• private households employing staff</li> <li>• foreign diplomatic missions</li> <li>• consulates in Australia</li> <li>• defence force establishments</li> <li>• superannuation funds.</li> </ul>
<b>Timeliness</b>	<p>The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2011 survey were released on the NCVET website on 1 November 2011.</p>
<b>Accuracy</b>	<p>The survey is designed to produce estimates at the state, industry and employer size levels, with the approximate relative standard errors:</p> <ul style="list-style-type: none"> <li>• less than 8 per cent for state-level estimates</li> <li>• less than 16 per cent for industry-level estimates</li> <li>• less than 6 per cent for employer-size level estimates</li> <li>• less than 3 per cent for Australia level estimates.</li> </ul> <p>Employers in scope of the survey were randomly selected and stratified by:</p> <p>State (each of the 8 states and territories)</p> <p>Industry (19 ANZSIC divisions)</p> <p>Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).</p> <p>Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data.</p>

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In 2011, a total of 7 500 interviews were conducted. Response rates to the 2011 survey are shown in table 1.

**Table 1: Response rates to the 2011 Survey of Employers' Use and Views of VET by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	69.1
Victoria	66.9
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Northern Territory	81.6
Australian Capital Territory	76.5
<b>Australia</b>	<b>71.0</b>

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

**Coherence** This is the fourth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007 and 2009. The majority of data items in the 2011 survey are directly comparable with those of the previous three surveys.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: [[www.ncver.edu.au/statistic/21066.html](http://www.ncver.edu.au/statistic/21066.html)]. Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [[www.ncver.edu.au/statistic/21075.html](http://www.ncver.edu.au/statistic/21075.html)]

**Interpretability** To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVER website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2011. Data from 2009, 2007 and 2005 are available in the 2010 NASWD performance information report.
- Data are of acceptable accuracy at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request.
- The NCVER conducted a review of the SEUV during 2011, and as a result is currently developing and testing a new questionnaire and revised methodology. The sample for the next survey (to be conducted in 2013) will increase, and it is anticipated the reliability of the estimates will improve for this indicator. Results from the next survey will be available in late 2013.