
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) and are available from the website at www.pc.gov.au/rogs/2018.

This chapter reports performance information for vocational education and training (VET) services.

Further information on the Report on Government Services including other reported service areas, the glossary and list of abbreviations is available at www.pc.gov.au/rogs/2018.

5.1 Profile of vocational education and training

Service overview

The VET system provides training for entry level jobs through to highly technical occupations, but also provides training for non-employment related reasons. Nationally in 2017, the main reason graduates participated in VET was for:

- employment related reasons (82.7 per cent in government-funded VET and 83.7 per cent in total VET)
- personal development (12.9 per cent in government-funded VET and 12.6 per cent in total VET)

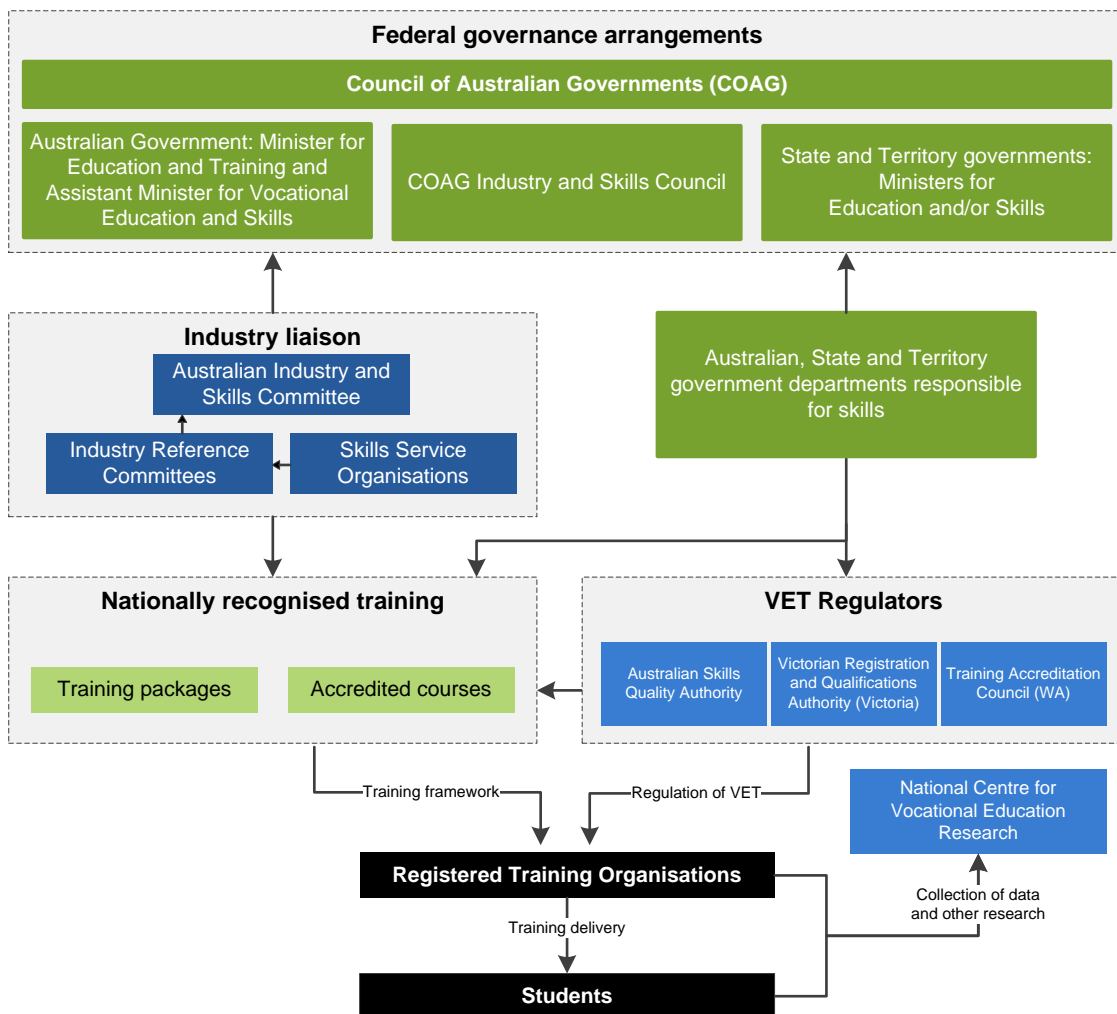
- pathways to further study (4.5 per cent in government-funded VET and 3.7 per cent in total VET) (NCVER 2017).

To achieve these aims, a student may choose to complete a single subject/unit of competency, module, skill set or VET qualification. VET qualifications range from Certificate level I to Graduate Diploma level, as determined by the Australian Qualifications Framework (AQF).

Roles and responsibilities

VET is an area of shared responsibility between interlinked government, industry and individual stakeholders (figure 5.1).

Figure 5.1 VET roles and responsibilities



Federal governance arrangements

Government roles and responsibilities are outlined in the *National Agreement for Skills and Workforce Development* and the *National Partnership Agreement on Skills Reform* (the latter concluded 30 June 2017), and are summarised below.

- State and Territory governments provide approximately two-thirds of government funding to VET and manage VET delivery within their jurisdiction (including the effective operation of the training market).
- The Australian Government provides financial support to State and Territory governments to sustain national training systems and provides specific incentives, interventions and assistance for national priority areas.
- The Australian Government and State and Territory governments work together to progress and implement national policy priorities. The Council of Australian Governments (COAG) Industry and Skills Council — comprising Australian, State and Territory ministers with portfolio responsibility for industry and skills — has responsibility for industry competitiveness, productivity and labour market pressures; and skills development and national training arrangements.

Industry liaison

The Australian Industry and Skills Committee (AISC) provides industry advice on the implementation of national VET policies, and approves nationally recognised training packages for implementation in the VET system.

The AISC draws on advice from its network of Industry Reference Committees (IRCs). IRCs are made up of people with experience, skills and knowledge of their particular industry sector and are responsible for developing training packages that meet the needs of Australian industry. IRCs are voluntary bodies that are supported by professional Skills Service Organisations in training package development work.

Regulation of VET

The Australian Skills Quality Authority (ASQA) accredits courses and regulates registered training organisations (RTOs) to ensure nationally approved quality standards are met. ASQA has jurisdiction over all RTOs, except for those that operate solely in Victoria or WA (and do not offer services to overseas students).

Registered Training Organisations

RTOs are the institutions within which organised VET takes place, including:

- *government VET providers* — such as technical and further education (TAFE) institutes, agricultural colleges and multi-sector education institutions

-
- *community education providers* — such as adult and community education providers
 - *other registered providers* — such as: private training businesses; industry and community bodies with an RTO arm; employers that have RTO status to train their own staff; Group Training Organisations or Apprenticeship Network Providers that also deliver VET services.

Nationally recognised training

The VET sector delivers ‘nationally recognised training’ through:

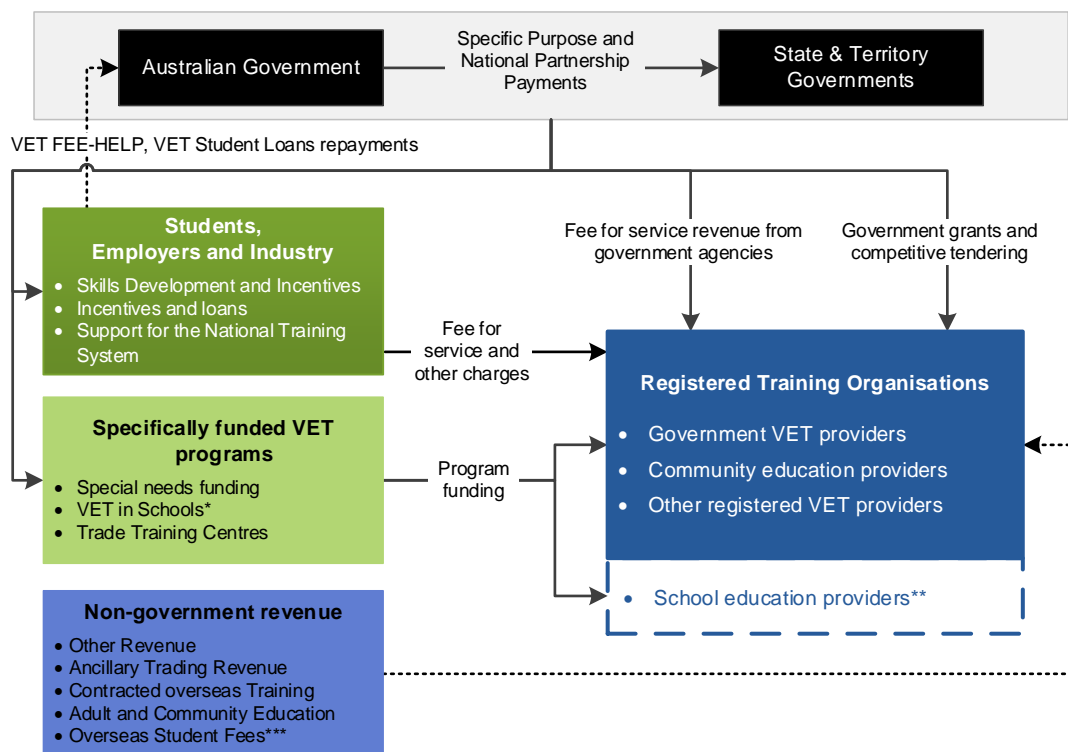
- *Training packages* that are occupational skills standards against which training delivery and assessment of competency can take place. They are developed through a process of national consultation with industry (see section 5.4 for definition of training packages)
- *VET accredited courses* which enable nationally accredited training in niche areas or in response to rapidly-emerging industry needs, where these are not covered by existing training package qualifications.

Nationally recognised VET qualifications or VET statements of attainment are issued by RTOs following the full or partial completion of a qualification from a training package or VET accredited course. Apprenticeships/traineeships combine employment and competency-based training, including both formal nationally recognised training and on-the-job training.

Funding

Figure 5.2 outlines the major funding flows within the VET system.

Figure 5.2 Major funding flows within the VET system



* The Australian Government provides VET in Schools funding to the State and Territory governments as a part of the National Specific Purpose Payment for Skills and Workforce Development. State and Territory governments provide funding to government and non-government schools for VET in Schools programs.

** School education institutions may operate with an RTO arm, providing courses that may combine traditional studies with VET.

*** Except in WA where overseas student fees are received by the State Training Authority.

Government grants and competitive tendering

The main source of government recurrent funding of VET is via government grants and appropriations and/or competitive tendering/user choice mechanisms. Nationally in 2016, Australian, State and Territory government appropriations and program funding for VET was \$4.7 billion (table 5A.5).

- State and Territory governments provided \$2.9 billion (61.1 per cent of total funding)
- the Australian Government provided \$1.8 billion to State and Territory governments, with the majority provided through specific purpose and national partnership payments.

Government funding of VET is provided to a mixture of government RTOs (including TAFEs), and community education providers and other registered RTOs. Nationally, government payments to non-TAFE providers have more than doubled since 2007, to \$1.3 billion in 2016 (table 5A.4).

Nationally in 2016, \$2.2 billion (45.7 per cent) of government appropriations and program funding was allocated on a competitive basis — a 4.9 per cent decrease in real terms from

2015. The majority of funding allocated on a competitive basis was provided through entitlement funding programs (see section 5.4 for definition) (76.5 per cent of all contestable funding allocated to VET in 2016) (table 5A.5).

Other funding

Financial support to *students, employers and industry* from the Australian, State and Territory governments includes the following:

- Incentives and loans to individuals — such as incentive payments (for example, to support with the cost of learning during training) and program subsidies and government loans (for example, VET Student Loans — see section 5.4 for definition)
- Skills development and incentives to employers — including support with the cost of employing and training staff in the form of subsidies and incentive payments (such as for Australian Apprenticeships)
- Support for the National Training System — including funding to industry bodies to support the training system, and assist in the identification of skills needs and the development of skills programs (for example, Skills Service Organisations and the Australian Apprenticeship Support Network).

Governments provide for a number of *specifically funded VET programs* to provide support for target individuals or communities. For example, support for people with special needs to engage with training, or support for school-based VET programs (such as VET in Schools and Trade Training Centres in Schools programs).

Size and scope

Students

Nationally in 2016, an estimated 4.2 million students participated in total VET, and around 1.3 million students participated in government-funded VET (table 5A.7).¹

The highest qualification level being attempted by the majority of government-funded VET students was certificate level III or IV (54.2 per cent), followed by a certificate level I or II qualification (18.2 per cent) and diploma or above qualifications (12.3 per cent). A further 15.3 per cent of government-funded VET students were enrolled in a non-AQF qualification (table 5A.7).

¹ Total VET refers to domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding. Government-funded VET refers domestic government-funded VET activity delivered by all types of Australian training providers.

Training providers

There were 4279 VET providers in Australia in 2016, of which 1931 delivered government-funded VET at 36 146 locations in Australia (table 5A.6).

5.2 Framework of performance indicators

Box 5.1 describes the vision and objective for the VET system.

Box 5.1 Objectives for VET

The VET system aims to deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia's economic future. To achieve this, the Australian, State and Territory governments aim to create a national training system that:

- is accessible to all working age Australians
- meets the needs of students, employers and industries
- is high quality.

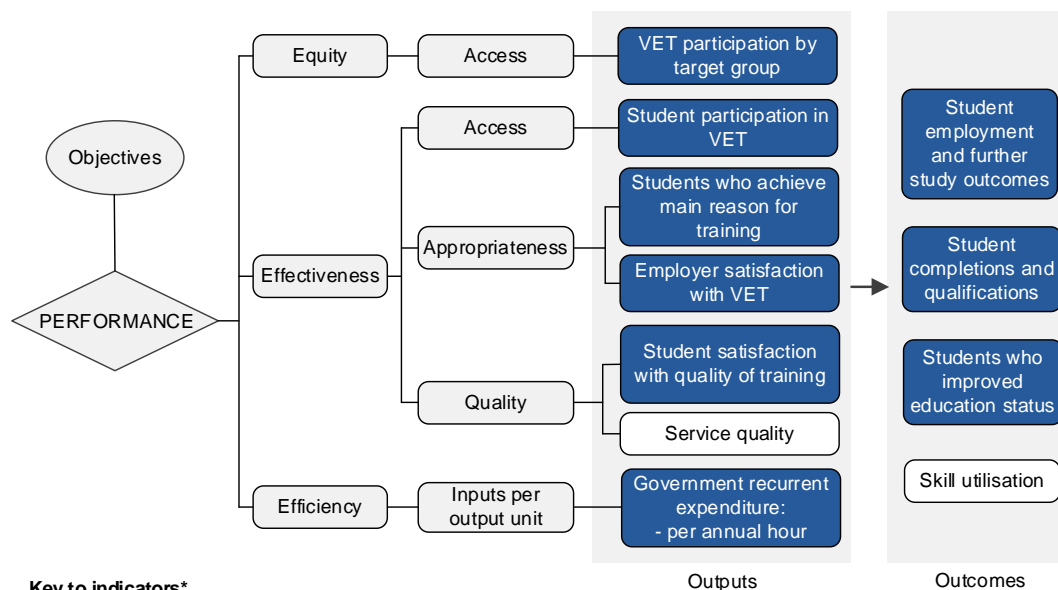
Governments aim for a national training system that meets these objectives in an equitable and efficient manner.

The performance indicator framework provides information on equity, effectiveness and efficiency and distinguishes the outputs and outcomes of VET services (figure 5.3).

The performance indicator framework shows which data are complete and comparable in the 2018 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability, data completeness and information on data quality from a Report-wide perspective. In addition to section 5.1, the Report's Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter. Chapters 1 and 2 are available from the website at www.pc.gov.au/rogs/2018.

Improvements to performance reporting for VET services are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.

Figure 5.3 VET performance indicator framework



Key to indicators*

- Text Most recent data for all measures are comparable and complete
- Text Most recent data for at least one measure are comparable and complete
- Text Most recent data for all measures are either not comparable and/or not complete
- Text No data reported and/or no measures yet developed

* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

5.3 Key performance indicator results

Different delivery contexts and locations can influence the equity, effectiveness and efficiency of VET services.

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). Output information is also critical for equitable, efficient and effective management of government services.

Equity

Access — VET participation by target group

‘VET participation by target group’ is a proxy indicator of governments’ objective that the national training system is provided in an equitable manner (box 5.2).

Box 5.2 VET participation by target group

‘VET participation by target group’ is defined as the proportion of the population aged 15–64 years from target groups participating in government-funded VET, compared with participation of people from non-target groups. For this Report, the designated target groups are:

- Aboriginal and Torres Strait Islander people
- people from remote and very remote areas
- people with disability.

This measure relates to government-funded VET activity only.

A higher or increasing participation rate indicates high or increasing levels of access to the VET system (conversely, a lower participation rate, compared to the non-target group, means the target group is underrepresented in VET). However, this measure needs to be interpreted with care because higher participation may not be desirable if it reflects exclusion from tertiary education. Similarly, declining participation could represent a substitution from VET to tertiary education or full fee-for-service training. The data also need to be interpreted with care as participation rates:

- by target group (other than for remoteness) depend on obtaining accurate responses to self-identification questions at the time of enrolment, which may vary across jurisdictions. A large unknown (or not stated) response could mean that the participation rate for the target group is understated
- are not age standardised. Participation rates for target groups with a younger age profile (such as the Aboriginal and Torres Strait Islander population) are likely to overstate the difference in participation compared to the non-target group population
- use a different data source for the numerator and denominator, which can affect comparability.

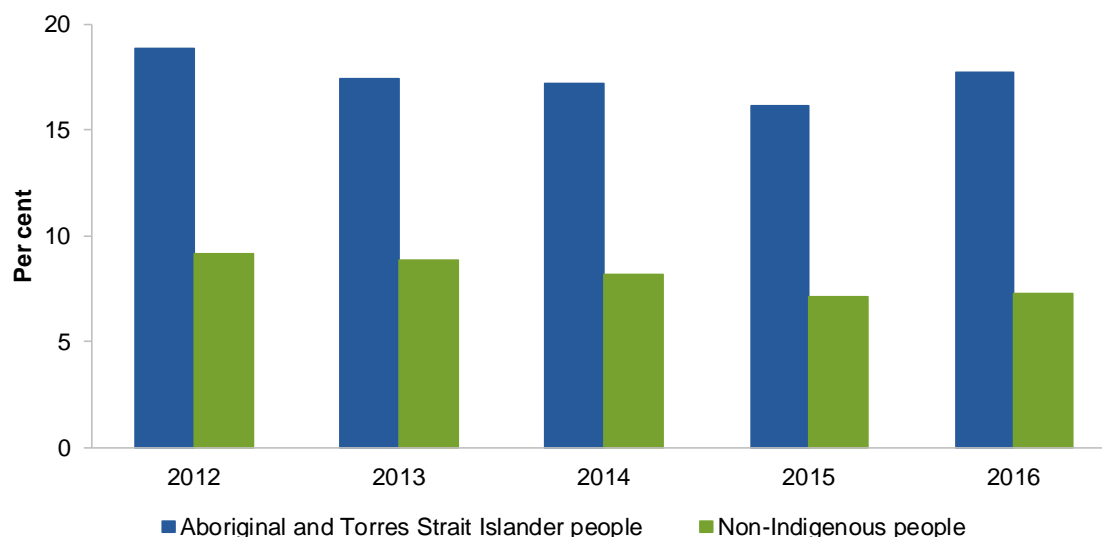
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

Aboriginal and Torres Strait Islander Australians

For people aged 15–64 years in 2016, the Aboriginal and Torres Strait Islander participation rate was more than twice the rate of non-Indigenous people (17.8 per cent compared to 7.3 per cent) — a consistent pattern over the last 5 years (figure 5.4).

Figure 5.4 Participation rate 15–64 year olds in government-funded VET, by Indigenous status^a



^a See box 5.2 and table 5A.8 for detailed definitions, footnotes and caveats.

Source: National Centre for Vocational Education Research (NCVER) (unpublished), *Government-funded students and courses* (editions 2012 to 2016); Australian Bureau of Statistics (ABS) 2012–2016, *Australian Demographic Statistics, Jun 2012, 2013, 2014, 2015 and 2016*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.8.

People from remote and very remote areas

Of 15–64 year olds in remote or very remote areas in 2016, 12.5 per cent participated in government-funded VET, which is higher than the rates for people in inner and outer regional areas (10.6 per cent) and major cities (6.5 per cent). In most jurisdictions, the VET participation rate increased as remoteness increased (table 5A.9).

People with disability

Nationally in 2016, 8.9 per cent of 15–64 year old government-funded VET students reported as having disability (table 5A.10). Using available disability prevalence data² results in a 2015 participation rate of 4.7 per cent, which is lower than the rate for people without disability (7.4 per cent) (table 5A.10). The participation rate of people with disability in 2015 is similar to 2012 (4.9 per cent) (table 5A.10).

² The ABS Survey of Disability, Ageing and Carers, 2015.

Effectiveness

Access — Student participation in VET

‘Student participation in VET’ is a proxy indicator of governments’ objective to create a national training system that is accessible to all working age Australians (box 5.3).

Box 5.3 Student participation in VET

‘Student participation in VET’ is defined as the proportion of the population aged 15–64 years participating in government-funded VET.

This measure relates to government-funded VET activity only.

High or increasing VET participation rates indicate high or increasing levels of access to the VET system by the general population. However, this measure needs to be interpreted with care because higher participation may not be desirable if it reflects exclusion from tertiary education. Similarly, declining participation could represent a substitution from VET to tertiary education or full fee-for-service training.

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 2016 data are available for all jurisdictions.

Nationally in 2016, 7.8 per cent of 15–64 year olds participated in government-funded VET. The national rate for 2016 is the first to reverse the annual downward trend (7.6 per cent in 2015) for the five years of data reported (9.9 per cent in 2012) (figure 5.5).

As a pathway from school to the workforce or further study, a higher proportion of 18–24 year olds (16.8 per cent) participated in government-funded VET nationally in 2016, with the proportion higher again for Aboriginal and Torres Strait Islander 18–24 year olds (26.1 per cent) (table 5A.8).

Figure 5.5 Participation rate of 15–64 year olds in government-funded VET^a



^a See box 5.3 and table 5A.8 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished), *Government-funded students and courses (editions 2012 to 2016)*; ABS 2012–2016, *Australian Demographic Statistics, Jun 2012, 2013, 2014, 2015 and 2016*, Cat. no. 3101.0; table 5A.8.

Appropriateness — Students who achieve main reason for training

‘Students who achieve main reason for training’ is an indicator of governments’ objective to create a national training system that meets the needs of students, employers and industries (box 5.4).

Box 5.4 Students who achieve main reason for training

‘Students who achieve main reason for training’ is defined as the proportion of government-funded VET graduates who reported that the training helped or partly helped them achieve their main reason for training.

This measure relates to the activities of government-funded VET activity only.

Data are collected from the annual national Student Outcomes Survey for graduates aged 18 years and over.

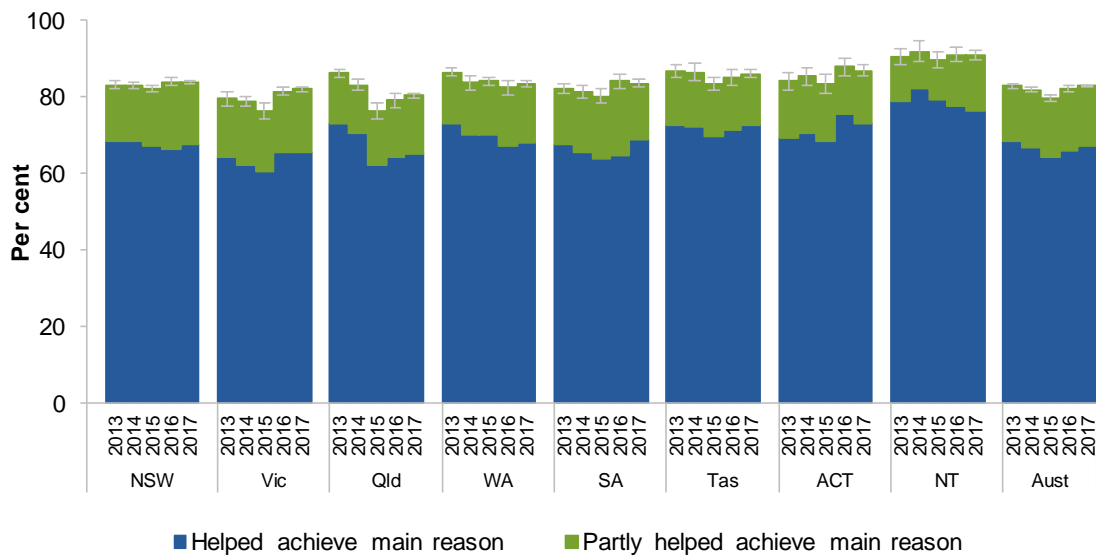
A high or increasing proportion of students whose training helped them achieve their main reason for training is desirable.

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 2017 data are available for all jurisdictions.

Nationally in 2017, 82.8 per cent of government-funded 2016 VET graduates reported that training helped or partly helped them achieve their main reason for training, similar to 2013 (figure 5.6). The proportion was similar for Aboriginal and Torres Strait Islander government-funded graduates (table 5A.11).

Figure 5.6 **Government-funded VET graduates whose training helped or partly helped achieve main reason for training^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate and are for the combined category: helped or partly helped achieve main reason ^b See box 5.4 and table 5A.11 for detailed definitions, footnotes and caveats.

Source: NCVER (2017 and unpublished), *VET student outcomes 2017*; NCVER (unpublished), *Total VET graduate outcomes 2016*; NCVER (unpublished), *Government-funded student outcomes 2013, 2014, 2015 and 2016*; table 5A.11.

Appropriateness — Employer satisfaction with VET

‘Employer satisfaction with VET’ is an indicator of governments’ objective to create a national training system that meets the needs of students, employers and industries (box 5.5).

Box 5.5 **Employer satisfaction with VET**

'Employer satisfaction with VET' is defined as the proportion of employers who engaged in an aspect of VET, and who are satisfied with all forms of VET training engaged with.

Engagement with VET includes if the employer had employees undertaking an apprenticeship or traineeships, or had arranged or provided their employees with nationally recognised training, or had employees with formal vocational qualifications as a requirement of their job.

This measure relates to total VET activity.³

Data are collected from the biennial Survey of Employer Use and Views of the VET system and represent the responses of employers with at least one employee and their training experiences in the 12 months prior to the survey.

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 measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

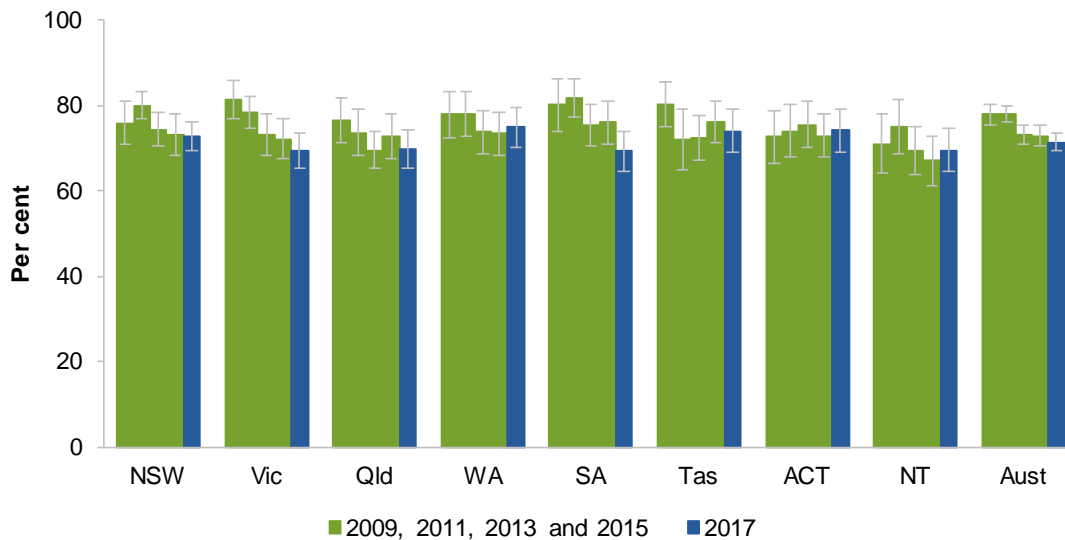
Just over half of Australian employers are engaged with VET (table 5A.13).

Nationally in 2017, for those employers engaged with VET, 71.4 per cent were satisfied with all forms of VET training engaged with (figure 5.7). By type of training engaged in:

- 77.5 per cent engaged with apprenticeships or traineeships were satisfied with the training in providing apprentices or trainees with the required skills
- 82.2 per cent who arranged or provided nationally recognised training to employees were satisfied with the nationally recognised training in providing employees with the required skills
- 75.4 per cent who had employees with a formal vocational qualification that was a requirement of their job were satisfied with formal vocational qualifications in providing employees with the required skills (table 5A.14).

³ As government-funded VET engagement of employers cannot be determined from the survey.

Figure 5.7 **Employers satisfied with all forms of VET engagement^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.5 and table 5A.14 for detailed definitions, footnotes and caveats.

Source: NCVET (2009, 2011, 2013, 2015, 2017 and unpublished) NCVET *Employers' use and views of the VET system, 2009, 2011, 2013, 2015 and 2017*; table 5A.14.

Quality — Student satisfaction with quality of training

'Student satisfaction with quality of training' is an indicator of governments' objective to create a national training system that is high quality (box 5.6).

Box 5.6 Student satisfaction with quality of training

'Student satisfaction with quality of training' is defined as the proportion of government-funded VET graduates who were satisfied with the overall quality of training.

This measure relates to government-funded VET activity only.

Data are collected from the annual national Student Outcomes Survey for graduates aged 18 years and over. Graduates satisfied with their training include those who 'Strongly agree' or 'Agree' with the relevant questionnaire item.

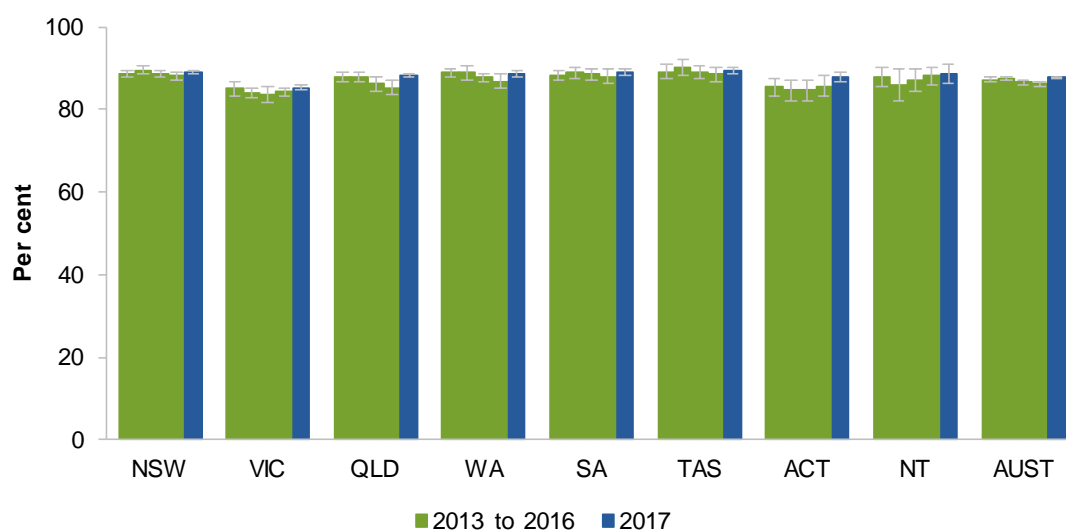
A high or increasing proportion of graduates satisfied with their training is desirable.

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 2017 data are available for all jurisdictions.

Nationally in 2017, 87.8 per cent of all government-funded 2016 VET graduates indicated that they were satisfied with the overall quality of their training — an increase from 86.2 per cent in 2016 (figure 5.8). The proportion was higher for Aboriginal and Torres Strait Islander government-funded graduates (91.0 per cent in 2017) (table 5A.12).

Figure 5.8 Government-funded VET graduates satisfied with the overall quality of training^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.6 and table 5A.12 for detailed definitions, footnotes and caveats.

Source: NCVER (2017 and unpublished), *VET student outcomes 2017*; NCVER (unpublished), *Total VET graduate outcomes 2016*; NCVER (unpublished), *Government-funded student outcomes 2013, 2014, 2015 and 2016*; table 5A.12.

Satisfaction with instructors (87.7 per cent) was lower than satisfaction with assessment (89.7 per cent) in 2017 (table 5A.12).

Quality — Service quality

‘Service quality’ is an indicator of governments’ objective to create a national training system that is high quality (box 5.7).

Box 5.7 Service quality

‘Service quality’ focuses on whether services are meeting required standards.

This indicator has been identified for development and reporting in the future.

Efficiency

An indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicator of unit cost in this Report is ‘recurrent expenditure per annual hour’. The user cost of capital is included in estimates of recurrent expenditure, however expenditure estimates including and excluding user cost of capital are available separately (box 5.8).

Box 5.8 Comparability of cost estimates

Government recurrent expenditure is calculated using data prepared by State and Territory governments under the Australian Vocational Education and Training Management Information Statistical Standard for VET financial data. Data are prepared annually on an accrual basis and are audited.

Government recurrent expenditure is deemed as being equivalent to the recurrent funds received by State and Territory government departments responsible for VET, including their government-owned RTOs (net of payroll tax) provided by the Australian Government and State and Territory governments and includes:

- Commonwealth National Agreement funding; State recurrent funding; Commonwealth administered program funding; and, Assumption of liabilities (such as superannuation contributions incurred by central agencies on behalf of RTOs)
- fee-for-service payments from government agencies
- user cost of capital (estimated as 8 per cent of the value of total physical non-current assets owned by government RTOs).

Payroll tax payments by government-owned RTOs are deducted from the total to ensure a consistent treatment across jurisdictions (chapter 1).

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors. User cost of capital should be interpreted carefully. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The value of land is presented separately from the value of other assets to allow users assessing the results to consider any differences in land values across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1.

To promote comparability of the data across states and territories, as well as comparability between the financial and activity data, annual hours are adjusted by the course mix weight when calculating the efficiency indicator.

Expenditure data for years prior to 2016 are adjusted to real dollars (2016 dollars) using the gross domestic product chain price index (table 5A.22).

Inputs per output — Government recurrent expenditure per annual hour

‘Government recurrent expenditure per annual hour’ is an indicator of governments’ objective that the national training system is provided in an efficient manner (box 5.9).

Box 5.9 **Government recurrent expenditure per annual hour**

'Government recurrent expenditure per annual hour' is defined as government recurrent expenditure (including user cost of capital) divided by government-funded annual hours (see box 5.8).

This measure relates to government-funded VET *plus* fee-for-service activity of government providers.

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

Government recurrent expenditure per annual hour should be interpreted carefully because low or decreasing unit costs do not necessarily reflect improved efficiency. The factors that have the greatest impact on efficiency include:

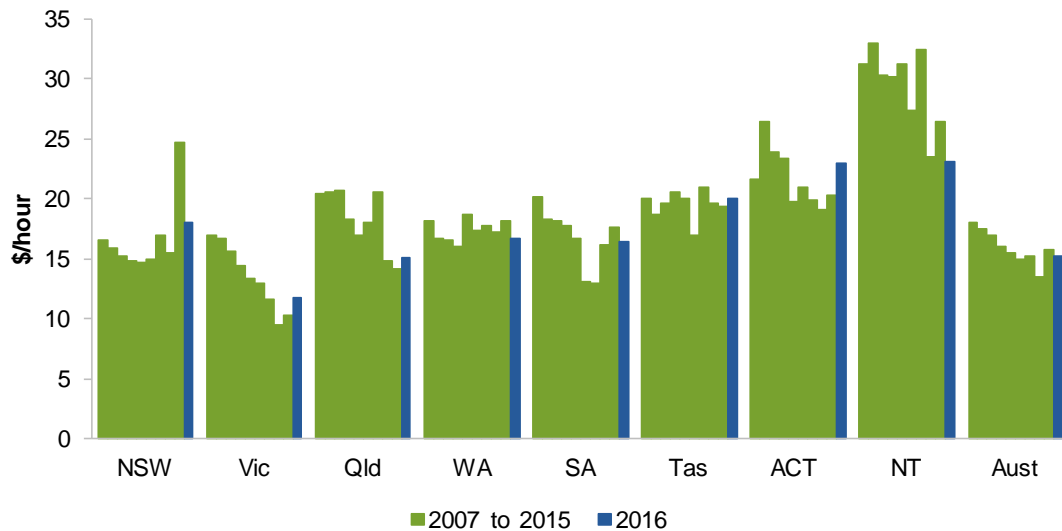
- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including sociodemographic composition, administrative scale, and dispersion and scale of service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

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

Since 2007, government real recurrent expenditure has decreased 1.6 per cent (table 5A.1), while the number of government-funded annual hours (course mix adjusted) has increased 16.0 per cent (table 5A.2). The annual movements resulted in a decrease in recurrent expenditure per annual hour from \$18.02 in 2007 to \$13.47 in 2014, before increasing in 2015 and was \$15.29 in 2016 (figure 5.9).

Figure 5.9 **Government real recurrent expenditure per annual hour (2016 dollars)^a**



^a See box 5.9 and table 5A.2 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Financial information (editions 2007 to 2016)*; NCVET (unpublished) *Government-funded students and courses (editions 2007 to 2016)*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.2.

Outcomes

Outcomes are the impact of services on the status of an individual or group (see chapter 1).

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia’s economic future (box 5.10).

Box 5.10 Student employment and further study outcomes

'Student employment and further study outcomes' is defined by two measures. The proportion of total VET graduates aged 20–64 years:

- employed and/or in further study after training (total and by the three VET target groups [see box 5.2])
- who improved their employment status after training (total and by the three VET target groups [see box 5.2]).

'Improved employment status' 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.

Holding other factors constant, higher or increasing proportions indicate positive employment or further study outcomes after training.

Comparison of labour market outcomes should also account for the general economic conditions in each jurisdiction (see chapter 2).

Data reported for these measures are:

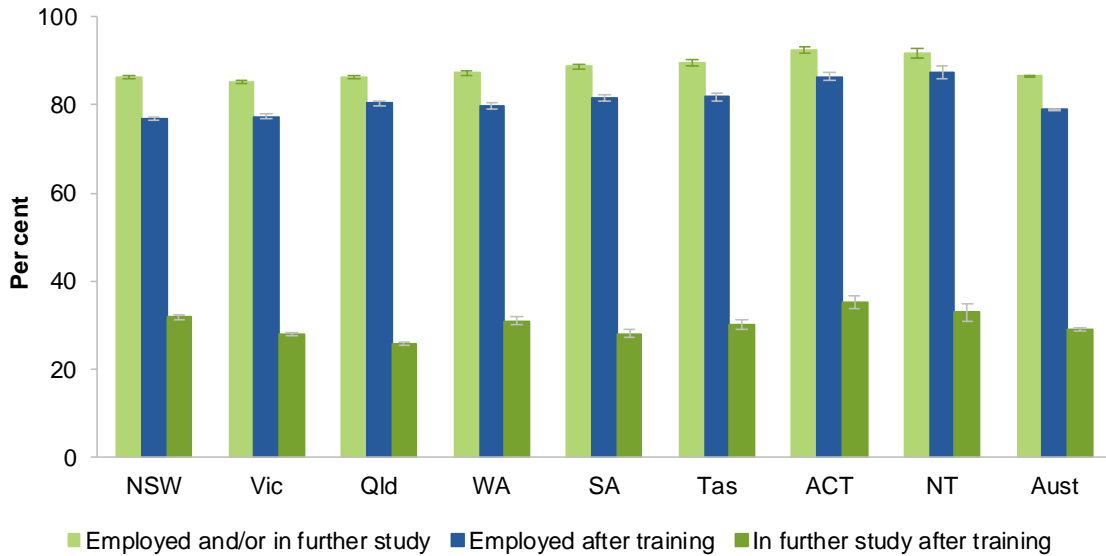
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2017 data are available for all jurisdictions.

Graduates employed and/or in further study

Nationally in 2017, 86.5 per cent of 20–64 year old total VET graduates from 2016 were employed and/or continued on to further study after training (figure 5.10) — down from 87.1 per cent in 2016 (table 5A.15). The proportion was higher for people from remote and very remote areas (91.6 per cent) and lower for Aboriginal and Torres Strait Islander people (82.1 per cent) and people with disability (73.3 per cent) (table 5A.15).

For the subset of government-funded VET graduates, 84.1 per cent were employed and/or continued on to further study in 2017 (lower than the proportion for total VET graduates) — down from 85.0 per cent in 2016 (table 5A.15).

Figure 5.10 **Total VET graduates aged 20–64 years employed and/or in further study after training, 2017^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.10 and table 5A.15 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *VET student outcomes 2017*; table 5A.15.

Graduates who improved employment status

Nationally in 2017, 57.5 per cent of 20–64 year old total VET graduates from 2016 improved their employment status after training — an increase from 56.5 per cent in 2016 (table 5A.16). The proportion was higher for people from remote and very remote areas (62.1 per cent), lower for people with disability (41.6 per cent) and similar for Aboriginal and Torres Strait Islander people (56.9 per cent) (table 5A.16).

Of the subset of government-funded graduates, 56.4 per cent had improved employment status in 2017 (lower than the proportion for total VET graduates) — up from 55.2 per cent in 2016 (table 5A.16).

By type of improved employment status, the proportion was highest for graduates receiving a job-related benefit (67.7 per cent), followed by graduates employed after training (48.0 per cent) and employed at a higher skill level after training (16.5 per cent) (figure 5.11).

For both total VET and government-funded graduates in 2017, the proportion who improved their employment status was lower for graduates completing a Certificate I/II qualification (46.5 and 41.5 per cent respectively), compared to graduates completing a Certificate III/IV qualification (59.3 and 58.2 per cent respectively) or a Diploma and above qualification (57.9 and 60.0 per cent respectively) (table 5A.17).

Figure 5.11 **Total VET graduates aged 20–64 years who improved their employment status after training, by type of improvement, 2017^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.10 and table 5A.17 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *VET student outcomes 2017*; table 5A.17.

Student completions and qualifications

‘Student completions and qualifications’ is an indicator of governments’ objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia’s economic future (box 5.11).

Box 5.11 Student completions and qualifications

'Student completions and qualifications' is defined as the number of government-funded VET AQF qualifications completed each year by students aged 15–64 years, per 1000 people aged 15–64 years (total and by the three target groups [see box 5.2]).

This measure currently relates to government-funded VET activity only. For future reports it is anticipated that the scope will be expanded to cover total VET activity.

Qualification completions data are 'preliminary' for 2016 and 'final' for earlier years.

A higher or increasing rate of completed qualifications increases the national pool of skilled people in Australia. However, this measure needs to be interpreted with care as the rate of qualification completions:

- by target group (other than for remoteness) depend on obtaining accurate responses to self-identification questions at the time of enrolment, which may vary across jurisdictions. A large unknown (or not stated) response could mean that the completion rate for the target group is understated
- uses a different data source for the numerator and denominator, which can affect comparability.

Data reported for this measure are:

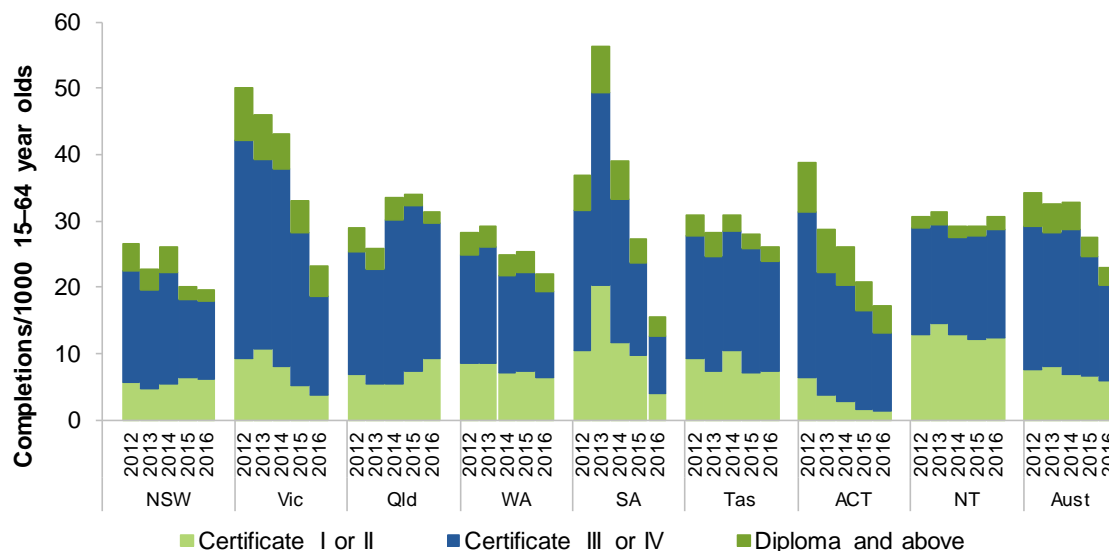
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

Nationally in 2016, around 367 300 qualifications were completed by government-funded VET students aged 15–64 years — equivalent to 23.1 qualifications per 1000 people aged 15–64 years (figure 5.12 and table 5A.18). The number of government-funded VET qualification completions declined 29.4 per cent from 2012 to 2016 (table 5A.18).

In 2016, the rate was higher for Aboriginal and Torres Strait Islander people (44.2) and people from remote and very remote areas (32.8), but lower (in 2015 – latest available population data) for people with disability (15.4) (table 5A.18).

By qualification level, the rate of government-funded qualifications completed among 15–64 year olds was highest for Certificate III or IV (14.3), followed by Certificate I or II (6.1) and Diploma and above (2.7) (figure 5.12). As a proportion of qualification completions compared to the total population, Aboriginal and Torres Strait Islander people completed a higher proportion of Certificate I or II qualifications (43.4 per cent, compared to 26.4) and lower proportions of Certificate III or IV (50.2 per cent, compared to 62.0 per cent) and diploma and above qualifications (6.3 per cent, compared to 11.6 per cent) (table 5A.19).

Figure 5.12 **Government-funded VET qualifications completed per 1000 people aged 15–64 years, by AQF level^a**



^a See box 5.11 and table 5A.19 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2015)*, (preliminary completions) *Australian vocational education and training statistics: government-funded students and courses 2016*; table 5A.19.

Students who improved education status

‘Students who improved education status’ is an indicator of governments’ objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia’s economic future (box 5.12).

Box 5.12 **Students who improved education status**

‘Students who improved education status’ is defined as the proportion of government-funded VET AQF qualifications completed by 20–64 year olds which were at a higher education level than their previous highest education level (total and by the three target groups [see box 5.2]).

This measure currently relates to government-funded VET activity only. For future reports it is anticipated that the scope will be expanded to cover total VET activity.

Higher or increasing proportions of students with improved education status after training indicate that the skill levels of the working age population are increasing.

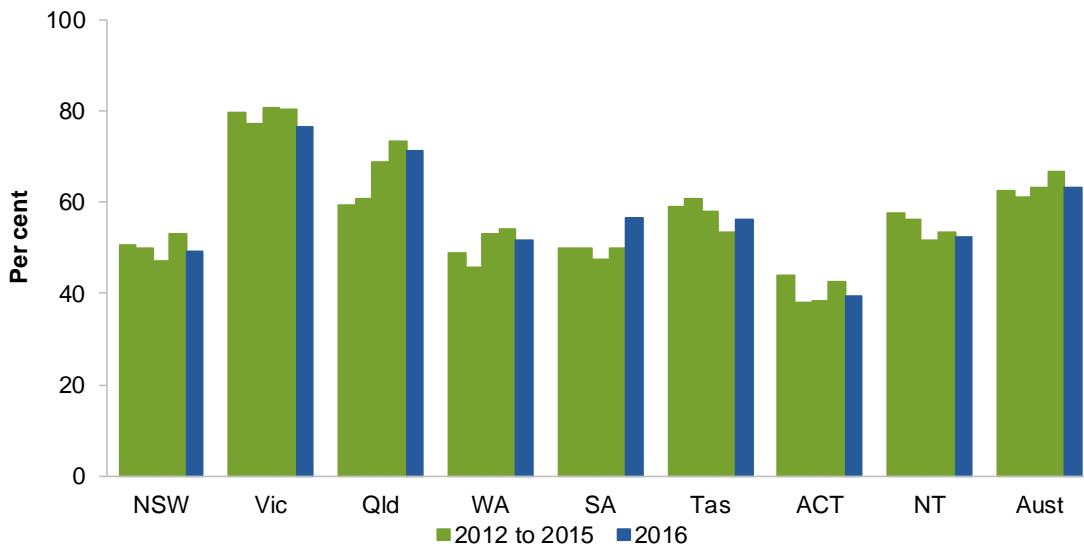
Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2016 data are available for all jurisdictions.

Of all government-funded VET graduates aged 20–64 years that completed an AQF qualification nationally in 2016, 63.2 per cent did so with a higher qualification than their previous highest AQF qualification (a decrease from 66.8 per cent in 2015, but above 62.4 per cent in 2012) (figure 5.13). The proportion was higher for Aboriginal and Torres Strait Islander people (64.9 per cent), but lower for people from remote and very remote areas (62.7 per cent) and for people with disability (55.2 per cent) (table 5A.20).

For the subset that completed an AQF Certificate III or above, 69.0 per cent did so with a higher qualification than their previous AQF – a higher proportion than for all AQF qualifications above (table 5A.21).

Figure 5.13 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status^a**



^a See box 5.12 and table 5A.20 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2015)*, (preliminary completions) *Australian vocational education and training statistics: government-funded students and courses 2016*; table 5A.20.

Additional information is provided on the number of qualifications completed as a proportion of the number of government-funded VET enrolments. In 2016, 19.4 per cent of government-funded VET enrolments by 20–64 year olds were completed at a higher education level (table 5A.20).⁴

⁴ Care needs to be taken when interpreting changes over time in the proportion of enrolments completed at a higher qualification level. Due to the time lag between course enrolment (the denominator) and qualification completion (the numerator), this proportion may be affected by relatively large changes in enrolments year to year.

Skill utilisation

‘Skill utilisation’ is an indicator of governments’ objective that the VET system deliver a productive and highly skilled workforce through enabling all working age Australians to develop and use the skills required to effectively participate in the labour market and contribute to Australia’s economic future (box 5.13).

Box 5.13 Skill utilisation

‘Skill utilisation’ is broadly defined as an indicator of whether the workforce (with VET qualifications) are effectively using their skills in the labour market.

This indicator has been identified for development and reporting in the future.

5.4 Definitions of key terms

Adult and community education providers	Organisations that deliver community-based adult education and training, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications, encompassing higher education, VET and schools.
Completions	Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Annual hours of delivery are 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.
Disability	In the National VET Provider Collection, refers to whether the student self-identifies as having a disability, impairment or long-term condition. In the ABS Survey of Disability, Ageing and Carers, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.

Entitlement funding	<p>Entitlement funding models have been progressively introduced across jurisdictions from mid-2009. Although each State or Territory's entitlement funding system has its own characteristics, entitlement funding programs consist of two key features:</p> <ul style="list-style-type: none"> • Student entitlement to VET training — Provide a guaranteed government-subsidised training place for working age residents to obtain qualifications. Restrictions on the entitlement schemes vary across jurisdictions. Restrictions include: caps on the number of places that may be filled in a year; financial caps on the total level of funding; levels of qualification people have an entitlement to; and whether it is a person's 'initial' qualification. • Demand driven VET training — Government subsidies are contestable and are allocated to the RTO (government or private) of the students' choice. Governments may place some limits on student choice, by restricting the number of RTOs that offer entitlement funding places.
Enrolment	<p>The registration of a student at a training 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.</p>
Fee-for-service activity	<p>Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.</p>
Government-funded VET	<p>Government-funded VET refers to domestic government-funded VET activity delivered by all types of Australian training providers.</p>
Graduate	<p>A student who completed all the requirements of a qualification.</p>
Group Training Organisations	<p>Group Training Organisations recruit potential or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and place them with 'host' employers while they undertake their training.</p>
Module	<p>A unit of training in which a student can enrol and be assessed.</p>
Multi-sector training providers	<p>Multi-sector training providers offer both higher education and VET courses.</p>
Real expenditure/funding/assets	<p>Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the gross domestic product chain price deflator and expressed in terms of final year prices.</p>
Recurrent funding	<p>Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.</p>
Registered training organisation (RTO)	<p>RTOs are training providers registered by ASQA, the Victorian Registration and Qualifications Authority (Victoria) or the Training Accreditation Council (WA) to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.</p> <p>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.</p>
Remoteness	<p>Remoteness areas are based on the Access/Remoteness Index of Australia (ARIA+), developed by the National Centre for Social Applications of Geographic Information Systems. ARIA+ is based on ABS Australian Statistical Geography Standard Statistical Area Level 2 regions. Remoteness areas include major cities, inner and outer regional areas, and remote and very remote areas.</p>
Skill sets	<p>Are groupings of units of competency that are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or licensing or regulatory requirement. They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set.</p>

Students	Are individuals who were enrolled in a subject or completed a qualification during the reporting period.
Technical and further education (TAFE) institutes	Are government training providers that provide a range of technical and vocational education and training courses and other programs.
Total VET	Total VET refers to domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding.
Training packages	Comprise a set of nationally endorsed standards, guidelines and qualifications for training and for recognising and assessing skills. They are developed by industry with the aim of meeting the needs of an industry or group of industries.
Training providers	Are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities.
Unit of competency	A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.
User cost of capital	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.
Vocational education and training (VET)	Is post-compulsory education and training that provides people with occupational or work-related knowledge and skills. VET also includes programs that provide the basis for subsequent vocational programs.
VET participation	VET participation is measured by students, which are defined as individuals who were enrolled in a subject or completed a qualification during the reporting period. 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.
VET program	A course or module offered by a training organisation in which students may enrol to develop work-related knowledge and skills.
VET Student Loans	Commenced on 1 January 2017, replacing the VET FEE-HELP scheme. It offers income contingent loan support to eligible students studying diploma level and above VET qualifications.

5.5 References

NCVER (National Centre for Vocational Education Research) 2017, *Australian vocational education and training statistics: VET student outcomes 2017*, Adelaide.

5A Vocational education and training

— attachment

Information on the comparability and completeness of the data for the performance indicators and measures is in sections 5.2-3. Definitions for the indicators and descriptors in this attachment are in section 5.4 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 on the Review website at www.pc.gov.au/rogs/2018.

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TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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 recurrent expenditure, including user cost of capital									
2016	1 825.1	1 520.8	1 080.3	650.1	312.7	141.2	119.0	119.5	5 768.8
2015	1 973.3	1 613.3	1 073.1	740.3	411.8	143.6	110.8	117.5	6 183.6
2014	1 934.5	1 753.5	1 000.8	724.5	474.1	163.2	111.8	123.4	6 285.9
2013	2 067.6	2 161.4	1 169.1	791.2	543.6	161.5	119.9	137.9	7 152.2
2012	2 033.6	2 418.7	1 180.3	783.4	419.4	153.3	132.9	127.8	7 249.3
2011	1 941.3	1 956.7	1 200.4	843.6	438.2	175.5	129.9	140.5	6 826.2
2010	1 912.1	1 648.3	1 153.7	705.2	429.9	166.1	149.0	132.0	6 296.2
2009	1 855.8	1 541.3	1 150.0	674.3	429.4	146.0	145.2	126.9	6 068.9
2008	1 879.6	1 535.5	1 073.8	601.2	385.0	144.2	140.5	129.6	5 889.6
2007	1 906.0	1 508.0	1 016.8	618.0	428.0	141.7	120.2	123.7	5 862.5
Recurrent expenditure, excluding user cost of capital									
2016	1 456.7	1 353.0	953.2	556.0	309.8	124.7	104.1	104.9	4 962.4
2015	1 596.3	1 455.5	979.4	643.6	349.8	126.3	96.1	102.6	5 349.8
2014	1 571.0	1 597.9	948.8	627.2	411.5	140.5	96.9	108.1	5 501.9
2013	1 706.5	1 931.7	1 026.7	694.8	473.8	137.8	103.3	122.3	6 196.9
2012	1 691.4	2 181.9	1 029.9	693.8	355.0	129.6	115.9	112.8	6 310.4
2011	1 683.5	1 734.4	1 043.4	760.8	385.6	150.8	111.6	124.4	5 994.5
2010	1 639.7	1 417.9	987.9	617.6	372.3	145.0	115.5	115.1	5 410.9
2009	1 588.0	1 324.8	990.5	586.9	374.0	125.4	113.1	111.6	5 214.3
2008	1 599.7	1 323.1	913.4	503.6	340.1	123.6	108.1	114.7	5 026.2
2007	1 620.1	1 290.1	878.4	528.6	380.8	123.1	107.6	107.5	5 036.3
Value of physical non-current assets									
2016	4 605.5	2 097.7	1 589.0	1 176.9	36.6	206.2	186.3	182.2	10 080.2
Land	692.1	591.5	576.9	258.5	6.8	25.6	43.7	19.1	2 214.3
Buildings	3 872.2	1 332.6	719.9	893.6	11.7	171.0	132.4	156.6	7 290.1

TABLE 5A.1

Table 5A.1 Total government real recurrent expenditure (\$ million) (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<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>
Plant, equipment and motor vehicles	37.1	77.6	266.0	19.9	14.7	5.1	7.1	2.5	430.0
Other	4.1	95.9	26.2	4.9	3.4	4.5	3.0	4.0	145.9
2015	4 711.9	1 971.9	1 171.0	1 208.8	774.6	215.2	184.1	185.1	10 422.6
2014	4 544.3	1 944.4	650.5	1 216.1	782.3	284.3	187.1	190.6	9 799.6
2013	4 514.2	2 871.5	1 780.2	1 204.7	871.5	296.8	208.1	195.0	11 941.9
2012	4 277.0	2 959.2	1 879.4	1 120.0	804.2	295.5	212.4	188.1	11 735.9
2011	3 222.5	2 778.8	1 963.4	1 035.8	657.5	309.1	229.1	201.1	10 397.2
2010	3 405.6	2 879.7	2 072.7	1 094.7	720.6	263.8	417.8	211.0	11 065.8
2009	3 348.4	2 705.5	1 993.0	1 092.7	693.2	257.7	402.2	190.3	10 682.9
2008	3 499.4	2 655.6	2 005.3	1 220.7	562.2	257.9	404.9	186.0	10 791.9
2007	3 573.6	2 723.9	1 729.3	1 118.1	589.9	232.5	157.8	202.6	10 327.8
User Cost of Capital (based on 8 per cent of total value of physical non-current assets)									
2016	368.4	167.8	127.1	94.2	2.9	16.5	14.9	14.6	806.4
2015	377.0	157.8	93.7	96.7	62.0	17.2	14.7	14.8	833.8
2014	363.5	155.6	52.0	97.3	62.6	22.7	15.0	15.2	784.0
2013	361.1	229.7	142.4	96.4	69.7	23.7	16.6	15.6	955.4
2012	342.2	236.7	150.4	89.6	64.3	23.6	17.0	15.0	938.9
2011	257.8	222.3	157.1	82.9	52.6	24.7	18.3	16.1	831.8
2010	272.4	230.4	165.8	87.6	57.6	21.1	33.4	16.9	885.3
2009	267.9	216.4	159.4	87.4	55.5	20.6	32.2	15.2	854.6
2008	280.0	212.4	160.4	97.7	45.0	20.6	32.4	14.9	863.4
2007	285.9	217.9	138.3	89.4	47.2	18.6	12.6	16.2	826.2

(a) Data are from the National VET Finance Collection, which is compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). The data collection covers transactions that affect the financial performance, financial position and the financing of the government-funded VET system.

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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)	Data reflect government-funded activity plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of community education providers and other registered providers.								
(c)	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 include payments received by states and territories for VET in schools programs.								
(d)	Total government recurrent expenditure (including user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs: <ul style="list-style-type: none"> • <i>add</i> Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue (Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency) • <i>add</i> fee-for-service government agencies revenue received by government-owned RTOs • <i>subtract</i> State and Territory government payroll tax expenditure • <i>add</i> User cost of capital. 								
(e)	The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes. 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. The user cost of capital rate is applied to all non-current physical assets, less any capital charges and interest on borrowings already reported (to avoid double counting). It does not apply to current assets, for example, assets held for sale.								
(f)	Expenditure data for 2007-2015 have been adjusted to 2016 dollars using the GDP chain price index (table 5A.22).								
(g)	The Australia total may not add as a result of rounding.								
(h)	Jurisdiction notes: <p>NSW: In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.</p> <p>Vic: In 2014, the <i>Education and Training Reform Amendment (Dual Sector Universities) Bill 2013</i> came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.</p> <p>Qld: In Queensland, the ownership and management of Queensland's training assets:</p>								

TABLE 5A.1

Table 5A.1 **Total government real recurrent expenditure (\$ million) (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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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- effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- effective 15 July 2015, the *Queensland Training Assets Management Authority Repeal Bill (2015)* was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year.

WA: The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

SA: In 2016 SA disclosed physical assets valued at \$594.5 million within Current Assets (Non-Current Assets held for sale) due to the pending sale of key TAFE SA properties in 2017. The user cost of capital rate of 8 per cent has not been applied to these assets.

ACT: The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the value of physical non-current assets.

Source: NCVER unpublished, *Australian vocational education and training statistics: financial information (editions 2007 to 2016)*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.22.

TABLE 5A.2

Table 5A.2 **Total government real recurrent expenditure per annual hour (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<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 government recurrent expenditure per annual hour									
2016	18.00	11.79	15.07	16.72	16.47	19.98	23.03	23.12	15.29
2015	24.69	10.32	14.10	18.13	17.66	19.41	20.27	26.40	15.70
2014	15.52	9.55	14.83	17.18	16.10	19.69	19.07	23.47	13.47
2013	16.90	11.64	20.57	17.71	13.00	20.97	19.96	32.40	15.24
2012	15.01	12.94	18.06	17.34	13.07	17.02	21.02	27.34	14.95
2011	14.67	13.36	17.02	18.67	16.64	19.97	19.82	31.27	15.49
2010	14.84	14.44	18.30	16.09	17.76	20.52	23.35	30.12	16.02
2009	15.18	15.61	20.63	16.60	18.23	19.65	23.96	30.37	16.92
2008	15.91	16.66	20.52	16.69	18.36	18.72	26.47	33.04	17.50
2007	16.63	16.93	20.44	18.14	20.20	19.99	21.60	31.31	18.02
Annual hours (million hours)									
2016	101	129	72	39	19	7	5	5	377
2015	80	156	76	41	23	7	5	4	394
2014	125	184	67	42	29	8	6	5	467
2013	122	186	57	45	42	8	6	4	469
2012	135	187	65	45	32	9	6	5	485
2011	132	146	71	45	26	9	7	4	441
2010	129	114	63	44	24	8	6	4	393
2009	122	99	56	41	24	7	6	4	359
2008	118	92	52	36	21	8	5	4	337
2007	115	89	50	34	21	7	6	4	325

(a) Expenditure data are from the National VET Finance Collection, which is compiled under the AVETMISS. The data collection covers transactions that affect the financial performance, financial position and the financing of the government-funded VET system.

Table 5A.2 **Total government real recurrent expenditure per annual hour (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	<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)	Data reflect government-funded activity plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of community education providers and other registered providers.								
(c)	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.								
(d)	Total government recurrent expenditure (including user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs: <ul style="list-style-type: none"> • <i>add</i> Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue (Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency) • <i>add</i> fee-for-service government agencies revenue received by government-owned RTOs • <i>subtract</i> State and Territory government payroll tax expenditure • <i>add</i> User cost of capital. 								
(e)	Total government recurrent expenditure per annual hour includes the user cost of capital. The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes. 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. The user cost of capital rate is applied to all non-current physical assets, less any capital charges and interest on borrowings already reported (to avoid double counting) (reported in table 5A.1). It does not apply to current assets, for example, assets held for sale.								
(f)	Annual hours are the total hours of delivery in government-funded VET in each year 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 calculated from the standard nominal hour values compiled in the National VET Provider Collection.								
(g)	Annual hours are weighted using course mix weights to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The reference value is 1.000 for Australia. A weighting greater than one indicates that the state or territory is offering relatively more expensive programs compared to the national profile. Course mix weights are derived by applying a set of cost relativities by subject field of education to tabulations of annual hours by subject field of education and state/territory.								
(h)	Annual hours have been revised since the 2017 RoGS and are no longer adjusted for invalid enrolment rates in any year.								
(i)	Expenditure data for 2007-2015 have been adjusted to 2016 dollars using the GDP chain price index (table 5A.22).								
(j)	The Australia total may not add as a result of rounding.								

Table 5A.2 **Total government real recurrent expenditure per annual hour (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(k) Jurisdiction notes:

NSW: In 2015, NSW introduced new policies and funding models to align to qualifications. As a result NSW reported a significant decline in hours of delivery in 2015 due to a decrease in subject enrolment activity and an increase in continuing enrolment activity for which no hours are counted. Continuing subject enrolments at TAFE NSW increased from 280 700 continuing subject enrolments in 2014 to 991 600 in 2015. This decline in hours of delivery has affected the performance measure displayed in this table, leading to a significant increase in 2015.

Vic: In 2014, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.

Qld: In Queensland, the ownership and management of Queensland's training assets:

- effective 1 July 2014, transferred to the Queensland Training Assets Management Authority (QTAMA) . As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- effective 15 July 2015, the Queensland Training Assets Management Authority Repeal Bill (2015) was passed in the Queensland Parliament. This Bill abolished the QTAMA and returned the control of Queensland's training assets to the Queensland Department of Education and Training. The Queensland 2015 AVETMISS financial statements reflect this return of ownership in the 2015 reporting year.

SA: In 2016 SA disclosed physical assets valued at \$594.5 million within Current Assets (Non-Current Assets held for sale) due to the pending sale of key TAFE SA properties in 2017. The user cost of capital rate of 8 per cent has not been applied to these assets.

Source: NCVER unpublished, *Australian vocational education and training statistics: financial information (editions 2007 to 2016)*; NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2007 to 2016)*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.1, table 5A.22.

TABLE 5A.3

Table 5A.3 **Government real recurrent expenditure, excluding user cost of capital (\$ per person aged 15–64 years) (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2016	288	335	300	316	281	381	383	606	312
2015	320	368	311	367	317	385	356	591	340
2014	318	409	303	357	374	427	361	618	352
2013	349	502	331	404	432	418	383	716	402
2012	350	576	338	417	325	391	437	671	415
2011	351	463	347	471	355	453	426	750	399
2010	344	383	333	393	344	436	447	698	364
2009	336	363	339	382	349	380	445	690	356
2008	344	371	321	338	321	378	433	731	350
2007	354	370	316	367	364	380	438	707	359

- (a) Expenditure data are from the National VET Finance Collection, which is compiled under the AVETMISS. The data collection covers transactions that affect the financial performance, financial position and the financing of the government-funded VET system.
- (b) Data reflect government-funded activity plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of community education providers and other registered providers.
- (c) 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.
- (d) Government recurrent expenditure (excluding user cost of capital) is deemed as being equivalent to the recurrent funds (net of payroll tax) provided by the Australian Government and State and Territory governments. It includes the following AVETMISS financial statement revenue items received by State and Territory government departments responsible for VET, including their government-owned RTOs:
- *add* Commonwealth National Agreement revenue; State Recurrent revenue; Commonwealth Administered Programs revenue; and, Assumption of Liabilities revenue (Assumption of Liabilities are the revenue equivalents for VET expenses incurred and settled by another government agency)
 - *add* fee-for-service government agencies revenue received by government-owned RTOs
 - *subtract* State and Territory government payroll tax expenditure.
- (e) Australian Bureau of Statistics (ABS) population estimates used as the denominator are first preliminary June ERP estimates based on the 2011 Census.
- (f) Expenditure data for 2007-2015 have been adjusted to 2016 dollars using the GDP chain price index (table 5A.22).

Table 5A.3 Government real recurrent expenditure, excluding user cost of capital (\$ per person aged 15–64 years) (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<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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(g) The Australia total may not add as a result of rounding.

(h) Jurisdiction notes:

WA: The variation from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

Source: NCVER unpublished, *Australian vocational education and training statistics: financial information (editions 2007 to 2016)*; ABS 2016, *Australian Demographic Statistics, Jun 2016*, Cat. no. 3101.0; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.1; table 5A.22; table 2A.1.

TABLE 5A.4

Table 5A.4 **Government payments to non-TAFE providers for VET delivery (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>
Government payments (2016 dollars)										
2016	\$m	175.5	554.3	376.3	114.7	41.4	14.0	9.6	20.1	1 305.9
2015	\$m	96.1	715.0	369.4	114.2	70.7	17.8	7.8	14.0	1 405.0
2014	\$m	131.9	852.4	261.2	113.0	93.2	16.2	8.2	14.6	1 490.7
2013	\$m	96.9	809.8	187.4	124.1	129.5	12.1	9.0	11.1	1 379.9
2012	\$m	150.6	814.9	203.0	134.2	82.0	11.5	8.9	13.7	1 418.8
2011	\$m	192.9	515.3	255.3	141.0	51.8	7.8	9.0	8.5	1 181.5
2010	\$m	200.6	301.0	199.9	123.0	38.9	8.7	8.8	16.2	897.1
2009	\$m	118.1	150.3	148.9	94.2	34.9	9.5	10.2	12.8	579.0
2008	\$m	124.4	153.5	132.7	66.8	23.1	9.3	9.8	12.7	532.2
2007	\$m	130.0	161.3	101.9	59.1	21.9	8.5	11.5	10.4	504.6
2016 payments to non-TAFE providers as a proportion of Appropriations and program funding from government	%	11.9	47.5	41.2	20.7	13.9	11.9	9.6	20.9	27.7
Real change in payments to non-TAFE providers between 2015 and 2016	%	82.7	- 22.5	1.9	0.4	- 41.4	- 21.7	23.4	43.1	- 7.1

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

(b) Data for 2007-2015 have been adjusted to 2016 dollars using the GDP chain price index (table 5A.22).

(c) In Victoria in 2014 the *Education and Training Reform Amendment (Dual Sector Universities) Bill 2013* came into effect. This means that the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. Therefore the Victorian 2014 AVETMISS financial statements reflect a de-consolidation of these entities. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.

(d) The denominator for 2016 payments to non-TAFE providers as a proportion of appropriations and programs funding from government is total amounts allocated from table 5A.5.

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

Source: NCVET unpublished, *Australian vocational education and training statistics: financial information (editions 2007 to 2016)*; ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0; table 5A.22.

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<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>
2016										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	471.3	368.9	294.2	156.8	90.7	31.6	24.1	14.6	1 452.2
State/Territory Government recurrent funding	\$m	877.6	698.7	542.7	356.2	179.7	79.1	70.0	78.8	2 882.7
Commonwealth administered programs	\$m	122.4	99.2	76.7	41.2	28.0	6.2	6.1	2.9	382.6
Total	\$m	1 471.2	1 166.7	913.5	554.3	298.5	117.0	100.2	96.2	4 717.5
Amounts allocated										
Open competitive tendering	\$m	26.8	..	2.9	24.3	3.9	7.6	2.3	..	67.8
Limited competitive tendering	\$m	28.3	..	41.7	..	5.6	0.1	0.2	..	75.9
User choice	\$m	21.7	..	190.9	101.0	–	14.4	13.1	22.4	363.5
Entitlement funding	\$m	389.5	792.3	272.1	114.6	40.2	18.1	4.9	15.3	1 647.0
Total	\$m	466.4	792.3	507.6	239.9	49.7	40.2	20.5	37.7	2 154.3
Proportion of government appropriations and program funding										
Open competitive tendering	%	1.8	..	0.3	4.4	1.3	6.5	2.3	..	1.4
Limited competitive tendering	%	1.9	..	4.6	..	1.9	0.1	0.2	..	1.6
User choice	%	1.5	..	20.9	18.2	–	12.3	13.1	23.3	7.7
Entitlement funding	%	26.5	67.9	29.8	20.7	13.5	15.5	4.9	15.9	34.9
Total	%	31.7	67.9	55.6	43.3	16.7	34.4	20.5	39.2	45.7
2015										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	461.4	359.1	289.1	158.7	89.1	31.2	23.6	15.1	1 427.4
State/Territory Government recurrent funding	\$m	1 026.9	822.3	569.9	443.4	216.8	77.6	66.3	74.3	3 297.4
Commonwealth administered programs	\$m	120.8	96.1	79.3	41.3	28.2	8.4	6.3	4.1	384.5
Total	\$m	1 609.1	1 277.5	938.4	643.3	334.2	117.2	96.1	93.5	5 109.3
Amounts allocated										
Open competitive tendering	\$m	8.1	..	12.3	27.3	3.8	10.4	2.3	..	64.1

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Limited competitive tendering	\$m	..	..	25.3	..	4.7	0.6	0.6	..	31.2
User choice	\$m	360.1	..	196.4	117.5	–	15.1	13.0	19.5	721.6
Entitlement funding	\$m	..	946.8	221.7	106.4	132.1	20.5	4.8	17.0	1 449.3
Total	\$m	368.2	946.8	455.7	251.2	140.6	46.6	20.6	36.5	2 266.2
Proportion of government appropriations and program funding										
Open competitive tendering	%	0.5	..	1.3	4.2	1.1	8.8	2.4	..	1.3
Limited competitive tendering	%	..	..	2.7	..	1.4	0.5	0.6	..	0.6
User choice	%	22.4	..	20.9	18.3	–	12.8	13.5	20.9	14.1
Entitlement funding	%	..	74.1	23.6	16.5	39.5	17.5	5.0	18.2	28.4
Total	%	22.9	74.1	48.6	39.1	42.1	39.7	21.5	39.1	44.4
2014										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	454.9	352.1	270.0	155.2	88.3	31.1	23.4	14.8	1 389.8
State/Territory Government recurrent funding	\$m	1 069.8	1 005.7	609.0	454.5	296.5	96.3	67.6	81.5	3 680.8
Commonwealth administered programs	\$m	34.9	29.7	29.5	16.1	10.5	2.7	1.4	1.2	125.9
Total	\$m	1 559.6	1 387.5	908.5	625.7	395.3	130.1	92.4	97.4	5 196.6
Amounts allocated										
Open competitive tendering	\$m	32.0	..	29.6	20.7	6.8	12.9	2.4	..	104.4
Limited competitive tendering	\$m	..	..	12.3	..	7.9	0.1	0.8	..	21.0
User choice	\$m	293.3	0.2	203.7	138.3	0.8	13.6	13.1	18.8	681.7
Entitlement funding	\$m	..	1 095.5	108.8	62.5	299.0	20.9	1.3	16.5	1 604.5
Total	\$m	325.3	1 095.7	354.3	221.5	314.5	47.5	17.5	35.3	2 411.6
Proportion of government appropriations and program funding										
Open competitive tendering	%	2.1	..	3.3	3.3	1.7	9.9	2.6	..	2.0
Limited competitive tendering	%	..	..	1.3	..	2.0	0.1	0.9	..	0.4
User choice	%	18.8	–	22.4	22.1	0.2	10.4	14.1	19.3	13.1

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<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>
Entitlement funding	%	..	79.0	12.0	10.0	75.6	16.1	1.4	16.9	30.9
Total	%	20.9	79.0	39.0	35.4	79.5	36.5	19.0	36.2	46.4
2013										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	458.6	350.9	252.2	151.0	89.9	32.0	23.8	14.7	1 373.0
State/Territory Government recurrent funding	\$m	1 110.7	1 243.6	646.9	495.0	330.8	87.7	68.0	82.6	4 065.3
Commonwealth administered programs	\$m	147.0	119.6	100.7	49.5	33.8	10.3	4.9	3.0	468.8
Total	\$m	1 716.3	1 714.1	999.7	695.6	454.5	130.0	96.8	100.2	5 907.1
Amounts allocated										
Open competitive tendering	\$m	48.3	..	25.9	31.9	19.6	9.3	3.8	2.0	140.8
Limited competitive tendering	\$m	..	..	14.1	..	8.8	1.5	0.9	..	25.3
User choice	\$m	250.1	1.9	206.1	151.8	7.6	27.9	13.1	16.7	675.2
Entitlement funding	\$m	..	1 325.6	23.1	..	328.9	na	4.1	..	1 681.6
Total	\$m	298.4	1 327.5	269.2	183.8	364.9	38.7	21.8	18.7	2 523.0
Proportion of government appropriations and program funding										
Open competitive tendering	%	2.8	..	2.6	4.6	4.3	7.2	3.9	2.0	2.4
Limited competitive tendering	%	..	..	1.4	..	1.9	1.2	0.9	..	0.4
User choice	%	14.6	0.1	20.6	21.8	1.7	21.4	13.5	16.7	11.4
Entitlement funding	%	..	77.3	2.3	..	72.4	na	4.2	..	28.5
Total	%	17.4	77.4	26.9	26.4	80.3	29.8	22.5	18.7	42.7
2012										
Government appropriations and program funding										
Australian Government recurrent funding	\$m	456.1	345.5	245.5	144.5	89.5	32.1	23.5	14.4	1 351.1
State/Territory Government recurrent funding	\$m	1 180.4	1 567.6	692.9	489.5	222.7	88.3	71.7	78.2	4 391.2
Commonwealth administered programs	\$m	95.5	107.7	63.9	30.4	23.2	8.5	8.8	5.4	343.4
Total	\$m	1 732.0	2 020.8	1 002.4	664.3	335.4	128.8	104.0	97.9	6 085.7

TABLE 5A.5

Table 5A.5 Allocation of government real funds for VET (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)

	<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>
Amounts allocated										
Open competitive tendering	\$m	129.4	1 091.1	75.9	31.8	47.2	12.5	10.4	6.1	1 404.3
Limited competitive tendering	\$m	..	..	11.0	..	9.2	1.9	0.9	..	23.0
User choice	\$m	231.3	315.1	204.1	170.1	36.4	29.2	13.0	15.9	1 015.0
Entitlement funding	\$m	..	na	na	..	156.4	na	3.1	..	159.5
Total	\$m	360.7	1 406.2	291.0	202.0	249.2	43.6	27.3	22.0	2 602.0
Proportion of government appropriations and program funding										
Open competitive tendering	%	7.5	54.0	7.6	4.8	14.1	9.7	10.0	6.2	23.1
Limited competitive tendering	%	..	..	1.1	..	2.7	1.5	0.8	..	0.4
User choice	%	13.4	15.6	20.4	25.6	10.8	22.6	12.5	16.2	16.7
Entitlement funding	%	..	na	na	..	46.6	na	3.0	..	2.6
Total	%	20.8	69.6	29.0	30.4	74.3	33.8	26.2	22.5	42.8

- (a) Government appropriations and program funding includes funding provided to government RTOs over which the RTO gains control during the reporting period. It includes the following AVETMISS financial statement items: Commonwealth National Agreement; State recurrent; Commonwealth administered programs; Assumption of liabilities; and, Resources received free of charge.
- (b) Data for 2012-2015 have been adjusted to 2016 dollars using the GDP chain price index (table 5A.22).
- (c) Open competitive tendering refers to where the tendering process is advertised publicly and is open to both public and private providers, except where otherwise noted.
- (d) Limited competitive tendering refers to where the tendering process is not advertised publicly and is restricted to training providers that meet set criteria such as community groups that deliver Adult Community Education VET programs.
- (e) User choice is defined as the flow of public funds to individual training providers which reflects the choice of individual training provider made by the client.
- (f) Entitlement funding programs consist of two key features: student entitlement to VET training (they provide a guaranteed government-subsidised training place for working age residents to obtain initial qualifications) and demand driven VET training (government subsidies are contestable and are allocated to the RTO [government or private] of the students' choice).
- (g) The phased implementation of demand driven funding is undergoing reform and all jurisdictions are at varying stages of this reform process.
- (h) Jurisdiction notes:

TABLE 5A.5

Table 5A.5 **Allocation of government real funds for VET (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
NSW:	Amounts allocated: have been reclassified from 2016 to reflect a more accurate view as a result of system and reporting improvements. Historical data have not been revised due to system limitations. As a result, amounts allocated from 2016 cannot be compared to data for 2012 to 2015.									
	Open competitive tendering: 2015 funding has reduced to lower level of activity under 'Productivity Places Program' and 'Strategic Skills Program'.									
	User choice: Until 2016 funding includes ATTP and Smart and Skilled contestable funding payments.									
Vic:	User choice: The small amount in 2013 reflects the finalisation of the ATTP program and A\$T profile funding to TAFEs (excluding Youth Compact).									
	Entitlement funding: Since 2013, it includes the Victorian Training Guarantee - the very large majority of government VET funding since 2013.									
Qld:	Open competitive tendering: The reduction in 2013 reflects that this program ran for 6 months only. Other allocations include the C3G - new students.									
	Limited competitive tendering: From 2015 it includes Skilling Queenslanders for Work.									
	Entitlement funding: Includes the C3G - new students.									
WA:	Open competitive tendering: Figures for 2014 and 2015 exclude 'User choice' and 'Entitlement funding' programs.									
	User choice: Figures for 2014 and 2015 are Apprenticeship and Traineeship programs only.									
	Entitlement funding: Figures for 2014 and 2015 exclude 'User choice' programs. 'Entitlement funding' programs were introduced in 2014.									
SA:	Open competitive tendering: The fall in 2015 is due to the finalisation of activity funded under the Productivity Places Program after it concluded in 2012 and changes to the Skills in the Workplace program.									
	Limited competitive tendering: Funding may fluctuate between years as programs are demand driven. Funding for 2015 was revised due to a miscalculation of the VET component of the total budget.									
	User choice: Funding for apprenticeships and traineeships was subsumed into entitlement funding from 1 July 2012.									
	Entitlement funding: The falls in 2015 and 2016 are primarily due to the implementation of WorkReady on 1 July 2015 which supports the transformation of TAFE SA under alternative arrangements.									
Tas:	Entitlement funding: 'Entitlement' has existed for many years in Tasmania, with policy formally introduced in January 2014. Entitlement funding is embedded in all funding programmes. From 2015, entitlement represents approximately 93 per cent of the funding allocated on a competitive basis.									
ACT:	Open competitive tendering: Amendments have been made to the allocation for 2012, to include Industry and Indigenous Skills Centres. 2013 allocations include the Priority Support Program, Productivity Places Program - ACT Contribution and Industry and Indigenous Skills Centre. Productivity Places funding has now ceased.									
	Limited competitive tendering: 2013 allocations include the JGTP - NP, JGTP - ACT Contribution and Adult & Community Education.									
	User choice: Allocation increased from 2012 to 2013 due to indexation.									

Table 5A.5 **Allocation of government real funds for VET (2016 dollars) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Entitlement funding: 2012 allocations include VET Skills Reform NP (and Single & Teen Parents NP. 2013 data include VET Skills Reform NP and Single & Teen Parents NP.										
NT:	User choice: Includes entitlement funding that has been identified as entitlement eligible through the public provider AVETMISS data.									
	Entitlement funding: Allocation is an estimation as it includes a portion of the public provider general training funds. This portion was derived from the enrolments reported in the public provider AVETMISS data that they identified as entitlement eligible.									
	na Not available. ... Not applicable. – Nil or rounded to zero.									
Source:	State and Territory departments unpublished; NCVET unpublished, <i>Australian vocational education and training statistics: financial information (editions 2007 to 2016)</i> ; ABS 2016, <i>Australian System of National Accounts, 2015-16</i> , Cat. no. 5204.0; table 5A.22.									

TABLE 5A.6

Table 5A.6 Training providers, by government funding (a), (b), (c), (d), (e), (f), (g), (h)

	<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>
2016										
Government-funded training providers	no.	462	630	645	245	214	123	87	103	1 931
TAFE providers	no.	11	12	7	5	1	1	1	2	40
Government-funded training provider delivery locations	no.	6 834	9 845	14 800	2 427	1 158	568	202	639	36 146
TAFE provider delivery locations	no.	136	780	310	113	38	26	7	234	1 644
Total VET training providers	no.	1 019	1 096	1 271	447	269	64	105	44	4 279
2015										
Government-funded training providers	no.	443	661	612	285	256	136	94	101	1 977
TAFE providers	no.	11	13	13	11	1	1	1	2	53
Government-funded training provider delivery locations	no.	4 716	10 148	14 592	2 298	1 609	587	216	629	34 545
TAFE provider delivery locations	no.	135	1 056	374	122	41	24	7	245	2 004
2014										
Government-funded training providers	no.	493	712	608	307	301	146	100	107	2 070
TAFE providers	no.	11	14	14	11	3	1	1	2	57
Government-funded training provider delivery locations	no.	3 553	9 780	11 391	2 380	1 973	657	181	627	30 391
TAFE provider delivery locations	no.	133	820	575	127	41	36	9	255	1 995
2013										
Government-funded training providers	no.	532	725	546	331	338	129	81	93	2 091
TAFE providers	no.	11	14	14	12	3	1	1	2	58
Government-funded training provider delivery locations	no.	3 686	7 017	8 437	2 290	1 910	530	174	592	24 341
TAFE provider delivery locations	no.	134	341	539	128	42	40	9	264	1 495
2012										
Government-funded training providers	no.	592	592	605	365	371	123	81	104	2 103
TAFE providers	no.	11	14	14	12	3	2	1	2	59
Government-funded training provider delivery locations	no.	3 821	5 355	7 963	2 215	1 539	501	145	672	21 964
TAFE provider delivery locations	no.	135	138	533	129	42	44	7	262	1 289

Table 5A.6 **Training providers, by government funding (a), (b), (c), (d), (e), (f), (g), (h)**

	<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)	Training providers are organisations that deliver VET programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities. Delivery locations refers to the number of specific training sites.									
(b)	Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Government-funded data are sourced from the National VET Provider Collection.									
(c)	Reporting of total VET training providers from 2016 includes all types of Australian training providers, not just those in receipt of government funding. Total VET training providers includes registered training organisations (RTOs) and non-registered training organisations (such as community education providers and schools). Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection. There is a degree of undercoverage of total VET reporting which is expected to improve over time.									
(d)	The scope of total VET activity reporting varies to the government-funded scope in a number of ways and therefore caution should be used if comparing total VET and government-funded VET data. Total VET scope includes government-funded activity related to VET in Schools and Commonwealth funded programs and VET delivery at overseas campuses which are not included in government-funded scope.									
(e)	The number of government-funded training providers is a distinct count, for each jurisdiction, of the number of training providers that submitted data through state and territory training authorities and in SA, includes providers who submit data directly to NCVER and not through the state training authority. Some training providers deliver VET in more than one state or territory and are separately counted for each state and territory, however they are only counted once in the Australia total. Government-funded training providers are reported according to the state or territory that funds the training.									
(f)	TAFE providers are a provider type of government-funded training providers. TAFE providers are identified based on a field derived by NCVER, whereby each training provider within a data submission is classified to a provider type according to their funding source.									
(g)	The number of total VET training providers is a distinct count of training providers who submitted data within each state or territory. Some total VET training providers deliver VET in more than one state or territory. Therefore, the training providers are counted in each state/territory category, but are only counted once in the Australia total. Total VET providers are reported by the state or territory of the training provider's head office.									
(h)	The number of TAFE providers in Qld and WA declined from 2015 to 2016 following an overhaul of each state's TAFE system.									

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2016)*; NCVER unpublished, *Australian vocational education and training statistics: total VET students and courses 2016*.

TABLE 5A.7

Table 5A.7 VET students, by government-funding and program level (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l)

	<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>
2016										
Government-funded students	'000	454.0	338.4	216.5	118.8	70.9	28.7	15.9	22.4	1 265.6
Total VET students	'000	1 299.6	968.2	966.1	373.3	236.9	63.9	74.8	44.0	4 175.4
Government-funded students, by program level										
Diploma and above	%	8.8	18.2	10.4	11.3	15.4	8.1	19.7	6.7	12.3
Certificate III or IV	%	43.7	56.3	71.3	59.8	47.1	59.0	71.0	48.4	54.2
Certificate I or II	%	18.1	14.8	16.8	27.6	23.6	17.0	6.5	27.1	18.2
Non-AQF	%	29.3	10.8	1.5	1.3	14.0	16.0	2.7	17.8	15.3
Total VET students, by program level										
Diploma and above	%	na	na	na	na	na	na	na	na	na
Certificate III or IV	%	na	na	na	na	na	na	na	na	na
Certificate I or II	%	na	na	na	na	na	na	na	na	na
Non-AQF	%	na	na	na	na	na	na	na	na	na
2015										
Government-funded students	'000	329.0	391.3	223.4	127.7	86.3	28.7	16.5	21.7	1224.7
Government-funded students, by program level										
Diploma and above	%	7.8	15.8	8.9	10.8	17.7	9.0	19.1	5.7	11.7
Certificate III or IV	%	49.6	60.4	76.4	59.8	44.9	58.3	71.5	47.8	59.1
Certificate I or II	%	25.7	13.8	13.8	28.0	26.0	17.5	7.7	29.0	19.6
Non-AQF	%	16.9	10.1	1.0	1.4	11.4	15.2	1.6	17.5	9.6
2014										
Government-funded students	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.6	21.8	1 393.2
Government-funded students, by program level										
Diploma and above	%	10.4	13.2	10.8	11.0	16.1	9.5	20.3	4.1	11.9
Certificate III or IV	%	49.9	64.1	77.8	60.4	50.2	52.9	64.2	45.9	60.0
Certificate I or II	%	25.6	14.4	10.3	27.1	26.9	21.4	11.7	34.0	19.7

TABLE 5A.7

Table 5A.7 VET students, by government-funding and program level (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l)

	<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>
Non-AQF	%	14.2	8.4	1.1	1.5	6.8	16.2	3.9	15.9	8.4
2013										
Government-funded students	'000	422.9	498.0	198.2	141.3	150.3	29.8	21.9	20.2	1 482.6
Government-funded students, by program level										
Diploma and above	%	9.7	12.8	12.9	10.0	12.9	12.0	20.4	4.6	11.7
Certificate III or IV	%	49.5	60.4	71.2	60.0	50.0	56.7	60.0	46.6	57.4
Certificate I or II	%	25.6	18.6	14.2	28.1	27.9	20.8	11.1	34.9	22.0
Non-AQF	%	15.2	8.3	1.7	1.9	9.2	10.5	8.5	13.8	9.0
2012										
Government-funded students	'000	466.0	494.3	236.9	145.2	123.3	31.7	23.8	21.7	1 542.8
Government-funded students, by program level										
Diploma and above	%	10.8	16.6	13.9	10.9	13.0	12.6	22.2	3.7	13.5
Certificate III or IV	%	47.0	61.9	65.6	57.2	52.0	57.9	58.8	47.8	56.4
Certificate I or II	%	26.7	16.1	18.3	30.0	24.9	26.9	9.8	37.7	22.1
Non-AQF	%	15.4	5.4	2.1	1.9	10.2	2.6	9.2	10.8	8.0

- (a) Government-funded students reflects students participating in government-funded VET. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Government-funded data are sourced from the National VET Provider Collection.
- (b) Reporting of total VET students from 2016 includes domestic and overseas VET activity delivered by all types of Australian training providers, not just those in receipt of government funding. Total VET data are sourced from the National VET Provider Collection and National VET in Schools Collection. There is a degree of undercoverage of total VET reporting which is expected to improve over time.
- (c) The scope of total VET activity reporting varies to the government-funded scope in a number of ways and therefore caution should be used if comparing total VET and government-funded VET data. Total VET scope includes government-funded activity related to VET in Schools and Commonwealth funded programs and VET delivery at overseas campuses which are not included in government-funded scope. Total VET student data are reported on the basis of state or territory where the training was delivered. Government-funded student data are reported according to the state or territory that funds the training.

TABLE 5A.7

Table 5A.7 **VET students, by government-funding and program level (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l)**

	<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>
(d)	If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.									
(e)	NCVER has applied a process to total VET student data to identify and remove duplicate training activity where the same activity is reported by the same training provider in the same collection period via different data submitters. Also, if a student is enrolled with more than one training provider during a collection period, it is possible for them to be counted more than once. NCVER has developed a two-step process to de-duplicate total VET student counts, which uses the unique student identifier where available and a count of distinct client identifiers within each submission for the residual data.									
(f)	Students of all ages in scope of the National VET Provider Collection (i.e. 15 years and over) are included in this table. Students are individuals who were enrolled in a subject or completed a qualification during the reporting period.									
(g)	'Program level' denotes the highest qualification attempted by a student in a reporting year. Program level data are not available for total VET students.									
(h)	'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.									
(i)	'Non-AQF' includes secondary education (Year 12, Year 11 and Year 10), non-award courses, other education (statement of attainment, bridging and enabling courses and courses not classified elsewhere), Skill sets (nationally and locally recognised) and subject only enrolments (no qualification).									
(j)	The significant increase in government-funded students in NSW between 2015 and 2016 can be attributed to the commencement of Smart and Skilled Targeted Priorities Prevocational and Part Qualifications program in late 2015 and a number of policy changes implemented in 2016 after the first stage review of Smart and Skilled.									
(k)	Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.									
(l)	The Australia total for total VET students includes 'other' students. It excludes overseas students. 'Other' refers to other Australian territories (for example, Christmas Island), where the delivery location is 'not known' and instances where the student received training that was delivered in more than one state or territory. As government-funded students by state and territory are reported on the basis of the state or territory that administered the funding of that training, the Australia totals for government-funded students do not include data from other territories or unknown as all training is funded by the eight states and territories.									

na Not available.

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2016)*; NCVER unpublished, *Australian vocational education and training statistics: total VET students and courses 2016*.

TABLE 5A.8

Table 5A.8 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2016										
Number of students by age										
Total										
18–24 year olds	'000	125.8	113.4	68.2	35.7	21.0	9.5	6.3	5.2	385.0
15–64 year olds	'000	446.4	330.1	213.6	117.9	69.3	28.4	15.8	21.8	1 243.2
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	12.2	2.3	5.3	3.1	1.1	0.6	0.3	2.1	27.1
15–64 year olds	'000	35.9	6.1	15.4	11.0	3.5	1.5	0.6	8.3	82.3
Non-Indigenous										
18–24 year olds	'000	112.3	110.6	59.2	29.8	19.6	8.8	5.6	3.1	349.0
15–64 year olds	'000	404.4	322.2	180.5	95.9	64.8	26.5	14.3	13.3	1 122.0
Participation rate by age										
Total										
18–24 year olds	%	17.3	19.3	14.6	14.7	13.4	20.8	15.7	21.0	16.8
15–64 year olds	%	8.8	8.2	6.7	6.7	6.3	8.7	5.8	12.6	7.8
Aboriginal and Torres Strait Islander										
18–24 year olds	%	37.8	29.9	17.8	23.3	19.7	16.7	22.7	21.3	26.1
15–64 year olds	%	25.4	18.4	11.9	17.5	13.5	8.9	13.2	16.9	17.8
Non-Indigenous										
18–24 year olds	%	16.2	19.1	13.6	12.9	12.9	21.0	14.6	20.7	16.0
15–64 year olds	%	8.2	8.1	5.9	5.6	6.0	8.5	5.4	10.7	7.3
2015										
Number of students by age										
Total										
18–24 year olds	'000	98.4	132.7	72.2	37.2	24.3	8.9	6.6	5.2	385.5

TABLE 5A.8

Table 5A.8 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
15–64 year olds	'000	322.9	379.9	220.5	126.3	84.2	28.3	16.4	21.2	1 199.7
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	9.4	2.4	4.9	3.3	1.3	0.6	0.3	2.1	24.2
15–64 year olds	'000	27.4	5.9	13.9	11.6	3.9	1.5	0.6	8.2	73.0
Non-Indigenous										
18–24 year olds	'000	88.4	128.8	62.6	31.8	22.7	8.3	6.0	3.1	351.6
15–64 year olds	'000	291.0	370.6	188.2	106.5	78.8	26.5	15.0	12.6	1 089.3
Participation rate by age										
Total										
18–24 year olds	%	13.8	23.0	15.5	15.1	15.4	19.7	16.2	20.6	17.0
15–64 year olds	%	6.5	9.6	7.0	7.2	7.6	8.6	6.1	12.2	7.6
Aboriginal and Torres Strait Islander										
18–24 year olds	%	29.6	31.8	16.9	24.8	22.3	16.6	21.2	21.5	23.8
15–64 year olds	%	19.9	18.2	11.1	19.0	15.4	8.9	12.2	16.9	16.1
Non-Indigenous										
18–24 year olds	%	12.9	22.6	14.4	13.7	14.9	19.8	15.2	19.8	16.2
15–64 year olds	%	6.0	9.4	6.2	6.3	7.3	8.5	5.7	10.1	7.1
2014										
Number of students by age										
Total										
18–24 year olds	'000	116.9	156.2	71.9	39.9	29.7	10.3	7.5	5.5	437.8
15–64 year olds	'000	397.6	449.2	206.6	130.6	105.5	33.7	19.3	21.2	1 363.7

TABLE 5A.8

Table 5A.8 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	9.9	2.7	4.5	3.4	1.5	0.7	0.3	2.3	25.2
15–64 year olds	'000	29.7	6.6	12.2	11.6	4.6	1.7	0.7	8.8	76.0
Non-Indigenous										
18–24 year olds	'000	106.2	151.7	62.0	34.1	27.6	9.4	7.1	3.2	401.2
15–64 year olds	'000	361.2	436.8	176.9	108.8	98.1	31.6	18.4	12.3	1 243.9
Participation rate by age										
Total										
18–24 year olds	%	16.5	27.4	15.5	15.8	18.8	22.8	17.8	20.8	19.3
15–64 year olds	%	8.0	11.5	6.6	7.4	9.6	10.3	7.2	12.1	8.7
Aboriginal and Torres Strait Islander										
18–24 year olds	%	32.0	35.8	16.0	26.6	26.4	20.4	27.8	23.6	25.4
15–64 year olds	%	22.0	20.9	9.9	19.4	18.4	11.0	16.4	18.8	17.2
Non-Indigenous										
18–24 year olds	%	15.7	26.9	14.3	14.2	18.1	22.7	17.4	19.1	18.5
15–64 year olds	%	7.5	11.3	5.9	6.4	9.1	10.1	7.0	9.6	8.2
2013										
Number of students by age										
Total										
18–24 year olds	'000	123.0	163.6	65.0	42.8	40.7	9.3	7.9	5.1	457.4
15–64 year olds	'000	411.0	485.7	195.3	139.7	146.9	29.5	21.6	19.8	1 449.5
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	9.3	2.7	4.2	3.5	1.7	0.6	0.4	2.1	24.4
15–64 year olds	'000	28.3	6.8	12.1	11.7	5.0	1.5	0.9	8.5	74.8

TABLE 5A.8

Table 5A.8 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous										
18–24 year olds	'000	112.8	158.9	55.1	36.7	38.1	8.5	7.5	3.0	420.6
15–64 year olds	'000	375.9	472.1	163.3	115.7	137.9	27.5	20.6	11.2	1 324.1
Participation rate by age										
Total										
18–24 year olds	%	17.6	29.0	14.1	17.0	25.7	20.5	18.1	19.6	20.4
15–64 year olds	%	8.4	12.6	6.3	8.1	13.4	8.9	8.0	11.6	9.4
Aboriginal and Torres Strait Islander										
18–24 year olds	%	31.3	37.3	15.5	27.8	31.2	17.8	29.9	21.9	25.4
15–64 year olds	%	21.5	22.4	10.2	20.2	20.8	9.4	19.4	18.3	17.4
Non-Indigenous										
18–24 year olds	%	16.9	28.6	12.7	15.4	24.9	20.4	17.6	18.2	19.6
15–64 year olds	%	7.9	12.4	5.5	7.0	12.9	8.8	7.8	9.0	8.8
2012										
Number of students by age										
Total										
18–24 year olds	'000	131.0	172.1	71.0	42.6	34.2	9.9	8.1	5.2	474.2
15–64 year olds	'000	452.5	486.4	231.4	143.2	120.3	31.3	23.5	21.0	1 509.7
Aboriginal and Torres Strait Islander										
18–24 year olds	'000	9.0	2.4	4.8	3.5	1.7	0.6	0.3	2.2	24.6
15–64 year olds	'000	28.5	6.1	15.2	12.2	5.6	1.6	0.8	9.0	79.0
Non-Indigenous										
18–24 year olds	'000	120.1	167.2	59.0	35.8	31.6	9.2	7.1	3.0	433.1
15–64 year olds	'000	411.4	472.7	191.0	111.0	110.7	29.2	20.8	11.8	1 358.7

TABLE 5A.8

Table 5A.8 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Participation rate by age										
Total										
18–24 year olds	%	19.0	30.8	15.7	17.3	21.6	22.0	18.3	20.4	21.4
15–64 year olds	%	9.4	12.8	7.6	8.6	11.0	9.4	8.8	12.5	9.9
Aboriginal and Torres Strait Islander										
18–24 year olds	%	32.0	34.1	18.9	28.9	33.2	17.9	24.8	23.2	26.7
15–64 year olds	%	22.2	20.5	13.1	21.7	23.6	10.7	18.3	19.9	18.9
Non-Indigenous										
18–24 year olds	%	18.2	30.3	13.8	15.4	20.7	22.0	16.4	18.7	20.4
15–64 year olds	%	8.7	12.6	6.5	6.9	10.4	9.2	8.0	9.6	9.2

- (a) This table reflects students participating in government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data are from the National VET Provider Collection.
- (b) Participation is defined by students who were enrolled in a subject or completed a qualification during the reporting period. Participation includes AQF and non-AQF programs.
- (c) If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. As a result the participation rate based on these counts may be inflated. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.
- (d) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.
- (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.
- (f) ABS population estimates are used to calculate the participation rates. First preliminary June ERP estimates based on the 2011 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 Census. Non-Indigenous estimates are the difference between the total population and Aboriginal and Torres Strait Islander population estimates. Australia totals include other territories.

Table 5A.8 **Participation of 15–64 and 18–24 year olds in government-funded VET, by Indigenous status (a), (b), (c), (d), (e), (f), (g), (h), (i)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(g)	The significant increase in government-funded students in NSW between 2015 and 2016 can be attributed to the commencement of Smart and Skilled Targeted Priorities Prevocational and Part Qualifications program in late 2015 and a number of policy changes implemented in 2016 after the first stage review of Smart and Skilled.									
(h)	Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.									
(i)	Government-funded students by state and territory are reported on the basis of the state or territory that administered the funding of that training. As a result, the Australia totals for government-funded students do not include data from other territories or unknown as all training is funded by the eight states and territories. Caution should therefore be used when interpreting participation rates for Australia which include other territories in the population denominator.									

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2016)*; ABS 2012–2016, *Australian Demographic Statistics, Jun 2012, 2013, 2014, 2015 and 2016*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13.

TABLE 5A.9

Table 5A.9 Participation of 15–64 year olds in government-funded VET, by remoteness area (a), (b), (c), (d), (e), (f), (g), (h)

	<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>
2016										
Number of students										
Major cities	'000	270.8	227.6	123.1	79.1	44.8	..	13.9	..	759.2
Inner and outer regional	'000	158.4	100.1	83.8	27.4	19.9	27.5	–	11.2	428.4
Remote and very remote	'000	5.3	0.2	10.5	12.2	4.2	1.1	..	8.5	42.1
Total	'000	434.6	328.0	217.4	118.6	68.9	28.6	13.9	19.7	1 243.2
Participation rate										
Major cities	%	7.0	7.0	6.0	5.9	5.4	..	5.1	..	6.5
Inner and outer regional	%	13.7	11.6	8.0	10.0	8.2	8.6	0.8	10.6	10.6
Remote and very remote	%	23.2	8.9	12.4	10.9	11.1	17.8	..	12.2	12.5
Total	%	8.6	8.0	6.8	6.9	6.2	8.8	5.0	11.2	7.8
2015										
Number of students										
Major cities	'000	192.8	263.7	125.8	83.2	55.7	..	13.8	..	735.0
Inner and outer regional	'000	126.2	109.8	84.6	28.7	22.8	27.2	–	10.6	410.0
Remote and very remote	'000	4.6	0.3	9.5	13.5	4.3	1.1	..	8.4	41.7
Total	'000	323.7	373.7	220.0	125.4	82.8	28.3	13.8	19.0	1 199.7
Participation rate										
Major cities	%	5.1	8.5	6.3	6.1	6.7	..	5.2	..	6.5
Inner and outer regional	%	10.9	13.1	8.0	10.5	9.6	8.5	0.9	10.4	10.3
Remote and very remote	%	19.1	11.4	10.4	11.0	11.0	16.8	..	11.8	11.7
Total	%	6.5	9.4	7.0	7.2	7.5	8.6	5.1	11.0	7.6
2014										
Number of students										
Major cities	'000	243.8	310.9	121.3	86.0	68.2	..	15.9	..	846.1
Inner and outer regional	'000	149.0	131.0	75.9	29.5	23.4	32.3	–	9.9	451.0

TABLE 5A.9

Table 5A.9 Participation of 15–64 year olds in government-funded VET, by remoteness area (a), (b), (c), (d), (e), (f), (g), (h)

	<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>
Remote and very remote	'000	5.5	0.4	8.8	14.3	3.7	1.4	..	10.0	44.0
Total	'000	398.2	442.3	206.0	129.8	95.2	33.8	15.9	19.9	1 363.7
Participation rate										
Major cities	%	6.5	10.2	6.1	6.4	8.3	..	6.0	..	7.5
Inner and outer regional	%	12.9	15.6	7.2	10.8	9.8	10.0	2.8	9.8	11.3
Remote and very remote	%	22.4	13.4	9.6	11.5	9.4	21.8	..	13.8	12.2
Total	%	8.1	11.3	6.6	7.5	8.7	10.3	5.9	11.4	8.8
2013										
Number of students										
Major cities	'000	249.4	334.6	108.4	93.7	99.9	..	18.0	..	903.9
Inner and outer regional	'000	150.8	145.2	77.8	31.0	38.1	28.5	0.1	9.7	481.0
Remote and very remote	'000	5.6	0.5	9.9	14.9	6.5	1.3	..	8.9	47.5
Total	'000	405.7	480.2	196.1	139.5	144.4	29.8	18.1	18.6	1 449.5
Participation rate										
Major cities	%	6.7	11.1	5.6	7.1	12.2	..	6.8	..	8.2
Inner and outer regional	%	13.1	17.3	7.4	11.5	15.9	8.8	8.9	9.6	12.1
Remote and very remote	%	22.8	17.8	10.7	11.9	16.5	18.8	..	12.1	13.1
Total	%	8.3	12.5	6.3	8.1	13.2	9.0	6.8	10.7	9.4
2012										
Number of students										
Major cities	'000	262.6	333.5	126.3	97.3	82.8	..	19.7	..	922.2
Inner and outer regional	'000	163.7	150.6	97.2	31.6	33.8	30.4	0.1	10.0	517.3
Remote and very remote	'000	6.0	0.4	12.8	15.8	5.3	1.6	..	10.1	52.2
Total	'000	432.3	484.5	236.2	144.7	121.9	32.1	19.8	20.1	1 509.7
Participation rate										
Major cities	%	7.2	11.3	6.6	7.6	10.2	..	7.5	..	8.5

TABLE 5A.9

Table 5A.9 **Participation of 15–64 year olds in government-funded VET, by remoteness area (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Inner and outer regional	%	14.2	17.9	9.4	12.0	14.1	9.4	13.8	10.3	13.1
Remote and very remote	%	24.5	15.8	14.0	13.0	13.5	23.4	..	14.1	14.5
Total	%	8.9	12.8	7.7	8.7	11.2	9.7	7.5	11.9	9.9

- (a) This table reflects students participating in government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data are from the National VET Provider Collection.
- (b) Participation is defined by students who were enrolled in a subject or completed a qualification during the reporting period. Participation includes AQF and non-AQF programs.
- (c) If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. As a result the participation rate based on these counts may be inflated. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.
- (d) Government-funded students by state and territory are reported on the basis of the state or territory of residence. As a result, state and territory totals of students will differ those reported in 5A.8 (on the basis of state or territory of funding). Also, the Australia total for government-funded students in this table includes unknown, unallocated or overseas areas.
- (e) Student remoteness is based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. 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. Data are for students from the remoteness areas throughout Australia studying in the jurisdiction.
- (f) ABS population estimates are used to calculate the participation rates. Remoteness area population estimates for 2012 to 2015 are based on the 2011 Census and 2016 estimates are based on the 2016 Census. Note that these estimates may differ to the first preliminary June estimates used to derive the total participation rates in table 5A.8. Total Australia population includes other territories.
- (g) The significant increase in government-funded students in NSW between 2015 and 2016 can be attributed to the commencement of Smart and Skilled Targeted Priorities Prevocational and Part Qualifications program in late 2015 and a number of policy changes implemented in 2016 after the first stage review of Smart and Skilled.
- (h) Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.

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

Source: NCVET unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2016)*; Derived from ABS (2016 and 2017), *Population by Age and Sex, Regions of Australia, 2015 and 2016*, Cat. no. 3235.0.

TABLE 5A.10

Table 5A.10 **Participation of 15–64 year olds in government-funded VET, by disability status (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2016									
Proportion of VET students									
Reported as having disability	9.6	10.9	6.1	5.7	9.9	9.4	10.8	5.6	8.9
Reported as not having disability	78.7	88.1	73.1	83.4	90.1	88.3	88.0	89.8	81.9
Disability status not reported	11.7	1.0	20.8	10.9	–	2.2	1.1	4.7	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	10.9	11.0	7.7	6.4	9.9	9.6	11.0	5.8	9.8
2015									
Proportion of people with disability in the community who are participating	4.6	6.6	2.8	4.0	4.9	4.2	5.1	10.2	4.7
Proportion of people without disability in the community who are participating	5.7	10.0	6.2	7.2	8.4	9.7	6.4	16.6	7.4
Proportion of VET students									
Reported as having disability	9.4	9.9	5.5	5.6	11.1	10.2	10.6	5.7	8.6
Reported as not having disability	76.1	88.8	73.8	85.4	88.9	87.1	88.6	89.6	82.2
Disability status not reported	14.5	1.3	20.7	9.0	–	2.7	0.8	4.7	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	11.0	10.1	7.0	6.2	11.1	10.5	10.7	6.0	9.4
2014									
Proportion of VET students									
Reported as having disability	8.6	9.1	5.9	5.3	11.9	10.4	9.1	5.9	8.3
Reported as not having disability	78.8	90.0	72.8	85.2	88.1	87.9	90.1	91.2	83.5
Disability status not reported	12.6	0.8	21.4	9.5	–	1.8	0.8	2.9	8.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	9.8	9.2	7.4	5.9	11.9	10.5	9.1	6.1	9.1

TABLE 5A.10

Table 5A.10 **Participation of 15–64 year olds in government-funded VET, by disability status (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2013									
Proportion of VET students									
Reported as having disability	8.5	8.3	5.7	5.3	6.7	10.6	8.6	5.8	7.5
Reported as not having disability	78.8	90.5	63.6	84.6	93.3	86.2	90.6	90.7	83.2
Disability status not reported	12.7	1.3	30.7	10.2	–	3.2	0.8	3.4	9.3
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	9.7	8.4	8.3	5.8	6.7	10.9	8.7	6.0	8.3
2012									
Proportion of people with disability in the community who are participating	5.3	6.1	3.0	3.8	4.6	5.1	5.0	11.3	4.9
Proportion of people without disability in the community who are participating	8.4	13.7	5.5	8.0	12.3	10.4	9.3	18.7	9.5
Proportion of VET students									
Reported as having disability	8.1	7.3	5.8	5.3	7.1	10.8	7.4	5.4	7.2
Reported as not having disability	78.9	92.7	62.5	79.9	92.9	87.0	90.8	89.0	82.5
Disability status not reported	12.9	–	31.7	14.7	–	2.3	1.8	5.6	10.3
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	9.4	7.3	8.4	6.3	7.1	11.0	7.5	5.7	8.0

- (a) This table reflects students participating in government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data are from the National VET Provider Collection.
- (b) Participation is defined by students who were enrolled in a subject or completed a qualification during the reporting period. Participation includes AQF and non-AQF programs.
- (c) If a student has enrolled with more than one training provider during a collection period it is possible for a student to be counted more than once in government-funded student counts. As a result the participation rate based on these counts may be inflated. The possibility for the same student to enrol in more than one government-funded program is the subject of local jurisdictional policy.

Table 5A.10 **Participation of 15–64 year olds in government-funded VET, by disability status (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
(d) The proportion of people with disability in the community who are participating is calculated using the number of people reported as having disability from the National VET Provider Collection as the numerator and the number of people with disability from the triennial ABS Survey of Disability, Ageing and Carers as the denominator. In the National VET Provider Collection, those reported as having disability self-identify as having a disability, impairment or long-term condition. In the ABS survey, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. As the collections are different and due to the difficult nature of measuring disability by self-reporting, caution should be used when interpreting the proportion. As the survey is triennial, the proportion, and its without disability comparator, can only be reported for 2012 and 2015 in this table.									
(e) 'Adjusted for not reported' excludes 'not stated' responses.									
(f) The significant increase in government-funded students in NSW between 2015 and 2016 can be attributed to the commencement of Smart and Skilled Targeted Priorities Prevocational and Part Qualifications program in late 2015 and a number of policy changes implemented in 2016 after the first stage review of Smart and Skilled.									
(g) Tasmania's government-funded student numbers in 2015 are not comparable with previous or subsequent years due to different methodologies applied to student identification.									
(h) Government-funded students by state and territory are reported on the basis of the state or territory that administered the funding of that training. As a result, the Australia totals for government-funded students do not include data from other territories or unknown as all training is funded by the eight states and territories. Caution should therefore be used when interpreting participation rates for Australia which include other territories in the population denominator. – Nil or rounded to zero.									

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2016)*; ABS unpublished, *Microdata: Disability, Ageing and Carers, Australia, 2012 and 2015*, Cat. no. 4430.0.30.002.

TABLE 5A.11

Table 5A.11 **Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Total									
Helped or partly helped achieve main reason for training	83.9 ± 0.5	82.1 ± 0.6	80.6 ± 0.6	83.4 ± 0.8	83.7 ± 1.0	86.2 ± 1.0	87.1 ± 1.5	91.0 ± 1.4	82.8 ± 0.3
Helped achieve main reason	67.8 ± 0.6	65.7 ± 0.7	65.2 ± 0.7	68.0 ± 1.0	68.9 ± 1.3	72.8 ± 1.2	73.2 ± 1.8	76.3 ± 2.5	67.1 ± 0.3
Partly helped achieve main reason	16.1 ± 0.5	16.4 ± 0.5	15.3 ± 0.5	15.4 ± 0.8	14.8 ± 0.9	13.4 ± 0.9	13.8 ± 1.4	14.7 ± 2.2	15.8 ± 0.3
Did not help achieve main reason	6.9 ± 0.3	9.1 ± 0.4	10.8 ± 0.4	7.2 ± 0.5	7.5 ± 0.7	5.5 ± 0.6	4.4 ± 0.8	3.8 ± 0.9	8.4 ± 0.2
Did not know yet	9.1 ± 0.4	8.8 ± 0.4	8.6 ± 0.4	9.4 ± 0.6	8.8 ± 0.8	8.2 ± 0.8	8.5 ± 1.3	5.2 ± 1.1	8.8 ± 0.2
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	84.6 ± 1.5	86.5 ± 3.5	77.6 ± 2.1	86.8 ± 3.3	84.7 ± 5.6	84.2 ± 4.4	92.4 ± 4.7	96.1 ± 2.2	83.6 ± 1.0
2016									
Total									
Helped or partly helped achieve main reason for training	84.1 ± 1.2	81.5 ± 1.1	79.2 ± 2.0	82.5 ± 1.9	84.2 ± 1.9	85.2 ± 1.9	87.9 ± 2.3	91.3 ± 1.7	82.2 ± 0.7
Helped achieve main reason	66.3 ± 1.6	65.5 ± 1.3	64.2 ± 2.3	67.2 ± 2.4	64.7 ± 2.5	71.4 ± 2.4	75.6 ± 2.9	77.7 ± 2.7	66.0 ± 0.8
Partly helped achieve main reason	17.8 ± 1.3	16.1 ± 1.0	15.0 ± 1.7	15.3 ± 1.8	19.5 ± 2.1	13.8 ± 1.8	12.3 ± 2.2	13.5 ± 2.3	16.2 ± 0.6
Did not help achieve main reason	6.2 ± 0.8	8.6 ± 0.8	12.9 ± 1.7	8.6 ± 1.4	7.4 ± 1.4	6.6 ± 1.3	4.2 ± 1.3	3.6 ± 1.2	8.8 ± 0.5
Did not know yet	9.7 ± 1.0	9.9 ± 0.8	7.9 ± 1.3	8.9 ± 1.4	8.4 ± 1.5	8.2 ± 1.5	7.9 ± 1.9	5.2 ± 1.3	9.0 ± 0.5
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	84.7 ± 5.4	81.9 ± 9.0	82.2 ± 8.7	81.9 ± 10.0	90.6 ± 10.4	84.1 ± 8.8	98.0 ± 3.8	94.2 ± 3.8	84.1 ± 3.5
2015									
Total									
Helped or partly helped achieve main reason for training	82.4 ± 0.9	76.5 ± 2.2	76.7 ± 2.1	84.2 ± 1.1	80.3 ± 1.8	83.5 ± 1.7	83.7 ± 2.5	89.8 ± 2.1	79.7 ± 0.8

TABLE 5A.11

Table 5A.11 **Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Helped achieve main reason	67.1 ± 1.1	60.5 ± 2.5	62.1 ± 2.2	70.0 ± 1.3	63.9 ± 2.1	69.7 ± 2.1	68.6 ± 3.2	79.2 ± 3.0	64.4 ± 0.9
Partly helped achieve main reason	15.2 ± 0.9	16.0 ± 1.9	14.5 ± 1.7	14.2 ± 1.0	16.4 ± 1.7	13.8 ± 1.6	15.1 ± 2.6	10.6 ± 2.4	15.3 ± 0.7
Did not help achieve main reason	7.3 ± 0.7	13.1 ± 1.8	14.1 ± 1.8	7.2 ± 0.8	9.5 ± 1.3	7.5 ± 1.2	7.1 ± 1.7	4.9 ± 1.5	10.4 ± 0.7
Did not know yet	10.3 ± 0.7	10.4 ± 1.5	9.2 ± 1.4	8.6 ± 0.8	10.3 ± 1.3	9.1 ± 1.3	9.2 ± 2.0	5.3 ± 1.5	9.9 ± 0.6
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	86.3 ± 3.5	93.5 ± 5.4	63.4 ± 10.9	80.9 ± 7.0	81.0 ± 12.8	87.3 ± 5.9	94.7 ± 5.6	86.8 ± 6.2	79.7 ± 4.1
2014									
Total									
Helped or partly helped achieve main reason for training	83.0 ± 1.0	78.8 ± 1.3	83.3 ± 1.3	83.9 ± 1.9	81.5 ± 1.6	86.6 ± 2.4	85.6 ± 2.3	92.0 ± 2.6	81.9 ± 0.6
Helped achieve main reason	68.6 ± 1.3	62.2 ± 1.6	70.5 ± 1.6	70.3 ± 2.3	65.7 ± 2.0	72.4 ± 3.2	70.7 ± 3.1	82.2 ± 4.0	67.0 ± 0.7
Partly helped achieve main reason	14.5 ± 1.0	16.6 ± 1.1	12.8 ± 1.2	13.6 ± 1.8	15.7 ± 1.6	14.2 ± 2.6	14.8 ± 2.5	9.8 ± 3.2	14.9 ± 0.5
Did not help achieve main reason	6.9 ± 0.7	12.1 ± 1.0	8.7 ± 0.9	7.7 ± 1.4	8.9 ± 1.1	6.0 ± 1.6	6.0 ± 1.4	5.6 ± 2.4	9.0 ± 0.4
Did not know yet	10.1 ± 0.8	9.1 ± 0.8	8.0 ± 1.0	8.3 ± 1.4	9.6 ± 1.2	7.4 ± 1.8	8.4 ± 1.9	2.4 ± 1.0	9.1 ± 0.4
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	84.5 ± 4.6	84.7 ± 9.2	84.6 ± 5.4	86.6 ± 6.6	86.1 ± 8.6	83.1 ± 9.5	85.9 ± 10.6	89.8 ± 7.8	85.1 ± 2.7
2013									
Total									
Helped or partly helped achieve main reason for training	83.3 ± 0.9	79.6 ± 1.9	86.4 ± 1.0	86.6 ± 0.9	82.3 ± 1.4	86.8 ± 1.7	84.3 ± 2.3	90.7 ± 2.0	83.0 ± 0.7
Helped achieve main reason	68.7 ± 1.1	64.4 ± 2.2	73.3 ± 1.4	73.2 ± 1.3	67.8 ± 1.7	72.5 ± 2.3	69.5 ± 2.8	79.1 ± 2.9	68.6 ± 0.8
Partly helped achieve main reason	14.6 ± 0.8	15.2 ± 1.6	13.0 ± 1.0	13.4 ± 1.0	14.5 ± 1.3	14.2 ± 1.8	14.8 ± 2.1	11.5 ± 2.3	14.4 ± 0.6
Did not help achieve main reason	6.1 ± 0.5	11.0 ± 1.6	7.4 ± 0.8	5.9 ± 0.6	7.4 ± 0.9	5.8 ± 1.2	4.5 ± 1.1	5.5 ± 1.5	7.9 ± 0.6
Did not know yet	10.5 ± 0.7	9.4 ± 1.3	6.3 ± 0.7	7.5 ± 0.7	10.3 ± 1.1	7.5 ± 1.3	11.2 ± 2.0	3.8 ± 1.4	9.1 ± 0.5

Table 5A.11 **Whether training helped graduates achieve their main reason for training, all government-funded graduates (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Aboriginal and Torres Strait Islander									
Helped or partly helped achieve main reason for training	87.9 ± 3.4	93.3 ± 6.2	85.2 ± 5.4	88.3 ± 4.8	89.3 ± 7.6	87.7 ± 6.5	74.5 ± 14.8	88.5 ± 5.9	87.5 ± 2.2

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. Data in italics have relative standard errors greater than or equal to 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).
- (c) This table reflects students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (d) From 2017 the Student Outcomes Survey collects data on students aged 18 years and over. The age scope of graduates included in this table is 18 years and over. In the 2017 RoGS, the age scope was 15 years and over.
- (e) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.
- (f) In 2017, there are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.
- (g) Main reason for training includes 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).
- (h) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.

Source: NCVER 2017 and unpublished, *Australian vocational education and training statistics: VET student outcomes 2017*; NCVER unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2013 to 2016)*.

TABLE 5A.12

Table 5A.12 **Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2017									
Total									
Satisfied with overall quality of training	89.2 ± 0.4	85.3 ± 0.5	88.2 ± 0.5	88.7 ± 0.7	89.2 ± 0.8	89.4 ± 0.9	87.9 ± 1.3	88.7 ± 2.2	87.8 ± 0.2
Satisfied with instructors	89.1 ± 0.4	85.6 ± 0.5	88.3 ± 0.5	87.9 ± 0.7	88.5 ± 0.9	88.9 ± 0.9	86.2 ± 1.4	86.3 ± 2.3	87.7 ± 0.2
Satisfied with assessment	90.5 ± 0.4	88.1 ± 0.4	90.0 ± 0.5	90.4 ± 0.7	90.0 ± 0.8	91.1 ± 0.8	89.3 ± 1.3	91.0 ± 1.5	89.7 ± 0.2
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	91.6 ± 1.2	87.8 ± 3.5	90.8 ± 1.5	93.4 ± 2.2	91.4 ± 4.4	90.3 ± 3.8	87.6 ± 6.0	91.1 ± 3.3	91.0 ± 0.8
2016									
Total									
Satisfied with overall quality of training	88.1 ± 1.1	84.3 ± 1.0	85.3 ± 1.8	86.8 ± 1.7	88.0 ± 1.7	88.6 ± 1.7	85.7 ± 2.4	88.1 ± 2.1	86.2 ± 0.6
Satisfied with instructors	88.2 ± 1.1	83.3 ± 1.0	86.4 ± 1.7	86.8 ± 1.7	87.7 ± 1.8	88.6 ± 1.7	85.3 ± 2.4	86.6 ± 2.3	86.1 ± 0.6
Satisfied with assessment	89.5 ± 1.0	86.1 ± 0.9	87.4 ± 1.7	87.9 ± 1.7	89.8 ± 1.6	89.4 ± 1.7	87.5 ± 2.3	90.5 ± 2.0	87.8 ± 0.6
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	89.3 ± 4.5	90.8 ± 6.5	86.7 ± 7.8	93.6 ± 6.3	91.3 ± 9.7	91.4 ± 7.4	95.1 ± 6.8	91.9 ± 4.9	89.6 ± 3.0
2015									
Total									
Satisfied with overall quality of training	88.7 ± 0.8	83.7 ± 1.9	86.2 ± 1.7	87.7 ± 1.0	88.5 ± 1.4	89.0 ± 1.5	84.6 ± 2.5	87.0 ± 2.7	86.6 ± 0.7
Satisfied with instructors	90.2 ± 0.8	87.3 ± 1.7	90.2 ± 1.3	89.9 ± 0.9	91.0 ± 1.3	91.6 ± 1.3	86.3 ± 2.4	89.1 ± 2.6	89.4 ± 0.6
Satisfied with assessment	90.1 ± 0.8	86.5 ± 1.7	89.0 ± 1.5	89.8 ± 0.9	89.4 ± 1.4	89.8 ± 1.5	86.1 ± 2.4	89.4 ± 2.5	88.7 ± 0.6
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	90.9 ± 3.1	92.3 ± 5.6	88.1 ± 7.2	91.7 ± 4.6	93.3 ± 9.3	90.5 ± 5.5	84.4 ± 11.7	87.9 ± 7.5	90.1 ± 2.6
2014									
Total									
Satisfied with overall quality of training	89.6 ± 0.9	84.1 ± 1.2	87.9 ± 1.2	88.9 ± 1.7	88.9 ± 1.3	90.2 ± 2.0	84.6 ± 2.7	85.9 ± 3.9	87.5 ± 0.5
Satisfied with instructors	90.3 ± 0.9	88.4 ± 1.1	90.9 ± 1.1	89.4 ± 1.9	92.0 ± 1.2	92.3 ± 1.7	87.2 ± 2.6	86.8 ± 3.9	89.9 ± 0.5

TABLE 5A.12

Table 5A.12 **Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Satisfied with assessment	89.8 ± 0.9	86.6 ± 1.2	90.1 ± 1.1	91.3 ± 1.3	89.9 ± 1.3	89.3 ± 2.1	85.5 ± 2.5	89.2 ± 3.5	88.9 ± 0.5
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	90.2 ± 3.4	88.5 ± 8.2	94.4 ± 3.0	89.8 ± 7.5	88.8 ± 8.5	88.6 ± 6.8	85.8 ± 8.5	91.5 ± 6.9	90.6 ± 2.1
2013									
Total									
Satisfied with overall quality of training	88.6 ± 0.8	85.1 ± 1.7	87.8 ± 1.1	88.9 ± 0.9	88.3 ± 1.2	89.2 ± 1.6	85.4 ± 2.2	87.8 ± 2.4	87.3 ± 0.6
Satisfied with instructors	90.6 ± 0.7	88.5 ± 1.5	90.9 ± 0.9	90.6 ± 0.9	91.6 ± 1.0	91.8 ± 1.4	87.7 ± 2.1	90.2 ± 2.3	90.1 ± 0.6
Satisfied with assessment	89.6 ± 0.8	86.4 ± 1.6	90.4 ± 0.9	90.4 ± 0.8	90.4 ± 1.1	90.8 ± 1.5	87.5 ± 2.0	89.2 ± 2.4	88.9 ± 0.6
Aboriginal and Torres Strait Islander									
Satisfied with overall quality of training	92.0 ± 2.7	90.9 ± 7.8	90.0 ± 4.4	93.4 ± 3.9	90.3 ± 7.6	94.4 ± 3.8	77.2 ± 14.0	91.5 ± 5.1	91.2 ± 1.8

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. Data in italics have relative standard errors greater than or equal to 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).
- (c) This table reflects students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (d) From 2017 the Student Outcomes Survey collects data on students aged 18 years and over. The age scope of graduates included in this table is 18 years and over. In the 2017 RoGS, the age scope was 15 years and over.
- (e) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.

Table 5A.12 **Proportion of all government-funded graduates satisfied with the quality of their training, by satisfaction outcome (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
(f)	In 2017, there are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.								
(g)	Satisfaction includes graduates reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.								
(h)	'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.								

Source: NCVET 2017 and unpublished, *Australian vocational education and training statistics: VET student outcomes 2017*; NCVET unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2013 to 2016)*.

TABLE 5A.13

Table 5A.13 Proportion of employers engaged with VET, by type of engagement (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>
2017									
Total	56.5 ± 2.8	51.8 ± 3.2	54.9 ± 3.9	52.9 ± 4.1	51.2 ± 3.8	58.5 ± 3.5	56.1 ± 4.1	58.5 ± 4.0	54.4 ± 1.6
Apprenticeships or traineeships	25.1 ± 2.3	22.3 ± 2.4	25.2 ± 2.8	19.0 ± 2.7	17.2 ± 2.6	29.9 ± 3.5	26.2 ± 3.4	28.9 ± 3.2	23.5 ± 1.2
Nationally recognised training	21.0 ± 2.3	20.3 ± 2.6	25.8 ± 3.7	25.5 ± 3.6	21.2 ± 3.2	25.3 ± 3.2	23.5 ± 3.5	32.5 ± 3.8	22.4 ± 1.3
Formal vocational qualifications as a job requirement	40.0 ± 2.7	34.8 ± 3.0	36.9 ± 3.9	35.4 ± 3.8	33.8 ± 3.5	35.7 ± 3.5	37.6 ± 3.9	40.3 ± 4.0	37.2 ± 1.5
2015									
Total	53.9 ± 4.0	47.7 ± 3.8	57.9 ± 4.0	55.0 ± 4.0	46.6 ± 4.1	54.2 ± 5.2	52.2 ± 4.4	61.5 ± 4.8	52.8 ± 2.0
Apprenticeships or traineeships	25.7 ± 3.6	20.5 ± 2.7	26.7 ± 3.1	26.1 ± 3.3	19.5 ± 3.1	26.9 ± 3.6	24.8 ± 3.1	26.9 ± 4.0	24.3 ± 1.6
Nationally recognised training	20.1 ± 3.0	18.6 ± 3.1	23.0 ± 3.8	21.1 ± 3.3	18.8 ± 3.1	23.4 ± 4.3	25.8 ± 4.1	34.0 ± 4.7	20.6 ± 1.6
Formal vocational qualifications as a job requirement	39.6 ± 3.8	31.2 ± 3.5	39.5 ± 4.1	38.3 ± 4.0	30.7 ± 3.7	34.8 ± 4.7	33.2 ± 3.5	42.7 ± 4.8	36.6 ± 1.9
2013									
Total	52.9 ± 3.2	49.9 ± 3.7	51.2 ± 3.6	54.6 ± 3.9	50.8 ± 4.3	56.7 ± 4.7	51.7 ± 4.3	60.2 ± 4.4	51.9 ± 1.7
Apprenticeships or traineeships	26.8 ± 2.7	26.7 ± 3.2	27.2 ± 3.0	27.8 ± 3.4	25.7 ± 3.8	29.5 ± 3.7	23.6 ± 3.5	30.9 ± 4.0	26.9 ± 1.4
Nationally recognised training	20.6 ± 2.4	18.1 ± 2.8	18.2 ± 2.5	22.8 ± 3.3	22.0 ± 3.4	23.6 ± 3.7	28.0 ± 4.0	31.2 ± 4.2	20.0 ± 1.3
Formal vocational qualifications as a job requirement	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6
2011									
Total	56.0 ± 2.7	57.0 ± 3.1	56.7 ± 4.0	55.3 ± 4.5	51.1 ± 5.0	62.7 ± 4.8	52.2 ± 4.9	59.0 ± 5.7	56.1 ± 1.6
Apprenticeships or traineeships	28.7 ± 2.5	30.3 ± 2.9	33.7 ± 4.1	28.8 ± 3.9	28.6 ± 4.4	44.8 ± 4.7	25.3 ± 4.0	33.5 ± 4.9	30.4 ± 1.5
Nationally recognised training	22.3 ± 2.3	24.6 ± 2.9	23.4 ± 3.5	25.7 ± 4.0	22.0 ± 3.8	30.6 ± 5.3	29.2 ± 4.4	33.5 ± 5.4	23.7 ± 1.4
Formal vocational qualifications as a job requirement	39.5 ± 2.8	34.0 ± 3.1	35.5 ± 3.9	36.5 ± 4.4	32.2 ± 4.5	34.9 ± 5.4	33.9 ± 4.7	35.8 ± 5.2	36.4 ± 1.6

TABLE 5A.13

Table 5A.13 **Proportion of employers engaged with VET, by type of engagement (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>
2009									
Total	58.7 ± 4.5	58.7 ± 4.7	56.9 ± 4.6	59.1 ± 5.4	55.0 ± 6.2	55.0 ± 5.1	54.6 ± 5.0	63.1 ± 6.3	58.0 ± 2.2
Apprenticeships or traineeships	29.2 ± 3.9	33.3 ± 4.4	36.0 ± 4.4	30.4 ± 4.5	31.4 ± 6.0	34.0 ± 4.5	27.1 ± 4.3	36.2 ± 5.8	32.0 ± 2.0
Nationally recognised training	27.8 ± 4.1	27.9 ± 4.4	25.2 ± 4.0	27.4 ± 4.8	25.7 ± 4.4	28.4 ± 4.5	27.7 ± 4.4	34.7 ± 5.6	27.2 ± 2.0
Formal vocational qualifications as a job requirement	37.8 ± 4.4	36.6 ± 4.6	32.1 ± 4.4	36.4 ± 5.2	31.2 ± 5.9	31.5 ± 4.7	36.9 ± 4.9	42.2 ± 6.4	35.7 ± 2.2

- (a) Data are from the biennial Survey of Employer Use and Views of the VET System. As data are from a survey they are subject to error. Data in italics have relative standard errors greater than or equal to 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).
- (c) All organisations in Australia with at least one employee are in scope of the survey.
- (d) The components of engagement with VET system are if the employer has had employees undertaking an apprenticeship or traineeship, or had arranged or provided their employees with nationally recognised training, or if had employees with formal vocational qualification as a requirement of their job.
- (e) Engagement with apprenticeships or traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.
- (f) Engagement with nationally recognised training means organisation arranged or provided their employees with nationally recognised training over the past 12 months (that is not part of an apprenticeship or traineeship).
- (g) 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: NCVER 2009, 2011, 2013, 2015, 2017 and unpublished, *Australian vocational education and training statistics: employers' use and views of the VET system, 2009, 2011, 2013, 2015 and 2017*.

TABLE 5A.14

Table 5A.14 Proportion of employers satisfied with VET, by type of engagement (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>
2017									
Satisfaction with all forms of VET training engaged with									
Satisfied	72.8 ± 3.4	69.5 ± 4.1	69.7 ± 4.5	74.8 ± 4.8	69.2 ± 4.8	74.0 ± 4.9	74.1 ± 5.1	69.5 ± 5.0	71.4 ± 1.9
Neither satisfied or dissatisfied	18.7 ± 3.0	21.5 ± 3.6	22.7 ± 4.1	20.0 ± 4.5	22.9 ± 4.3	18.0 ± 4.4	17.9 ± 4.4	25.2 ± 4.5	20.6 ± 1.7
Dissatisfied	8.5 ± 2.2	8.9 ± 2.5	7.6 ± 2.3	5.2 ± 2.2	7.9 ± 3.0	8.0 ± 2.7	8.0 ± 3.3	5.3 ± 2.9	8.0 ± 1.2
Satisfaction with apprenticeships or traineeships									
Satisfied	78.9 ± 4.7	71.2 ± 6.0	80.5 ± 5.5	81.9 ± 5.9	78.7 ± 6.9	73.6 ± 7.3	78.3 ± 6.9	80.1 ± 5.8	77.5 ± 2.6
Neither satisfied or dissatisfied	7.9 ± 2.8	14.5 ± 5.0	11.6 ± 4.7	8.3 ± 3.9	10.9 ± 5.0	11.3 ± 6.3	8.5 ± 4.2	10.1 ± 4.4	10.5 ± 1.9
Dissatisfied	13.2 ± 4.0	14.2 ± 4.4	7.8 ± 3.3	9.9 ± 4.7	10.5 ± 5.3	15.0 ± 6.1	13.2 ± 6.1	9.8 ± 4.4	12.0 ± 2.0
Satisfaction with nationally recognised training									
Satisfied	82.2 ± 5.2	82.5 ± 5.4	80.7 ± 5.8	83.9 ± 6.4	80.4 ± 6.7	84.2 ± 5.1	86.7 ± 5.6	84.3 ± 5.7	82.2 ± 2.6
Neither satisfied or dissatisfied	11.3 ± 4.6	10.1 ± 4.4	11.7 ± 4.9	11.0 ± 5.7	13.8 ± 5.5	6.2 ± 2.9	9.0 ± 4.7	7.3 ± 3.6	11.0 ± 2.3
Dissatisfied	6.5 ± 2.9	7.4 ± 3.6	7.6 ± 3.7	5.1 ± 3.2	5.8 ± 4.5	9.6 ± 4.4	4.3 ± 3.3	8.5 ± 4.8	6.8 ± 1.6
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	76.2 ± 3.9	76.6 ± 4.6	70.6 ± 5.5	79.8 ± 5.4	72.2 ± 5.8	81.2 ± 5.5	77.9 ± 6.3	73.9 ± 5.5	75.4 ± 2.2
Neither satisfied or dissatisfied	10.8 ± 2.9	9.4 ± 3.0	16.4 ± 4.5	10.5 ± 4.1	14.9 ± 4.5	9.4 ± 3.0	11.3 ± 4.3	16.9 ± 4.7	11.7 ± 1.7
Dissatisfied	13.1 ± 3.0	14.0 ± 3.9	13.0 ± 3.8	9.7 ± 4.1	12.9 ± 4.5	9.4 ± 4.8	10.8 ± 5.1	9.2 ± 3.5	12.8 ± 1.7
2015									
Satisfaction with all forms of VET training engaged with									
Satisfied	73.1 ± 4.7	72.1 ± 4.7	72.6 ± 5.2	73.3 ± 5.0	76.0 ± 5.0	76.1 ± 5.0	72.9 ± 5.0	67.0 ± 5.9	72.9 ± 2.4
Neither satisfied or dissatisfied	20.3 ± 4.3	20.1 ± 4.2	20.6 ± 4.6	18.8 ± 4.3	19.9 ± 4.7	18.5 ± 4.5	22.3 ± 4.7	25.0 ± 5.4	20.2 ± 2.1
Dissatisfied	6.6 ± 2.6	7.7 ± 2.7	6.8 ± 3.1	7.9 ± 3.2	4.1 ± 2.0	5.4 ± 2.4	4.8 ± 2.4	7.9 ± 3.7	6.9 ± 1.3
Satisfaction with apprenticeships or traineeships									
Satisfied	81.6 ± 6.3	79.9 ± 6.3	82.7 ± 5.4	82.4 ± 6.3	85.4 ± 5.4	82.0 ± 6.3	80.5 ± 6.3	74.3 ± 8.2	81.7 ± 3.0
Neither satisfied or dissatisfied	9.1 ± 4.4	6.6 ± 3.4	8.1 ± 4.0	5.1 ± 2.5	8.6 ± 4.2	9.6 ± 5.1	10.5 ± 5.0	8.4 ± 4.2	7.9 ± 2.0
Dissatisfied	9.3 ± 5.0	13.5 ± 5.5	9.2 ± 3.9	12.5 ± 5.9	6.0 ± 3.8	8.4 ± 4.2	9.0 ± 4.4	17.3 ± 7.6	10.4 ± 2.4

TABLE 5A.14

Table 5A.14 Proportion of employers satisfied with VET, by type of engagement (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>
Satisfaction with nationally recognised training									
Satisfied	83.9 ± 6.5	83.7 ± 6.4	84.9 ± 7.2	82.6 ± 6.8	87.0 ± 6.2	80.8 ± 7.6	82.2 ± 6.1	81.5 ± 6.6	84.0 ± 3.2
Neither satisfied or dissatisfied	10.0 ± 5.5	12.3 ± 6.0	6.5 ± 3.2	9.4 ± 4.8	9.1 ± 5.4	13.5 ± 6.5	10.3 ± 4.6	11.1 ± 5.0	9.8 ± 2.5
Dissatisfied	6.1 ± 4.0	4.1 ± 2.6	8.5 ± 6.7	8.0 ± 5.3	4.0 ± 3.4	5.7 ± 4.3	7.5 ± 4.3	7.4 ± 4.9	6.3 ± 2.2
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	73.7 ± 5.7	79.1 ± 5.2	75.9 ± 5.8	78.9 ± 5.6	77.7 ± 6.1	79.6 ± 5.8	77.9 ± 5.8	76.1 ± 6.4	76.2 ± 2.8
Neither satisfied or dissatisfied	12.2 ± 4.2	12.8 ± 4.2	13.7 ± 4.0	11.9 ± 4.6	16.1 ± 5.6	10.5 ± 4.3	14.6 ± 5.0	12.4 ± 4.7	12.8 ± 2.1
Dissatisfied	14.1 ± 4.6	8.1 ± 3.5	10.4 ± 4.5	9.2 ± 3.9	6.2 ± 3.0	9.9 ± 4.1	7.5 ± 3.8	11.6 ± 4.9	10.9 ± 2.2
2013									
Satisfaction with all forms of VET training engaged with									
Satisfied	74.4 ± 4.0	73.1 ± 4.7	69.5 ± 4.4	73.7 ± 5.1	75.4 ± 4.9	72.4 ± 5.2	75.5 ± 5.3	69.3 ± 5.5	73.1 ± 2.1
Neither satisfied or dissatisfied	19.0 ± 3.6	20.4 ± 4.1	23.5 ± 4.1	21.1 ± 4.5	20.0 ± 4.7	21.2 ± 4.8	19.3 ± 5.0	23.5 ± 4.8	20.6 ± 1.9
Dissatisfied	6.6 ± 2.4	6.5 ± 3.0	7.0 ± 2.4	5.2 ± 3.1	4.6 ± 2.1	6.5 ± 2.6	5.2 ± 2.3	7.2 ± 3.4	6.4 ± 1.3
Satisfaction with apprenticeships or traineeships									
Satisfied	77.2 ± 5.7	80.8 ± 6.4	77.8 ± 5.4	82.1 ± 6.5	78.8 ± 7.3	76.1 ± 6.8	79.2 ± 8.1	77.7 ± 7.0	78.8 ± 2.9
Neither satisfied or dissatisfied	12.1 ± 4.5	7.8 ± 3.7	10.6 ± 4.0	9.0 ± 3.8	12.1 ± 5.9	12.8 ± 5.2	12.2 ± 7.4	7.8 ± 3.8	10.4 ± 2.1
Dissatisfied	10.7 ± 4.4	11.5 ± 5.6	11.6 ± 4.1	8.9 ± 5.5	9.0 ± 5.0	11.1 ± 5.0	8.7 ± 4.3	14.5 ± 6.3	10.8 ± 2.3
Satisfaction with nationally recognised training									
Satisfied	86.4 ± 4.2	77.1 ± 8.0	81.2 ± 5.9	85.0 ± 5.6	87.4 ± 4.9	84.9 ± 5.8	84.5 ± 5.5	82.2 ± 6.6	83.1 ± 2.8
Neither satisfied or dissatisfied	7.6 ± 3.3	13.1 ± 5.6	11.0 ± 4.7	9.5 ± 4.6	6.1 ± 3.5	8.2 ± 4.5	8.8 ± 4.4	9.5 ± 5.2	9.6 ± 2.0
Dissatisfied	6.0 ± 2.9	9.9 ± 6.7	7.8 ± 4.1	5.6 ± 3.6	6.5 ± 3.8	6.9 ± 3.9	6.6 ± 3.7	8.3 ± 4.7	7.3 ± 2.1
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	79.2 ± 4.7	80.2 ± 5.8	74.2 ± 5.4	78.2 ± 6.0	79.8 ± 6.0	79.5 ± 6.2	77.8 ± 7.5	71.9 ± 6.5	78.3 ± 2.5
Neither satisfied or dissatisfied	13.8 ± 4.2	9.6 ± 4.0	15.9 ± 4.6	12.5 ± 4.3	11.4 ± 4.3	9.9 ± 4.3	15.4 ± 7.0	19.5 ± 5.7	13.0 ± 2.1
Dissatisfied	7.0 ± 2.7	10.2 ± 4.8	10.0 ± 3.6	9.4 ± 4.7	8.8 ± 4.8	10.6 ± 5.0	6.8 ± 3.6	8.6 ± 4.3	8.7 ± 1.7

TABLE 5A.14

Table 5A.14 Proportion of employers satisfied with VET, by type of engagement (per cent) (a), (b), (c), (d), (e), (f), (g)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011									
Satisfaction with all forms of VET training engaged with									
Satisfied	80.0 ± 3.3	78.2 ± 3.7	73.6 ± 5.3	77.8 ± 5.2	81.7 ± 4.6	71.8 ± 7.1	74.0 ± 6.1	74.9 ± 6.4	77.8 ± 1.9
Neither satisfied or dissatisfied	16.9 ± 3.1	16.7 ± 3.3	21.2 ± 4.9	17.1 ± 4.7	15.3 ± 4.3	20.7 ± 6.4	21.8 ± 5.7	20.1 ± 5.5	17.8 ± 1.8
Dissatisfied	3.1 ± 1.4	5.1 ± 2.1	5.2 ± 2.8	5.1 ± 2.8	3.0 ± 2.2	7.5 ± 4.2	4.2 ± 2.9	4.9 ± 4.0	4.3 ± 1.0
Satisfaction with apprenticeships or traineeships									
Satisfied	84.4 ± 4.1	83.4 ± 4.8	77.7 ± 7.1	84.5 ± 6.8	90.9 ± 5.0	80.1 ± 6.7	81.2 ± 7.8	78.5 ± 8.5	82.9 ± 2.5
Neither satisfied or dissatisfied	9.7 ± 3.3	7.5 ± 3.2	10.1 ± 4.4	6.2 ± 4.4	5.2 ± 3.7	6.0 ± 3.5	13.2 ± 6.8	6.6 ± 4.4	8.5 ± 1.7
Dissatisfied	5.9 ± 2.7	9.1 ± 3.9	12.2 ± 6.2	9.3 ± 5.4	3.9 ± 3.5	13.9 ± 6.2	5.6 ± 4.6	14.9 ± 7.7	8.6 ± 2.0
Satisfaction with nationally recognised training									
Satisfied	89.4 ± 4.0	89.4 ± 4.3	91.0 ± 3.9	85.9 ± 6.5	89.5 ± 6.0	86.5 ± 6.6	86.2 ± 6.8	87.6 ± 6.3	89.2 ± 2.1
Neither satisfied or dissatisfied	7.6 ± 3.6	5.8 ± 3.5	5.1 ± 2.9	7.5 ± 5.1	6.3 ± 4.5	2.9 ± 2.7	7.0 ± 5.1	8.1 ± 5.4	6.4 ± 1.7
Dissatisfied	3.0 ± 1.9	4.8 ± 2.8	3.9 ± 2.7	6.7 ± 4.5	4.2 ± 4.2	10.5 ± 6.1	6.8 ± 4.9	4.3 ± 3.5	4.4 ± 1.2
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	85.9 ± 3.5	84.5 ± 4.1	83.1 ± 5.7	84.6 ± 5.7	85.1 ± 5.3	77.8 ± 9.3	83.1 ± 6.4	84.4 ± 6.7	84.6 ± 2.1
Neither satisfied or dissatisfied	8.0 ± 2.7	5.7 ± 2.4	7.1 ± 4.3	9.0 ± 4.5	11.7 ± 4.8	12.8 ± 8.6	5.7 ± 3.7	8.9 ± 5.3	7.7 ± 1.5
Dissatisfied	6.1 ± 2.4	9.8 ± 3.5	9.8 ± 4.1	6.4 ± 3.9	3.2 ± 2.6	9.4 ± 4.9	11.2 ± 5.5	6.7 ± 4.5	7.7 ± 1.5
2009									
Satisfaction with all forms of VET training engaged with									
Satisfied	75.8 ± 5.1	81.3 ± 4.4	76.4 ± 5.3	77.8 ± 5.3	80.1 ± 6.1	80.3 ± 5.2	72.6 ± 6.2	70.9 ± 6.9	77.8 ± 2.4
Neither satisfied or dissatisfied	16.0 ± 4.2	14.9 ± 4.0	18.8 ± 4.9	19.0 ± 4.9	14.8 ± 5.5	14.9 ± 4.6	22.7 ± 5.6	24.5 ± 6.7	16.6 ± 2.1
Dissatisfied	8.2 ± 3.5	3.7 ± 2.1	4.8 ± 2.6	3.2 ± 2.3	5.0 ± 3.2	4.8 ± 2.9	4.7 ± 3.4	4.7 ± 3.2	5.6 ± 1.4
Satisfaction with apprenticeships or traineeships									
Satisfied	79.8 ± 6.8	86.7 ± 4.9	83.0 ± 5.6	82.6 ± 7.1	88.5 ± 6.0	86.6 ± 5.7	84.3 ± 6.8	76.6 ± 8.9	83.3 ± 2.9
Neither satisfied or dissatisfied	6.0 ± 3.5	6.3 ± 3.3	7.6 ± 4.0	7.3 ± 4.9	5.0 ± 3.1	4.9 ± 3.4	9.9 ± 5.7	13.7 ± 6.9	6.6 ± 1.7
Dissatisfied	14.1 ± 6.3	7.0 ± 3.8	9.4 ± 4.3	10.1 ± 5.6	6.5 ± 5.1	8.5 ± 4.8	5.8 ± 4.3	9.7 ± 7.0	10.1 ± 2.5

TABLE 5A.14

Table 5A.14 **Proportion of employers satisfied with VET, by type of engagement (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>
Satisfaction with nationally recognised training									
Satisfied	83.5 ± 6.4	88.7 ± 5.6	83.5 ± 7.0	94.8 ± 4.2	87.6 ± 7.0	85.6 ± 7.0	82.0 ± 6.8	91.7 ± 4.4	86.3 ± 3.1
Neither satisfied or dissatisfied	7.4 ± 4.3	8.1 ± 4.9	9.6 ± 5.8	4.3 ± 3.8	4.8 ± 4.2	7.1 ± 5.4	12.6 ± 5.8	4.0 ± 2.7	7.6 ± 2.3
Dissatisfied	9.0 ± 5.2	3.2 ± 2.9	6.9 ± 4.4	np	7.6 ± 5.9	7.3 ± 4.7	5.4 ± 4.0	4.3 ± 3.5	6.1 ± 2.2
Satisfaction with formal vocational qualifications as a job requirement									
Satisfied	81.2 ± 6.0	84.4 ± 5.3	83.3 ± 6.2	87.4 ± 5.2	84.8 ± 7.8	86.3 ± 5.8	80.4 ± 6.8	83.1 ± 7.2	83.3 ± 2.9
Neither satisfied or dissatisfied	10.7 ± 4.7	10.4 ± 4.7	7.8 ± 4.4	6.0 ± 3.4	9.2 ± 6.4	9.2 ± 4.8	11.7 ± 5.0	7.8 ± 5.0	9.5 ± 2.3
Dissatisfied	8.2 ± 4.3	5.2 ± 3.0	8.9 ± 4.9	6.5 ± 4.2	6.0 ± 5.5	4.4 ± 3.4	7.9 ± 5.1	9.1 ± 5.7	7.2 ± 2.0

- (a) Data are from the biennial Survey of Employer Use and Views of the VET System. As data are from a survey they are subject to error. Data in italics have relative standard errors greater than or equal to 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).
- (c) All organisations in Australia with at least one employee are in scope of the survey.
- (d) Satisfaction is measured on a five point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
- (e) Satisfaction with apprenticeships or traineeships: had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with the training in providing apprentices or trainees with the required skills.
- (f) Satisfaction with nationally recognised training: arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training in providing employees with the required skills.
- (g) 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 in providing employees with the required skills.

np Not published.

Source: NCVER 2009, 2011, 2013, 2015, 2017 and unpublished, *Australian vocational education and training statistics: employers' use and views of the VET system, 2009, 2011, 2013, 2015 and 2017*.

TABLE 5A.15

Table 5A.15 **Proportion of 20–64 year old government-funded and total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n)**

	<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>
2017									
	Total VET graduates								
Aboriginal and Torres Strait Islander									
Employed and/or in further study	84.8 ± 1.5	85.3 ± 3.3	76.4 ± 1.9	77.9 ± 3.6	91.0 ± 2.7	83.9 ± 4.3	99.4 ± 0.9	86.5 ± 4.1	82.1 ± 1.0
Employed after training	72.6 ± 1.8	76.9 ± 4.0	68.5 ± 2.0	69.2 ± 4.0	86.2 ± 3.1	71.4 ± 5.3	92.3 ± 3.7	80.4 ± 4.9	72.9 ± 1.1
In further study after training	36.3 ± 1.9	30.6 ± 4.3	23.8 ± 1.9	31.9 ± 4.0	25.2 ± 3.9	29.3 ± 5.4	49.0 ± 7.5	31.9 ± 5.7	30.3 ± 1.1
Remote and very remote areas									
Employed and/or in further study	89.9 ± 4.6	94.4 ± 8.6	90.0 ± 1.6	92.5 ± 1.7	94.9 ± 2.0	92.6 ± 4.5	..	93.1 ± 1.9	91.6 ± 0.9
Employed after training	85.5 ± 4.9	90.3 ± 10.4	87.1 ± 1.9	88.7 ± 2.1	90.7 ± 2.7	89.8 ± 4.8	..	89.6 ± 2.4	88.2 ± 1.1
In further study after training	30.2 ± 6.6	15.9 ± 14.3	23.9 ± 2.9	32.2 ± 4.0	31.1 ± 5.0	32.2 ± 6.6	..	34.4 ± 3.9	28.9 ± 1.8
With disability									
Employed and/or in further study	74.2 ± 1.6	71.7 ± 1.9	70.8 ± 2.1	75.0 ± 3.6	74.6 ± 3.2	75.7 ± 3.6	88.5 ± 3.2	92.7 ± 4.6	73.3 ± 0.9
Employed after training	50.7 ± 1.8	54.5 ± 2.2	57.2 ± 2.2	55.7 ± 4.3	56.8 ± 3.6	54.7 ± 4.1	78.4 ± 4.1	83.8 ± 8.4	54.6 ± 1.0
In further study after training	41.3 ± 1.7	34.2 ± 2.1	27.7 ± 2.0	35.8 ± 4.1	30.7 ± 3.3	37.6 ± 4.1	41.0 ± 4.9	45.5 ± 10.5	35.5 ± 1.0
Total									
Employed and/or in further study	86.3 ± 0.4	85.2 ± 0.4	86.3 ± 0.4	87.3 ± 0.6	88.7 ± 0.6	89.5 ± 0.8	92.4 ± 0.8	91.9 ± 1.1	86.5 ± 0.2
Employed after training	76.9 ± 0.5	77.4 ± 0.5	80.4 ± 0.5	79.7 ± 0.7	81.7 ± 0.8	81.8 ± 1.0	86.4 ± 1.0	87.3 ± 1.4	78.9 ± 0.2
In further study after training	31.9 ± 0.5	28.0 ± 0.5	25.8 ± 0.5	30.9 ± 0.9	28.0 ± 0.9	30.1 ± 1.1	35.3 ± 1.4	32.9 ± 2.0	29.1 ± 0.3
	Government-funded graduates								
Aboriginal and Torres Strait Islander									
Employed and/or in further study	82.6 ± 1.9	83.7 ± 4.2	72.1 ± 2.5	75.3 ± 4.5	81.7 ± 6.6	82.0 ± 5.0	99.0 ± 1.3	86.4 ± 5.3	79.1 ± 1.3
Employed after training	68.8 ± 2.2	71.6 ± 5.2	64.1 ± 2.7	65.4 ± 5.0	71.5 ± 7.3	69.5 ± 6.1	91.8 ± 4.3	77.0 ± 6.7	68.3 ± 1.4
In further study after training	37.4 ± 2.2	31.9 ± 5.4	22.8 ± 2.4	28.7 ± 4.6	26.1 ± 6.7	30.2 ± 6.2	51.7 ± 9.6	35.7 ± 7.5	30.9 ± 1.4
Remote and very remote areas									
Employed and/or in further study	88.7 ± 3.7	93.1 ± 10.5	88.5 ± 2.0	92.4 ± 2.0	96.0 ± 2.6	96.8 ± 2.9	..	92.8 ± 2.4	90.6 ± 1.1

TABLE 5A.15

Table 5A.15 **Proportion of 20–64 year old government-funded and total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n)**

	<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	80.6 ± 4.6	85.2 ±15.3	85.3 ± 2.5	88.1 ± 2.5	91.9 ± 3.5	93.3 ± 3.9	..	88.6 ± 3.2	86.5 ± 1.4
In further study after training	27.3 ± 5.5	13.4 ±14.2	21.2 ± 3.2	29.6 ± 3.8	30.2 ± 6.3	35.5 ± 7.8	..	36.1 ± 5.3	27.0 ± 1.9
With disability									
Employed and/or in further study	72.9 ± 1.8	69.3 ± 2.3	67.0 ± 2.7	73.6 ± 4.0	74.3 ± 4.2	76.9 ± 3.8	87.5 ± 3.9	88.4 ± 7.2	71.4 ± 1.1
Employed after training	45.6 ± 1.9	51.2 ± 2.5	53.3 ± 2.8	52.6 ± 4.6	53.2 ± 4.8	54.6 ± 4.5	74.5 ± 5.1	74.3 ±12.3	50.6 ± 1.2
In further study after training	44.1 ± 1.9	33.8 ± 2.4	25.2 ± 2.3	35.4 ± 4.4	31.1 ± 4.3	38.3 ± 4.4	45.0 ± 5.9	44.5 ±12.7	36.0 ± 1.1
Total									
Employed and/or in further study	83.9 ± 0.5	82.6 ± 0.6	83.3 ± 0.6	85.1 ± 0.8	87.1 ± 0.9	88.7 ± 0.9	90.8 ± 1.6	91.4 ± 1.5	84.1 ± 0.3
Employed after training	70.6 ± 0.6	73.3 ± 0.7	77.2 ± 0.7	75.5 ± 1.0	78.7 ± 1.1	79.5 ± 1.2	82.4 ± 1.8	85.9 ± 1.9	74.6 ± 0.3
In further study after training	34.3 ± 0.7	28.5 ± 0.7	22.4 ± 0.7	30.9 ± 1.1	26.6 ± 1.3	30.4 ± 1.3	39.8 ± 2.1	33.0 ± 2.6	28.9 ± 0.3
2016									
	Total VET graduates								
Aboriginal and Torres Strait Islander									
Employed and/or in further study	80.1 ± 6.8	83.5 ±15.1	77.2 ± 7.6	80.3 ± 9.2	92.0 ± 5.3	89.2 ± 6.0	93.8 ± 6.4	88.0 ± 6.1	80.9 ± 3.8
Employed after training	62.9 ± 8.3	67.4 ±16.3	69.5 ± 8.1	72.0 ±11.0	88.1 ± 6.1	77.7 ± 8.8	85.0 ±12.9	82.4 ± 6.6	69.7 ± 4.4
In further study after training	39.0 ± 8.2	37.3 ±14.7	24.2 ± 7.0	36.0 ±12.6	24.7 ± 6.1	31.3 ±11.0	47.6 ±14.9	29.5 ± 6.3	31.8 ± 4.1
Remote and very remote areas									
Employed and/or in further study	88.7 ±14.6	np	90.9 ± 5.0	88.9 ± 5.5	92.9 ± 4.7	95.2 ± 4.2	..	92.2 ± 2.9	91.0 ± 2.7
Employed after training	86.4 ±14.8	np	84.8 ± 6.6	86.9 ± 5.8	85.4 ± 6.5	88.0 ± 7.0	..	87.6 ± 3.4	86.1 ± 3.2
In further study after training	18.8 ±16.1	np	26.0 ± 8.0	24.1 ± 7.1	30.1 ± 8.3	36.6 ±11.7	..	32.6 ± 5.0	26.7 ± 4.0
With disability									
Employed and/or in further study	73.0 ± 4.8	71.8 ± 5.6	72.0 ± 6.7	71.1 ± 8.6	78.8 ± 4.9	77.7 ± 6.2	83.7 ± 6.4	88.6 ± 6.5	73.3 ± 2.7
Employed after training	50.8 ± 5.5	58.2 ± 5.8	55.9 ± 7.5	57.9 ± 9.4	63.3 ± 5.8	62.3 ± 7.5	62.7 ±12.2	83.1 ± 7.7	56.3 ± 2.9
In further study after training	43.8 ± 5.5	28.8 ± 5.1	26.0 ± 6.1	30.7 ± 8.8	31.1 ± 5.5	36.8 ± 8.6	49.9 ±11.2	33.6 ±11.5	33.7 ± 2.8

TABLE 5A.15

Table 5A.15 **Proportion of 20–64 year old government-funded and total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n)**

	<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									
Employed and/or in further study	88.2 ± 0.9	86.1 ± 1.1	85.9 ± 1.2	86.8 ± 1.3	89.2 ± 1.1	90.5 ± 1.3	91.9 ± 1.7	92.7 ± 1.4	87.1 ± 0.5
Employed after training	78.5 ± 1.2	79.2 ± 1.2	79.4 ± 1.4	79.7 ± 1.5	81.1 ± 1.4	81.6 ± 2.0	85.2 ± 2.3	88.4 ± 1.6	79.5 ± 0.6
In further study after training	34.5 ± 1.4	27.4 ± 1.3	25.8 ± 1.4	31.2 ± 1.7	29.4 ± 1.5	32.7 ± 2.4	36.9 ± 2.6	34.0 ± 2.5	29.6 ± 0.7
Government-funded graduates									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	77.0 ± 6.8	88.9 ± 8.4	72.0 ±10.6	74.5 ±12.1	79.1 ±15.3	91.8 ± 7.0	93.2 ± 7.5	89.0 ± 6.7	77.9 ± 4.3
Employed after training	59.6 ± 7.8	70.2 ±11.7	65.9 ±11.2	65.6 ±13.2	70.3 ±17.5	80.9 ±10.4	90.9 ± 8.7	86.2 ± 7.4	66.0 ± 4.8
In further study after training	41.5 ± 7.7	34.9 ±12.0	20.0 ± 9.6	32.2 ±13.3	25.9 ±16.7	30.7 ±12.9	36.5 ±17.6	29.5 ± 9.0	31.9 ± 4.6
Remote and very remote areas									
Employed and/or in further study	87.9 ±16.0	np	90.2 ± 8.8	87.7 ± 7.1	93.8 ± 6.1	94.2 ± 6.6	..	93.7 ± 3.5	90.7 ± 3.8
Employed after training	76.6 ±21.2	np	86.8 ± 9.8	85.7 ± 7.6	87.6 ± 8.3	83.8 ±11.5	..	89.7 ± 4.3	86.1 ± 4.4
In further study after training	23.5 ±21.2	np	14.3 ± 9.8	20.3 ± 9.4	28.7 ±11.7	45.8 ±16.0	..	34.5 ± 6.6	22.9 ± 5.0
With disability									
Employed and/or in further study	72.1 ± 4.5	75.9 ± 4.4	70.7 ± 9.4	66.6 ±11.8	75.6 ± 6.9	78.1 ± 6.7	79.0 ± 9.5	82.9 ±12.5	73.4 ± 2.7
Employed after training	45.6 ± 5.0	57.3 ± 5.0	49.1 ±10.8	54.6 ±12.3	57.2 ± 8.0	60.5 ± 8.0	63.0 ±11.2	73.2 ±14.6	52.1 ± 3.1
In further study after training	46.9 ± 5.0	38.1 ± 4.9	27.4 ± 9.5	27.7 ±11.0	32.0 ± 7.6	36.0 ± 8.0	39.7 ±11.2	36.6 ±16.4	38.2 ± 3.0
Total									
Employed and/or in further study	84.7 ± 1.2	85.5 ± 1.0	82.5 ± 1.9	85.0 ± 1.8	87.1 ± 1.8	89.4 ± 1.7	92.3 ± 1.8	92.5 ± 1.7	85.0 ± 0.7
Employed after training	70.7 ± 1.6	75.1 ± 1.2	73.6 ± 2.2	77.5 ± 2.1	76.5 ± 2.3	79.9 ± 2.2	84.9 ± 2.5	87.6 ± 2.1	74.5 ± 0.8
In further study after training	37.4 ± 1.7	31.9 ± 1.3	23.7 ± 2.2	30.4 ± 2.4	30.0 ± 2.5	32.5 ± 2.6	38.0 ± 3.4	35.4 ± 3.3	31.2 ± 0.8
2015									
Government-funded graduates									
Aboriginal and Torres Strait Islander									
Employed and/or in further study	85.9 ± 4.1	79.5 ±25.9	64.2 ±11.8	79.3 ± 8.1	72.9 ±15.3	90.0 ± 5.9	100.0 ± 7.1	82.6 ± 7.2	78.2 ± 4.7

TABLE 5A.15

Table 5A.15 **Proportion of 20–64 year old government-funded and total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n)**

	<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	71.2 ± 5.1	74.9 ±26.0	53.2 ±11.7	66.8 ± 8.8	57.7 ±17.2	77.9 ± 8.4	93.4 ± 8.9	70.5 ± 9.7	65.8 ± 4.9
In further study after training	41.9 ± 5.8	15.3 ±11.3	27.0 ± 9.4	31.1 ± 8.3	28.7 ±15.4	29.8 ± 9.0	36.8 ±18.2	42.7 ±10.8	33.6 ± 4.2
Remote and very remote areas									
Employed and/or in further study	88.9 ± 6.7	100.0 ±12.6	91.0 ± 7.0	91.6 ± 3.3	94.0 ± 7.9	87.5 ± 8.0	..	91.4 ± 3.5	91.3 ± 2.6
Employed after training	82.6 ± 8.1	100.0 ±12.6	88.8 ± 7.2	88.4 ± 3.5	89.5 ± 8.7	81.4 ± 9.1	..	86.5 ± 4.6	87.6 ± 2.8
In further study after training	29.3 ±10.0	29.6 ±20.0	29.3 ±12.0	30.4 ± 5.0	29.8 ±13.5	27.9 ±11.2	..	35.6 ± 7.1	30.5 ± 4.3
With disability									
Employed and/or in further study	72.3 ± 3.5	70.9 ± 7.9	64.5 ± 7.8	79.1 ± 5.0	75.8 ± 6.3	74.6 ± 6.3	86.8 ± 7.9	66.1 ±14.5	71.3 ± 2.9
Employed after training	46.5 ± 3.9	49.5 ± 8.6	50.0 ± 8.1	57.4 ± 5.9	59.6 ± 7.2	49.2 ± 7.5	68.7 ±10.7	45.7 ±15.1	50.3 ± 3.1
In further study after training	43.1 ± 3.9	34.2 ± 8.4	26.6 ± 7.1	39.6 ± 5.8	31.1 ± 6.6	44.6 ± 7.5	52.0 ±12.1	28.4 ±14.3	36.2 ± 3.0
Total									
Employed and/or in further study	85.8 ± 0.8	83.6 ± 2.0	81.9 ± 2.0	89.0 ± 1.0	87.9 ± 1.5	89.6 ± 1.4	92.5 ± 1.9	90.0 ± 2.3	85.1 ± 0.8
Employed after training	73.7 ± 1.1	72.4 ± 2.4	73.9 ± 2.2	80.2 ± 1.2	79.4 ± 1.8	78.8 ± 1.9	83.2 ± 2.7	84.5 ± 2.8	74.8 ± 0.9
In further study after training	34.0 ± 1.3	29.2 ± 2.5	26.8 ± 2.1	32.9 ± 1.5	31.3 ± 2.1	32.2 ± 2.4	39.7 ± 3.5	34.9 ± 3.7	31.0 ± 0.9
2014									
	Government-funded graduates								
Aboriginal and Torres Strait Islander									
Employed and/or in further study	81.2 ± 6.1	78.9 ±20.5	73.3 ± 8.2	77.1 ±10.4	84.0 ±10.4	88.6 ± 8.9	96.2 ± 4.5	77.8 ±11.0	79.3 ± 4.2
Employed after training	66.1 ± 6.6	66.1 ±21.3	66.1 ± 8.6	68.6 ±11.3	64.5 ±13.7	65.3 ±13.0	94.6 ± 5.4	71.2 ±12.0	67.1 ± 4.4
In further study after training	41.8 ± 6.6	31.2 ±16.6	29.0 ± 8.4	25.6 ±11.5	36.1 ±14.0	38.5 ±13.4	40.9 ±16.2	32.1 ±12.3	35.1 ± 4.2
Remote and very remote areas									
Employed and/or in further study	85.6 ±10.1	np	92.8 ± 5.7	94.5 ± 4.2	91.0 ± 5.8	94.8 ± 7.0	..	94.4 ± 4.9	91.7 ± 2.7
Employed after training	72.9 ±14.6	np	91.1 ± 6.0	93.2 ± 4.6	81.6 ± 8.1	92.1 ± 8.6	..	88.8 ± 6.5	86.6 ± 3.4
In further study after training	41.6 ±15.5	np	30.8 ±11.1	38.0 ±13.0	38.3 ±11.4	34.1 ±17.4	..	36.7 ± 8.2	36.2 ± 5.5

TABLE 5A.15

Table 5A.15 **Proportion of 20–64 year old government-funded and total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n)**

	<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>
With disability									
Employed and/or in further study	77.9 ± 3.5	71.0 ± 4.6	71.8 ± 5.5	80.0 ± 7.1	73.3 ± 5.7	75.6 ± 9.4	85.1 ± 7.0	80.3 ±13.8	74.6 ± 2.1
Employed after training	50.8 ± 4.4	50.7 ± 5.0	52.1 ± 6.6	56.1 ± 9.5	52.8 ± 6.6	47.6 ±11.0	73.7 ± 9.7	64.6 ±20.0	52.0 ± 2.5
In further study after training	48.9 ± 4.4	34.4 ± 4.8	31.8 ± 6.5	42.7 ± 9.6	36.2 ± 6.3	39.7 ±11.0	29.2 ±10.4	48.9 ±21.1	39.6 ± 2.5
Total									
Employed and/or in further study	87.9 ± 1.0	86.6 ± 1.1	87.5 ± 1.4	89.7 ± 1.6	89.6 ± 1.3	89.6 ± 2.5	91.9 ± 1.9	90.9 ± 3.1	88.0 ± 0.5
Employed after training	75.7 ± 1.2	77.2 ± 1.4	79.5 ± 1.6	80.6 ± 2.2	79.2 ± 1.8	79.3 ± 3.1	85.8 ± 2.5	84.9 ± 3.7	77.9 ± 0.7
In further study after training	37.6 ± 1.4	31.8 ± 1.8	29.2 ± 1.8	31.7 ± 2.7	33.9 ± 2.1	30.4 ± 3.4	35.6 ± 3.5	36.7 ± 4.7	33.5 ± 0.8
2013									
	Government-funded graduates								
Aboriginal and Torres Strait Islander									
Employed and/or in further study	85.1 ± 4.0	86.1 ±11.8	76.5 ± 7.1	80.3 ± 6.7	91.3 ± 7.5	87.5 ± 6.8	81.8 ±13.0	87.2 ± 5.9	82.9 ± 2.9
Employed after training	69.7 ± 5.3	82.8 ±13.5	65.3 ± 7.7	69.9 ± 7.9	77.0 ±10.8	76.3 ± 9.3	69.1 ±15.9	81.2 ± 6.8	70.9 ± 3.6
In further study after training	39.0 ± 5.7	61.4 ±25.7	28.7 ± 6.5	35.6 ± 8.1	44.4 ±13.0	27.5 ± 9.5	47.5 ±17.0	33.8 ± 8.5	37.3 ± 4.5
Remote and very remote areas									
Employed and/or in further study	88.7 ± 7.0	100.0 ±12.1	90.8 ± 4.5	92.0 ± 2.5	96.5 ± 3.3	87.9 ± 8.6	..	93.0 ± 3.4	92.1 ± 1.8
Employed after training	82.2 ± 8.0	100.0 ±12.1	87.5 ± 5.0	88.0 ± 3.2	93.9 ± 4.2	76.8 ±11.6	..	91.1 ± 3.7	88.2 ± 2.1
In further study after training	34.2 ±11.3	7.6 ±11.8	33.0 ± 6.9	30.2 ± 4.2	36.0 ± 9.3	36.1 ±12.7	..	36.7 ± 6.5	32.8 ± 3.2
With disability									
Employed and/or in further study	75.4 ± 3.3	71.8 ± 7.9	74.1 ± 5.2	80.2 ± 4.3	77.2 ± 5.5	72.7 ± 7.0	71.0 ± 8.9	75.9 ±11.1	74.5 ± 2.8
Employed after training	51.7 ± 3.8	55.7 ± 8.3	62.1 ± 5.5	60.8 ± 5.5	56.4 ± 6.4	52.9 ± 8.0	57.7 ± 9.8	69.3 ±11.8	55.9 ± 3.0
In further study after training	41.9 ± 3.8	29.5 ± 7.2	31.3 ± 5.2	45.0 ± 5.6	44.0 ± 6.3	36.5 ± 7.8	32.1 ± 9.5	30.0 ±11.1	36.5 ± 2.8
Total									
Employed and/or in further study	87.2 ± 0.8	87.1 ± 1.7	88.7 ± 1.1	90.2 ± 0.9	90.2 ± 1.2	88.6 ± 1.8	91.4 ± 1.7	93.0 ± 1.9	88.1 ± 0.6
Employed after training	75.0 ± 1.1	78.3 ± 2.0	82.0 ± 1.3	82.2 ± 1.2	80.4 ± 1.5	79.1 ± 2.4	85.0 ± 2.3	88.9 ± 2.3	78.7 ± 0.8

TABLE 5A.15

Table 5A.15 Proportion of 20–64 year old government-funded and total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n)

	<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>
In further study after training	36.0 ± 1.2	31.3 ± 2.3	28.5 ± 1.5	32.8 ± 1.5	35.3 ± 1.8	32.3 ± 2.6	35.5 ± 3.1	34.0 ± 3.4	32.8 ± 0.9

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. Data in italics have relative standard errors greater than or equal to 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).
- (c) Data for some jurisdictions are not published (np) due to five or fewer responses.
- (d) Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.
- (e) Government-funded graduates includes students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (f) For total VET graduates, state/territory refers to the state or territory in which the student usually resides. For government-funded graduates, state/territory refers to the state or territory that administered the funding of the training activity.
- (g) The age scope of graduates in this table is 20–64 year olds.
- (h) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completers changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.
- (i) In 2017, there are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.
- (j) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed and/or in further study'. Graduates can be both employed and engaged in further study.
- (k) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.

Table 5A.15 **Proportion of 20–64 year old government-funded and total VET graduates employed and/or in further study after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n)**

	<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>
(l) 'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.									
(m) 'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(n) Total includes all 20–64 year old graduates.									
.. Not applicable. np Not published.									

Source: NCVET unpublished, *Australian vocational education and training statistics: VET student outcomes 2017*; NCVET unpublished, *Australian vocational education and training statistics: total VET graduate outcomes 2016*; NCVET unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2013 to 2016)*.

TABLE 5A.16

Table 5A.16 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<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>
2017									
Total VET graduates									
Aboriginal and Torres Strait Islander	56.1 ± 2.0	63.6 ± 4.6	53.5 ± 2.2	52.5 ± 4.3	62.7 ± 4.5	58.1 ± 5.8	74.3 ± 6.5	65.8 ± 5.7	56.9 ± 1.2
Remote and very remote areas	56.2 ± 7.6	62.5 ±20.2	61.4 ± 3.4	63.0 ± 3.9	66.0 ± 5.3	60.7 ± 7.0	..	63.3 ± 3.8	62.1 ± 1.9
With a disability	39.6 ± 1.8	41.4 ± 2.2	43.6 ± 2.3	40.6 ± 4.4	42.1 ± 3.7	37.6 ± 4.1	59.5 ± 5.0	69.7 ± 9.8	41.6 ± 1.1
Total	57.2 ± 0.6	57.2 ± 0.6	57.4 ± 0.6	55.5 ± 1.0	60.2 ± 1.0	57.9 ± 1.3	64.2 ± 1.5	63.8 ± 2.0	57.5 ± 0.3
Government-funded graduates									
Aboriginal and Torres Strait Islander	52.6 ± 2.4	60.4 ± 5.7	52.1 ± 2.8	52.8 ± 5.3	51.1 ± 8.2	59.5 ± 6.6	83.2 ± 6.5	63.4 ± 7.5	54.8 ± 1.5
Remote and very remote areas	57.1 ± 6.4	56.6 ±21.3	62.2 ± 4.1	63.6 ± 4.0	74.9 ± 5.8	64.0 ± 7.7	..	64.1 ± 5.1	63.2 ± 2.2
With a disability	36.2 ± 1.9	40.2 ± 2.5	42.7 ± 2.8	39.8 ± 4.6	40.8 ± 4.9	37.7 ± 4.4	59.1 ± 5.9	64.3 ±12.8	39.7 ± 1.2
Total	54.6 ± 0.7	55.7 ± 0.8	57.7 ± 0.8	54.0 ± 1.2	61.0 ± 1.4	57.5 ± 1.5	66.3 ± 2.1	65.0 ± 2.6	56.4 ± 0.4
2016									
Total VET graduates									
Aboriginal and Torres Strait Islander	45.1 ± 8.7	57.4 ±15.9	55.9 ± 8.6	59.2 ±12.0	63.2 ± 7.4	61.1 ±11.0	64.9 ±15.3	63.4 ± 7.5	54.0 ± 4.5
Remote and very remote areas	73.5 ±17.9	np	61.4 ± 9.2	55.2 ± 8.8	49.0 ± 9.6	63.7 ±11.7	..	62.4 ± 4.9	60.0 ± 4.7
With a disability	39.5 ± 5.4	44.8 ± 5.9	36.1 ± 7.4	41.4 ± 9.4	43.2 ± 5.9	40.9 ± 8.6	40.3 ±10.2	57.1 ±12.4	40.9 ± 2.9
Total	57.5 ± 1.5	57.4 ± 1.5	55.6 ± 1.7	53.6 ± 1.8	55.5 ± 1.7	56.3 ± 2.5	61.4 ± 2.7	61.9 ± 2.7	56.5 ± 0.7
Government-funded graduates									
Aboriginal and Torres Strait Islander	43.1 ± 8.0	53.5 ±12.7	54.8 ±12.2	56.1 ±13.9	56.2 ±18.8	66.4 ±12.6	78.6 ±13.2	69.6 ± 9.5	52.2 ± 5.1
Remote and very remote areas	71.8 ±22.5	np	72.3 ±13.8	52.9 ±11.8	53.6 ±13.0	58.0 ±16.0	..	64.1 ± 6.6	62.6 ± 6.4
With a disability	36.1 ± 5.0	45.8 ± 5.1	34.2 ±10.7	39.8 ±12.0	40.4 ± 8.1	37.8 ± 8.2	46.0 ±11.7	53.0 ±17.4	39.4 ± 3.0
Total	54.8 ± 1.8	57.2 ± 1.5	53.7 ± 2.6	52.0 ± 2.6	53.6 ± 2.7	57.2 ± 2.8	66.5 ± 3.4	63.0 ± 3.2	55.2 ± 0.9
2015									
Government-funded graduates									
Aboriginal and Torres Strait Islander	60.2 ± 5.7	68.3 ±26.5	46.4 ±11.4	56.6 ± 9.1	45.9 ±17.0	67.8 ± 9.5	71.4 ±16.4	59.3 ±10.9	56.2 ± 5.0

TABLE 5A.16

Table 5A.16 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	<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>
Remote and very remote areas	66.5 ±10.5	87.0 ±17.9	71.8 ±12.7	71.4 ± 4.9	70.8 ±13.2	73.4 ±10.6	..	68.9 ± 6.5	70.8 ± 4.5
With a disability	37.7 ± 3.9	42.9 ± 8.4	41.7 ± 8.0	44.6 ± 5.9	44.2 ± 7.3	39.0 ± 7.4	54.0 ±12.1	38.8 ±14.5	41.1 ± 3.1
Total	59.4 ± 1.3	56.8 ± 2.7	60.2 ± 2.4	63.2 ± 1.5	61.5 ± 2.2	63.0 ± 2.4	64.2 ± 3.5	66.8 ± 3.7	59.5 ± 1.0
2014									
Government-funded graduates									
Aboriginal and Torres Strait Islander	53.5 ± 6.9	62.2 ±21.4	53.9 ± 8.9	59.1 ±12.7	55.1 ±14.5	44.8 ±13.4	88.8 ± 7.9	62.2 ±12.9	56.2 ± 4.7
Remote and very remote areas	53.8 ±15.2	np	69.5 ±11.4	68.1 ±10.8	64.7 ±11.3	70.5 ±16.0	..	68.4 ± 8.0	65.6 ± 5.1
With a disability	41.4 ± 4.5	39.6 ± 4.9	42.2 ± 6.7	47.4 ± 9.5	37.2 ± 6.3	40.4 ±10.9	66.1 ±10.5	60.3 ±20.7	41.3 ± 2.5
Total	59.3 ± 1.5	57.2 ± 1.8	62.5 ± 1.9	64.8 ± 2.7	59.8 ± 2.2	63.4 ± 3.7	68.8 ± 3.3	69.3 ± 4.8	60.1 ± 0.8
2013									
Government-funded graduates									
Aboriginal and Torres Strait Islander	55.2 ± 5.8	80.3 ±14.9	54.4 ± 7.7	57.4 ± 8.3	59.4 ±12.8	60.3 ±11.0	63.5 ±16.5	64.4 ± 9.1	58.3 ± 4.0
Remote and very remote areas	67.1 ±10.0	91.4 ±13.2	70.1 ± 7.1	67.7 ± 4.2	74.4 ± 8.5	55.6 ±13.2	..	69.2 ± 6.1	69.5 ± 3.1
With a disability	41.2 ± 3.8	39.5 ± 8.0	45.7 ± 5.8	50.7 ± 5.6	47.7 ± 6.4	43.2 ± 7.9	47.0 ± 9.9	53.9 ±12.5	43.0 ± 3.0
Total	59.2 ± 1.2	59.1 ± 2.4	65.8 ± 1.6	65.5 ± 1.5	61.6 ± 1.9	63.6 ± 2.7	65.8 ± 3.0	68.1 ± 3.4	61.3 ± 0.9

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. Data in italics have relative standard errors greater than or equal to 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).
- (c) Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.
- (d) Government-funded graduates includes students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (e) For total VET graduates, state/territory refers to the state or territory in which the student usually resides. For government-funded graduates, state/territory refers to the state or territory that administered the funding of the training activity.
- (f) The age scope of graduates in this table is 20–64 year olds.

Table 5A.16 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by target group (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(g) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completes changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at < https://www.ncver.edu.au/data/collection/student-outcomes >.									
(h) In 2017, there are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.									
(i) Improved employment status after training is defined as either 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 report a positive response to more than one component contributing to improved employment status after training. Not employed is defined as unemployed, not in the labour force, or not employed (no further information).									
(j) 'Aboriginal or Torres Strait Islander' refers to whether the student self-identifies as being of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.									
(k) 'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.									
(l) 'With a disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(m) Total includes all 20–64 year old graduates. .. Not applicable. np Not published.									

Source: NCVER unpublished, *Australian vocational education and training statistics: VET student outcomes 2017*; NCVER unpublished, *Australian vocational education and training statistics: total VET graduate outcomes 2016*; NCVER unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2013 to 2016)*.

TABLE 5A.17

Table 5A.17 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<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>
2017									
	Total VET graduates								
Level of qualification									
Certificate level I/II	42.2 ± 1.5	47.2 ± 1.8	49.4 ± 1.9	50.7 ± 2.9	43.4 ± 2.6	40.1 ± 3.1	65.0 ± 4.7	56.2 ± 6.2	46.5 ± 0.9
Certificate level III/IV	59.9 ± 0.7	58.2 ± 0.8	58.9 ± 0.7	56.5 ± 1.2	63.2 ± 1.3	61.8 ± 1.5	65.3 ± 1.8	65.5 ± 2.3	59.3 ± 0.4
Diploma and above	57.2 ± 1.2	58.8 ± 1.1	56.0 ± 1.5	55.8 ± 2.1	62.4 ± 2.0	60.9 ± 3.1	61.8 ± 2.7	63.1 ± 4.8	57.9 ± 0.6
Type of improved employment status									
Employed after training (of those not employed before training)	44.2 ± 1.0	48.5 ± 1.1	50.6 ± 1.2	47.8 ± 1.9	52.1 ± 1.9	47.3 ± 2.5	57.7 ± 3.3	58.3 ± 5.5	48.0 ± 0.5
Employed at a higher skill level after training (of those employed before training)	16.4 ± 0.5	17.2 ± 0.6	15.8 ± 0.6	15.2 ± 0.9	19.3 ± 1.0	17.5 ± 1.2	16.0 ± 1.3	13.5 ± 1.6	16.5 ± 0.3
Received a job-related benefit (of those employed after training)	69.6 ± 0.6	68.4 ± 0.6	65.8 ± 0.7	64.8 ± 1.0	68.7 ± 1.1	66.7 ± 1.3	69.9 ± 1.5	70.4 ± 2.0	67.7 ± 0.3
Total with improved employment status after training	57.2 ± 0.6	57.2 ± 0.6	57.4 ± 0.6	55.5 ± 1.0	60.2 ± 1.0	57.9 ± 1.3	64.2 ± 1.5	63.8 ± 2.0	57.5 ± 0.3
	Government-funded graduates								
Level of qualification									
Certificate level I/II	34.9 ± 1.7	44.4 ± 2.2	46.5 ± 2.5	43.8 ± 4.3	39.3 ± 3.1	38.2 ± 3.3	49.7 ± 8.6	53.8 ± 9.0	41.5 ± 1.0
Certificate level III/IV	58.0 ± 0.9	56.3 ± 1.0	58.6 ± 0.9	55.0 ± 1.4	64.7 ± 1.8	62.7 ± 1.7	65.0 ± 2.7	67.2 ± 2.8	58.2 ± 0.5
Diploma and above	56.6 ± 2.0	59.4 ± 1.4	64.1 ± 3.3	56.3 ± 3.1	65.8 ± 3.1	61.1 ± 4.2	73.2 ± 3.5	63.7 ± 8.0	60.0 ± 0.9
Type of improved employment status									
Employed after training (of those not employed before training)	40.5 ± 1.1	46.5 ± 1.3	50.5 ± 1.4	43.2 ± 2.1	50.8 ± 2.5	47.2 ± 2.7	55.8 ± 4.5	55.8 ± 6.6	45.7 ± 0.6

TABLE 5A.17

Table 5A.17 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<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 (of those employed before training)	20.2 ± 0.8	19.8 ± 0.8	18.9 ± 0.9	19.3 ± 1.3	25.7 ± 1.7	19.7 ± 1.5	22.7 ± 2.2	13.6 ± 2.2	19.9 ± 0.4
Received a job-related benefit (of those employed after training)	72.0 ± 0.8	70.1 ± 0.8	68.7 ± 0.9	66.5 ± 1.3	72.8 ± 1.5	68.5 ± 1.5	75.7 ± 2.0	71.7 ± 2.6	70.1 ± 0.4
Total with improved employment status after training	54.6 ± 0.7	55.7 ± 0.8	57.7 ± 0.8	54.0 ± 1.2	61.0 ± 1.4	57.5 ± 1.5	66.3 ± 2.1	65.0 ± 2.6	56.4 ± 0.4
2016									
Total VET graduates									
Level of qualification									
Certificate level I/II	45.2 ± 4.6	49.3 ± 4.5	53.0 ± 5.2	51.7 ± 5.0	42.1 ± 4.2	47.0 ± 5.8	50.2 ± 8.2	53.4 ± 7.0	48.9 ± 2.1
Certificate level III/IV	60.5 ± 1.8	58.6 ± 1.9	57.0 ± 2.1	53.8 ± 2.2	59.8 ± 2.2	61.2 ± 3.2	63.4 ± 3.2	63.8 ± 3.2	58.4 ± 0.9
Diploma and above	54.8 ± 3.0	58.3 ± 2.9	50.5 ± 3.1	54.1 ± 4.2	53.2 ± 3.9	47.4 ± 5.5	61.8 ± 5.7	63.8 ± 6.8	54.8 ± 1.5
Type of improved employment status									
Employed after training (of those not employed before training)	44.2 ± 2.8	50.8 ± 2.9	45.7 ± 3.6	43.8 ± 4.0	48.0 ± 3.6	45.7 ± 4.6	55.0 ± 7.0	58.8 ± 6.7	47.0 ± 1.5
Employed at a higher skill level after training (of those employed before training)	15.9 ± 1.5	15.6 ± 1.4	13.8 ± 1.5	13.6 ± 1.6	14.6 ± 1.5	16.9 ± 2.2	14.4 ± 2.7	12.4 ± 1.9	14.9 ± 0.7
Received a job-related benefit (of those employed after training)	68.9 ± 1.6	67.8 ± 1.6	64.4 ± 1.8	63.2 ± 2.0	64.3 ± 1.9	65.3 ± 2.7	67.7 ± 2.6	66.8 ± 2.9	66.4 ± 0.8
Total with improved employment status after training	57.5 ± 1.5	57.4 ± 1.5	55.6 ± 1.7	53.6 ± 1.8	55.5 ± 1.7	56.3 ± 2.5	61.4 ± 2.7	61.9 ± 2.7	56.5 ± 0.7
Government-funded graduates									
Level of qualification									
Certificate level I/II	34.8 ± 5.0	47.7 ± 4.8	47.3 ± 9.4	44.6 ± 7.7	33.0 ± 6.1	44.1 ± 6.4	32.0 ± 13.1	50.6 ± 9.9	42.1 ± 2.8

TABLE 5A.17

Table 5A.17 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<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 level III/IV	57.2 ± 2.1	58.9 ± 1.8	54.8 ± 2.8	53.5 ± 3.1	60.2 ± 3.4	60.8 ± 3.3	67.0 ± 3.9	66.5 ± 3.5	57.1 ± 1.1
Diploma and above	58.8 ± 4.5	56.5 ± 2.9	49.5 ± 8.7	51.4 ± 6.8	52.5 ± 6.1	59.5 ± 8.3	74.4 ± 6.4	49.1 ± 11.4	55.9 ± 2.1
Type of improved employment status									
Employed after training (of those not employed before training)	41.4 ± 2.8	47.1 ± 2.5	43.1 ± 4.5	44.3 ± 5.0	42.8 ± 4.9	46.5 ± 5.2	61.2 ± 7.1	60.8 ± 8.4	44.3 ± 1.6
Employed at a higher skill level after training (of those employed before training)	19.7 ± 2.0	22.0 ± 1.6	16.6 ± 2.6	16.6 ± 2.6	17.8 ± 2.7	19.0 ± 2.8	21.7 ± 3.5	16.0 ± 2.9	19.1 ± 1.0
Received a job-related benefit (of those employed after training)	72.5 ± 1.9	70.4 ± 1.6	66.9 ± 2.9	62.8 ± 2.9	65.2 ± 3.0	68.6 ± 2.9	74.3 ± 3.4	68.4 ± 3.3	68.8 ± 1.0
Total with improved employment status after training	54.8 ± 1.8	57.2 ± 1.5	53.7 ± 2.6	52.0 ± 2.6	53.6 ± 2.7	57.2 ± 2.8	66.5 ± 3.4	63.0 ± 3.2	55.2 ± 0.9
2015									
	Government-funded graduates								
Level of qualification									
Certificate level I/II	35.1 ± 3.5	40.3 ± 8.9	44.6 ± 9.8	45.2 ± 5.1	41.0 ± 5.9	41.6 ± 5.4	34.2 ± 18.9	54.6 ± 10.2	39.8 ± 3.4
Certificate level III/IV	62.4 ± 1.6	57.6 ± 3.2	60.5 ± 2.8	66.3 ± 1.8	66.5 ± 2.8	70.0 ± 2.7	63.5 ± 4.4	68.7 ± 4.2	61.5 ± 1.2
Diploma and above	61.4 ± 2.9	64.7 ± 4.7	63.4 ± 4.9	61.3 ± 3.4	63.8 ± 4.6	63.3 ± 6.8	68.1 ± 6.0	69.7 ± 9.8	63.1 ± 1.9
Type of improved employment status									
Employed after training (of those not employed before training)	37.9 ± 2.2	44.0 ± 4.5	43.9 ± 4.3	42.5 ± 3.2	43.5 ± 4.4	48.4 ± 4.5	44.1 ± 8.2	45.5 ± 9.8	42.1 ± 1.9
Employed at a higher skill level after training (of those employed before training)	17.2 ± 1.6	14.9 ± 2.5	17.6 ± 2.4	18.7 ± 1.6	14.5 ± 2.0	17.8 ± 2.4	20.7 ± 3.7	14.4 ± 3.3	16.6 ± 1.0
Received a job-related benefit (of those employed after training)	77.7 ± 1.4	73.4 ± 2.8	76.9 ± 2.5	76.8 ± 1.5	75.0 ± 2.3	77.0 ± 2.4	75.2 ± 3.5	78.1 ± 3.5	76.0 ± 1.0

TABLE 5A.17

Table 5A.17 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<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	59.4 ± 1.3	56.8 ± 2.7	60.2 ± 2.4	63.2 ± 1.5	61.5 ± 2.2	63.0 ± 2.4	64.2 ± 3.5	66.8 ± 3.7	59.5 ± 1.0
2014									
	Government-funded graduates								
Level of qualification									
Certificate level I/II	38.1 ± 3.4	48.7 ± 3.8	46.7 ± 6.7	44.9 ± 6.9	47.5 ± 4.3	38.6 ± 8.3	46.5 ± 14.7	53.6 ± 12.9	45.3 ± 2.0
Certificate level III/IV	62.7 ± 1.8	58.6 ± 2.1	63.9 ± 2.3	67.6 ± 3.2	63.2 ± 2.9	70.0 ± 4.6	69.0 ± 4.2	71.6 ± 5.5	62.7 ± 1.0
Diploma and above	60.9 ± 3.5	60.3 ± 5.1	64.3 ± 4.3	68.3 ± 5.9	64.2 ± 5.3	66.2 ± 7.9	73.0 ± 5.8	75.3 ± 14.5	62.6 ± 2.2
Type of improved employment status									
Employed after training (of those not employed before training)	40.6 ± 2.7	45.2 ± 3.0	47.1 ± 3.9	47.0 ± 5.6	43.2 ± 4.3	45.2 ± 7.1	60.6 ± 8.1	40.5 ± 12.9	44.1 ± 1.5
Employed at a higher skill level after training (of those employed before training)	14.7 ± 1.4	14.2 ± 1.8	16.2 ± 1.9	14.5 ± 2.9	12.2 ± 1.8	20.2 ± 4.4	19.9 ± 3.5	13.2 ± 3.7	14.6 ± 0.8
Received a job-related benefit (of those employed after training)	74.9 ± 1.6	68.1 ± 2.1	75.5 ± 1.9	77.5 ± 2.4	71.7 ± 2.2	76.8 ± 3.5	76.1 ± 3.3	80.5 ± 4.4	72.9 ± 0.9
Total with improved employment status after training	59.3 ± 1.5	57.2 ± 1.8	62.5 ± 1.9	64.8 ± 2.7	59.8 ± 2.2	63.4 ± 3.7	68.8 ± 3.3	69.3 ± 4.8	60.1 ± 0.8
2013									
	Government-funded graduates								
Level of qualification									
Certificate level I/II	36.2 ± 3.4	42.8 ± 8.3	46.3 ± 5.9	50.3 ± 4.4	40.5 ± 5.1	36.7 ± 7.2	43.1 ± 9.9	66.2 ± 9.8	41.8 ± 2.8
Certificate level III/IV	63.0 ± 1.5	59.9 ± 3.1	69.8 ± 1.8	67.4 ± 1.7	64.2 ± 2.3	69.1 ± 3.1	67.8 ± 3.6	69.2 ± 3.9	64.0 ± 1.1
Diploma and above	59.2 ± 2.7	63.9 ± 4.1	61.8 ± 3.1	67.7 ± 3.5	69.0 ± 3.9	62.5 ± 6.9	66.8 ± 5.7	61.6 ± 10.8	62.8 ± 1.7

TABLE 5A.17

Table 5A.17 **Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)**

	<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>
Type of improved employment status									
Employed after training (of those not employed before training)	36.8 ± 2.2	45.7 ± 4.7	52.4 ± 3.5	50.8 ± 3.3	42.5 ± 3.9	45.8 ± 5.6	50.0 ± 7.6	55.8 ± 9.8	43.9 ± 1.8
Employed at a higher skill level after training (of those employed before training)	16.8 ± 1.3	15.7 ± 2.3	17.3 ± 1.6	17.3 ± 1.5	15.0 ± 1.7	17.6 ± 2.7	17.4 ± 3.1	13.8 ± 3.4	16.4 ± 0.9
Received a job-related benefit (of those employed after training)	75.9 ± 1.3	70.8 ± 2.6	77.1 ± 1.5	75.9 ± 1.5	73.3 ± 1.9	77.4 ± 2.5	72.6 ± 3.0	73.8 ± 3.4	74.2 ± 0.9
Total with improved employment status after training	59.2 ± 1.2	59.1 ± 2.4	65.8 ± 1.6	65.5 ± 1.5	61.6 ± 1.9	63.6 ± 2.7	65.8 ± 3.0	68.1 ± 3.4	61.3 ± 0.9

- (a) Data are from the annual Student Outcomes Survey. As data are from a survey they are subject to error. Data in italics have relative standard errors greater than or equal to 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).
- (c) Total VET graduates includes graduates in receipt of government-funding and fee-for-service graduates. It excludes fee-for-service graduates who completed their VET outside Australia.
- (d) Government-funded graduates includes students who completed government-funded VET only. Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers.
- (e) For total VET graduates, state/territory refers to the state or territory in which the student usually resides. For government-funded graduates, state/territory refers to the state or territory that administered the funding of the training activity.
- (f) The age scope of graduates in this table is 20–64 year olds.
- (g) Graduates include students who have completed all the requirements for an AQF qualification (Certificate I/II, Certificate III/IV or Diploma and above). Until 2015, graduates also included students who self-reported completing a qualification and were determined as eligible for that qualification (via a logistic model). The derivation of graduates and subject completes changed in 2017 to be more in line with administrative data, due to improvements in data quality of the sampling frame (National VET Provider Collection). Previously, lags in reporting of qualifications completed to the National VET Provider Collection meant that government-funded students who were sampled as subject completers were reported as graduates if they self-reported completing a qualification and were deemed eligible for that qualification via a logistic regression model. From 2017, those who self-report completing a qualification, are reported as subject completers, as per the administrative data (or sample selection). Data have been back-cast for 2016, the year the data quality improvement is first seen. For further information on the change see the technical paper at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.

Table 5A.17 Proportion of government-funded and total VET graduates aged 20–64 years who improved their employment status after training, by AQF level and type of improved employment status (per cent) (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)

	<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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(h) In 2017, there are Commonwealth-or state-funded students whose state/territory of funding is 'not applicable' because the training was funded by Commonwealth specific purpose programs. These students are not reported separately in this table, but they are included in the 'Australia' total.

(i) AQF level 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.

(j) Improved employment status after training is defined as either 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 report a positive response to more than one component contributing to improved employment status after training. Not employed is defined as unemployed, not in the labour force, or not employed (no further information).

Source: NCVET unpublished, *Australian vocational education and training statistics: VET student outcomes 2017*; NCVET unpublished, *Australian vocational education and training statistics: total VET graduate outcomes 2016*; NCVET unpublished, *Australian vocational education and training statistics: government-funded student outcomes (editions 2013 to 2016)*.

TABLE 5A.18

Table 5A.18 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
2016										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	7.4	1.2	6.7	2.2	0.6	0.4	0.2	1.6	20.5
Remote and very remote	'000	1.1	0.1	4.3	2.7	0.7	0.3	..	1.8	11.0
With disability	'000	11.4	8.5	6.4	2.0	1.4	0.9	0.5	0.3	31.4
Total	'000	99.2	94.0	99.6	38.8	17.2	8.5	4.7	5.3	367.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	52.7	37.1	51.8	35.5	23.8	26.5	40.3	33.1	44.2
Remote and very remote	no.	48.0	34.8	50.3	23.9	19.4	48.8	..	26.1	32.8
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	19.6	23.3	31.3	22.1	15.6	26.1	17.1	30.6	23.1
2015										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	6.9	1.6	6.2	2.8	1.1	0.5	0.2	1.5	20.7
Remote and very remote	'000	1.2	0.1	4.1	3.2	1.3	0.3	..	1.6	11.8
With disability	'000	10.2	10.4	5.7	2.3	2.9	0.9	0.6	0.3	33.3
Total	'000	101.1	131.3	106.8	44.5	30.1	9.2	5.6	5.1	433.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	49.9	49.8	48.9	45.3	44.3	28.0	37.0	30.9	45.7
Remote and very remote	no.	48.8	54.1	44.8	26.4	32.9	43.0	..	23.1	33.2
With disability	no.	15.2	18.3	12.9	13.1	15.3	13.6	16.7	26.1	15.4
Total	no.	20.2	33.2	33.9	25.4	27.2	27.9	20.9	29.1	27.6
2014										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	7.1	1.8	5.1	2.4	1.3	0.6	0.3	1.4	19.9

TABLE 5A.18

Table 5A.18 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
Remote and very remote	'000	1.1	0.2	3.5	3.2	1.4	0.4	..	1.9	11.8
With disability	'000	11.3	11.7	5.7	2.1	4.9	1.1	0.6	0.3	37.7
Total	'000	129.5	168.2	104.8	43.5	42.9	10.2	7.0	5.1	511.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	52.8	56.4	41.2	41.1	50.7	35.4	62.4	29.3	45.1
Remote and very remote	no.	46.8	93.2	38.1	25.8	36.8	61.8	..	25.7	32.7
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	26.2	43.0	33.5	24.8	39.0	31.0	26.2	29.3	32.7
2013										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	5.2	1.7	4.2	2.8	1.4	0.5	0.3	1.8	17.8
Remote and very remote	'000	1.1	0.3	3.4	3.8	1.8	0.4	..	2.2	13
With disability	'000	8.9	11.1	4.1	2.5	4.6	1.0	0.6	0.3	33.2
Total	'000	111.7	177.1	80.4	50.5	61.6	9.3	7.7	5.4	503.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	39.2	54.9	35.3	48.8	57.5	30.4	64.8	38.2	41.4
Remote and very remote	no.	46.4	93.8	37.2	30.4	44.8	58.6	..	29.7	35.6
With disability	no.	na	na	na	na	na	na	na	na	na
Total	no.	22.9	46.0	25.9	29.3	56.2	28.1	28.8	31.4	32.7
2012										
Number of VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	'000	5.7	1.6	5.3	2.6	1.5	0.5	0.3	1.6	19.1
Remote and very remote	'000	1.5	0.2	3.9	3.7	1.5	0.3	..	1.9	13.2
With disability	'000	9.9	11.4	4.7	2.2	3.0	1.1	0.7	0.2	33.1
Total	'000	128.9	189.5	88.6	46.9	40.3	10.3	10.3	5.1	519.9

Table 5A.18 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
VET AQF qualifications completed per 1000 people aged 15–64 years										
Aboriginal and Torres Strait Islander	no.	44.4	54.5	45.4	46.2	64.9	34.5	68.0	34.5	45.6
Remote and very remote	no.	62.7	87.3	42.4	30.5	37.7	50.2	..	27.1	36.7
With disability	no.	14.3	19.4	10.5	10.9	16.0	16.4	20.1	24.0	14.9
Total	no.	26.7	50.0	29.0	28.2	36.9	31.0	38.7	30.6	34.2

- (a) Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data prior to 2016 have been revised since the 2017 Report to exclude domestic and international fee-for-service activity of government VET providers as part of government-funded VET. Qualifications completed data are from the National VET Provider Collection.
- (b) This table presents the number of qualifications completed annually from 2012 to 2016. 2016 data are preliminary and will be revised following the annual data submission to the 2017 National VET Provider Collection, and final figures will be released by NCVET in July 2018.
- (c) VET AQF qualifications include Certificate I/II, Certificate III/IV, Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.
- (d) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.
- (e) 'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.
- (f) 'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.
- (g) Total includes all 15–64 year old government-funded students who completed a qualification.
- (h) ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. First preliminary June ERP estimates based on the 2011 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 Census. 2012 to 2015 estimates of people from remote and very remote areas are based on the 2011 Census and 2016 estimates are based on the 2016 Census. The triennial ABS Survey of Disability, Ageing and Carers provides the population estimate of people with disability. In the ABS survey, a person has disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. As the collections are different and due to the difficult nature of measuring disability by self-reporting, caution should be used when interpreting the proportion. As the survey is triennial, the 'with disability' measure can only be reported for 2012 and 2015 in this table.

Table 5A.18 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by target group (a), (b), (c), (d), (e), (f), (g), (h)**

	<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>
na Not available. ... Not applicable.										

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2015)*; (preliminary completions) *Australian vocational education and training statistics: government-funded students and courses 2016*; ABS 2012–2016, *Australian Demographic Statistics, Jun 2012, 2013, 2014, 2015 and 2016*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13, Derived from ABS (2017), *Population by Age and Sex, Regions of Australia, 2016*, Cat. no. 3235.0, Derived from ABS (2016 and 2013) *Disability, Ageing and Carers, Australia: Summary of Findings, 2015 and 2012*, Cat. no. 4430.0.

TABLE 5A.19

Table 5A.19 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF 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>
2016										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	8.3	18.9	5.6	4.7	3.1	0.7	1.1	0.3	42.6
Diploma	'000	7.7	16.1	5.5	4.2	2.6	0.6	0.9	0.3	37.9
Advanced diploma	'000	0.6	2.6	0.1	0.5	0.4	–	0.2	–	4.5
Certificate III or IV	'000	59.2	59.9	64.7	22.9	9.7	5.5	3.2	2.8	227.9
Certificate I or II	'000	31.7	15.1	29.3	11.2	4.5	2.4	0.4	2.2	96.8
Total	'000	99.2	94.0	99.6	38.8	17.2	8.5	4.7	5.3	367.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	1.6	4.7	1.8	2.7	2.8	2.1	3.9	1.8	2.7
Certificate III or IV	no.	11.7	14.9	20.3	13.0	8.7	16.7	11.9	16.3	14.3
Certificate I or II	no.	6.3	3.8	9.2	6.4	4.1	7.4	1.4	12.5	6.1
Total	no.	19.6	23.3	31.3	22.1	15.6	26.1	17.1	30.6	23.1
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.6	0.1	0.2	0.1	–	–	0.1	–	1.3
Diploma	'000	0.6	0.1	0.2	0.1	–	–	0.1	–	1.2
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	4.0	0.8	3.6	0.9	0.3	0.2	0.1	0.5	10.3
Certificate I or II	'000	2.8	0.3	2.9	1.3	0.3	0.2	–	1.1	8.9
Total	'000	7.4	1.2	6.7	2.2	0.6	0.4	0.2	1.6	20.5
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	4.5	4.4	1.7	1.3	1.6	1.4	16.1	0.8	2.7
Certificate III or IV	no.	28.3	24.0	27.5	14.0	10.0	14.2	19.0	10.5	22.3

TABLE 5A.19

Table 5A.19 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF 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	no.	19.8	8.7	22.7	20.2	12.3	10.9	5.2	21.8	19.2
Total	no.	52.7	37.1	51.8	35.5	23.8	26.5	40.3	33.1	44.2
2015										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	10.3	19.8	4.9	5.3	3.9	0.7	1.2	0.2	46.4
Diploma	'000	9.3	16.3	4.7	4.6	3.3	0.6	1.0	0.2	39.9
Advanced diploma	'000	1.0	3.3	0.2	0.8	0.6	0.1	0.2	–	6.2
Certificate III or IV	'000	59.0	91.0	78.6	26.0	15.4	6.1	4.0	2.7	282.8
Certificate I or II	'000	31.7	20.5	23.3	13.2	10.8	2.4	0.5	2.1	104.4
Total	'000	101.1	131.3	106.8	44.5	30.1	9.2	5.6	5.1	433.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	2.1	5.0	1.5	3.1	3.6	2.1	4.4	1.3	2.9
Certificate III or IV	no.	11.8	23.0	25.0	14.8	13.9	18.6	14.8	15.7	18.0
Certificate I or II	no.	6.3	5.2	7.4	7.5	9.8	7.2	1.7	12.1	6.6
Total	no.	20.2	33.2	33.9	25.4	27.2	27.9	20.9	29.1	27.6
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.5	0.2	0.2	0.1	0.1	–	–	–	1.1
Diploma	'000	0.4	0.2	0.2	0.1	0.1	–	–	–	1.0
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	3.8	1.0	3.6	1.1	0.5	0.3	0.1	0.5	10.9
Certificate I or II	'000	2.6	0.5	2.4	1.6	0.6	0.2	–	0.9	8.7
Total	'000	6.9	1.6	6.2	2.8	1.1	0.5	0.2	1.5	20.7

TABLE 5A.19

Table 5A.19 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF 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>
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.4	5.6	1.5	1.8	2.5	1.8	8.5	0.3	2.4
Certificate III or IV	no.	27.6	29.3	28.5	18.0	19.6	16.3	20.6	11.3	24.0
Certificate I or II	no.	18.8	14.9	18.9	25.6	22.1	9.9	7.9	19.3	19.3
Total	no.	49.9	49.8	48.9	45.3	44.3	28.0	37.0	30.9	45.7
2014										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	19.0	20.5	10.3	5.2	6.3	0.8	1.6	0.3	64.0
Diploma	'000	16.4	16.9	9.5	4.6	5.4	0.7	1.2	0.3	55.0
Advanced diploma	'000	2.6	3.3	0.6	0.6	0.8	0.1	0.4	–	8.4
Certificate III or IV	'000	83.1	115.7	77.5	25.9	23.8	5.9	4.7	2.6	339.0
Certificate I or II	'000	27.4	32.0	17.0	12.5	12.9	3.5	0.8	2.2	108.3
Total	'000	129.5	168.2	104.8	43.5	42.9	10.2	7.0	5.1	511.3
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.8	5.2	3.3	3.0	5.7	2.6	5.9	1.8	4.1
Certificate III or IV	no.	16.8	29.6	24.8	14.7	21.6	17.8	17.4	14.7	21.7
Certificate I or II	no.	5.5	8.2	5.4	7.1	11.7	10.6	2.8	12.8	6.9
Total	no.	26.2	43.0	33.5	24.8	39.0	31.0	26.2	29.3	32.7
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.7	0.1	0.3	0.1	–	–	–	–	1.4
Diploma	'000	0.7	0.1	0.3	0.1	–	–	–	–	1.4
Advanced diploma	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	3.9	1.1	3.2	0.8	0.5	0.3	0.2	0.4	10.3

TABLE 5A.19

Table 5A.19 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF 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	'000	2.5	0.5	1.5	1.5	0.7	0.3	0.1	1.0	8.1
Total	'000	7.1	1.8	5.1	2.4	1.3	0.6	0.3	1.4	19.9
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	5.4	4.5	2.7	1.6	1.3	1.6	10.8	0.9	3.3
Certificate III or IV	no.	28.6	35.7	26.4	13.8	19.8	15.9	36.8	7.9	23.4
Certificate I or II	no.	18.8	16.2	12.1	25.8	29.7	18.0	14.8	20.6	18.4
Total	no.	52.8	56.4	41.2	41.1	50.7	35.4	62.4	29.3	45.1
2013										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	15.4	26.1	9.7	5.7	7.6	1.1	1.7	0.3	67.7
Diploma	'000	13.1	21.2	9.1	4.9	6.4	1.0	1.4	0.3	57.4
Advanced diploma	'000	2.3	4.5	0.6	0.7	1.1	0.2	0.3	–	9.6
Certificate III or IV	'000	72.9	109.8	53.9	30.1	31.8	5.7	5.0	2.5	311.8
Certificate I or II	'000	23.4	41.2	16.8	14.7	22.2	2.4	1.0	2.5	124.1
Total	'000	111.7	177.1	80.4	50.5	61.6	9.3	7.7	5.4	503.6
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.2	6.8	3.1	3.3	6.9	3.4	6.5	1.9	4.4
Certificate III or IV	no.	14.9	28.5	17.4	17.5	29.0	17.4	18.5	14.9	20.2
Certificate I or II	no.	4.8	10.7	5.4	8.5	20.2	7.3	3.7	14.6	8.1
Total	no.	22.9	46.0	25.9	29.3	56.2	28.1	28.8	31.4	32.7
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	0.1	1.2
Diploma	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	0.1	1.1

TABLE 5A.19

Table 5A.19 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF 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>
Advanced diploma	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	2.9	0.9	2.3	1.0	0.5	0.2	0.2	0.4	8.4
Certificate I or II	'000	1.8	0.7	1.6	1.8	0.8	0.2	0.1	1.3	8.2
Total	'000	5.2	1.7	4.2	2.8	1.4	0.5	0.3	1.8	17.8
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	3.2	3.9	2.7	1.5	2.9	2.2	13.9	1.1	2.7
Certificate III or IV	no.	22.2	28.1	19.4	16.9	22.5	15.5	34.7	9.2	19.6
Certificate I or II	no.	13.8	22.8	13.2	30.3	32.0	12.7	16.2	27.9	19.0
Total	no.	39.2	54.9	35.3	48.8	57.5	30.4	64.8	38.2	41.4
2012										
Total										
Number of VET AQF qualifications completed										
Diploma and above	'000	20.5	29.8	11.5	5.3	5.9	1.1	1.9	0.3	76.3
Diploma	'000	17.0	24.5	10.8	4.6	4.7	0.9	1.5	0.3	64.2
Advanced diploma	'000	3.4	4.5	0.7	0.7	1.1	0.1	0.4	–	11.0
Certificate III or IV	'000	80.4	124.5	55.9	27.2	23.0	6.2	6.6	2.7	326.5
Certificate I or II	'000	28.1	35.2	21.2	14.4	11.4	3.1	1.7	2.2	117.2
Total	'000	128.9	189.5	88.6	46.9	40.3	10.3	10.3	5.1	519.9
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	4.2	7.9	3.8	3.2	5.4	3.2	7.3	1.6	5.0
Certificate III or IV	no.	16.6	32.8	18.3	16.3	21.1	18.6	25.0	16.1	21.5
Certificate I or II	no.	5.8	9.3	6.9	8.6	10.5	9.2	6.5	12.9	7.7
Total	no.	26.7	50.0	29.0	28.2	36.9	31.0	38.7	30.6	34.2

Table 5A.19 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF 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>
Aboriginal and Torres Strait Islander										
Number of VET AQF qualifications completed										
Diploma and above	'000	0.5	0.1	0.4	0.1	0.1	–	–	–	1.3
Diploma	'000	0.4	0.1	0.4	–	0.1	–	–	–	1.1
Advanced diploma	'000	0.1	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	2.9	0.9	2.7	1.0	0.7	0.3	0.2	0.5	9.1
Certificate I or II	'000	2.3	0.6	2.2	1.6	0.8	0.2	0.1	1.1	8.7
Total	'000	5.7	1.6	5.3	2.6	1.5	0.5	0.3	1.6	19.1
VET AQF qualifications completed per 1000 people aged 15–64 years										
Diploma and above	no.	4.0	4.8	3.5	1.0	2.8	1.7	5.7	0.9	3.1
Certificate III or IV	no.	22.8	31.1	23.3	17.1	29.1	16.9	40.9	10.2	21.7
Certificate I or II	no.	17.6	18.7	18.6	28.1	33.0	15.9	21.4	23.4	20.8
Total	no.	44.4	54.5	45.4	46.2	64.9	34.5	68.0	34.5	45.6

- (a) Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data prior to 2016 have been revised since the 2017 Report to exclude domestic and international fee-for-service activity of government VET providers as part of government-funded VET. Qualifications completed data are from the National VET Provider Collection.
- (b) This table presents the number of qualifications completed annually from 2012 to 2016. 2016 data are preliminary and will be revised following the annual data submission to the 2017 National VET Provider Collection, and final figures will be released by NCVET in July 2018.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.
- (d) 'Diploma and above' includes Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.
- (e) Total includes 'Diploma and above', 'Certificate III or IV' and 'Certificate I or II'.
- (f) ABS population estimates are used to calculate qualifications per 1000 people aged 15–64 years. First preliminary June ERP estimates based on the 2011 Census are used for the total population. Aboriginal and Torres Strait Islander population estimates are projections based on the 2011 Census.

Table 5A.19 **Government-funded VET AQF qualifications completed per 1000 people aged 15–64 years, by AQF 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>
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– Nil or rounded to zero.

Source: NCVER unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2015)*; (preliminary completions) *Australian vocational education and training statistics: government-funded students and courses 2016*, ABS 2012–2016, *Australian Demographic Statistics, Jun 2012, 2013, 2014, 2015 and 2016*, Cat. no. 3101.0; ABS 2014, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 2A.1; table 2A.13.

TABLE 5A.20

Table 5A.20 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)**

	<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>
2016										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.9	0.7	2.9	1.0	0.3	0.2	0.1	0.8	8.9
Remote and very remote	'000	0.5	0.1	1.9	1.1	0.4	0.2	..	0.8	4.9
With disability	'000	3.9	4.6	2.5	0.6	0.7	0.4	0.2	0.1	13.0
Total	'000	33.6	59.3	46.8	13.1	8.3	4.0	1.6	2.1	168.9
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	55.5	80.0	73.5	70.6	56.8	65.0	61.2	63.1	64.9
Remote and very remote	%	60.6	88.7	69.3	58.0	61.2	60.7	..	56.5	62.7
With disability	%	43.1	69.1	63.5	53.7	52.9	52.4	36.4	56.3	55.2
Total	%	49.2	76.3	71.1	51.5	56.7	56.1	39.4	52.2	63.2
Proportion of all VET AQF qualification enrolments										
Total	%	15.1	20.4	30.2	13.4	15.9	18.3	10.7	13.1	19.4
2015										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.8	1.0	2.9	1.2	0.5	0.2	0.1	0.7	9.3
Remote and very remote	'000	0.4	0.1	1.9	1.3	0.5	0.1	..	0.7	5.1
With disability	'000	3.8	6.0	2.8	0.8	1.1	0.4	0.2	0.1	15.1
Total	'000	36.1	86.7	55.7	16.3	11.5	4.0	2.1	2.0	214.5
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	60.3	80.8	74.4	69.2	54.3	62.1	51.4	66.0	67.2
Remote and very remote	%	55.7	85.7	70.8	58.1	53.1	58.9	..	54.9	61.3
With disability	%	47.2	72.8	73.0	58.6	44.9	49.2	33.9	61.2	59.6
Total	%	53.1	80.3	73.3	54.1	50.0	53.4	42.6	53.2	66.8

TABLE 5A.20

Table 5A.20 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)**

	<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>
Proportion of all VET AQF qualification enrolments										
Total	%	21.1	25.8	33.9	15.8	16.8	17.8	14.0	12.9	23.9
2014										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	3.0	1.1	2.3	1.1	0.4	0.2	0.1	0.6	8.8
Remote and very remote	'000	0.5	0.2	1.6	1.3	0.7	0.2	..	0.7	5.2
With disability	'000	4.1	7.2	2.8	0.8	2.0	0.5	0.2	0.1	17.6
Total	'000	50.1	111.9	51.2	15.6	17.2	4.6	2.3	1.9	254.8
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	55.9	83.7	73.8	69.9	45.8	56.8	52.1	60.5	63.7
Remote and very remote	%	57.3	88.8	67.3	56.2	56.7	67.5	..	51.1	60.0
With disability	%	44.2	76.0	73.2	56.3	45.9	52.0	38.1	53.9	59.0
Total	%	47.2	80.8	68.7	53.0	47.3	57.8	38.5	51.6	63.3
Proportion of all VET AQF qualification enrolments										
Total	%	20.5	27.2	31.3	14.8	18.0	18.3	12.4	11.7	23.6
2013										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.1	0.9	1.8	1.2	0.5	0.2	0.1	0.8	7.7
Remote and very remote	'000	0.5	0.1	1.5	1.4	0.7	0.2	..	0.8	5.3
With disability	'000	3.5	6.3	1.6	0.8	1.6	0.4	0.2	0.1	14.5
Total	'000	44.5	111.0	33.7	15.6	24.4	4.5	2.6	2.2	238.4
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	58.0	77.9	66.8	61.2	49.5	64.8	45.8	61.8	62.0
Remote and very remote	%	55.7	69.7	62.2	49.6	50.7	64.1	..	54.0	55.1
With disability	%	49.0	72.3	58.3	49.6	42.5	52.1	35.3	62.0	56.8

TABLE 5A.20

Table 5A.20 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)**

	<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>
Total	%	49.8	77.1	60.7	45.6	49.7	60.8	37.9	56.2	61.1
Proportion of all VET AQF qualification enrolments										
Total	%	17.3	24.8	21.7	13.5	17.8	18.7	13.3	14.3	20.3
2012										
VET AQF qualifications completed at a higher education level than their previous highest education level										
Aboriginal and Torres Strait Islander	'000	2.4	0.9	2.1	1.2	0.6	0.2	0.1	0.8	8.4
Remote and very remote	'000	0.7	0.2	1.7	1.5	0.7	0.2	..	0.8	5.8
With disability	'000	3.8	6.8	1.8	0.8	1.0	0.4	0.3	0.1	15.1
Total	'000	52.5	116.0	37.0	15.6	16.4	4.6	4.0	2.2	248.3
Proportion of all VET AQF qualifications completed										
Aboriginal and Torres Strait Islander	%	58.3	80.0	62.3	68.8	51.3	61.6	53.8	70.0	63.0
Remote and very remote	%	60.3	74.1	62.2	51.4	54.8	66.8	..	56.2	57.4
With disability	%	48.0	75.9	55.6	52.5	42.1	53.3	45.5	65.7	58.7
Total	%	50.5	79.6	59.2	48.8	49.9	59.0	44.0	57.7	62.4
Proportion of all VET AQF qualification enrolments										
Total	%	18.6	26.5	19.9	13.7	16.2	16.8	19.6	13.6	20.9

- (a) Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data prior to 2016 have been revised since the 2017 Report to exclude domestic and international fee-for-service activity of government VET providers as part of government-funded VET. Data are from the National VET Provider Collection.
- (b) This table presents the number of qualifications completed annually from 2012 to 2016. The 2016 data are preliminary and will be revised following the annual data submission to the 2017 National VET Provider Collection, and final figures will be released by NCVET in July 2018.
- (c) VET AQF qualifications include Certificate I/II, Certificate III/IV, Diploma, Associate degree, Advanced diploma, Bachelor degree (Honours and Pass), Graduate certificate and Graduate diploma.
- (d) Aboriginal and Torres Strait Islander students are defined as those who self-identify on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Indigenous status is not known for all students.

Table 5A.20 **Government-funded VET AQF qualification completions by 20–64 year olds with improved education status after training, by target group (a), (b), (c), (d), (e), (f), (g)**

	<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>
(e)	'Remote and very remote areas' are based on the ARIA+, developed by the GISCA. ARIA+ is based on ABS ASGS SA2 regions. There are no very remote areas in Victoria. There are no remote or very remote areas in the ACT. Data are for students from these remote or very remote areas throughout Australia studying in the jurisdiction.									
(f)	'With disability' refers to whether the student self-identifies as having a disability, impairment or long term condition. Disability status is not known for all students.									
(g)	Total includes all 20–64 year old government-funded students who completed a qualification.									
	.. Not applicable.									

Source: NCVET unpublished, *Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2015)*; (preliminary completions) *Australian vocational education and training statistics: government-funded students and courses 2016*.

TABLE 5A.21

Table 5A.21 **Government-funded VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training (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>
2016										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	29.5	55.2	43.7	11.9	7.1	3.4	1.5	1.6	154.1
Proportion of Certificate III or above qualifications completed	%	54.6	82.0	77.1	55.3	60.9	63.9	40.5	55.3	69.0
Proportion of Certificate III or above qualification enrolments	%	15.7	23.8	31.9	16.9	18.5	20.6	11.3	13.8	21.8
2015										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	31.9	80.8	52.4	14.6	9.4	3.5	2.0	1.5	196.3
Proportion of Certificate III or above qualifications completed	%	57.8	85.9	77.4	58.1	55.7	59.1	43.8	57.0	72.1
Proportion of Certificate III or above qualification enrolments	%	22.8	28.6	35.4	19.4	19.6	20.4	14.8	14.5	26.7
2014										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	44.3	101.7	48.9	13.8	14.3	3.8	2.2	1.5	230.5
Proportion of Certificate III or above qualifications completed	%	51.0	87.6	72.0	56.2	51.6	65.0	40.3	57.1	68.4
Proportion of Certificate III or above qualification enrolments	%	22.8	30.1	33.4	17.9	21.2	19.9	14.2	14.2	26.5
2013										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	39.8	100.6	31.4	13.6	20.1	4.1	2.5	1.6	213.6
Proportion of Certificate III or above qualifications completed	%	54.2	85.7	64.1	48.5	56.3	67.4	40.3	61.1	67.1
Proportion of Certificate III or above qualification enrolments	%	19.4	30.1	23.6	16.5	21.5	21.7	14.3	16.2	23.9
2012										
Certificate III or above qualifications completed at a higher education level than their previous highest education level	'000	46.6	107.2	33.6	13.7	14.1	3.9	3.7	1.6	224.4
Proportion of Certificate III or above qualifications completed	%	54.8	85.0	63.2	53.1	54.3	63.9	48.7	60.0	67.5
Proportion of Certificate III or above qualification enrolments	%	21.2	30.9	22.4	17.0	18.8	19.6	20.8	16.1	24.4

Table 5A.21 Government-funded VET AQF Certificate III or above qualification completions 20–64 year olds with improved education status after training (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>
(a)	Government-funded VET is defined as domestic government-funded VET activity delivered by all types of Australian training providers. It excludes the domestic and international fee-for-service activity of TAFE and other government providers, community education providers and other registered providers. Data prior to 2016 have been revised since the 2017 Report to exclude domestic and international fee-for-service activity of government VET providers as part of government-funded VET. Data are from the National VET Provider Collection.									
(b)	This table presents the number of qualifications completed annually from 2012 to 2016. The 2016 data are preliminary and will be revised following the annual data submission to the 2017 National VET Provider Collection, and final figures will be released by NCVET in July 2018.									
Source:	NCVER unpublished, <i>Australian vocational education and training statistics: government-funded students and courses (editions 2012 to 2015)</i> ; (preliminary completions) <i>Australian vocational education and training statistics: government-funded students and courses 2016</i> .									

Table 5A.22 Gross Domestic Product chain price deflator (index)

Years	2016 = 100.0
2016	100.0
2015	100.3
2014	100.3
2013	98.7
2012	98.7
2011	96.8
2010	91.4
2009	90.5
2008	85.6
2007	82.0

Source: ABS 2016, *Australian System of National Accounts, 2015-16*, Cat. no. 5204.0.