

5A Vocational education and training — attachment

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

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

When adjustments have been made for inflation in the following tables the gross domestic product (GDP) chain price index has been used (table 5A.76).

Attachment contents

Table 5A.1	Government real recurrent expenditure, (2007 dollars) (\$ million)
Table 5A.2	Government real recurrent expenditure, (2007 dollars) (\$ per person aged 15–64 years)
Table 5A.3	VET activity, 2007
Table 5A.4	Commonwealth and State Agreement funded VET activity, 2007
Table 5A.5	VET students, all ages, by course level
Table 5A.6	Real net assets of public VET providers per person aged 15–64 years, (2007 dollars) (\$ per person)
Table 5A.7	Government payments to non-TAFE providers for VET delivery
Table 5A.8	Allocation of government real funds for VET (2007 dollars)
Table 5A.9	VET participation by age group
Table 5A.10	VET participation of people aged 15–64 years, by sex
Table 5A.11	VET participation, all ages, by region
Table 5A.12	VET students, all ages, by disability status, 2007 (per cent)
Table 5A.13	VET students, all ages, by language spoken at home, 2007 (per cent)
Table 5A.14	VET participation by Indigenous status, 2007 (per cent)
Table 5A.15	VET participation in Certificate III and above, by age group
Table 5A.16	Government real recurrent expenditure per annual hour (2007 dollars) (\$ per hour)
Table 5A.17	Government real recurrent expenditure per hour of publicly funded load pass, (2007 dollars) (\$ per hour)
Table 5A.18	Cost of capital, 2007
Table 5A.19	Total government costs per annual hour, 2007 (\$ per hour)
Table 5A.20	Total government VET costs per hour of publicly funded load pass, 2007 (\$ per hour)
Table 5A.21	Proportion of graduates in employment and/or continued on to further study after completing a course (per cent)
Table 5A.22	Proportion of female graduates in employment and/or continued on to further study after completing a course (per cent)
Table 5A.23	Proportion of graduates from major cities in employment and/or continued on to further study after completing a course (per cent)
Table 5A.24	Proportion of graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent)
Table 5A.25	Proportion of graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent)
Table 5A.26	Proportion of graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent)
Table 5A.27	Proportion of graduates reporting a disability in employment and/or continued on to further study after completing a course (per cent)
Table 5A.28	Proportion of graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent)
Table 5A.29	Labour force status after the course of graduates who were unemployed prior to the course (per cent)

Attachment contents

Table 5A.30	Labour force status after the course of graduates who were employed prior to the course (per cent)
Table 5A.31	Graduates employed after who undertook their course for employment related reasons, relevance of course to main job (per cent)
Table 5A.32	Graduates who undertook their course for employment related reasons, job related benefits (per cent)
Table 5A.33	Graduates who improved their employment circumstances after training
Table 5A.34	TAFE graduates who improved their employment circumstances after training
Table 5A.35	Load pass rates by sex (per cent)
Table 5A.36	Load pass rates by region (per cent)
Table 5A.37	Load pass rates by disability status (per cent)
Table 5A.38	Load pass rates by language spoken at home (per cent)
Table 5A.39	Whether course helped graduates achieve their main reason for undertaking training, all graduates
Table 5A.40	Whether course helped graduates achieve their main reason for undertaking training, female graduates
Table 5A.41	Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities
Table 5A.42	Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas
Table 5A.43	Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas
Table 5A.44	Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas
Table 5A.45	Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability
Table 5A.46	Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home
Table 5A.47	Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study
Table 5A.48	Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study
Table 5A.49	Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study
Table 5A.50	Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study
Table 5A.51	Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study
Table 5A.52	Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study
Table 5A.53	Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study

Attachment contents

Table 5A.54	Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study
Table 5A.55	Number of VET qualifications completed by students, by sex
Table 5A.56	Number of VET qualifications completed by students, by region ('000)
Table 5A.57	Number of VET qualifications completed by students, by disability status ('000)
Table 5A.58	Number of VET qualifications completed by students, by language spoken at home ('000)
Table 5A.59	VET qualifications completed by students, by course level
Table 5A.60	Number of units of competency completed, by sex
Table 5A.61	Number of units of competency completed, by regions ('000)
Table 5A.62	Number of units of competency completed, by disability status ('000)
Table 5A.63	Number of units of competency completed, by language spoken at home ('000)
Table 5A.64	Number of modules completed, by sex
Table 5A.65	Number of modules completed, by region ('000)
Table 5A.66	Number of modules completed, by disability status ('000)
Table 5A.67	Number of modules completed, by language spoken at home ('000)
Table 5A.68	Load pass rates by Indigenous status (per cent)
Table 5A.69	Number of VET qualifications completed, by Indigenous status ('000)
Table 5A.70	Number of units of competency and modules completed, by Indigenous status ('000)
Table 5A.71	Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study
Table 5A.72	Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent)
Table 5A.73	Indigenous graduates who improved their employment circumstances after training
Table 5A.74	Employer engagement with VET (per cent)
Table 5A.75	Employer satisfaction with VET (per cent)
Table 5A.76	Gross Domestic Product chain price deflator (index)

Table 5A.1

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

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

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

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

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

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

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

Table 5A.2

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

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

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

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

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

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

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

Table 5A.3

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

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

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

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

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

Table 5A.4

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

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

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

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

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

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

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

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

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

Table 5A.5

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

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2007										
Number of students										
Diploma and above	'000	38.1	46.6	24.8	12.1	7.0	3.0	5.7	0.4	137.7
Certificate III or IV	'000	170.7	138.8	123.0	57.2	33.7	16.6	9.2	8.6	557.8
Certificate I or II or lower (g)	'000	122.2	64.6	42.8	31.0	22.6	9.1	3.1	9.9	305.3
Other (h)	'000	108.4	38.1	12.4	4.0	28.2	1.0	3.4	1.7	197.1
All students	'000	439.3	288.1	203.0	104.3	91.5	29.7	21.3	20.7	1 197.9
Proportion of VET students										
Diploma and above	%	8.7	16.2	12.2	11.6	7.7	10.1	26.6	2.1	11.5
Certificate III or IV	%	38.9	48.2	60.6	54.8	36.8	55.9	43.0	41.7	46.6
Certificate I or II or lower (g)	%	27.8	22.4	21.1	29.8	24.7	30.6	14.6	47.9	25.5
Other (h)	%	24.7	13.2	6.1	3.8	30.8	3.4	15.8	8.2	16.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006										
Number of students										
Diploma and above	'000	38.9	44.8	25.7	13.2	7.4	3.0	5.9	0.6	139.6
Certificate III or IV	'000	164.7	142.3	114.6	55.5	30.7	16.4	8.8	7.8	540.8
Certificate I or II or lower (g)	'000	126.5	64.2	48.6	27.7	21.1	8.9	2.9	10.3	310.2
Other (h)	'000	115.3	36.1	13.3	4.8	32.0	1.1	3.1	1.9	207.5
All students	'000	445.4	287.5	202.3	101.2	91.2	29.5	20.6	20.5	1 198.1
Proportion of VET students										
Diploma and above	%	8.7	15.6	12.7	13.1	8.1	10.3	28.5	2.8	11.7
Certificate III or IV	%	37.0	49.5	56.7	54.9	33.6	55.8	42.6	37.9	45.1
Certificate I or II or lower (g)	%	28.4	22.3	24.0	27.4	23.1	30.2	13.8	50.1	25.9
Other (h)	%	25.9	12.6	6.6	4.7	35.1	3.7	15.1	9.2	17.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.5

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

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
2005										
Number of students										
Diploma and above	'000	38.8	48.9	26.3	14.1	7.2	3.2	6.0	0.6	145.2
Certificate III or IV	'000	163.0	135.0	105.3	53.8	32.4	14.7	7.6	7.1	518.9
Certificate I or II or lower (g)	'000	87.2	63.0	52.3	28.6	22.6	9.0	2.6	8.7	274.0
Other (h)	'000	137.9	42.7	10.4	3.4	32.9	1.3	3.1	1.7	233.3
All students	'000	427.0	289.5	194.3	100.0	95.1	28.2	19.3	18.1	1 171.5
Proportion of VET students										
Diploma and above	%	9.1	16.9	13.6	14.1	7.6	11.4	31.0	3.6	12.4
Certificate III or IV	%	38.2	46.6	54.2	53.8	34.1	52.0	39.5	39.0	44.3
Certificate I or II or lower (g)	%	20.4	21.7	26.9	28.6	23.8	31.9	13.6	47.9	23.4
Other (h)	%	32.3	14.7	5.3	3.4	34.6	4.6	15.9	9.5	19.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2004										
Number of students										
Diploma and above	'000	39.2	50.8	26.8	14.5	7.6	3.2	6.1	1.1	149.3
Certificate III or IV	'000	154.6	134.0	93.0	51.9	31.9	13.2	7.7	6.9	493.3
Certificate I or II or lower (g)	'000	82.5	65.7	50.1	28.5	22.5	8.0	2.6	7.9	267.8
Other (h)	'000	113.2	51.9	10.3	5.0	31.0	1.2	2.6	2.3	217.4
All students	'000	389.5	302.5	180.2	99.9	93.0	25.6	18.9	18.2	1 127.8
Proportion of VET students										
Diploma and above	%	10.1	16.8	14.9	14.5	8.1	12.3	32.4	6.2	13.2
Certificate III or IV	%	39.7	44.3	51.6	52.0	34.3	51.6	40.4	38.1	43.7
Certificate I or II or lower (g)	%	21.2	21.7	27.8	28.5	24.2	31.3	13.7	43.3	23.7
Other (h)	%	29.1	17.2	5.7	5.0	33.4	4.8	13.5	12.4	19.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.5

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

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

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

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

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

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

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

Table 5A.5

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

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust (f)
--	------	---------	-----	-----	----	--------	-----	-----	----	----------

(e) South Australian data now include VET in schools which has been assessed by TAFE. To enable comparability of data, South Australian time series data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

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

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

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

Table 5A.6

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

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

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

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

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

Table 5A.7

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

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

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

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

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

Source: NCVET National financial collection (unpublished).

Table 5A.8

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

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2007										
Australian Government recurrent funding (c)	\$m	352.0	255.5	182.4	99.8	82.0	28.1	19.9	12.1	1 031.9
State/Territory recurrent funding	\$m	998.3	723.1	524.3	335.4	219.6	71.0	60.5	65.6	2 998.0
Government recurrent funding	\$m	1 350.3	978.6	706.7	435.2	301.6	99.2	80.5	77.7	4 029.9
Amounts allocated										
Open competitive tendering (d)	\$m	20.3	12.5	13.5	10.0	10.6	4.5	2.9	na	74.3
Limited competitive tendering (e)	\$m	na	-	7.2	..	4.9	-	0.2	na	12.3
User choice	\$m	246.0	212.3	153.7	56.2	40.9	11.6	11.4	11.5	743.6
Total	\$m	266.3	224.8	174.4	66.2	56.4	16.1	14.5	11.5	830.2
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.5	1.3	1.9	2.3	3.5	4.5	3.6	-	1.8
Limited competitive tendering (e)	%	-	-	1.0	-	1.6	-	0.2	-	0.3
User choice	%	18.2	21.7	21.7	12.9	13.6	11.7	14.2	14.8	18.5
2006										
Australian Government recurrent funding (c)	\$m	354.7	257.3	183.3	100.5	82.7	28.4	20.1	12.2	1 039.2
State/Territory recurrent funding	\$m	1 022.8	712.3	458.3	352.3	209.2	68.1	62.2	66.1	2 951.2
Government recurrent funding	\$m	1 377.5	969.6	641.6	452.7	291.9	96.4	82.3	78.3	3 990.4
Amounts allocated										
Open competitive tendering (d)	\$m	28.3	13.2	14.9	9.5	8.7	5.1	2.6	-	82.3
Limited competitive tendering (e)	\$m	-	-	10.9	-	5.1	-	0.2	-	16.2
User choice	\$m	236.9	215.4	132.8	58.3	40.9	18.3	11.7	12.1	726.5
Total	\$m	265.3	228.6	158.6	67.8	54.7	23.4	14.5	12.1	825.0
Proportion of government recurrent funding										
Open competitive tendering (d)	%	2.1	1.4	2.3	2.1	3.0	5.3	3.2	-	2.1
Limited competitive tendering (e)	%	-	-	1.7	-	1.8	-	0.3	-	0.4
User choice	%	17.2	22.2	20.7	12.9	14.0	19.0	14.2	15.5	18.2
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.8

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

	Units	NSW	Vic (b)	Qld	WA	SA	Tas	ACT	NT	Aust
2005										
Australian Government recurrent funding (c)	\$m	357.6	259.8	183.3	100.8	83.5	28.7	20.4	11.9	1 046.1
State/Territory recurrent funding	\$m	1 025.1	700.3	488.7	372.7	204.9	65.9	63.4	72.9	2 993.9
Government recurrent funding	\$m	1 382.7	960.1	672.1	473.5	288.4	94.6	83.8	84.8	4 040.0
Amounts allocated										
Open competitive tendering (d)	\$m	21.9	13.7	16.4	13.3	6.6	3.2	2.9	—	78.0
Limited competitive tendering (e)	\$m	—	—	23.6	—	2.3	—	0.2	—	26.1
User choice	\$m	220.7	208.9	123.4	49.5	41.2	15.8	12.3	12.6	684.3
Total	\$m	242.7	222.6	163.4	62.7	50.1	19.0	15.4	12.6	788.4
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.6	1.4	2.4	2.8	2.3	3.4	3.4	—	1.9
Limited competitive tendering (e)	%	—	—	3.5	—	0.8	—	0.3	—	0.6
User choice	%	16.0	21.8	18.4	10.4	14.3	16.7	14.7	14.9	16.9
2004										
Australian Government recurrent funding (c)	\$m	354.1	256.8	180.1	99.4	82.9	28.6	20.3	11.8	1 033.9
State/Territory recurrent funding	\$m	1 046.2	664.9	476.2	353.3	216.1	61.7	61.0	74.7	2 954.1
Government recurrent funding	\$m	1 400.3	921.7	656.3	452.7	298.9	90.3	81.3	86.5	3 988.0
Amounts allocated										
Open competitive tendering (d)	\$m	21.6	14.3	17.2	13.0	2.3	1.8	3.2	—	73.4
Limited competitive tendering (e)	\$m	—	—	18.7	—	12.8	—	0.2	—	31.7
User choice	\$m	236.1	206.6	121.6	47.0	40.0	21.9	13.4	10.2	696.7
Total	\$m	257.6	220.9	157.5	60.0	55.0	23.7	16.8	10.2	801.8
Proportion of government recurrent funding										
Open competitive tendering (d)	%	1.5	1.5	2.6	2.9	0.8	2.0	3.9	—	1.8
Limited competitive tendering (e)	%	—	—	2.9	—	4.3	—	0.3	—	0.8
User choice	%	16.9	22.4	18.5	10.4	13.4	24.3	16.4	11.7	17.5
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.8

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

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

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

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

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

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

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

– Nil or rounded to zero.

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

Table 5A.9

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

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

Table 5A.9

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

	Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
25-64 year olds	'000	207.3	145.0	96.6	44.8	42.8	16.0	10.4	10.7	573.6
15-64 year olds	'000	425.6	274.3	197.2	99.0	84.7	28.6	20.4	19.9	1 149.5
Number of students through recognition of prior learning										
All students	no.	19 939	8 726	10 053	2 731	4 059	1 175	1 044	729	48 456
Participation rate by age (e)										
All students	%	6.5	5.6	4.9	4.9	5.8	6.0	6.2	9.7	5.8
15-19 year olds	%	32.2	20.2	22.0	23.8	25.6	20.2	20.5	37.1	25.4
20-24 year olds	%	15.1	16.0	13.0	12.8	13.9	18.2	16.6	20.1	14.7
15-24 year olds	%	23.5	18.0	17.4	18.3	19.7	19.3	18.4	28.2	20.0
25-64 year olds	%	5.7	5.3	4.4	4.0	5.1	6.2	5.6	9.1	5.2
15-64 year olds	%	9.3	7.9	7.1	7.0	8.1	8.9	8.5	13.3	8.2
Proportion of students through recognition of prior learning										
All students	%	4.5	3.0	5.0	2.7	4.4	4.0	5.1	3.6	4.0
2005										
Number of students by age										
All students	'000	427.0	289.5	194.3	100.0	95.1	28.2	19.3	18.1	1 171.5
15-19 year olds	'000	107.5	70.1	57.6	34.3	28.9	6.4	4.7	4.1	313.5
20-24 year olds	'000	71.0	57.9	37.2	18.4	15.5	5.4	4.6	2.9	212.8
15-24 year olds	'000	178.4	127.9	94.8	52.7	44.4	11.9	9.3	7.0	526.4
25-64 year olds	'000	222.4	147.2	94.4	44.9	43.9	15.7	9.8	10.1	588.6
15-64 year olds	'000	400.8	275.2	189.2	97.7	88.2	27.6	19.1	17.2	1 114.9
Number of students through recognition of prior learning										
All students	no.	23 029	7 879	7 106	2 251	3 779	907	1 193	865	47 009
Participation rate by age (e)										
All students	%	6.3	5.7	4.9	5.0	6.1	5.8	5.9	8.8	5.7
15-19 year olds	%	23.8	20.6	20.8	23.7	27.8	19.1	19.5	27.2	22.6
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.9

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

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

Table 5A.9

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

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

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

Table 5A.9

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

Unit	NSW (b)	Vic	Qld	WA	SA (c)	Tas	ACT	NT	Aust (d)
------	---------	-----	-----	----	--------	-----	-----	----	----------

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

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

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

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

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

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

Table 5A.10

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

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

Table 5A.10

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

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

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

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

Unit	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust (e)
------	---------	-----	-----	----	--------	-----	-----	----	----------

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

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

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

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

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

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

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

Table 5A.11

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

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

Table 5A.11

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

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

Table 5A.11

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

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

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

	Unit	NSW (d)	Vic (e)	Qld	WA	SA (f)	Tas	ACT (g)	NT	Total	Aust (h)
--	------	---------	---------	-----	----	--------	-----	---------	----	-------	----------

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

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

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

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

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

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

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

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

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

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

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

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

Table 5A.12

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

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

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

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

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

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

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

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

Table 5A.13

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

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

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

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

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

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

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

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

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

Table 5A.14

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

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

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

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

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

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

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

	NSW (c)	Vic	Qld	WA	SA (d)	Tas	ACT	NT	Aust
--	---------	-----	-----	----	--------	-----	-----	----	------

(d) South Australian data now include VET in schools which has been assessed by TAFE.

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

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

Table 5A.15

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

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

Table 5A.15

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

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

Table 5A.15

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

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

Table 5A.15

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings used to adjust annual hours of activity are based on standard annual hour values as published by NCVET in Students and Courses 2007. The reference value is 1.00 for Australia and a weighting greater than 1.00 indicates that the state or territory is offering relatively more expensive programs compared to the national profile. The national cost relativities used to determine the course mix weightings for each state and territory were established by the Unit Cost Working Party in 1995.

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

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

(f) Excludes ACT payroll tax estimate.

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

Table 5A.17

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

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

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

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

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

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

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

(f) Excludes ACT payroll tax estimate.

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

Table 5A.18

Table 5A.18 Cost of capital, 2007

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Physical non-current assets										
Land	\$m	564.0	585.1	414.4	252.5	58.8	10.7	7.1	11.0	1 903.6
Buildings	\$m	2 322.4	1 508.1	789.0	638.3	396.8	170.4	119.7	136.2	6 080.8
Plant, equipment and motor vehicles	\$m	73.0	125.7	27.0	23.0	54.6	7.9	2.6	5.3	319.0
Other	\$m	0.8	15.9	188.4	4.4	2.6	1.8	0.2	13.6	227.7
Total	\$m	2 960.1	2 234.9	1 418.8	918.2	512.7	190.8	129.5	166.2	8 531.2
Capital charge (a)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Cost of capital										
Land	\$m	45.1	46.8	33.2	20.2	4.7	0.9	0.6	0.9	152.3
Buildings	\$m	185.8	120.6	63.1	51.1	31.7	13.6	9.6	10.9	486.5
Plant, equipment and motor vehicles	\$m	5.8	10.1	2.2	1.8	4.4	0.6	0.2	0.4	25.5
Other	\$m	0.1	1.3	15.1	0.4	0.2	0.1	–	1.1	18.2
Total	\$m	236.8	178.8	113.5	73.5	41.0	15.3	10.4	13.3	682.5
Annual hours (b)	million hours	109.65	84.56	46.98	29.90	20.37	6.86	5.45	3.66	307.43
Course mix weight	index	0.970	0.991	1.049	1.054	0.994	1.043	0.993	0.996	1.000
Cost of capital per annual hours (c)										
Land	\$	0.42	0.56	0.67	0.64	0.23	0.12	0.10	0.24	0.50
Buildings	\$	1.75	1.44	1.28	1.62	1.57	1.90	1.77	2.99	1.58
Plant, equipment and motor vehicles	\$	0.05	0.12	0.04	0.06	0.22	0.09	0.04	0.12	0.08
Other	\$	–	0.02	0.31	0.01	0.01	0.02	–	0.30	0.06
Total	\$	2.23	2.13	2.30	2.33	2.03	2.13	1.91	3.65	2.22

Table 5A.18

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

	Units	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
(a)	The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.										
(b)	Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVER auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2006, all states and territories, except Victoria, adopted standard annual hour values for common units of competency and modules as the basis of calculating total annual hours of delivery. Victoria continues to report scheduled hours in 2006. To enable comparison over time, standard annual hour values have been used to recast the time series back to 2003. Consequently, the reporting of annual hours in this publication will not match those presented in past Reports.										
(c)	Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The course mix weightings used to adjust annual hours of activity are based on standard annual hour values as published by NCVER in Students and Courses 2007. The reference value is 1.00 for Australia and a weighting greater than 1.00 indicates that the state or territory is offering relatively more expensive programs compared to the national profile. The national cost relativities used to determine the course mix weightings for each state and territory were established by the Unit Cost Working Party in 1995.										

– Nil or rounded to zero.

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

Table 5A.19

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

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

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

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

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

(d) Excludes ACT payroll tax estimate.

– Nil or rounded to zero.

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

Table 5A.20

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

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

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

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

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

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

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

	NSW	Vic	Qld	WA	SA	Tas	ACT (e)	NT	Aust (f)
--	-----	-----	-----	----	----	-----	---------	----	----------

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

(f) Excludes ACT payroll tax estimate.

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

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

Table 5A.21

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

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

Table 5A.21

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

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

Table 5A.21

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

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

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

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

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

Table 5A.22

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

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

Table 5A.22

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

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

Table 5A.22

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

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

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

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

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

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

Table 5A.23

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

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

Table 5A.23

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

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

Table 5A.23

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

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

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

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

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

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

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

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

Table 5A.24

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

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

Table 5A.24

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

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

Table 5A.24

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

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

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

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

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

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

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

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

Table 5A.25

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

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

Table 5A.25

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

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

Table 5A.25

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

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

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

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

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

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

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

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

Table 5A.26

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

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

Table 5A.26

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

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

Table 5A.26

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

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

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

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

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

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

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

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

Table 5A.27

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

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

Table 5A.27

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

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

Table 5A.27

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

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

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

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

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

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

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

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

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

Table 5A.28

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

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

Table 5A.28

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

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

Table 5A.28

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

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

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

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

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

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

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

Table 5A.29

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

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

Table 5A.29

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

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

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

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

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

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

Table 5A.30

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

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

Table 5A.30

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

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

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

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

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

Table 5A.31

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

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

Table 5A.31

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

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

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

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

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

Table 5A.32

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

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

Table 5A.32

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

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

Table 5A.32

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

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

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

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

Table 5A.33

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

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

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

– Nil or rounded to zero.

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

Table 5A.34

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

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

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

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

Table 5A.35

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

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

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

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(b)	<p>Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently misses out those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.</p> <p>(c) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.</p>								

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

Table 5A.36

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

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

Table 5A.36

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

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

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

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

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

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

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

Table 5A.37

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

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

Table 5A.37

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
--	-----	-----	-----	----	----	-----	-----	----	------

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

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

Table 5A.38

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

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

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

	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
--	-----	-----	-----	----	----	-----	-----	----	------

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

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

Table 5A.39

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

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

Table 5A.39

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	Helped achieve main reason	%	66.3 ± 1.4	70.5 ± 1.4	72.0 ± 1.4	68.9 ± 1.4	70.9 ± 3.1	72.1 ± 3.9	73.5 ± 3.1	69.1 ± 0.6
	Partly helped achieve main reason	%	16.7 ± 1.2	14.1 ± 1.0	14.1 ± 1.2	15.3 ± 1.2	12.2 ± 2.4	13.8 ± 3.1	13.3 ± 2.4	15.1 ± 0.6
	Did not help achieve main reason	%	5.6 ± 0.8	5.9 ± 0.6	6.5 ± 0.8	5.6 ± 0.6	7.6 ± 2.0	2.3 ± 1.2	4.6 ± 1.4	5.8 ± 0.4
	Did not know yet	%	11.4 ± 1.0	9.4 ± 0.8	7.4 ± 0.8	10.3 ± 1.0	9.3 ± 2.0	11.8 ± 2.7	8.5 ± 2.4	10.0 ± 0.4
TAFE 2004										
	Helped achieve main reason	%	65.0 ± 2.2	65.6 ± 2.2	69.1 ± 1.8	62.6 ± 2.4	69.9 ± 4.3	74.5 ± 4.7	79.5 ± 3.3	66.4 ± 1.2
	Partly helped achieve main reason	%	14.9 ± 1.6	16.0 ± 1.6	12.8 ± 1.4	15.6 ± 1.6	12.5 ± 3.1	9.5 ± 3.3	9.4 ± 2.5	14.3 ± 0.8
	Did not help achieve main reason	%	8.1 ± 1.2	6.8 ± 1.2	8.9 ± 1.2	8.8 ± 1.4	7.4 ± 2.5	6.1 ± 2.4	5.6 ± 2.4	8.0 ± 0.6
	Did not know yet	%	12.0 ± 1.6	11.6 ± 1.4	9.3 ± 1.2	13.1 ± 1.6	10.2 ± 2.9	9.9 ± 3.1	5.4 ± 1.4	11.3 ± 0.8
TAFE 2003										
	Helped achieve main reason	%	60.4 ± 1.1	63.3 ± 0.9	63.5 ± 1.1	62.2 ± 1.3	65.9 ± 3.0	67.1 ± 3.4	74.0 ± 2.6	62.5 ± 0.5
	Partly helped achieve main reason	%	16.2 ± 0.8	15.3 ± 0.7	15.5 ± 0.8	14.7 ± 0.9	11.5 ± 2.1	12.9 ± 2.4	8.4 ± 1.6	15.3 ± 0.4
	Did not help achieve main reason	%	9.4 ± 0.6	8.4 ± 0.5	10.3 ± 0.7	8.9 ± 0.7	10.4 ± 2.0	5.8 ± 1.7	7.4 ± 1.6	9.2 ± 0.3
	Did not know yet	%	14.0 ± 0.8	12.9 ± 0.6	10.7 ± 0.7	14.2 ± 0.9	12.2 ± 2.1	14.2 ± 2.5	10.1 ± 1.8	13.1 ± 0.3

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

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

Table 5A.40

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

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

Table 5A.40

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

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

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

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

Table 5A.41

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

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

Table 5A.41

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

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	65.0 ± 2.0	67.8 ± 1.8	71.1 ± 2.2	65.7 ± 2.0	65.7 ± 2.5	np	70.8 ± 4.5	66.4 ± 20.6	66.8 ± 1.0
Partly helped achieve main reason	%	17.4 ± 1.6	15.5 ± 1.4	14.4 ± 1.8	16.8 ± 1.6	15.5 ± 2.2	np	14.4 ± 3.5	np	16.2 ± 0.8
Did not help achieve main reason	%	5.7 ± 1.0	6.0 ± 1.0	6.1 ± 1.0	6.2 ± 1.0	5.8 ± 1.2	–	2.2 ± 1.4	np	5.8 ± 0.4
Did not know yet	%	11.8 ± 1.4	10.7 ± 1.2	8.4 ± 1.4	11.2 ± 1.4	13.0 ± 2.0	np	12.6 ± 3.1	np	11.1 ± 0.6
TAFE 2004										
Helped achieve main reason	%	62.9 ± 2.7	63.3 ± 2.7	68.2 ± 2.7	59.2 ± 2.9	68.4 ± 3.5	–	73.7 ± 5.1	56.9 ± 25.3	64.0 ± 1.6
Partly helped achieve main reason	%	16.0 ± 2.0	17.0 ± 2.2	13.4 ± 2.0	16.3 ± 2.0	12.2 ± 2.5	–	10.2 ± 3.7	np	15.5 ± 1.2
Did not help achieve main reason	%	9.4 ± 1.8	6.2 ± 1.2	9.0 ± 1.6	10.2 ± 2.0	8.5 ± 2.2	–	5.5 ± 2.4	np	8.6 ± 1.0
Did not know yet	%	11.7 ± 2.0	13.4 ± 2.0	9.4 ± 1.8	14.3 ± 2.2	10.9 ± 2.4	–	10.6 ± 3.5	np	11.9 ± 1.0
TAFE 2003										
Helped achieve main reason	%	58.1 ± 1.6	60.3 ± 1.3	61.3 ± 1.6	58.9 ± 1.8	63.0 ± 1.7	np	65.3 ± 3.8	84.7 ± 12.1	59.6 ± 0.7
Partly helped achieve main reason	%	17.3 ± 1.2	16.3 ± 0.9	16.7 ± 1.3	15.1 ± 1.3	14.1 ± 1.2	np	14.2 ± 2.8	np	16.4 ± 0.5
Did not help achieve main reason	%	9.4 ± 0.9	9.0 ± 0.7	10.8 ± 1.0	10.7 ± 1.1	8.5 ± 1.0	np	5.7 ± 1.9	np	9.5 ± 0.4
Did not know yet	%	15.1 ± 1.1	14.4 ± 0.9	11.2 ± 1.1	15.4 ± 1.3	14.4 ± 1.3	np	14.8 ± 2.8	np	14.4 ± 0.5

(a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

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

Table 5A.42

Table 5A.42 Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Helped achieve main reason	%	71.1 ± 2.7	76.3 ± 1.8	75.8 ± 2.2	74.5 ± 3.1	77.0 ± 3.1	77.6 ± 6.5	100.0	74.5 ± 1.2
	Partly helped achieve main reason	%	14.3 ± 2.2	11.9 ± 1.2	12.6 ± 1.8	13.0 ± 2.4	11.7 ± 2.4	11.8 ± 5.5	-	12.8 ± 1.0
	Did not help achieve main reason	%	5.3 ± 1.4	4.6 ± 1.0	4.5 ± 1.0	4.6 ± 1.6	5.5 ± 1.6	7.2 ± 3.7	-	4.9 ± 0.6
	Did not know yet	%	9.3 ± 1.6	7.3 ± 1.2	7.1 ± 1.2	7.9 ± 1.8	5.9 ± 1.8	3.4 ± 2.7	-	7.8 ± 0.8
VET 2006										
	Helped achieve main reason	%	68.6 ± 4.3	74.3 ± 3.1	76.7 ± 3.5	77.6 ± 4.7	70.8 ± 3.9	78.3 ± 7.4	np	72.6 ± 2.0
	Partly helped achieve main reason	%	13.8 ± 3.1	11.9 ± 2.4	10.7 ± 2.4	11.0 ± 3.5	12.9 ± 2.7	13.9 ± 6.1	np	12.6 ± 1.4
	Did not help achieve main reason	%	9.0 ± 2.9	6.0 ± 2.0	5.4 ± 1.8	4.9 ± 2.2	6.0 ± 2.0	3.3 ± 3.3	-	6.8 ± 1.2
	Did not know yet	%	8.6 ± 2.4	7.7 ± 1.8	7.2 ± 2.2	6.5 ± 2.4	10.3 ± 2.7	4.5 ± 3.5	-	8.0 ± 1.0
VET 2005										
	Helped achieve main reason	%	66.6 ± 4.1	73.2 ± 2.2	75.1 ± 2.5	73.5 ± 2.9	72.3 ± 2.9	72.2 ± 6.9	87.6 ± 18.2	71.6 ± 1.6
	Partly helped achieve main reason	%	17.1 ± 3.7	14.0 ± 2.0	12.9 ± 2.0	13.3 ± 2.4	11.7 ± 2.2	16.8 ± 5.9	np	14.5 ± 1.4
	Did not help achieve main reason	%	7.1 ± 2.2	5.1 ± 0.8	5.1 ± 1.2	5.3 ± 1.6	7.6 ± 1.8	4.9 ± 2.9	-	5.8 ± 0.8
	Did not know yet	%	9.1 ± 1.8	7.7 ± 1.0	6.9 ± 1.4	7.9 ± 1.8	8.4 ± 1.8	6.1 ± 3.7	-	8.1 ± 0.6
TAFE 2007										
	Helped achieve main reason	%	70.0 ± 2.5	74.8 ± 2.0	74.6 ± 2.5	73.4 ± 3.3	75.1 ± 4.5	83.1 ± 7.4	100.0	73.0 ± 1.2
	Partly helped achieve main reason	%	14.5 ± 2.0	12.1 ± 1.6	13.0 ± 2.0	14.2 ± 2.7	11.8 ± 3.3	7.4 ± 5.5	-	13.3 ± 1.0
	Did not help achieve main reason	%	5.3 ± 1.2	5.2 ± 1.0	4.7 ± 1.2	4.3 ± 1.8	6.5 ± 2.5	5.9 ± 4.5	-	5.1 ± 0.6
	Did not know yet	%	10.2 ± 1.6	7.9 ± 1.2	7.8 ± 1.6	8.1 ± 2.2	6.7 ± 2.7	np	-	8.7 ± 0.8
TAFE 2006										
	Helped achieve main reason	%	67.3 ± 5.1	70.9 ± 4.1	76.4 ± 4.3	74.9 ± 5.7	67.3 ± 5.1	72.6 ± 9.8	np	70.4 ± 2.5
	Partly helped achieve main reason	%	12.4 ± 3.3	12.6 ± 2.7	11.0 ± 2.9	12.0 ± 4.5	13.8 ± 3.7	19.4 ± 8.8	np	12.6 ± 1.8
	Did not help achieve main reason	%	10.4 ± 3.7	7.1 ± 2.7	4.6 ± 2.2	4.6 ± 2.4	6.6 ± 2.9	np	-	7.6 ± 1.8
	Did not know yet	%	9.9 ± 2.9	9.5 ± 2.5	8.0 ± 2.7	8.5 ± 3.3	12.3 ± 3.3	6.8 ± 5.5	-	9.4 ± 1.6
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.42

Table 5A.42 Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	65.6 ± 2.9	72.6 ± 2.2	72.4 ± 2.9	71.1 ± 3.3	73.4 ± 3.9	69.0 ± 4.9	74.7 ± 8.8	94.6 ± 10.8	69.9 ± 1.4
Partly helped achieve main reason	%	17.1 ± 2.2	12.7 ± 1.6	14.7 ± 2.4	13.8 ± 2.7	13.2 ± 2.9	12.1 ± 3.5	13.0 ± 6.9	np	14.6 ± 1.0
Did not help achieve main reason	%	6.5 ± 1.6	6.2 ± 1.2	5.9 ± 1.6	6.1 ± 1.8	4.5 ± 1.8	6.7 ± 2.7	np	–	6.1 ± 0.8
Did not know yet	%	10.9 ± 2.0	8.6 ± 1.4	7.0 ± 1.6	9.0 ± 2.0	8.9 ± 2.5	12.2 ± 3.3	9.3 ± 6.1	–	9.3 ± 0.8
TAFE 2004										
Helped achieve main reason	%	66.0 ± 4.1	68.2 ± 4.1	65.4 ± 3.9	63.5 ± 5.5	70.6 ± 6.5	70.9 ± 6.1	80.4 ± 11.0	84.7 ± 9.4	66.9 ± 2.2
Partly helped achieve main reason	%	15.8 ± 3.1	14.7 ± 3.3	13.0 ± 2.7	15.4 ± 4.1	10.3 ± 3.9	11.0 ± 4.1	6.8 ± 6.1	–	14.5 ± 1.8
Did not help achieve main reason	%	6.3 ± 2.0	8.1 ± 2.5	11.0 ± 2.5	7.0 ± 2.5	7.8 ± 3.9	6.2 ± 3.1	np	–	7.5 ± 1.2
Did not know yet	%	11.9 ± 2.7	8.9 ± 2.2	10.5 ± 2.4	14.1 ± 4.1	11.3 ± 4.9	11.8 ± 4.5	np	np	11.1 ± 1.4
TAFE 2003										
Helped achieve main reason	%	64.1 ± 2.0	67.3 ± 1.5	63.0 ± 2.4	66.0 ± 3.0	68.9 ± 2.9	63.6 ± 4.3	72.9 ± 7.8	49.3 ± 20.0	65.2 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.5	13.7 ± 1.1	15.0 ± 1.7	15.1 ± 2.2	12.0 ± 2.0	13.2 ± 3.0	9.5 ± 5.1	np	13.9 ± 0.7
Did not help achieve main reason	%	10.1 ± 1.3	7.9 ± 0.9	11.5 ± 1.6	6.7 ± 1.6	8.4 ± 1.7	11.1 ± 2.8	6.4 ± 4.3	np	9.4 ± 0.6
Did not know yet	%	11.9 ± 1.4	11.1 ± 1.0	10.5 ± 1.5	12.3 ± 2.1	10.8 ± 1.9	12.1 ± 2.9	11.3 ± 5.5	19.1 ± 15.7	11.5 ± 0.6

(a) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data the ACT and the NT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

– Nil or rounded to zero. np Not published.

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

Table 5A.43

Table 5A.43 Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2007											
	Helped achieve main reason	%	74.0 ± 3.7	76.9 ± 3.7	78.7 ± 2.0	79.9 ± 2.9	75.5 ± 4.1	77.9 ± 3.1	75.0 ± 23.1	76.4 ± 4.3	76.8 ± 1.4
	Partly helped achieve main reason	%	12.2 ± 2.9	11.4 ± 3.1	12.1 ± 1.6	10.6 ± 2.2	12.3 ± 3.1	10.6 ± 2.2	np	11.0 ± 2.7	11.8 ± 1.2
	Did not help achieve main reason	%	5.8 ± 2.2	5.1 ± 2.2	4.3 ± 1.0	3.5 ± 1.2	3.2 ± 1.6	5.2 ± 1.6	-	4.1 ± 2.9	4.8 ± 0.8
	Did not know yet	%	8.0 ± 2.4	6.6 ± 1.4	4.9 ± 1.0	6.0 ± 1.6	9.0 ± 2.9	6.3 ± 1.8	np	8.5 ± 2.7	6.6 ± 0.8
VET 2006											
	Helped achieve main reason	%	71.8 ± 5.7	79.3 ± 4.7	75.7 ± 3.7	76.6 ± 5.5	83.9 ± 6.5	80.1 ± 3.1	88.0 ± 11.6	84.2 ± 5.7	76.2 ± 2.4
	Partly helped achieve main reason	%	14.1 ± 4.7	11.3 ± 3.7	11.6 ± 2.7	13.7 ± 4.1	6.8 ± 4.1	10.3 ± 2.5	np	8.1 ± 4.7	12.0 ± 1.8
	Did not help achieve main reason	%	5.5 ± 2.4	2.8 ± 2.0	5.8 ± 2.2	2.5 ± 1.8	3.4 ± 2.9	4.3 ± 1.6	np	2.6 ± 2.9	4.7 ± 1.2
	Did not know yet	%	8.6 ± 3.5	6.6 ± 2.9	6.9 ± 2.0	7.1 ± 3.5	5.8 ± 4.5	5.2 ± 1.8	np	5.1 ± 3.3	7.1 ± 1.4
VET 2005											
	Helped achieve main reason	%	72.6 ± 4.3	79.4 ± 3.1	72.9 ± 2.4	71.1 ± 3.5	78.4 ± 3.9	74.8 ± 2.7	88.6 ± 11.0	73.4 ± 5.9	74.4 ± 1.6
	Partly helped achieve main reason	%	13.7 ± 3.5	10.6 ± 2.5	13.7 ± 1.8	14.4 ± 2.5	10.3 ± 3.1	11.0 ± 2.0	np	15.7 ± 5.7	12.8 ± 1.2
	Did not help achieve main reason	%	5.9 ± 2.2	4.5 ± 1.4	7.4 ± 1.4	5.1 ± 1.8	3.9 ± 1.8	8.8 ± 1.8	-	4.6 ± 2.0	6.2 ± 0.8
	Did not know yet	%	7.8 ± 1.6	5.6 ± 1.4	6.0 ± 1.2	9.4 ± 2.2	7.4 ± 2.4	5.4 ± 1.6	np	6.3 ± 2.2	6.7 ± 0.6
TAFE 2007											
	Helped achieve main reason	%	73.5 ± 3.3	76.9 ± 3.5	77.4 ± 2.2	79.1 ± 2.9	72.4 ± 5.5	73.3 ± 4.5	69.5 ± 30.0	78.2 ± 5.3	75.9 ± 1.4
	Partly helped achieve main reason	%	12.5 ± 2.5	11.5 ± 2.9	12.5 ± 1.8	11.4 ± 2.4	13.1 ± 3.9	12.5 ± 3.3	np	10.7 ± 3.9	12.2 ± 1.2
	Did not help achieve main reason	%	5.4 ± 1.6	3.8 ± 1.4	4.7 ± 1.2	3.4 ± 1.2	2.8 ± 2.0	5.5 ± 2.4	-	3.0 ± 2.4	4.6 ± 0.6
	Did not know yet	%	8.7 ± 2.0	7.7 ± 2.0	5.4 ± 1.2	6.1 ± 1.8	11.7 ± 4.1	8.7 ± 2.7	np	8.1 ± 3.7	7.3 ± 0.8
TAFE 2006											
	Helped achieve main reason	%	72.9 ± 6.9	80.8 ± 6.7	73.9 ± 4.5	75.9 ± 6.5	84.9 ± 7.3	78.0 ± 4.3	89.7 ± 14.1	80.1 ± 8.0	75.5 ± 2.7
	Partly helped achieve main reason	%	10.9 ± 5.3	10.4 ± 5.3	12.5 ± 3.3	12.2 ± 4.7	8.2 ± 5.7	10.5 ± 3.1	np	9.7 ± 6.9	11.3 ± 2.2

Table 5A.43

Table 5A.43 Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005	Did not help achieve main reason	%	5.9 ± 3.1	3.4 ± 3.3	6.6 ± 2.7	2.6 ± 2.0	4.1 ± 3.7	5.0 ± 2.4	–	np	5.5 ± 1.6
	Did not know yet	%	10.3 ± 4.9	5.3 ± 3.5	7.0 ± 2.2	9.4 ± 4.7	np	6.5 ± 2.5	np	6.2 ± 4.3	7.7 ± 1.8
TAFE 2004	Helped achieve main reason	%	72.3 ± 2.9	81.1 ± 3.1	71.6 ± 2.7	71.6 ± 3.5	77.6 ± 4.9	72.3 ± 4.5	91.6 ± 15.7	72.0 ± 4.9	73.5 ± 1.4
	Partly helped achieve main reason	%	13.2 ± 2.2	10.0 ± 2.2	13.8 ± 2.2	15.0 ± 2.7	11.5 ± 4.1	11.6 ± 3.3	–	14.3 ± 3.7	12.9 ± 1.0
	Did not help achieve main reason	%	4.2 ± 1.2	4.5 ± 2.0	8.3 ± 1.8	4.0 ± 1.2	3.1 ± 1.4	9.3 ± 2.7	–	5.2 ± 2.4	5.9 ± 0.8
	Did not know yet	%	10.3 ± 2.0	4.5 ± 1.6	6.4 ± 1.6	9.4 ± 2.2	7.9 ± 2.9	6.9 ± 2.5	np	8.4 ± 3.1	7.7 ± 0.8
TAFE 2003	Helped achieve main reason	%	70.0 ± 6.1	77.2 ± 7.4	72.5 ± 3.7	60.3 ± 6.9	80.6 ± 6.9	69.0 ± 6.7	np	74.3 ± 5.5	71.3 ± 2.9
	Partly helped achieve main reason	%	10.0 ± 3.5	11.8 ± 5.9	11.9 ± 2.5	16.1 ± 5.1	5.2 ± 3.3	13.4 ± 4.9	–	10.6 ± 4.1	11.0 ± 1.8
	Did not help achieve main reason	%	7.2 ± 3.1	6.2 ± 4.5	7.8 ± 2.5	9.3 ± 3.7	5.8 ± 4.7	9.5 ± 4.1	np	6.9 ± 3.5	7.6 ± 1.6
	Did not know yet	%	12.7 ± 4.7	4.7 ± 3.1	7.9 ± 2.4	14.3 ± 4.9	8.3 ± 4.7	8.1 ± 3.9	–	8.2 ± 2.7	10.2 ± 2.2
TAFE 2003	Helped achieve main reason	%	65.6 ± 2.3	71.3 ± 2.6	65.6 ± 2.0	64.7 ± 3.0	69.5 ± 3.1	66.9 ± 4.7	77.7 ± 18.2	67.5 ± 4.0	66.7 ± 1.1
	Partly helped achieve main reason	%	14.2 ± 1.7	14.2 ± 2.0	14.6 ± 1.5	16.4 ± 2.3	10.6 ± 2.1	10.1 ± 3.0	–	11.3 ± 2.7	13.9 ± 0.8
	Did not help achieve main reason	%	8.1 ± 1.3	5.6 ± 1.3	9.4 ± 1.2	6.6 ± 1.5	8.4 ± 1.9	11.0 ± 3.1	np	8.8 ± 2.4	8.3 ± 0.6
	Did not know yet	%	12.0 ± 1.6	8.8 ± 1.6	10.5 ± 1.3	12.3 ± 2.0	11.5 ± 2.1	12.1 ± 3.3	np	12.4 ± 2.8	11.2 ± 0.7

(a) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data for SA and the ACT are not published due to 5 or fewer responses. Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

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

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

Table 5A.44

Table 5A.44 Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Helped achieve main reason	82.8 ± 7.6	78.6 ± 13.1	82.0 ± 3.1	83.3 ± 2.5	80.6 ± 5.7	82.1 ± 8.6	np	84.1 ± 4.3	82.3 ± 2.0
	Partly helped achieve main reason	11.2 ± 6.9	5.5 ± 3.1	9.3 ± 2.4	9.4 ± 2.2	8.7 ± 3.9	10.2 ± 6.7	np	7.6 ± 2.9	9.1 ± 1.4
	Did not help achieve main reason	2.4 ± 2.2	5.1 ± 3.5	3.8 ± 1.6	2.5 ± 0.8	3.1 ± 2.5	np	np	2.2 ± 1.8	3.2 ± 0.8
	Did not know yet	3.6 ± 2.4	10.8 ± 13.3	4.9 ± 1.8	4.7 ± 1.4	7.6 ± 3.9	np	np	6.1 ± 3.1	5.5 ± 1.4
VET 2006										
	Helped achieve main reason	86.3 ± 8.4	86.5 ± 9.2	79.2 ± 5.7	82.8 ± 5.5	78.0 ± 11.4	80.0 ± 8.0	np	87.0 ± 5.3	82.2 ± 2.9
	Partly helped achieve main reason	5.3 ± 5.3	6.4 ± 6.3	12.5 ± 4.7	12.7 ± 5.1	10.5 ± 9.0	8.0 ± 5.5	np	6.3 ± 3.7	10.2 ± 2.4
	Did not help achieve main reason	–	np	3.2 ± 2.4	np	4.6 ± 4.3	6.6 ± 4.9	np	5.1 ± 3.3	2.6 ± 1.0
	Did not know yet	8.4 ± 6.7	np	5.1 ± 2.9	3.7 ± 2.5	6.9 ± 7.3	5.4 ± 4.5	np	1.6 ± 1.4	5.0 ± 1.6
VET 2005										
	Helped achieve main reason	84.4 ± 8.4	86.3 ± 6.7	78.8 ± 3.9	77.2 ± 3.5	74.9 ± 5.5	75.7 ± 8.6	–	75.4 ± 8.2	78.9 ± 2.2
	Partly helped achieve main reason	3.5 ± 2.7	7.7 ± 5.1	11.3 ± 3.1	11.5 ± 2.7	10.9 ± 3.9	12.0 ± 6.1	–	10.3 ± 3.7	10.1 ± 1.6
	Did not help achieve main reason	6.6 ± 6.1	1.9 ± 2.0	4.9 ± 2.2	3.3 ± 1.4	4.4 ± 2.4	6.2 ± 5.3	–	5.1 ± 2.0	4.4 ± 1.2
	Did not know yet	5.5 ± 3.9	4.1 ± 3.1	5.0 ± 2.0	8.0 ± 2.4	9.8 ± 3.9	6.1 ± 4.9	–	9.2 ± 7.3	6.5 ± 1.2
TAFE 2007										
	Helped achieve main reason	75.6 ± 9.8	84.3 ± 7.6	79.6 ± 3.9	82.6 ± 2.9	80.1 ± 7.6	82.9 ± 13.1	np	82.3 ± 5.3	80.6 ± 2.2
	Partly helped achieve main reason	15.5 ± 9.0	5.9 ± 3.5	10.9 ± 3.1	10.2 ± 2.5	9.8 ± 5.9	17.1 ± 13.1	np	8.3 ± 3.5	10.8 ± 1.8
	Did not help achieve main reason	np	4.3 ± 3.7	4.0 ± 2.0	2.6 ± 1.0	np	–	np	2.8 ± 2.4	3.2 ± 1.0
	Did not know yet	5.9 ± 3.7	5.5 ± 5.7	5.4 ± 2.2	4.6 ± 1.6	7.4 ± 4.9	–	np	6.5 ± 3.5	5.3 ± 1.2
TAFE 2006										
	Helped achieve main reason	85.3 ± 9.6	83.8 ± 15.9	78.0 ± 7.1	87.6 ± 5.1	74.4 ± 15.9	73.1 ± 12.3	np	83.6 ± 6.9	82.0 ± 3.5
	Partly helped achieve main reason	6.6 ± 6.7	np	13.4 ± 5.9	8.3 ± 4.5	11.2 ± 11.0	11.7 ± 9.2	np	7.1 ± 4.9	9.9 ± 2.7
	Did not help achieve main reason	–	–	2.8 ± 2.2	np	np	11.3 ± 9.0	np	7.0 ± 4.7	2.4 ± 1.0
	Did not know yet	8.1 ± 6.9	np	5.8 ± 3.9	3.4 ± 2.9	np	np	np	2.3 ± 2.2	5.6 ± 2.2
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.44

Table 5A.44 Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	78.7 ± 7.8	81.6 ± 8.8	77.4 ± 4.7	77.8 ± 3.7	74.1 ± 6.7	76.1 ± 13.3	–	73.5 ± 6.3	77.3 ± 2.4
Partly helped achieve main reason	%	6.1 ± 4.5	9.4 ± 7.1	11.8 ± 3.7	11.1 ± 2.7	11.0 ± 4.9	17.7 ± 12.2	–	14.0 ± 5.1	11.1 ± 1.8
Did not help achieve main reason	%	5.2 ± 3.7	5.0 ± 4.7	4.5 ± 2.4	3.4 ± 1.6	5.4 ± 3.3	np	–	6.4 ± 2.7	4.4 ± 1.2
Did not know yet	%	9.9 ± 5.9	4.0 ± 3.7	6.4 ± 2.5	7.7 ± 2.5	9.6 ± 4.5	np	–	6.1 ± 3.1	7.2 ± 1.4
TAFE 2004										
Helped achieve main reason	%	67.1 ± 16.7	62.1 ± 19.0	74.6 ± 6.9	80.9 ± 5.9	75.0 ± 8.4	65.5 ± 21.6	–	88.5 ± 7.6	74.7 ± 4.9
Partly helped achieve main reason	%	15.0 ± 10.6	10.3 ± 8.2	10.7 ± 4.9	10.9 ± 4.7	16.1 ± 5.7	21.8 ± 17.8	–	7.0 ± 5.5	12.5 ± 3.1
Did not help achieve main reason	%	np	np	4.4 ± 2.9	2.6 ± 2.5	np	–	–	np	3.5 ± 1.8
Did not know yet	%	16.0 ± 14.5	np	10.2 ± 5.1	5.6 ± 3.3	6.4 ± 6.3	np	–	np	9.3 ± 4.1
TAFE 2003										
Helped achieve main reason	%	63.4 ± 6.9	70.6 ± 7.9	73.0 ± 3.7	72.6 ± 3.4	68.4 ± 4.8	79.0 ± 11.1	–	79.0 ± 4.6	71.9 ± 1.9
Partly helped achieve main reason	%	18.9 ± 5.6	13.3 ± 5.8	10.2 ± 2.5	11.1 ± 2.4	13.2 ± 3.5	8.5 ± 7.8	–	4.7 ± 2.5	11.4 ± 1.3
Did not help achieve main reason	%	8.9 ± 4.1	6.4 ± 4.1	7.9 ± 2.2	4.2 ± 1.5	7.4 ± 2.6	np	–	8.7 ± 3.2	6.7 ± 1.1
Did not know yet	%	8.9 ± 4.1	9.7 ± 5.2	8.9 ± 2.4	12.1 ± 2.5	11.0 ± 3.2	10.6 ± 8.5	–	7.5 ± 3.1	10.0 ± 1.2

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

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

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

Table 5A.45

Table 5A.45 Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2007											
	Helped achieve main reason	%	61.3 ± 4.3	70.0 ± 3.1	66.2 ± 3.9	67.2 ± 5.3	63.3 ± 6.1	69.9 ± 7.3	65.4 ± 10.2	81.8 ± 8.4	66.0 ± 2.0
	Partly helped achieve main reason	%	16.7 ± 3.5	14.1 ± 2.4	13.9 ± 2.9	17.3 ± 3.9	19.3 ± 4.9	13.2 ± 5.1	13.6 ± 8.0	11.7 ± 6.9	15.4 ± 1.6
	Did not help achieve main reason	%	8.0 ± 2.2	8.1 ± 1.8	9.1 ± 2.4	4.7 ± 2.0	5.9 ± 3.1	10.2 ± 4.9	10.8 ± 6.5	np	7.9 ± 1.0
	Did not know yet	%	14.0 ± 2.7	7.8 ± 1.8	10.8 ± 2.5	10.9 ± 3.1	11.6 ± 3.9	6.7 ± 3.9	10.1 ± 6.9	3.6 ± 3.5	10.8 ± 1.2
VET 2006											
	Helped achieve main reason	%	62.2 ± 7.6	60.5 ± 6.5	71.2 ± 6.1	68.1 ± 7.1	59.1 ± 10.0	64.5 ± 8.6	67.0 ± 12.7	86.9 ± 8.6	64.5 ± 3.3
	Partly helped achieve main reason	%	15.7 ± 5.7	14.6 ± 4.3	15.6 ± 5.1	16.4 ± 5.7	20.6 ± 8.2	15.5 ± 6.7	18.7 ± 10.4	6.7 ± 5.5	15.7 ± 2.5
	Did not help achieve main reason	%	11.5 ± 5.3	12.7 ± 5.1	6.4 ± 2.4	6.0 ± 3.5	7.7 ± 5.3	10.0 ± 5.5	9.7 ± 9.6	np	9.8 ± 2.4
	Did not know yet	%	10.6 ± 3.9	12.2 ± 4.1	6.7 ± 3.1	9.5 ± 3.9	12.6 ± 7.1	4.6 ± 4.1		np	10.0 ± 2.0
VET 2005											
	Helped achieve main reason	%	60.1 ± 5.9	61.6 ± 4.9	65.7 ± 4.1	60.8 ± 4.9	65.9 ± 5.1	68.8 ± 6.9	58.9 ± 10.2	61.4 ± 20.6	62.4 ± 2.4
	Partly helped achieve main reason	%	19.6 ± 4.5	19.1 ± 4.7	16.5 ± 3.3	17.0 ± 3.5	17.7 ± 4.3	14.3 ± 5.1	17.3 ± 7.4	18.1 ± 22.0	18.2 ± 2.0
	Did not help achieve main reason	%	8.6 ± 3.3	9.5 ± 3.5	8.4 ± 2.2	8.5 ± 2.7	6.8 ± 2.7	9.2 ± 4.5	13.3 ± 7.3	6.2 ± 5.1	8.7 ± 1.6
	Did not know yet	%	11.7 ± 2.9	9.8 ± 2.2	9.3 ± 2.4	13.7 ± 3.3	9.5 ± 2.9	7.7 ± 4.1	10.5 ± 7.1	14.3 ± 15.7	10.6 ± 1.2
TAFE 2007											
	Helped achieve main reason	%	59.1 ± 4.3	62.9 ± 3.9	67.3 ± 4.7	63.5 ± 5.5	58.7 ± 7.4	71.1 ± 9.0	67.4 ± 15.1	86.7 ± 8.4	62.9 ± 2.2
	Partly helped achieve main reason	%	16.8 ± 3.1	17.8 ± 3.1	11.6 ± 3.3	19.0 ± 4.5	23.7 ± 6.7	12.2 ± 6.1	15.6 ± 13.3	9.9 ± 7.1	16.2 ± 1.6
	Did not help achieve main reason	%	8.8 ± 2.4	9.9 ± 2.4	9.0 ± 2.7	5.9 ± 2.7	6.4 ± 3.9	8.4 ± 5.9	np	np	8.6 ± 1.2
	Did not know yet	%	15.2 ± 3.1	9.3 ± 2.4	12.2 ± 3.1	11.6 ± 3.7	11.3 ± 4.5	8.3 ± 5.5	9.9 ± 8.6	np	12.2 ± 1.6
TAFE 2006											
	Helped achieve main reason	%	60.1 ± 8.4	58.0 ± 8.0	69.3 ± 7.4	65.8 ± 8.2	53.2 ± 12.0	64.1 ± 10.8	70.3 ± 13.7	86.7 ± 9.8	62.3 ± 4.1
	Partly helped achieve main reason	%	14.9 ± 5.9	13.7 ± 5.5	17.7 ± 6.5	15.9 ± 6.3	25.1 ± 10.2	13.2 ± 7.6	15.4 ± 11.0	np	15.9 ± 2.9
	Did not help achieve main reason	%	14.0 ± 6.3	13.1 ± 5.7	5.1 ± 2.9	6.4 ± 4.3	5.9 ± 5.1	8.8 ± 5.9	np	np	10.3 ± 2.7
	Did not know yet	%	11.0 ± 4.3	15.2 ± 6.1	7.9 ± 4.3	11.9 ± 5.1	15.8 ± 9.2	14.0 ± 7.4	10.1 ± 8.4	np	11.5 ± 2.4
REPORT ON GOVERNMENT SERVICES 2009											
										VOCATIONAL EDUCATION AND TRAINING	

Table 5A.45

Table 5A.45 Whether course helped graduates achieve their main reason for undertaking training, graduates reporting a disability (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	59.1 ± 4.7	63.8 ± 4.5	66.2 ± 4.7	58.4 ± 5.1	62.1 ± 6.5	67.5 ± 9.6	61.2 ± 12.9	75.3 ± 10.4	62.2 ± 2.4
Partly helped achieve main reason	%	19.4 ± 3.9	17.0 ± 3.5	15.5 ± 3.5	17.7 ± 3.7	17.7 ± 5.1	13.6 ± 7.3	21.6 ± 11.0	8.3 ± 6.3	17.5 ± 1.8
Did not help achieve main reason	%	6.8 ± 2.4	8.2 ± 2.7	9.6 ± 2.7	7.0 ± 2.4	7.6 ± 3.1	10.5 ± 6.1	np	6.7 ± 5.9	7.9 ± 1.2
Did not know yet	%	14.7 ± 3.3	10.9 ± 2.9	8.7 ± 2.5	16.9 ± 4.3	12.6 ± 3.9	8.3 ± 5.7	11.5 ± 8.2	9.7 ± 7.3	12.4 ± 1.6
TAFE 2004										
Helped achieve main reason	%	48.5 ± 7.8	53.0 ± 8.2	61.2 ± 6.7	57.0 ± 8.2	49.4 ± 11.4	54.5 ± 15.7	60.5 ± 20.8	80.6 ± 10.8	53.0 ± 4.1
Partly helped achieve main reason	%	16.5 ± 5.5	16.2 ± 6.9	11.9 ± 4.3	16.8 ± 5.9	13.7 ± 7.1	20.3 ± 12.7	np	np	15.6 ± 2.9
Did not help achieve main reason	%	13.7 ± 5.7	9.7 ± 5.1	11.7 ± 4.3	10.9 ± 4.7	12.3 ± 7.1	–	np	np	11.8 ± 2.7
Did not know yet	%	21.4 ± 6.1	21.2 ± 6.7	15.1 ± 4.7	15.4 ± 5.9	24.6 ± 10.4	25.1 ± 14.1	np	np	19.6 ± 3.1
TAFE 2003										
Helped achieve main reason	%	48.3 ± 4.0	49.1 ± 3.8	54.2 ± 3.9	53.2 ± 5.1	52.7 ± 5.3	46.9 ± 11.4	53.4 ± 15.1	65.0 ± 11.6	50.6 ± 1.9
Partly helped achieve main reason	%	17.1 ± 3.0	16.7 ± 2.9	17.5 ± 3.0	16.8 ± 3.8	18.7 ± 4.2	17.0 ± 8.6	20.7 ± 12.3	15.1 ± 8.7	17.2 ± 1.4
Did not help achieve main reason	%	14.6 ± 2.8	15.5 ± 2.8	12.9 ± 2.6	14.0 ± 3.5	11.2 ± 3.4	21.0 ± 9.3	11.7 ± 9.7	9.4 ± 7.1	14.2 ± 1.3
Did not know yet	%	20.1 ± 3.2	18.7 ± 3.0	15.4 ± 2.8	16.0 ± 3.7	17.4 ± 4.1	15.1 ± 8.2	14.2 ± 10.6	10.5 ± 7.4	18.0 ± 1.4

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

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

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

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

Table 5A.46

Table 5A.46 Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	%	62.5 ± 2.7	66.2 ± 2.7	70.0 ± 3.3	67.3 ± 3.5	69.3 ± 4.9	73.2 ± 10.6	74.0 ± 7.1	73.7 ± 7.4	65.6 ± 1.6
	%	20.4 ± 2.4	18.9 ± 2.7	16.4 ± 2.7	16.6 ± 2.9	15.9 ± 3.7	11.1 ± 7.4	14.4 ± 5.5	15.0 ± 4.9	18.7 ± 1.4
	%	5.3 ± 1.4	5.1 ± 1.0	5.3 ± 1.8	5.5 ± 1.8	6.4 ± 2.5	np	3.1 ± 2.5	3.8 ± 5.5	5.2 ± 0.6
	%	11.7 ± 1.8	9.9 ± 1.4	8.4 ± 2.2	10.6 ± 2.4	8.4 ± 2.7	10.5 ± 7.4	8.4 ± 4.5	7.5 ± 3.9	10.4 ± 1.0
VET 2006										
	%	64.9 ± 4.3	64.6 ± 4.1	73.8 ± 5.7	73.8 ± 5.1	75.8 ± 7.6	69.7 ± 13.5	73.8 ± 7.8	84.3 ± 12.3	67.5 ± 2.4
	%	17.8 ± 3.5	19.3 ± 3.5	12.4 ± 4.3	12.3 ± 3.5	11.3 ± 5.5	9.5 ± 7.1	15.0 ± 6.5	8.5 ± 10.6	16.7 ± 2.0
	%	6.8 ± 2.4	5.6 ± 1.8	4.6 ± 2.2	2.8 ± 2.0	4.1 ± 3.5	np	3.7 ± 3.3	6.2 ± 6.5	5.7 ± 1.2
	%	10.4 ± 2.5	10.6 ± 2.5	9.2 ± 3.7	11.1 ± 3.5	8.8 ± 5.1	18.0 ± 13.3	7.5 ± 4.1	np	10.2 ± 1.4
VET 2005										
	%	61.4 ± 3.3	66.8 ± 2.7	66.9 ± 4.1	66.0 ± 3.5	69.7 ± 4.7	73.5 ± 10.6	67.3 ± 7.8	70.8 ± 11.4	64.8 ± 1.8
	%	20.9 ± 2.5	16.9 ± 2.4	17.9 ± 3.3	18.3 ± 2.7	16.6 ± 3.9	9.7 ± 6.7	15.5 ± 6.1	15.6 ± 5.7	18.6 ± 1.4
	%	5.6 ± 1.4	6.3 ± 1.2	6.4 ± 2.0	4.9 ± 1.6	4.3 ± 1.8	np	5.5 ± 3.7	3.1 ± 2.4	5.8 ± 0.8
	%	12.2 ± 2.2	10.0 ± 1.6	8.8 ± 2.5	10.9 ± 2.4	9.5 ± 3.1	11.1 ± 6.9	11.7 ± 5.9	10.6 ± 9.6	10.8 ± 1.0
TAFE 2007										
	%	61.7 ± 2.7	62.4 ± 2.7	69.3 ± 4.1	67.8 ± 3.9	61.6 ± 6.7	67.5 ± 14.9	67.4 ± 10.8	78.1 ± 7.8	63.5 ± 1.6
	%	20.1 ± 2.2	17.5 ± 2.2	17.0 ± 3.5	17.0 ± 3.1	19.2 ± 5.3	10.9 ± 8.6	18.3 ± 8.8	14.9 ± 6.7	18.7 ± 1.4
	%	5.4 ± 1.2	6.6 ± 1.4	5.1 ± 2.0	4.7 ± 1.6	7.2 ± 3.5	np	np	np	5.6 ± 0.8
	%	12.8 ± 1.8	13.6 ± 2.0	8.6 ± 2.5	10.5 ± 2.5	12.0 ± 4.3	16.9 ± 12.7	10.8 ± 6.7	5.8 ± 4.1	12.2 ± 1.2
TAFE 2006										
	%	63.0 ± 4.7	60.9 ± 5.1	70.2 ± 6.9	73.1 ± 5.5	70.6 ± 10.6	66.4 ± 15.5	65.3 ± 10.2	82.6 ± 11.2	64.5 ± 2.7
	%	18.1 ± 3.7	18.7 ± 4.1	13.0 ± 4.5	12.5 ± 3.7	17.0 ± 8.8	13.7 ± 11.8	20.3 ± 8.6	5.1 ± 4.3	17.1 ± 2.2
	%	6.4 ± 2.5	6.6 ± 2.4	6.3 ± 3.5	2.2 ± 2.0	np	np	np	10.5 ± 10.6	6.0 ± 1.4
	%	12.5 ± 3.1	13.8 ± 3.7	10.4 ± 5.1	12.2 ± 4.1	9.9 ± 6.7	16.9 ± 11.6	10.2 ± 5.9	np	12.4 ± 2.0
REPORT ON GOVERNMENT SERVICES 2009										
										VOCATIONAL EDUCATION AND TRAINING

Table 5A.46 Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
Helped achieve main reason	%	57.3 ± 3.1	63.4 ± 3.3	68.2 ± 4.7	65.4 ± 3.7	67.1 ± 6.3	68.5 ± 15.7	65.3 ± 10.8	69.0 ± 8.6	61.4 ± 1.8
Partly helped achieve main reason	%	22.4 ± 2.5	16.3 ± 2.5	16.2 ± 3.9	19.3 ± 3.1	16.7 ± 5.1	np	21.2 ± 9.8	18.5 ± 7.4	19.5 ± 1.6
Did not help achieve main reason	%	6.8 ± 1.6	8.2 ± 2.0	6.1 ± 2.4	4.3 ± 1.4	5.4 ± 2.7	np	np	3.7 ± 3.1	6.7 ± 1.0
Did not know yet	%	13.5 ± 2.2	12.1 ± 2.4	9.5 ± 2.9	10.9 ± 2.5	10.8 ± 4.3	17.8 ± 13.1	10.8 ± 6.7	8.8 ± 4.5	12.4 ± 1.4
TAFE 2004										
Helped achieve main reason	%	56.3 ± 4.5	55.7 ± 4.5	65.3 ± 5.7	55.0 ± 5.7	61.6 ± 8.8	57.8 ± 22.3	63.8 ± 11.8	82.3 ± 7.8	57.5 ± 2.7
Partly helped achieve main reason	%	19.2 ± 3.3	21.9 ± 3.9	15.7 ± 4.3	19.1 ± 4.3	18.0 ± 6.9	27.1 ± 20.6	12.8 ± 8.0	7.6 ± 5.7	19.2 ± 2.2
Did not help achieve main reason	%	9.8 ± 2.5	8.3 ± 2.4	10.3 ± 3.7	11.2 ± 3.5	12.6 ± 6.5	np	12.6 ± 8.0	np	9.7 ± 1.6
Did not know yet	%	14.7 ± 3.1	14.1 ± 3.1	8.7 ± 3.3	14.8 ± 4.3	7.7 ± 4.9	np	10.8 ± 8.2	np	13.5 ± 2.0
TAFE 2003										
Helped achieve main reason	%	51.7 ± 2.4	56.9 ± 2.1	54.8 ± 3.1	55.0 ± 3.5	54.7 ± 4.3	66.6 ± 13.9	53.9 ± 8.5	67.7 ± 6.7	53.9 ± 1.2
Partly helped achieve main reason	%	20.4 ± 1.9	17.9 ± 1.6	21.9 ± 2.6	18.1 ± 2.7	17.6 ± 3.3	18.5 ± 11.5	16.7 ± 6.3	11.2 ± 4.5	19.5 ± 1.0
Did not help achieve main reason	%	10.9 ± 1.5	9.4 ± 1.2	9.9 ± 1.9	9.7 ± 2.1	10.3 ± 2.6	np	7.0 ± 4.3	7.6 ± 3.8	10.2 ± 0.7
Did not know yet	%	17.0 ± 1.8	15.7 ± 1.5	13.3 ± 2.1	17.1 ± 2.7	17.5 ± 3.3	10.8 ± 9.2	22.4 ± 7.1	13.5 ± 4.9	16.4 ± 0.9

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

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

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

Table 5A.47

Table 5A.47 Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	89.0 ± 1.0	88.9 ± 0.8	89.3 ± 0.8	87.1 ± 1.2	89.0 ± 1.2	90.0 ± 1.6	84.2 ± 2.5	86.6 ± 2.5	88.8 ± 0.4
	Seeking employment related outcomes	88.8 ± 1.2	88.5 ± 0.8	88.9 ± 0.8	87.0 ± 1.6	88.2 ± 1.4	89.0 ± 1.8	84.0 ± 2.9	86.6 ± 2.9	88.4 ± 0.4
	Seeking further study outcomes	88.3 ± 3.5	87.7 ± 2.9	89.0 ± 4.3	87.2 ± 3.9	92.3 ± 6.1	94.4 ± 7.6	95.8 ± 6.1	86.3 ± 11.8	88.4 ± 1.8
	Seeking personal development outcomes	89.3 ± 2.2	90.0 ± 1.8	89.8 ± 1.8	87.0 ± 2.4	90.7 ± 2.9	93.4 ± 3.1	79.7 ± 7.1	87.3 ± 5.7	89.4 ± 1.0
VET 2006										
	Satisfied with the quality of their training	87.5 ± 1.6	88.0 ± 1.2	89.0 ± 1.4	87.6 ± 1.6	87.3 ± 2.2	90.2 ± 1.8	87.3 ± 2.5	89.1 ± 3.3	88.1 ± 0.8
	Seeking employment related outcomes	87.9 ± 1.8	88.2 ± 1.4	88.5 ± 1.6	87.5 ± 2.0	87.2 ± 2.4	89.1 ± 2.2	86.6 ± 3.1	87.7 ± 4.3	88.0 ± 0.8
	Seeking further study outcomes	84.7 ± 6.5	88.9 ± 5.3	90.8 ± 5.1	87.6 ± 5.3	81.7 ± 12.9	94.8 ± 7.1	80.0 ± 17.4	97.7 ± 4.9	87.2 ± 2.9
	Seeking personal development outcomes	86.6 ± 4.7	86.2 ± 3.5	91.2 ± 2.5	87.7 ± 3.1	93.0 ± 3.9	93.2 ± 3.5	89.2 ± 5.7	90.4 ± 6.1	88.1 ± 2.0
VET 2005										
	Satisfied with the quality of their training	86.8 ± 1.4	87.1 ± 1.0	87.8 ± 0.8	86.5 ± 1.0	87.5 ± 1.2	86.6 ± 1.6	84.8 ± 2.4	87.7 ± 2.2	87.1 ± 0.6
	Seeking employment related outcomes	85.7 ± 1.8	86.4 ± 1.0	87.1 ± 1.0	86.1 ± 1.2	87.1 ± 1.2	85.2 ± 1.8	83.7 ± 2.9	86.9 ± 2.4	86.2 ± 0.6
	Seeking further study outcomes	89.5 ± 3.9	87.6 ± 3.5	90.3 ± 3.5	86.6 ± 3.3	88.0 ± 5.9	85.9 ± 11.2	83.7 ± 11.4	86.3 ± 12.5	88.5 ± 1.8
	Seeking personal development outcomes	88.7 ± 2.5	88.5 ± 2.7	88.9 ± 2.2	87.1 ± 2.2	88.7 ± 2.9	90.6 ± 3.5	88.9 ± 5.7	90.2 ± 5.9	88.6 ± 1.2
TAFE 2007										
	Satisfied with the quality of their training	89.8 ± 0.8	87.8 ± 0.8	89.6 ± 0.8	87.7 ± 1.2	89.9 ± 1.4	90.5 ± 2.2	86.1 ± 3.3	87.5 ± 2.7	89.0 ± 0.4
	Seeking employment related outcomes	90.0 ± 1.0	87.4 ± 1.0	89.1 ± 1.0	86.9 ± 1.4	89.2 ± 1.8	88.6 ± 2.7	85.0 ± 4.1	87.1 ± 3.5	88.7 ± 0.6
	Seeking further study outcomes	88.2 ± 3.7	87.4 ± 3.5	89.4 ± 4.7	89.4 ± 3.9	92.1 ± 7.1	94.7 ± 10.2	96.9 ± 6.1	91.1 ± 9.4	88.7 ± 2.0
	Seeking personal development outcomes	89.5 ± 2.0	88.6 ± 2.2	91.1 ± 1.8	90.1 ± 2.4	90.8 ± 3.5	96.0 ± 3.3	84.8 ± 7.6	88.0 ± 5.3	89.9 ± 1.0
TAFE 2006										
	Satisfied with the quality of their training	88.5 ± 1.8	86.6 ± 1.8	90.0 ± 1.6	86.9 ± 1.8	87.4 ± 2.7	90.6 ± 2.2	87.8 ± 2.9	85.4 ± 4.5	88.2 ± 0.8
	Seeking employment related outcomes	89.1 ± 2.0	86.7 ± 2.0	89.2 ± 2.0	86.8 ± 2.2	86.9 ± 3.1	89.4 ± 2.7	86.8 ± 3.9	84.7 ± 5.7	88.1 ± 1.0
	Seeking further study outcomes	85.7 ± 6.5	88.6 ± 6.5	89.6 ± 6.1	86.9 ± 5.9	80.7 ± 15.7	92.7 ± 9.8	90.2 ± 9.8	96.1 ± 8.0	87.1 ± 3.3
	Seeking personal development outcomes	87.0 ± 5.5	83.2 ± 5.5	92.8 ± 2.4	87.5 ± 3.9	94.6 ± 4.9	92.7 ± 4.7	88.8 ± 6.7	85.6 ± 8.8	88.2 ± 2.5
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.47

Table 5A.47 Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005											
	Satisfied with the quality of their training	%	88.6 ± 1.0	87.5 ± 1.0	88.0 ± 1.0	87.2 ± 1.0	89.1 ± 1.4	88.0 ± 2.4	86.6 ± 2.9	87.7 ± 2.5	88.0 ± 0.4
	Seeking employment related outcomes	%	88.3 ± 1.2	86.6 ± 1.2	87.6 ± 1.2	87.0 ± 1.2	89.4 ± 1.4	87.0 ± 2.7	85.9 ± 3.5	87.3 ± 2.7	87.6 ± 0.6
	Seeking further study outcomes	%	90.7 ± 3.5	89.2 ± 3.7	88.3 ± 4.3	86.3 ± 3.3	86.0 ± 6.9	89.2 ± 12.2	83.4 ± 12.5	83.4 ± 14.3	88.9 ± 1.8
	Seeking personal development outcomes	%	87.4 ± 2.5	90.7 ± 2.0	89.2 ± 2.4	87.7 ± 2.4	88.6 ± 3.5	90.2 ± 5.1	90.7 ± 6.1	88.9 ± 7.6	88.7 ± 1.2
TAFE 2004											
	Satisfied with the quality of their training	%	86.3 ± 1.6	83.4 ± 1.6	84.9 ± 1.4	83.6 ± 1.8	85.6 ± 2.2	86.9 ± 3.1	82.8 ± 3.7	86.8 ± 3.3	85.2 ± 0.8
	Seeking employment related outcomes	%	87.0 ± 1.8	83.3 ± 2.0	84.8 ± 1.6	83.5 ± 2.2	85.3 ± 2.4	87.3 ± 3.7	82.8 ± 4.9	83.7 ± 4.3	85.4 ± 1.0
	Seeking further study outcomes	%	88.4 ± 5.1	82.5 ± 7.1	86.0 ± 5.3	79.8 ± 6.3	83.9 ± 11.6	75.5 ± 29.2	87.9 ± 9.8	86.0 ± 24.7	85.6 ± 2.9
	Seeking personal development outcomes	%	84.7 ± 5.1	82.5 ± 4.1	84.4 ± 3.7	83.6 ± 5.1	86.5 ± 6.3	85.0 ± 7.6	78.7 ± 8.4	94.1 ± 4.3	84.4 ± 2.5
TAFE 2003											
	Satisfied with the quality of their training	%	83.3 ± 0.8	82.6 ± 0.7	81.0 ± 0.9	81.8 ± 1.0	83.1 ± 1.0	83.3 ± 2.4	80.0 ± 2.9	78.7 ± 2.5	82.5 ± 0.4
	Seeking employment related outcomes	%	82.8 ± 1.0	82.7 ± 0.8	80.4 ± 1.1	81.1 ± 1.3	83.1 ± 1.2	84.0 ± 2.7	77.8 ± 3.6	75.9 ± 3.2	82.1 ± 0.4
	Seeking further study outcomes	%	85.9 ± 3.3	81.5 ± 3.0	81.3 ± 3.7	82.4 ± 3.6	87.9 ± 4.8	80.6 ± 14.0	89.9 ± 7.9	84.1 ± 11.7	83.9 ± 1.5
	Seeking personal development outcomes	%	83.7 ± 1.8	83.3 ± 1.8	83.0 ± 2.1	83.5 ± 2.2	83.0 ± 2.9	81.5 ± 6.0	81.9 ± 6.3	84.5 ± 4.4	83.4 ± 0.9

(a) From 2003, satisfaction with overall quality of training was rated as satisfied or very satisfied on a 5 point scale. In previous years, a 10 point scale was used.

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

Table 5A.48

Table 5A.48 Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas (c)	ACT	NT	Aust
VET 2007										
	%	89.4 ± 1.2	89.1 ± 1.2	89.5 ± 1.0	87.0 ± 1.2	88.4 ± 1.6	91.8 ± 2.0	83.1 ± 3.3	88.1 ± 3.5	89.1 ± 0.6
	%	88.9 ± 1.4	88.8 ± 1.4	89.1 ± 1.0	87.0 ± 1.6	87.9 ± 1.8	91.6 ± 2.4	83.6 ± 3.7	89.0 ± 3.3	88.7 ± 0.6
	%	90.5 ± 3.7	88.3 ± 3.5	91.2 ± 4.1	87.8 ± 4.5	88.9 ± 8.4	91.6 ± 11.4	97.1 ± 5.7	88.0 ± 15.9	89.7 ± 2.0
	%	91.1 ± 2.2	89.3 ± 3.3	88.9 ± 2.4	87.9 ± 2.7	89.3 ± 3.9	92.6 ± 4.1	75.8 ± 9.8	87.0 ± 9.8	89.6 ± 1.4
VET 2006										
	%	86.1 ± 2.4	89.6 ± 1.4	89.0 ± 1.6	88.1 ± 1.8	85.1 ± 3.1	90.1 ± 2.5	86.8 ± 3.3	87.5 ± 4.3	87.8 ± 1.0
	%	86.5 ± 2.5	89.9 ± 1.8	89.6 ± 2.0	88.7 ± 2.2	85.4 ± 3.3	89.0 ± 3.1	85.2 ± 3.9	86.1 ± 5.5	88.1 ± 1.0
	%	81.5 ± 8.8	93.1 ± 4.7	93.1 ± 4.9	85.9 ± 7.3	81.7 ± 15.7	92.0 ± 11.0	86.5 ± 17.1	100.0	87.1 ± 3.9
	%	83.8 ± 7.1	87.7 ± 3.9	88.5 ± 3.9	88.2 ± 3.9	88.2 ± 7.6	93.6 ± 4.3	89.2 ± 7.3	86.8 ± 10.0	86.6 ± 2.9
VET 2005										
	%	87.8 ± 1.8	87.3 ± 1.2	86.9 ± 1.2	85.6 ± 1.4	87.0 ± 1.4	86.5 ± 2.0	84.2 ± 3.1	88.2 ± 2.5	87.1 ± 0.6
	%	86.2 ± 2.4	86.3 ± 1.4	85.8 ± 1.4	85.5 ± 1.6	86.6 ± 1.6	84.9 ± 2.4	82.2 ± 3.9	87.2 ± 3.1	86.0 ± 1.0
	%	93.3 ± 3.5	87.6 ± 4.1	91.0 ± 4.1	87.2 ± 3.5	87.8 ± 7.1	88.6 ± 12.7	79.3 ± 16.7	83.3 ± 18.0	90.0 ± 1.8
	%	89.9 ± 2.5	89.6 ± 3.9	88.2 ± 2.9	84.1 ± 3.3	88.0 ± 3.7	90.0 ± 4.3	89.9 ± 5.7	92.3 ± 4.7	88.9 ± 1.6
TAFE 2007										
	%	90.2 ± 1.0	88.2 ± 1.2	89.8 ± 1.0	87.6 ± 1.4	88.8 ± 2.0	93.2 ± 2.4	85.3 ± 4.1	88.7 ± 3.3	89.4 ± 0.6
	%	90.3 ± 1.4	87.8 ± 1.4	89.3 ± 1.2	86.7 ± 1.8	88.1 ± 2.4	92.6 ± 3.1	86.0 ± 5.1	88.1 ± 4.5	89.1 ± 0.6
	%	90.1 ± 3.9	87.2 ± 4.5	93.3 ± 4.1	89.8 ± 4.7	88.7 ± 10.0	91.0 ± 16.7	100.0	94.0 ± 8.6	89.9 ± 2.2
	%	90.3 ± 2.4	89.3 ± 2.5	89.8 ± 2.5	91.0 ± 2.9	91.4 ± 4.3	95.1 ± 4.5	78.5 ± 11.4	90.7 ± 6.1	90.2 ± 1.2
TAFE 2006										
	%	87.3 ± 2.5	88.1 ± 2.2	89.9 ± 1.8	87.7 ± 2.2	84.7 ± 3.9	90.8 ± 2.7	88.5 ± 3.7	81.7 ± 6.7	87.8 ± 1.2
	%	87.7 ± 2.7	88.0 ± 2.5	90.0 ± 2.2	88.1 ± 2.5	83.6 ± 4.5	90.1 ± 3.5	87.3 ± 4.7	78.6 ± 9.0	87.9 ± 1.4
	%	81.0 ± 9.4	95.8 ± 3.5	93.9 ± 4.5	85.1 ± 7.8	83.3 ± 16.5	90.0 ± 13.5	93.5 ± 9.0	100.0	87.2 ± 4.5
	%	85.1 ± 8.4	83.0 ± 7.1	90.4 ± 3.9	89.9 ± 4.1	92.0 ± 8.6	91.1 ± 6.3	87.7 ± 9.0	81.4 ± 13.1	86.8 ± 3.9
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.48

Table 5A.48 Proportion of female graduates who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas (c)	ACT	NT	Aust	
TAFE 2005											
	%	89.5 ± 1.2	87.7 ± 1.2	87.3 ± 1.2	86.3 ± 1.4	88.1 ± 1.8	89.6 ± 2.7	87.6 ± 3.5	89.2 ± 2.7	88.2 ± 0.6	
Satisfied with the quality of their training	%	89.0 ± 1.6	86.7 ± 1.6	86.1 ± 1.6	86.3 ± 1.6	89.1 ± 1.8	88.5 ± 3.5	86.2 ± 4.7	88.4 ± 3.5	87.6 ± 0.8	
Seeking employment related outcomes	%	93.3 ± 3.5	90.3 ± 4.1	90.1 ± 4.7	87.0 ± 3.7	84.3 ± 8.8	89.4 ± 14.7	82.0 ± 16.5	87.5 ± 17.1	90.5 ± 2.0	
Seeking further study outcomes	%	88.1 ± 2.7	90.5 ± 2.7	89.7 ± 2.9	84.9 ± 3.3	86.6 ± 4.9	90.9 ± 5.9	91.1 ± 7.1	92.2 ± 5.7	88.6 ± 1.4	
Seeking personal development outcomes	TAFE 2004										
	%	87.2 ± 1.8	84.1 ± 2.2	84.4 ± 1.8	85.0 ± 2.2	85.1 ± 2.9	89.1 ± 3.9	81.7 ± 5.1	89.1 ± 3.7	85.9 ± 1.0	
Satisfied with the quality of their training	%	88.2 ± 2.0	84.5 ± 2.5	85.0 ± 2.2	86.2 ± 2.4	85.0 ± 3.1	88.6 ± 4.9	81.8 ± 6.9	85.3 ± 5.3	86.5 ± 1.2	
Seeking employment related outcomes	%	85.9 ± 6.3	87.0 ± 7.4	84.3 ± 6.9	86.1 ± 5.9	81.4 ± 16.3	np	82.4 ± 13.7	100.0	85.7 ± 3.5	
Seeking further study outcomes	%	85.4 ± 4.7	82.1 ± 5.7	81.8 ± 5.5	80.6 ± 7.4	87.3 ± 8.0	90.7 ± 7.8	78.8 ± 10.8	96.5 ± 4.3	84.3 ± 2.7	
Seeking personal development outcomes	TAFE 2003										
	%	84.6 ± 1.0	83.0 ± 1.0	81.9 ± 1.1	83.7 ± 1.3	83.6 ± 1.3	82.4 ± 3.5	78.5 ± 3.8	78.4 ± 3.2	83.5 ± 0.5	
Satisfied with the quality of their training	%	83.7 ± 1.3	83.6 ± 1.1	80.8 ± 1.4	82.9 ± 1.7	83.6 ± 1.5	82.4 ± 4.2	76.3 ± 4.9	75.0 ± 4.2	82.9 ± 0.6	
Seeking employment related outcomes	%	86.7 ± 3.9	78.3 ± 4.3	86.1 ± 4.2	81.8 ± 4.5	89.1 ± 5.3	88.4 ± 15.4	87.6 ± 10.1	87.5 ± 12.3	84.5 ± 1.9	
Seeking further study outcomes	%	85.0 ± 2.1	83.5 ± 2.2	84.2 ± 2.5	84.3 ± 2.7	81.5 ± 3.8	80.7 ± 7.5	78.7 ± 8.4	84.9 ± 5.4	84.2 ± 1.1	
Seeking personal development outcomes											

(a) Some data for Tasmania are not published due to 5 or fewer responses.

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

Table 5A.49

Table 5A.49 Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 88.3 ± 1.2	88.3 ± 1.0	88.2 ± 1.2	86.5 ± 1.4	88.2 ± 1.6	100.0	84.5 ± 2.7	75.8 ± 23.3	88.0 ± 0.6
	Seeking employment related outcomes	% 88.8 ± 1.6	87.9 ± 1.2	87.6 ± 1.4	86.7 ± 1.8	87.2 ± 1.8	100.0	84.2 ± 3.1	73.0 ± 29.4	87.9 ± 0.8
	Seeking further study outcomes	% 87.4 ± 4.3	87.2 ± 3.5	86.3 ± 6.5	89.0 ± 4.5	91.2 ± 8.2	-	96.5 ± 6.7	-	87.7 ± 2.4
	Seeking personal development outcomes	% 85.9 ± 3.3	89.6 ± 2.7	87.8 ± 3.1	83.7 ± 3.5	90.7 ± 3.7	np	79.0 ± 8.0	np	87.3 ± 1.6
VET 2006										
	Satisfied with the quality of their training	% 86.2 ± 2.2	86.5 ± 1.8	88.1 ± 2.2	87.6 ± 2.2	86.7 ± 2.7	100.0	86.5 ± 3.1	91.5 ± 10.8	86.8 ± 1.0
	Seeking employment related outcomes	% 86.0 ± 2.4	86.8 ± 2.0	87.6 ± 2.5	87.4 ± 2.9	86.6 ± 2.9	100.0	85.9 ± 3.7	90.9 ± 11.6	86.7 ± 1.2
	Seeking further study outcomes	% 87.1 ± 5.9	87.0 ± 7.1	90.5 ± 6.5	87.0 ± 6.5	80.2 ± 15.3	-	79.2 ± 18.0	-	87.1 ± 3.3
	Seeking personal development outcomes	% 83.5 ± 7.4	84.2 ± 5.5	91.1 ± 4.1	87.9 ± 4.1	92.3 ± 5.3	np	89.1 ± 6.3	np	86.1 ± 3.3
VET 2005										
	Satisfied with the quality of their training	% 86.9 ± 1.8	86.6 ± 1.2	87.0 ± 1.4	86.1 ± 1.4	87.3 ± 1.4	76.2 ± 17.2	83.9 ± 2.7	93.5 ± 9.0	86.7 ± 0.8
	Seeking employment related outcomes	% 86.1 ± 2.4	85.8 ± 1.6	86.9 ± 1.6	85.6 ± 1.6	86.9 ± 1.6	73.7 ± 20.4	83.0 ± 3.3	91.5 ± 11.6	86.0 ± 1.0
	Seeking further study outcomes	% 89.3 ± 4.7	88.6 ± 4.1	91.1 ± 4.3	89.1 ± 3.5	89.9 ± 6.3	-	81.9 ± 13.5	np	89.3 ± 2.2
	Seeking personal development outcomes	% 86.6 ± 3.7	88.7 ± 3.7	85.7 ± 3.9	86.0 ± 3.3	87.0 ± 3.9	np	87.7 ± 6.7	np	87.1 ± 2.0
TAFE 2007										
	Satisfied with the quality of their training	% 89.4 ± 1.2	87.4 ± 1.2	88.5 ± 1.4	86.7 ± 1.6	89.1 ± 2.0	np	86.8 ± 3.7	93.6 ± 12.3	88.4 ± 0.6
	Seeking employment related outcomes	% 90.2 ± 1.4	86.8 ± 1.4	88.0 ± 1.8	85.9 ± 2.0	88.1 ± 2.4	np	84.9 ± 4.7	90.4 ± 18.2	88.2 ± 0.8
	Seeking further study outcomes	% 88.1 ± 4.3	87.5 ± 4.1	86.2 ± 7.3	91.3 ± 4.5	91.5 ± 9.8	np	96.4 ± 7.1	-	88.4 ± 2.4
	Seeking personal development outcomes	% 87.0 ± 2.9	89.0 ± 2.9	88.7 ± 3.5	86.8 ± 4.1	90.4 ± 4.7	np	87.5 ± 7.8	np	87.9 ± 1.6
TAFE 2006										
	Satisfied with the quality of their training	% 87.8 ± 2.5	86.4 ± 2.4	89.0 ± 2.5	87.1 ± 2.4	85.6 ± 3.7	np	87.8 ± 3.3	84.4 ± 17.6	87.4 ± 1.4
	Seeking employment related outcomes	% 88.6 ± 2.4	86.6 ± 2.7	89.1 ± 3.3	87.4 ± 2.7	85.2 ± 4.3	np	87.6 ± 4.3	82.6 ± 19.8	87.7 ± 1.4
	Seeking further study outcomes	% 87.5 ± 6.3	86.3 ± 8.4	87.5 ± 8.2	87.5 ± 6.7	76.6 ± 18.6	np	89.5 ± 10.4	-	86.7 ± 3.7
	Seeking personal development outcomes	% 83.1 ± 8.8	83.2 ± 7.6	92.6 ± 4.5	86.4 ± 5.5	92.5 ± 7.3	np	88.2 ± 7.4	np	85.5 ± 4.5
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.49

Table 5A.49 Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005											
	%	88.4 ± 1.4	87.3 ± 1.4	87.4 ± 1.6	86.9 ± 1.4	89.4 ± 1.6	np	85.6 ± 3.3	90.6 ± 12.7	87.8 ± 0.6	
Satisfied with the quality of their training	%	88.6 ± 1.6	86.3 ± 1.6	87.1 ± 1.8	86.6 ± 1.8	89.8 ± 2.0	np	85.0 ± 4.1	86.3 ± 18.2	87.5 ± 0.8	
Seeking employment related outcomes	%	90.4 ± 4.3	89.8 ± 4.1	89.5 ± 5.1	88.4 ± 3.7	89.2 ± 6.9	–	78.0 ± 16.1	np	89.6 ± 2.2	
Seeking further study outcomes	%	85.2 ± 3.5	90.5 ± 2.7	87.6 ± 4.1	85.8 ± 3.7	87.1 ± 4.9	np	91.1 ± 6.1	np	87.0 ± 1.8	
Seeking personal development outcomes	TAFE 2004										
	%	86.6 ± 2.0	83.8 ± 2.0	82.7 ± 2.2	82.2 ± 2.4	85.0 ± 2.5	–	83.7 ± 3.9	89.7 ± 14.7	84.8 ± 1.0	
Satisfied with the quality of their training	%	85.4 ± 2.4	84.0 ± 2.5	82.2 ± 2.7	82.1 ± 2.9	83.8 ± 3.1	–	83.8 ± 5.3	86.7 ± 18.8	84.1 ± 1.4	
Seeking employment related outcomes	%	91.2 ± 4.5	81.2 ± 8.0	82.6 ± 6.9	78.5 ± 7.4	92.2 ± 7.3	–	86.7 ± 10.6	np	86.4 ± 3.1	
Seeking further study outcomes	%	90.2 ± 4.3	82.8 ± 5.1	85.9 ± 4.9	82.4 ± 7.4	89.5 ± 6.5	–	80.1 ± 8.4	np	86.8 ± 2.5	
Seeking personal development outcomes	TAFE 2003										
	%	82.4 ± 1.2	81.4 ± 1.0	80.0 ± 1.4	81.5 ± 1.4	82.3 ± 1.4	np	79.5 ± 3.3	71.3 ± 15.7	81.7 ± 0.5	
Satisfied with the quality of their training	%	81.4 ± 1.5	81.6 ± 1.2	79.3 ± 1.7	80.7 ± 1.8	82.4 ± 1.5	np	76.3 ± 4.1	60.5 ± 20.4	81.1 ± 0.7	
Seeking employment related outcomes	%	86.9 ± 4.0	81.6 ± 3.6	81.9 ± 4.6	83.5 ± 4.4	88.4 ± 5.7	np	93.3 ± 7.4	–	84.7 ± 1.9	
Seeking further study outcomes	%	83.3 ± 2.7	81.5 ± 2.5	81.7 ± 3.1	83.1 ± 3.2	80.7 ± 4.2	np	84.1 ± 6.7	100.0	82.6 ± 1.3	
Seeking personal development outcomes	(a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.										

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

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

Table 5A.50

Table 5A.50 Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
VET 2007											
	Satisfied with the quality of their training	%	89.8 ± 1.8	89.7 ± 1.2	89.9 ± 1.6	87.5 ± 2.4	89.9 ± 2.5	88.3 ± 2.4	82.7 ± 6.1	100.0	89.5 ± 0.8
	Seeking employment related outcomes	%	88.9 ± 2.2	89.0 ± 1.4	89.2 ± 1.8	88.3 ± 2.7	90.1 ± 2.9	86.8 ± 2.9	83.0 ± 7.3	np	88.8 ± 1.0
	Seeking further study outcomes	%	89.9 ± 8.2	90.4 ± 4.7	90.2 ± 8.8	81.0 ± 11.6	88.7 ± 14.9	88.2 ± 22.0	91.4 ± 16.7	-	89.3 ± 4.3
	Seeking personal development outcomes	%	92.8 ± 3.3	90.4 ± 3.1	92.7 ± 3.1	88.0 ± 6.1	88.8 ± 8.0	93.7 ± 4.5	83.7 ± 14.9	np	91.4 ± 1.8
VET 2006											
	Satisfied with the quality of their training	%	90.5 ± 2.5	90.1 ± 1.8	88.9 ± 2.7	88.8 ± 3.5	85.4 ± 5.5	88.0 ± 2.7	90.4 ± 4.7	87.9 ± 22.9	89.6 ± 1.2
	Seeking employment related outcomes	%	91.1 ± 2.9	90.0 ± 2.2	87.7 ± 3.3	88.0 ± 4.3	86.9 ± 5.5	86.8 ± 3.3	89.1 ± 5.9	87.9 ± 22.9	89.5 ± 1.4
	Seeking further study outcomes	%	87.2 ± 16.9	94.7 ± 6.3	97.1 ± 4.5	91.1 ± 11.4	81.5 ± 32.1	91.6 ± 11.4	np	-	91.5 ± 6.9
	Seeking personal development outcomes	%	89.3 ± 7.8	87.4 ± 4.9	94.7 ± 4.5	90.5 ± 6.7	91.4 ± 10.4	91.7 ± 6.3	89.6 ± 13.9	-	89.9 ± 3.3
VET 2005											
	Satisfied with the quality of their training	%	86.2 ± 2.7	87.2 ± 1.6	87.4 ± 2.0	87.6 ± 2.4	87.1 ± 2.5	85.0 ± 2.4	88.2 ± 4.7	92.3 ± 14.5	86.8 ± 1.0
	Seeking employment related outcomes	%	85.2 ± 3.5	86.8 ± 1.6	86.4 ± 2.4	87.7 ± 2.7	85.8 ± 2.9	84.6 ± 2.7	86.3 ± 5.7	100.0	86.1 ± 1.2
	Seeking further study outcomes	%	89.7 ± 8.6	84.5 ± 7.8	89.6 ± 8.6	74.7 ± 12.5	98.4 ± 3.1	79.9 ± 16.1	88.4 ± 21.2	-	86.4 ± 4.3
	Seeking personal development outcomes	%	89.1 ± 5.1	86.3 ± 5.7	89.6 ± 3.7	88.8 ± 5.5	91.7 ± 5.7	87.0 ± 6.1	93.4 ± 12.3	np	88.0 ± 2.7
TAFE 2007											
	Satisfied with the quality of their training	%	90.4 ± 1.6	88.3 ± 1.6	89.3 ± 2.0	87.2 ± 2.7	90.0 ± 3.3	89.7 ± 3.3	84.5 ± 7.6	100.0	89.3 ± 0.8
	Seeking employment related outcomes	%	89.5 ± 2.0	88.3 ± 1.8	88.0 ± 2.4	87.6 ± 3.3	90.3 ± 3.7	86.6 ± 4.3	87.1 ± 8.2	np	88.6 ± 1.0
	Seeking further study outcomes	%	89.6 ± 9.0	87.8 ± 6.7	92.9 ± 8.6	80.0 ± 12.5	87.4 ± 16.5	86.0 ± 25.7	100.0	-	88.7 ± 4.9
	Seeking personal development outcomes	%	93.4 ± 3.1	87.7 ± 3.7	93.5 ± 3.7	94.4 ± 3.7	91.9 ± 9.2	100.0	74.7 ± 21.6	np	92.3 ± 1.8
TAFE 2006											
	Satisfied with the quality of their training	%	90.5 ± 3.1	86.4 ± 2.9	90.4 ± 2.9	86.8 ± 4.3	89.3 ± 5.7	88.9 ± 3.5	87.7 ± 7.4	87.9 ± 22.9	89.0 ± 1.6
	Seeking employment related outcomes	%	90.6 ± 3.7	85.5 ± 3.5	87.7 ± 3.9	85.9 ± 5.5	88.7 ± 6.3	87.1 ± 4.5	83.7 ± 10.0	87.9 ± 22.9	88.0 ± 2.0
	Seeking further study outcomes	%	94.9 ± 9.8	96.5 ± 4.5	97.5 ± 4.9	89.3 ± 13.3	100.0	89.5 ± 14.1	np	-	95.3 ± 4.3
	Seeking personal development outcomes	%	90.4 ± 8.4	84.0 ± 7.8	96.8 ± 3.3	88.8 ± 8.4	98.0 ± 4.1	93.1 ± 7.6	94.1 ± 11.4	-	90.9 ± 4.1
REPORT ON GOVERNMENT SERVICES 2009											
											VOCATIONAL EDUCATION AND TRAINING

Table 5A.50

Table 5A.50 Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005											
	Satisfied with the quality of their training	%	87.9 ± 2.2	87.4 ± 1.6	88.7 ± 2.2	88.3 ± 2.4	89.0 ± 2.9	87.6 ± 3.3	91.1 ± 5.7	85.9 ± 25.5	88.0 ± 1.0
	Seeking employment related outcomes	%	87.0 ± 2.5	86.6 ± 2.0	88.1 ± 2.7	88.5 ± 2.9	88.1 ± 3.3	88.0 ± 3.9	90.1 ± 6.5	100.0	87.3 ± 1.2
	Seeking further study outcomes	%	89.6 ± 9.2	85.6 ± 9.2	86.2 ± 11.6	76.3 ± 12.2	97.6 ± 4.7	84.1 ± 17.8	100.0	–	86.6 ± 4.9
	Seeking personal development outcomes	%	90.0 ± 4.5	90.0 ± 3.9	90.9 ± 4.5	90.8 ± 4.5	93.7 ± 5.9	88.7 ± 8.2	87.7 ± 22.1	np	90.3 ± 2.2
TAFE 2004											
	Satisfied with the quality of their training	%	87.6 ± 2.9	83.3 ± 3.3	86.3 ± 2.7	82.6 ± 4.3	86.5 ± 5.1	83.8 ± 4.7	80.6 ± 11.2	91.2 ± 12.3	85.8 ± 1.6
	Seeking employment related outcomes	%	89.5 ± 3.3	83.4 ± 3.9	86.6 ± 3.1	84.3 ± 5.1	89.3 ± 4.9	85.5 ± 5.5	82.9 ± 12.0	93.6 ± 12.5	87.2 ± 2.0
	Seeking further study outcomes	%	65.2 ± 25.5	88.8 ± 10.4	96.4 ± 5.3	87.4 ± 13.7	np	np	np	–	78.4 ± 12.0
	Seeking personal development outcomes	%	90.9 ± 6.3	81.6 ± 8.4	81.1 ± 7.6	73.1 ± 12.9	79.7 ± 17.2	77.4 ± 13.1	68.3 ± 28.4	np	84.4 ± 3.9
TAFE 2003											
	Satisfied with the quality of their training	%	84.6 ± 1.5	84.4 ± 1.2	80.4 ± 1.9	81.2 ± 2.5	83.9 ± 2.3	79.9 ± 3.6	79.9 ± 7.2	44.4 ± 19.9	83.3 ± 0.7
	Seeking employment related outcomes	%	85.0 ± 1.9	84.3 ± 1.4	80.3 ± 2.3	79.2 ± 3.1	82.9 ± 2.7	81.6 ± 4.0	82.3 ± 8.3	42.4 ± 22.2	83.3 ± 0.9
	Seeking further study outcomes	%	87.8 ± 6.4	82.3 ± 6.6	74.5 ± 9.8	74.8 ± 9.4	86.3 ± 12.1	71.7 ± 19.7	81.6 ± 26.9	–	82.2 ± 3.5
	Seeking personal development outcomes	%	82.6 ± 3.4	84.8 ± 2.9	83.5 ± 4.6	89.4 ± 4.8	85.8 ± 6.1	77.6 ± 8.3	68.6 ± 18.6	np	83.2 ± 1.8

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

(b) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data for SA, Tasmania, the ACT and the NT are not published due to 5 or fewer responses.

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

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

Table 5A.51

Table 5A.51 Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	%	89.9 ± 2.5	89.1 ± 2.0	89.8 ± 1.4	86.9 ± 5.3	91.9 ± 2.7	91.3 ± 2.2	89.9 ± 13.9	87.5 ± 3.3	89.7 ± 1.0
	%	88.5 ± 3.3	88.6 ± 2.4	89.8 ± 1.6	84.4 ± 7.4	91.9 ± 3.1	90.9 ± 2.5	92.8 ± 13.7	86.5 ± 4.3	89.0 ± 1.2
	%	90.5 ± 9.2	83.4 ± 12.9	93.6 ± 5.7	87.9 ± 9.0	100.0	95.4 ± 9.0	np	80.2 ± 19.0	90.5 ± 4.3
	%	94.8 ± 2.7	90.6 ± 4.5	89.4 ± 3.1	93.2 ± 3.3	90.3 ± 7.4	92.6 ± 4.9	np	93.7 ± 3.9	91.9 ± 1.6
VET 2006										
	%	86.4 ± 4.5	90.1 ± 3.5	89.3 ± 2.5	89.1 ± 3.9	90.8 ± 5.1	92.2 ± 2.4	86.8 ± 14.1	86.1 ± 6.3	88.7 ± 1.8
	%	88.2 ± 5.3	89.7 ± 4.1	89.4 ± 3.1	88.4 ± 4.9	89.6 ± 6.1	91.0 ± 2.7	86.1 ± 14.9	81.8 ± 8.8	88.9 ± 2.0
	%	52.2 ± 42.9	np	78.6 ± 21.2	88.7 ± 21.2	100.0	100.0	-	100.0	74.6 ± 18.0
	%	89.6 ± 8.2	93.4 ± 5.9	87.3 ± 5.1	90.2 ± 8.2	100.0	95.9 ± 3.9	np	93.8 ± 7.1	90.2 ± 3.3
VET 2005										
	%	87.4 ± 2.7	89.0 ± 2.0	89.0 ± 1.6	86.0 ± 2.7	88.1 ± 2.9	88.1 ± 2.2	88.8 ± 11.2	86.1 ± 3.3	88.1 ± 1.0
	%	84.3 ± 3.9	87.7 ± 2.5	87.9 ± 2.0	85.8 ± 3.3	88.3 ± 3.1	85.8 ± 2.5	87.3 ± 12.7	84.1 ± 3.9	86.5 ± 1.4
	%	90.5 ± 11.2	86.6 ± 12.9	86.6 ± 11.4	83.9 ± 11.2	76.9 ± 26.3	100.0	np	72.1 ± 26.1	87.1 ± 5.7
	%	94.7 ± 2.7	93.8 ± 3.3	92.5 ± 2.9	85.0 ± 6.3	93.0 ± 5.1	94.1 ± 4.1	np	93.0 ± 5.1	93.1 ± 1.6
TAFE 2007										
	%	90.7 ± 2.0	88.4 ± 2.5	90.3 ± 1.4	89.7 ± 2.5	93.5 ± 3.1	91.0 ± 3.1	85.8 ± 19.4	86.2 ± 4.5	90.2 ± 1.0
	%	90.5 ± 2.5	87.7 ± 3.1	90.4 ± 1.8	87.8 ± 3.3	94.0 ± 3.5	90.7 ± 3.7	90.0 ± 19.0	84.1 ± 6.3	89.8 ± 1.2
	%	88.4 ± 11.2	81.3 ± 18.2	94.4 ± 5.3	92.2 ± 8.2	100.0	100.0	np	91.1 ± 12.3	90.9 ± 5.1
	%	93.3 ± 3.5	89.9 ± 5.9	91.1 ± 3.1	93.5 ± 3.5	91.6 ± 9.0	91.6 ± 6.9	np	90.4 ± 6.7	91.8 ± 1.8
TAFE 2006										
	%	87.7 ± 5.3	87.8 ± 5.5	89.7 ± 2.9	88.1 ± 4.7	91.2 ± 6.7	91.7 ± 2.9	85.7 ± 18.4	81.3 ± 8.4	88.7 ± 2.0
	%	89.0 ± 6.3	89.1 ± 6.1	89.1 ± 3.7	86.8 ± 5.9	90.3 ± 8.0	90.2 ± 3.5	85.0 ± 19.4	75.3 ± 12.2	88.6 ± 2.5
	%	52.2 ± 42.9	np	87.7 ± 13.7	82.6 ± 30.8	np	100.0	-	100.0	74.0 ± 21.0
	%	93.6 ± 7.1	85.8 ± 15.5	89.8 ± 4.5	92.8 ± 9.2	100.0	94.4 ± 5.5	-	90.5 ± 10.8	91.5 ± 3.1

Table 5A.51

Table 5A.51 Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	89.9 ± 2.0	89.6 ± 2.2	88.8 ± 1.8	87.9 ± 2.4	89.4 ± 2.9	88.4 ± 3.3	88.9 ± 20.0	85.8 ± 3.7	89.1 ± 1.0
Satisfied with the quality of their training	%	89.1 ± 2.4	88.1 ± 2.7	88.3 ± 2.2	87.6 ± 2.9	89.9 ± 3.3	86.0 ± 4.1	85.7 ± 25.3	84.1 ± 4.9	88.2 ± 1.2
Seeking employment related outcomes	%	95.4 ± 6.5	94.7 ± 8.4	84.8 ± 12.7	84.0 ± 12.2	72.2 ± 30.4	100.0	np	76.2 ± 25.9	89.4 ± 5.1
Seeking further study outcomes	%	91.8 ± 3.7	94.7 ± 3.5	91.0 ± 3.9	88.1 ± 5.1	91.1 ± 6.9	92.0 ± 6.9	np	92.1 ± 6.5	91.5 ± 2.0
Seeking personal development outcomes										
TAFE 2004										
	%	82.8 ± 5.7	82.6 ± 7.4	86.4 ± 2.7	86.4 ± 4.5	90.0 ± 5.3	90.2 ± 4.1	np	83.1 ± 5.9	84.9 ± 2.5
Satisfied with the quality of their training	%	87.6 ± 4.9	81.7 ± 9.2	85.9 ± 2.9	85.9 ± 5.5	90.7 ± 5.5	89.7 ± 5.1	np	77.8 ± 7.8	86.4 ± 2.4
Seeking employment related outcomes	%	91.6 ± 15.9	100.0	88.2 ± 12.9	81.6 ± 21.2	np	100.0	-	100.0	90.7 ± 8.8
Seeking further study outcomes	%	71.0 ± 14.3	83.8 ± 14.5	86.5 ± 7.6	88.8 ± 10.8	84.0 ± 21.2	91.5 ± 8.2	np	92.6 ± 7.1	78.6 ± 8.4
Seeking personal development outcomes										
TAFE 2003										
	%	85.7 ± 1.7	85.4 ± 2.0	82.2 ± 1.6	83.6 ± 2.3	85.0 ± 2.4	86.0 ± 3.5	84.8 ± 15.8	75.1 ± 3.8	83.9 ± 0.8
Satisfied with the quality of their training	%	85.6 ± 2.0	84.6 ± 2.4	81.0 ± 1.9	83.9 ± 2.8	84.0 ± 2.8	85.6 ± 4.0	87.6 ± 15.7	71.5 ± 4.8	83.2 ± 1.0
Seeking employment related outcomes	%	74.5 ± 11.6	77.5 ± 14.2	88.9 ± 7.8	83.8 ± 10.9	83.8 ± 16.5	100.0	np	87.6 ± 13.2	81.7 ± 4.8
Seeking further study outcomes	%	88.2 ± 3.4	89.0 ± 4.2	84.5 ± 4.0	82.0 ± 5.1	93.7 ± 4.2	84.7 ± 9.2	np	82.7 ± 6.9	86.5 ± 1.8
Seeking personal development outcomes										

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

(b) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data for Victoria, SA and the ACT are not published due to 5 or fewer responses.

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

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

Table 5A.52

Table 5A.52 Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 92.7 ± 4.3	94.4 ± 3.5	91.4 ± 2.2	89.4 ± 2.0	89.0 ± 4.5	93.1 ± 5.5	np	88.2 ± 3.7	90.9 ± 1.2
	Seeking employment related outcomes	% 94.1 ± 4.9	95.8 ± 3.1	90.9 ± 2.5	88.6 ± 2.5	86.3 ± 5.9	92.7 ± 6.9	np	86.9 ± 4.7	90.5 ± 1.4
	Seeking further study outcomes	% np	np	97.1 ± 4.3	85.8 ± 12.2	np	np	np	94.4 ± 11.0	94.6 ± 4.5
	Seeking personal development outcomes	% 87.9 ± 12.7	80.4 ± 19.4	93.1 ± 4.3	93.7 ± 3.3	93.4 ± 7.4	94.8 ± 10.0	np	89.9 ± 7.8	91.8 ± 2.7
VET 2006										
	Satisfied with the quality of their training	% 87.0 ± 12.0	89.6 ± 10.4	91.8 ± 3.5	85.5 ± 5.1	94.5 ± 4.7	94.2 ± 4.9	np	92.9 ± 4.1	90.0 ± 2.5
	Seeking employment related outcomes	% 84.3 ± 15.9	91.3 ± 11.8	92.1 ± 3.9	85.5 ± 6.3	93.6 ± 6.7	94.4 ± 5.9	np	93.2 ± 4.9	89.9 ± 3.1
	Seeking further study outcomes	% np	np	100.0	91.3 ± 16.5	np	–	np	np	92.8 ± 9.2
	Seeking personal development outcomes	% 91.2 ± 16.9	81.6 ± 31.4	94.4 ± 6.5	85.0 ± 10.2	93.1 ± 10.2	91.9 ± 11.4	np	94.3 ± 7.8	90.5 ± 4.9
VET 2005										
	Satisfied with the quality of their training	% 90.8 ± 6.7	93.1 ± 3.9	88.7 ± 2.7	87.2 ± 2.7	89.9 ± 3.5	92.2 ± 4.9	–	92.2 ± 3.3	89.4 ± 1.6
	Seeking employment related outcomes	% 90.3 ± 8.0	95.1 ± 3.5	87.8 ± 3.5	86.1 ± 3.5	90.8 ± 3.7	90.5 ± 6.5	–	90.7 ± 4.5	88.9 ± 2.0
	Seeking further study outcomes	% np	71.7 ± 31.8	81.8 ± 27.4	89.7 ± 12.3	54.7 ± 36.7	np	–	96.5 ± 8.0	84.5 ± 10.4
	Seeking personal development outcomes	% 93.6 ± 7.8	93.0 ± 10.8	90.0 ± 6.1	93.0 ± 3.1	89.1 ± 10.4	93.7 ± 12.0	–	95.5 ± 6.7	92.0 ± 2.7
TAFE 2007										
	Satisfied with the quality of their training	% 90.0 ± 6.5	89.8 ± 6.9	92.2 ± 2.2	89.5 ± 2.4	90.8 ± 5.7	91.1 ± 9.6	np	89.3 ± 4.3	90.7 ± 1.4
	Seeking employment related outcomes	% 92.8 ± 7.4	91.9 ± 5.3	91.3 ± 2.5	88.1 ± 2.9	89.4 ± 7.6	85.7 ± 15.1	np	89.6 ± 5.5	90.2 ± 1.8
	Seeking further study outcomes	% np	np	96.6 ± 4.9	90.0 ± 13.3	np	np	np	93.8 ± 12.2	93.0 ± 6.1
	Seeking personal development outcomes	% 86.0 ± 15.3	68.6 ± 33.3	94.9 ± 3.5	93.4 ± 3.9	90.0 ± 11.4	100.0	np	86.9 ± 10.0	91.8 ± 3.1
TAFE 2006										
	Satisfied with the quality of their training	% 83.7 ± 14.5	91.0 ± 13.9	93.0 ± 3.5	85.1 ± 5.3	96.0 ± 6.3	94.1 ± 5.9	np	91.2 ± 5.5	89.6 ± 2.9
	Seeking employment related outcomes	% 80.6 ± 19.0	100.0	93.3 ± 3.5	85.3 ± 6.7	94.2 ± 9.0	96.4 ± 5.1	np	92.7 ± 5.7	89.9 ± 3.7
	Seeking further study outcomes	% –	np	100.0	84.4 ± 28.6	np	–	np	np	83.1 ± 19.2
	Seeking personal development outcomes	% 89.4 ± 20.0	np	94.2 ± 8.0	86.1 ± 10.8	100.0	79.2 ± 26.7	np	92.1 ± 10.6	89.3 ± 6.1
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.52

Table 5A.52 Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
TAFE 2005											
	Satisfied with the quality of their training	%	90.8 ± 5.1	88.5 ± 6.3	87.2 ± 3.7	87.8 ± 2.7	86.2 ± 5.5	92.8 ± 7.8	–	92.4 ± 3.7	88.3 ± 1.8
	Seeking employment related outcomes	%	89.5 ± 6.7	89.0 ± 7.8	86.5 ± 4.7	86.7 ± 3.3	88.6 ± 5.3	92.1 ± 10.6	–	91.2 ± 4.9	87.7 ± 2.2
	Seeking further study outcomes	%	np	np	79.1 ± 31.0	88.1 ± 14.5	34.1 ± 34.9	np	–	90.6 ± 18.4	79.4 ± 13.3
	Seeking personal development outcomes	%	94.8 ± 7.6	90.2 ± 15.1	88.3 ± 8.2	92.9 ± 3.5	83.4 ± 17.4	90.1 ± 18.4	–	94.6 ± 8.2	91.0 ± 3.5
TAFE 2004											
	Satisfied with the quality of their training	%	86.8 ± 9.8	69.2 ± 16.5	90.9 ± 4.3	88.7 ± 5.1	80.3 ± 8.0	94.2 ± 11.0	–	93.3 ± 5.3	87.2 ± 3.3
	Seeking employment related outcomes	%	92.1 ± 9.4	64.3 ± 18.6	92.7 ± 3.9	86.7 ± 6.9	80.0 ± 9.0	91.3 ± 16.3	–	93.2 ± 6.1	87.9 ± 3.5
	Seeking further study outcomes	%	np	np	np	np	np	–	–	np	72.8 ± 25.9
	Seeking personal development outcomes	%	66.6 ± 27.4	np	72.2 ± 21.6	94.0 ± 7.3	84.5 ± 20.2	np	–	97.9 ± 4.1	81.7 ± 10.6
TAFE 2003											
	Satisfied with the quality of their training	%	87.0 ± 4.8	84.8 ± 6.3	85.0 ± 3.0	82.4 ± 3.0	85.2 ± 3.7	84.5 ± 6.0	–	82.4 ± 4.4	84.5 ± 1.5
	Seeking employment related outcomes	%	86.1 ± 5.9	87.5 ± 6.9	86.0 ± 3.4	83.8 ± 3.6	88.8 ± 3.7	92.5 ± 8.7	–	81.3 ± 5.6	85.5 ± 1.8
	Seeking further study outcomes	%	100.0	np	70.0 ± 28.4	85.7 ± 13.6	100.0	np	–	79.4 ± 25.2	82.9 ± 9.3
	Seeking personal development outcomes	%	88.2 ± 10.3	81.2 ± 16.8	85.0 ± 6.9	79.8 ± 6.1	70.6 ± 11.4	100.0	–	85.0 ± 7.8	82.5 ± 3.4

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

(b) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Data for some jurisdictions are not published due to 5 or fewer responses.

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

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

Table 5A.53

Table 5A.53 Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c),

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 89.1 ± 2.5	88.6 ± 2.2	88.4 ± 2.5	85.2 ± 3.7	87.1 ± 4.3	87.1 ± 5.5	74.7 ± 10.0	79.6 ± 10.0	88.0 ± 1.2
	Seeking employment related outcomes	% 89.7 ± 3.1	88.4 ± 2.7	87.0 ± 3.3	86.0 ± 4.7	86.4 ± 5.5	82.8 ± 8.0	77.1 ± 12.2	72.4 ± 14.3	87.5 ± 1.6
	Seeking further study outcomes	% 80.7 ± 14.9	89.5 ± 8.6	82.0 ± 19.2	90.0 ± 13.5	90.3 ± 18.2	np	np	np	85.1 ± 7.3
	Seeking personal development outcomes	% 89.1 ± 4.9	90.0 ± 4.1	91.8 ± 3.9	80.9 ± 9.0	85.6 ± 9.0	95.2 ± 5.7	36.1 ± 25.5	87.9 ± 14.7	88.9 ± 2.4
VET 2006										
	Satisfied with the quality of their training	% 91.0 ± 3.9	85.8 ± 4.9	91.4 ± 4.1	90.9 ± 4.3	86.8 ± 7.8	84.6 ± 6.9	85.1 ± 9.8	95.6 ± 4.7	89.2 ± 2.2
	Seeking employment related outcomes	% 92.4 ± 5.1	87.4 ± 4.5	87.5 ± 6.7	92.8 ± 4.5	91.6 ± 7.3	83.6 ± 9.2	83.6 ± 13.1	95.5 ± 6.7	89.5 ± 2.5
	Seeking further study outcomes	% 65.8 ± 34.7	82.3 ± 29.6	94.3 ± 11.2	91.8 ± 15.3	np	np	np	np	76.6 ± 16.3
	Seeking personal development outcomes	% 93.0 ± 5.3	83.1 ± 14.9	96.8 ± 3.1	86.8 ± 10.6	100.0	83.9 ± 13.1	83.7 ± 21.2	92.8 ± 10.4	91.3 ± 4.1
VET 2005										
	Satisfied with the quality of their training	% 83.4 ± 4.3	85.3 ± 3.7	87.3 ± 2.7	86.9 ± 2.9	87.7 ± 3.5	89.0 ± 4.5	86.9 ± 7.1	90.3 ± 6.3	85.7 ± 1.8
	Seeking employment related outcomes	% 81.9 ± 5.9	82.5 ± 5.3	85.2 ± 4.1	84.6 ± 3.9	89.4 ± 3.9	87.5 ± 5.9	80.6 ± 10.2	89.1 ± 8.6	83.7 ± 2.5
	Seeking further study outcomes	% 89.8 ± 15.1	87.0 ± 12.9	86.6 ± 11.6	89.3 ± 9.0	97.9 ± 4.3	np	np	np	88.8 ± 5.7
	Seeking personal development outcomes	% 86.7 ± 6.5	90.7 ± 3.9	90.9 ± 4.3	90.9 ± 5.7	81.1 ± 10.4	89.8 ± 8.8	100.0	96.1 ± 6.3	89.4 ± 2.4
TAFE 2007										
	Satisfied with the quality of their training	% 88.9 ± 2.7	88.3 ± 2.7	90.0 ± 2.7	85.6 ± 4.1	88.2 ± 4.9	85.3 ± 7.6	79.9 ± 14.3	78.1 ± 12.2	88.3 ± 1.4
	Seeking employment related outcomes	% 89.4 ± 3.5	88.5 ± 3.3	89.0 ± 3.7	85.4 ± 5.1	88.4 ± 6.3	79.2 ± 12.0	81.9 ± 19.4	69.3 ± 18.4	88.0 ± 1.8
	Seeking further study outcomes	% 85.0 ± 14.3	89.7 ± 9.2	79.0 ± 23.5	88.7 ± 15.3	89.2 ± 20.0	np	np	np	86.1 ± 7.6
	Seeking personal development outcomes	% 88.4 ± 5.3	88.4 ± 5.5	94.5 ± 3.5	83.7 ± 10.2	85.4 ± 10.4	94.6 ± 7.6	np	85.8 ± 17.1	89.1 ± 2.7
TAFE 2006										
	Satisfied with the quality of their training	% 90.3 ± 4.5	86.1 ± 5.5	91.2 ± 5.7	90.4 ± 4.9	90.4 ± 7.8	86.7 ± 7.8	87.8 ± 11.0	93.9 ± 6.5	89.6 ± 2.5
	Seeking employment related outcomes	% 93.1 ± 5.5	86.5 ± 6.9	87.0 ± 9.0	93.1 ± 4.7	90.7 ± 9.4	86.6 ± 11.2	80.9 ± 18.6	93.2 ± 10.0	89.9 ± 3.3
	Seeking further study outcomes	% 65.8 ± 34.7	75.7 ± 36.8	91.7 ± 15.9	91.1 ± 16.5	np	np	np	np	72.7 ± 18.6
	Seeking personal development outcomes	% 91.2 ± 6.7	84.7 ± 6.1	96.6 ± 3.7	83.9 ± 14.1	100.0	85.8 ± 13.1	100.0	91.9 ± 12.0	91.6 ± 3.1
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.53

Table 5A.53 Proportion of graduates reporting a disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c),

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	87.2 ± 3.1	86.6 ± 2.9	88.5 ± 2.9	87.5 ± 2.9	89.2 ± 4.3	88.1 ± 6.7	91.0 ± 6.7	91.1 ± 6.5	87.6 ± 1.6
	%	88.0 ± 3.7	85.5 ± 4.1	86.9 ± 4.3	85.6 ± 4.1	91.0 ± 4.5	85.7 ± 9.0	85.1 ± 11.0	97.9 ± 3.9	87.2 ± 2.0
	%	89.8 ± 15.1	87.9 ± 14.1	84.3 ± 13.3	88.3 ± 10.8	97.3 ± 5.3	np	np	np	88.0 ± 6.5
	%	86.0 ± 6.9	88.5 ± 5.7	93.1 ± 4.1	90.2 ± 5.7	82.9 ± 11.2	91.5 ± 11.8	100.0	90.0 ± 13.5	88.9 ± 2.9
TAFE 2004										
	%	86.3 ± 6.9	87.9 ± 4.7	80.4 ± 5.9	76.9 ± 8.0	79.5 ± 9.2	84.6 ± 11.4	90.8 ± 10.2	89.0 ± 9.6	84.5 ± 3.5
	%	88.7 ± 5.1	90.1 ± 5.5	82.1 ± 6.3	77.0 ± 9.8	78.7 ± 10.4	79.4 ± 14.9	100.0	93.2 ± 9.0	86.1 ± 2.9
	%	100.0	75.1 ± 24.9	87.3 ± 17.6	74.9 ± 28.6	np	–	np	–	88.3 ± 8.6
	%	79.3 ± 21.8	85.7 ± 11.4	78.4 ± 13.5	72.0 ± 19.0	82.8 ± 25.9	100.0	89.6 ± 20.2	100.0	80.9 ± 10.8
TAFE 2003										
	%	79.7 ± 3.2	82.0 ± 3.0	83.7 ± 2.9	77.3 ± 4.3	83.9 ± 3.9	77.5 ± 9.4	82.8 ± 11.5	85.9 ± 8.6	81.0 ± 1.5
	%	81.3 ± 4.1	83.6 ± 3.5	82.5 ± 3.8	75.0 ± 5.7	83.0 ± 4.8	80.8 ± 11.2	83.3 ± 15.0	81.0 ± 12.8	81.4 ± 1.9
	%	86.5 ± 11.8	86.6 ± 10.8	88.3 ± 11.6	74.0 ± 17.5	79.1 ± 23.0	–	100.0	np	84.2 ± 6.0
	%	75.2 ± 6.6	80.9 ± 6.5	89.0 ± 4.8	78.1 ± 8.6	87.2 ± 8.6	75.1 ± 17.7	68.2 ± 28.9	100.0	80.1 ± 3.0

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

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

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

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

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

Table 5A.54

Table 5A.54 Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	%	87.7 ± 2.0	90.1 ± 2.2	87.0 ± 2.5	89.1 ± 2.4	91.3 ± 3.1	93.5 ± 6.1	87.5 ± 5.9	87.3 ± 6.9	88.7 ± 1.2
	%	88.9 ± 2.4	89.3 ± 2.9	86.9 ± 3.3	86.9 ± 3.3	89.5 ± 3.9	91.8 ± 8.0	84.7 ± 8.0	90.1 ± 7.4	88.7 ± 1.6
	%	85.5 ± 6.1	90.6 ± 4.5	88.4 ± 10.8	91.2 ± 6.5	100.0	np	np	100.0	88.3 ± 3.3
	%	84.2 ± 5.7	91.2 ± 3.3	84.7 ± 5.9	94.3 ± 3.1	92.6 ± 6.9	93.2 ± 12.9	91.8 ± 11.0	79.6 ± 16.3	87.5 ± 2.7
VET 2006										
	%	85.7 ± 3.3	90.3 ± 2.2	93.5 ± 2.5	87.5 ± 3.9	89.3 ± 5.7	96.4 ± 4.3	87.8 ± 4.1	87.7 ± 8.2	88.5 ± 1.6
	%	83.3 ± 4.7	91.6 ± 2.4	92.7 ± 3.5	89.8 ± 4.9	89.3 ± 7.4	98.9 ± 2.2	85.8 ± 4.9	82.1 ± 14.7	88.0 ± 2.2
	%	89.2 ± 7.6	93.2 ± 6.3	96.9 ± 3.9	83.3 ± 12.2	80.8 ± 23.9	np	95.2 ± 9.6	100.0	90.9 ± 3.9
	%	87.0 ± 5.9	84.2 ± 7.3	93.9 ± 6.9	84.0 ± 8.6	89.1 ± 11.8	89.0 ± 20.2	89.1 ± 14.3	87.5 ± 13.9	86.9 ± 3.5
VET 2005										
	%	88.6 ± 2.2	89.4 ± 1.6	89.7 ± 2.4	88.9 ± 2.4	89.6 ± 3.1	82.3 ± 9.6	85.7 ± 6.3	88.5 ± 4.9	88.9 ± 1.2
	%	88.8 ± 2.7	89.7 ± 2.0	88.9 ± 3.1	89.1 ± 2.9	91.9 ± 3.1	78.6 ± 11.6	83.7 ± 8.0	87.1 ± 7.1	89.0 ± 1.4
	%	92.2 ± 5.5	90.2 ± 6.3	92.6 ± 7.6	91.3 ± 4.9	91.5 ± 12.0	np	92.7 ± 14.3	92.8 ± 15.1	91.7 ± 3.1
	%	85.4 ± 6.1	87.1 ± 4.5	91.0 ± 4.3	83.7 ± 6.7	80.5 ± 9.4	100.0	88.3 ± 11.4	88.8 ± 9.6	86.5 ± 2.9
TAFE 2007										
	%	88.2 ± 1.8	90.9 ± 1.8	87.4 ± 3.1	88.8 ± 2.5	90.6 ± 4.1	93.8 ± 8.6	88.5 ± 7.6	89.7 ± 6.1	89.0 ± 1.0
	%	89.6 ± 2.2	90.2 ± 2.2	87.1 ± 4.1	86.1 ± 3.9	87.7 ± 5.9	94.7 ± 10.2	84.1 ± 11.2	90.0 ± 8.8	89.2 ± 1.4
	%	85.2 ± 6.3	91.1 ± 5.5	83.9 ± 14.3	92.1 ± 6.3	100.0	np	np	100.0	87.8 ± 3.7
	%	86.0 ± 4.3	92.1 ± 4.1	87.8 ± 6.5	94.4 ± 3.5	92.9 ± 8.2	88.8 ± 20.4	93.4 ± 12.3	89.2 ± 9.0	88.7 ± 2.5
TAFE 2006										
	%	86.7 ± 3.5	90.5 ± 2.5	90.5 ± 4.1	87.5 ± 4.3	86.4 ± 9.2	93.9 ± 8.6	90.2 ± 6.5	79.1 ± 12.9	88.2 ± 2.0
	%	84.6 ± 5.3	91.6 ± 2.9	89.4 ± 5.3	88.8 ± 5.5	85.9 ± 12.2	100	91.2 ± 7.8	71.4 ± 20.2	87.6 ± 2.7
	%	88.7 ± 8.4	92.9 ± 7.3	95.6 ± 6.1	85.1 ± 12.0	86.5 ± 24.5	np	94.3 ± 11.6	100.0	90.5 ± 4.3
	%	87.9 ± 6.5	83.3 ± 7.8	90.1 ± 11.4	86.4 ± 9.4	84.9 ± 20.0	81.8 ± 32.3	84.9 ± 19.0	78.0 ± 21.6	86.7 ± 4.1
REPORT ON GOVERNMENT SERVICES 2009										
VOCATIONAL EDUCATION AND TRAINING										

Table 5A.54

Table 5A.54 Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	%	88.7 ± 2.0	89.3 ± 2.2	88.7 ± 2.9	89.9 ± 2.2	88.0 ± 4.3	88.4 ± 11.2	88.0 ± 7.3	88.2 ± 6.1	88.9 ± 1.2
	%	88.9 ± 2.7	89.5 ± 2.5	87.8 ± 3.9	90.4 ± 2.7	92.5 ± 4.1	83.5 ± 15.5	85.6 ± 10.8	88.0 ± 8.4	89.2 ± 1.6
	%	91.9 ± 5.7	90.2 ± 6.3	90.2 ± 10.0	90.7 ± 5.1	90.6 ± 13.3	np	np	84.8 ± 28.2	91.1 ± 3.5
	%	85.9 ± 4.9	89.2 ± 4.9	91.0 ± 5.3	85.9 ± 6.3	74.0 ± 12.5	100.0	88.0 ± 13.3	88.9 ± 10.6	86.7 ± 2.7
TAFE 2004										
	%	87.5 ± 2.7	84.5 ± 3.1	84.0 ± 4.7	77.9 ± 5.1	87.5 ± 5.1	80.7 ± 17.4	78.7 ± 10.0	90.9 ± 8.4	85.7 ± 1.8
	%	85.7 ± 3.7	85.5 ± 3.9	83.5 ± 6.1	76.4 ± 6.7	84.4 ± 6.7	79.1 ± 21.4	82.4 ± 12.9	86.9 ± 13.5	84.6 ± 2.4
	%	95.8 ± 3.5	74.9 ± 13.3	83.3 ± 12.7	75.5 ± 14.3	91.6 ± 17.6	-	71.6 ± 27.6	100.0	88.7 ± 4.1
	%	88.9 ± 6.3	83.8 ± 7.1	82.4 ± 11.6	82.9 ± 10.0	91.8 ± 10.6	85.5 ± 26.7	73.2 ± 20.6	94.0 ± 11.4	86.8 ± 4.1
TAFE 2003										
	%	84.1 ± 1.8	80.7 ± 1.6	81.1 ± 2.5	82.6 ± 2.7	84.9 ± 3.1	85.9 ± 10.4	83.7 ± 6.3	88.3 ± 4.7	83.0 ± 0.9
	%	82.0 ± 2.3	81.2 ± 2.0	79.8 ± 3.3	80.5 ± 3.7	85.4 ± 3.5	95.3 ± 8.5	77.8 ± 9.1	87.9 ± 5.9	81.7 ± 1.2
	%	89.4 ± 4.8	82.5 ± 4.8	84.6 ± 6.5	83.6 ± 7.7	82.7 ± 15.7	np	88.0 ± 14.6	90.7 ± 15.0	86.7 ± 2.5
	%	85.6 ± 3.7	80.6 ± 4.1	81.2 ± 5.1	84.3 ± 5.5	82.3 ± 10.3	66.8 ± 24.6	93.7 ± 9.9	91.7 ± 8.5	84.1 ± 2.1

(a) Some data for Tasmania, and the ACT are not published due to 5 or fewer responses.

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

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

Table 5A.55

Table 5A.55 Number of VET qualifications completed by students, by sex (a), (b)

	Unit	NSW	Vic	Qld	WA (d)	SA (e)	Tas	ACT	NT	Aust (f)
2006										
Male students	'000	43.4	39.6	18.0	15.2	11.5	4.2	2.7	1.3	135.8
Female students	'000	54.1	43.1	20.3	17.6	13.0	5.1	4.0	1.4	158.6
All students	'000	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
Change between 2005 and 2006	%	- 12.2	- 2.7	17.0	16.6	1.6	8.0	- 5.5	- 2.5	- 1.7
2005										
Male students	'000	49.4	39.7	14.8	12.8	10.7	4.2	3.0	1.3	136.0
Female students	'000	61.6	45.4	17.8	15.3	13.3	4.3	4.2	1.4	163.4
All students	'000	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
Change between 2004 and 2005	%	6.6	12.1	11.2	- 0.6	22.9	3.9	10.2	2.2	9.0
2004										
Male students	'000	46.9	34.3	12.3	12.7	9.3	3.8	2.9	1.2	123.5
Female students	'000	57.3	41.4	17.0	15.5	10.3	4.4	3.6	1.5	151.0
All students	'000	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
Change between 2003 and 2004	%	- 1.4	- 2.0	- 14.6	7.4	- 15.0	- 15.0	15.5	- 9.0	- 3.6
2003										
Male students	'000	46.7	35.8	14.4	11.7	10.6	4.7	2.3	1.4	127.7
Female students	'000	58.9	41.4	20.0	14.5	12.5	4.9	3.3	1.5	157.0
All students	'000	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

(b) 2006 data has been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

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

Table 5A.56

Table 5A.56 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)

	NSW	Vic	Q/d	WA (e)	SA (f)	Tas	ACT	NT	Aust (g)
2006									
Major cities	57.2	49.7	17.8	20.3	15.9	0.1	4.9	-	165.9
Inner regional	21.9	20.2	8.0	4.4	4.1	4.8	1.1	-	64.4
Outer regional	11.8	5.0	8.1	3.0	2.6	3.6	0.1	1.5	35.8
Remote and very remote	1.5	0.7	2.6	2.3	1.2	0.4	-	1.1	9.8
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Major cities	66.8	50.4	15.4	17.6	15.5	0.1	5.5	-	171.3
Inner regional	24.2	21.1	6.6	3.8	4.1	4.3	1.0	-	65.1
Outer regional	13.7	5.4	6.9	2.8	2.6	3.5	0.1	1.5	36.5
Remote and very remote	1.3	0.8	2.1	2.1	1.2	0.4	-	1.1	9.0
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Major cities	64.6	44.6	14.1	18.0	12.8	0.1	4.8	-	159.1
Inner regional	22.5	20.3	5.8	3.7	3.1	4.3	0.9	-	60.7
Outer regional	12.8	5.0	6.5	2.6	2.0	3.3	0.1	1.3	33.6
Remote and very remote	1.5	0.7	1.8	2.0	0.9	0.4	-	0.7	8.0
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Major cities	65.4	46.3	16.9	16.8	14.7	0.1	4.3	0.0	164.6
Inner regional	22.6	19.7	6.9	3.6	3.6	5.3	0.8	-	62.6
Outer regional	13.3	5.3	7.5	2.3	2.5	3.7	0.1	1.4	36.0
Remote and very remote	1.6	0.7	2.1	2.2	1.2	0.3	-	1.1	9.1
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.56

Table 5A.56 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d)

	NSW	Vic	Qld	WA (e)	SA (f)	Tas	ACT	NT	Aust (g)
--	-----	-----	-----	--------	--------	-----	-----	----	----------

(b) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

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

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

– Nil or rounded to zero.

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

Table 5A.57

Table 5A.57 Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Reported as having a disability	6.9	4.2	1.1	1.5	1.3	0.7	0.3	0.2	16.2
Reported as not having a disability	71.0	71.9	29.8	25.6	20.7	7.8	6.1	2.4	235.3
Not reported (disability)	19.7	6.8	7.3	5.7	2.5	0.8	0.3	-	43.1
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Reported as having a disability	6.7	3.9	0.9	1.1	1.4	0.5	0.3	0.1	15.1
Reported as not having a disability	82.5	70.0	26.5	22.5	20.3	7.3	6.5	2.5	238.1
Not reported (disability)	21.9	11.2	5.3	4.4	2.5	0.8	0.3	0.1	46.6
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Reported as having a disability	6.0	3.3	0.7	1.1	1.0	0.4	0.3	0.1	13.0
Reported as not having a disability	83.6	61.5	27.2	22.2	16.6	7.1	6.0	2.5	226.7
Not reported (disability)	14.6	11.1	1.5	5.0	2.0	0.7	0.2	0.1	35.1
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Reported as having a disability	6.2	2.9	1.1	1.2	1.1	0.5	0.3	0.1	13.4
Reported as not having a disability	83.1	65.2	31.8	20.5	19.6	8.3	5.3	2.6	236.4
Not reported (disability)	16.4	9.3	1.6	4.6	2.4	0.9	0.1	0.1	35.4
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

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

(b) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.57

Table 5A.57 Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
--	-----	-----	-----	----	----	-----	-----	----	------

(c) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

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

Table 5A.58

Table 5A.58 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Language other than English	20.2	18.2	2.7	5.1	2.4	0.5	0.8	0.5	50.4
English	56.0	56.7	34.4	23.1	20.4	8.5	5.6	2.0	206.7
Not reported (language)	21.4	7.9	1.2	4.6	1.7	0.2	0.4	0.2	37.6
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Language other than English	22.1	17.5	2.2	4.2	2.2	0.4	0.6	0.5	49.8
English	64.4	58.0	29.7	20.2	20.0	7.9	6.2	2.1	208.5
Not reported (language)	24.7	9.6	0.9	3.6	1.9	0.2	0.3	0.1	41.4
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Language other than English	21.6	13.6	1.6	4.6	1.7	0.3	0.6	0.4	44.3
English	67.1	52.3	27.1	19.2	15.6	7.6	5.5	1.7	196.3
Not reported (language)	15.5	10.0	0.7	4.5	2.3	0.3	0.4	0.6	34.2
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Language other than English	20.9	13.5	1.9	4.1	2.1	0.4	0.6	0.5	44.0
English	68.1	52.8	31.4	17.7	18.6	9.0	4.6	2.3	204.5
Not reported (language)	16.7	11.1	1.1	4.5	2.3	0.3	0.5	0.1	36.7
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%

(b) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.58

Table 5A.58 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
--	-----	-----	-----	----	----	-----	-----	----	------

(c) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

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

Table 5A.59

Table 5A.59 VET qualifications completed by students, by course level (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006										
Number of VET qualifications completed										
Diploma and above	'000	13.6	14.5	5.3	4.0	3.8	1.1	1.5	0.2	43.9
Certificate III or IV	'000	54.1	47.0	20.4	17.4	13.8	5.4	3.8	1.3	163.1
Certificate I or II or lower	'000	29.9	21.3	12.6	11.3	7.0	2.8	1.5	1.2	87.6
All qualifications	'000	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
Proportion of qualifications completed										
Diploma or Advanced Diploma	%	13.9	17.5	13.8	12.3	15.5	11.8	22.5	5.9	14.9
Certificate III or IV	%	55.5	56.8	53.2	53.2	56.2	57.8	55.5	48.1	55.3
Certificate I or II or lower	%	30.6	25.7	33.0	34.4	28.4	30.4	22.0	46.0	29.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2005										
Number of VET qualifications completed										
Diploma and above	'000	13.1	14.9	4.5	3.5	3.6	0.7	1.7	0.2	42.3
Certificate III or IV	'000	65.2	48.9	18.7	15.0	13.1	5.0	3.8	1.3	171.0
Certificate I or II or lower	'000	32.9	21.3	9.5	9.6	7.4	2.8	1.6	1.2	86.4
All qualifications	'000	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
Proportion of qualifications completed										
Diploma or Advanced Diploma	%	11.7	17.6	13.8	12.6	14.9	8.4	24.3	5.8	14.1
Certificate III or IV	%	58.7	57.4	57.0	53.4	54.3	58.6	53.0	48.3	57.1
Certificate I or II or lower	%	29.6	25.0	29.2	34.1	30.8	33.0	22.7	45.9	28.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5A.59

Table 5A.59 VET qualifications completed by students, by course level (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004										
Number of VET qualifications completed										
Diploma and above	'000	12.2	12.8	4.2	4.0	2.6	0.6	1.4	0.2	38.0
Certificate III or IV	'000	59.8	42.7	16.9	15.7	10.3	5.4	3.4	1.4	155.6
Certificate I or II or lower	'000	32.2	20.3	8.3	8.5	6.8	2.2	1.8	1.1	81.2
All qualifications	'000	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
Proportion of qualifications completed										
Diploma and above	%	11.7	16.9	14.3	14.1	13.1	7.8	20.7	7.3	13.8
Certificate III or IV	%	57.4	56.3	57.5	55.7	52.3	65.9	52.4	51.6	56.6
Certificate I or II or lower	%	30.9	26.8	28.3	30.2	34.6	26.3	26.9	41.1	29.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2003										
Number of VET qualifications completed										
Diploma and above	'000	12.6	13.3	4.7	4.4	3.0	0.9	1.5	0.1	40.4
Certificate III or IV	'000	58.0	42.2	19.2	13.9	13.2	5.9	2.9	1.5	156.8
Certificate I or II or lower	'000	35.1	21.9	10.6	8.0	6.9	2.9	1.3	1.3	88.0
All qualifications	'000	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2
Proportion of qualifications completed										
Diploma and above	%	11.9	17.1	13.7	16.6	13.0	8.8	26.1	4.8	14.2
Certificate III or IV	%	54.9	54.6	55.6	53.0	57.3	60.9	51.5	49.7	55.0
Certificate I or II or lower	%	33.2	28.3	30.7	30.4	29.7	30.2	22.3	45.5	30.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

(b) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

Table 5A.59

Table 5A.59 VET qualifications completed by students, by course level (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
--	-------------	------------	------------	------------	-----------	-----------	------------	------------	-----------	-------------

(c) 2006 data have been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

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

Table 5A.60

Table 5A.60 Number of units of competency completed, by sex (a), (b), (c)

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007										
	Male students	'000	743.4	599.1	319.5	215.2	90.6	26.1	47.7	2 749.2
	Female students	'000	698.9	446.7	215.9	192.7	67.6	32.3	33.7	2 401.3
	All students	'000	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
	Change between 2006 and 2007	%	- 33.2	2.6	2.2	4.0	6.0	- 50.3	7.6	- 11.4
2006										
	Male students	'000	1 018.3	589.8	302.7	204.6	84.3	56.7	44.6	3 030.8
	Female students	'000	1 110.5	430.8	220.9	187.2	65.0	60.3	31.0	2 780.9
	All students	'000	2 130.8	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
	Change between 2005 and 2006	%	2.2	11.2	5.6	2.3	9.4	13.5	13.1	5.6
2005										
	Male students	'000	979.0	522.0	283.8	190.1	77.0	51.0	37.8	2 803.3
	Female students	'000	1 104.3	395.5	212.4	193.5	59.2	52.6	29.1	2 702.5
	All students	'000	2 084.8	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
	Change between 2004 and 2005	%	19.9	12.8	7.3	3.1	3.5	- 7.0	2.9	10.4
2004										
	Male students	'000	837.2	443.3	261.0	191.2	72.2	52.6	35.8	2 546.7
	Female students	'000	900.5	368.9	201.3	181.7	59.0	58.8	29.2	2 438.8
	All students	'000	1 738.3	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
	Change between 2003 and 2004	%	- 3.9	- 5.8	9.2	0.1	- 3.2	17.0	- 5.1	- 0.4
2003										
	Male students	'000	852.8	446.4	236.2	194.4	71.1	44.7	36.5	2 489.2
	Female students	'000	954.0	416.4	185.5	178.1	64.5	50.6	32.0	2 509.3
	All students	'000	1 808.3	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

(a) Government recurrent funded students.

REPORT ON
GOVERNMENT
SERVICES 2009VOCATIONAL
EDUCATION
AND TRAINING

Table 5A.60 **Number of units of competency completed, by sex (a), (b), (c)**

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
(b)	The sum of male and female students may not add up to the total number of all students due to students who did not identify their sex. Percentage calculations may not match manual calculations as a result of rounding.									
(c)	Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.									
(d)	NSW reported data on two additional programs for the first time in 2006.									
(e)	SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.									
Source:	NCVER National VET provider collection (unpublished); DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.									

Table 5A.61

Table 5A.61 Number of units of competency completed, by regions (a), (b), (c), (d)

	NSW (e)	Vic	Qld	WA	SA (f)	Tas	ACT	NT	Aust
2007									
Major cities	815.4	936.4	501.9	314.4	257.3	0.4	47.1	0.6	2 873.5
Inner regional	354.5	384.6	212.0	96.4	70.2	82.3	9.9	0.4	1 210.3
Outer regional	209.1	97.7	247.2	61.8	49.2	68.5	0.9	40.0	774.1
Remote and very remote	29.0	14.9	69.6	56.7	23.0	6.4	0.1	40.4	240.0
All students	1 423.0	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
2006									
Major cities	1 261.7	913.6	483.9	314.4	248.8	0.4	89.5	0.5	3 312.8
Inner regional	520.7	371.7	206.8	88.5	72.3	76.5	20.9	0.4	1 357.9
Outer regional	286.1	98.5	235.8	59.6	47.9	64.7	3.1	35.7	831.5
Remote and very remote	36.0	13.4	72.3	53.3	22.8	6.7	0.1	37.8	242.5
All students	2 130.8	1 405.5	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
2005									
Major cities	1 230.3	851.8	431.7	298.9	246.6	0.4	80.4	0.5	3 140.5
Inner regional	507.8	346.6	185.7	80.1	67.9	70.3	16.7	0.5	1 275.6
Outer regional	288.3	96.8	212.8	58.1	46.0	58.2	2.8	33.4	796.4
Remote and very remote	34.7	12.3	64.8	51.2	22.0	7.0	0.2	30.9	223.0
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Major cities	1 050.3	840.1	381.3	278.2	234.2	0.6	83.9	0.8	2 869.6
Inner regional	416.2	338.7	161.7	74.2	65.1	67.6	17.6	0.5	1 141.6
Outer regional	228.6	91.1	187.1	53.7	43.7	57.6	2.4	33.4	697.7
Remote and very remote	26.0	13.0	60.8	47.6	25.8	5.2	0.2	18.2	196.8
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9

Table 5A.61

Table 5A.61 Number of units of competency completed, by regions ('000) (a), (b), (c), (d)

	NSW (e)	Vic	Q/d	WA	SA (f)	Tas	ACT	NT	Aust
2003									
Major cities	1 103.2	801.4	421.4	255.6	232.6	0.5	76.0	0.8	2 891.5
Inner regional	422.6	322.6	173.6	66.9	65.5	73.3	16.3	1.0	1 141.8
Outer regional	232.2	88.6	192.1	48.8	45.7	56.5	2.1	30.7	696.7
Remote and very remote	31.6	12.6	68.3	44.0	26.4	5.0	0.1	28.9	216.8
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

(a) Government recurrent funded students.

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

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

(d) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(f) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

Table 5A.62

Table 5A.62 Number of units of competency completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Reported as having a disability	90.6	81.7	40.1	24.9	27.7	12.0	2.7	3.6	283.4
Reported as not having a disability	1 232.3	1 279.7	822.0	425.8	363.8	139.1	50.0	74.5	4 387.1
Not reported (disability)	100.2	81.1	184.8	84.7	17.6	7.4	5.8	3.3	484.9
All students	1 423.0	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
2006									
Reported as having a disability	171.8	75.2	37.7	23.9	24.0	11.5	6.9	4.2	355.1
Reported as not having a disability	1 699.6	1 242.0	804.1	416.9	326.3	128.4	105.7	70.1	4 793.1
Not reported (disability)	259.5	88.3	178.9	83.1	43.1	9.5	5.1	1.3	668.9
All students	2 130.8	1 405.5	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
2005									
Reported as having a disability	158.5	65.7	33.2	21.8	21.6	9.3	5.6	4.4	320.0
Reported as not having a disability	1 599.2	1 158.2	732.5	399.9	315.1	120.1	93.1	61.2	4 479.2
Not reported (disability)	327.2	95.3	152.4	74.6	47.7	7.2	5.1	1.3	710.7
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Reported as having a disability	121.5	57.8	28.4	19.0	18.9	7.8	5.8	2.5	261.8
Reported as not having a disability	1 409.2	1 110.1	738.6	376.3	317.1	117.7	102.2	60.6	4 231.9
Not reported (disability)	207.6	127.8	47.0	67.1	36.9	6.5	3.5	1.9	498.2
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9

Table 5A.62

Table 5A.62 Number of units of competency completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2003									
Reported as having a disability	121.4	47.8	32.5	18.0	17.0	7.3	5.4	3.0	252.4
Reported as not having a disability	1 473.3	1 076.6	800.2	343.3	322.9	122.5	87.5	64.2	4 290.5
Not reported (disability)	213.5	117.4	31.9	62.0	32.6	6.5	2.4	1.3	467.6
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

(a) Government recurrent funded students.

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

(c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

Table 5A.63

Table 5A.63 Number of units of competency completed, by language spoken at home ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Language other than English	256.6	185.6	40.4	42.4	33.0	4.4	4.1	17.6	584.1
English	1 017.9	1 173.2	983.4	440.3	355.5	151.5	52.0	61.6	4 235.4
Not reported (language)	148.5	83.8	23.1	52.8	20.7	2.6	2.3	2.2	335.9
All students	1 423.0	1 442.5	1 047.0	535.4	409.1	158.5	58.5	81.4	5 155.4
2006									
Language other than English	403.1	180.7	40.6	38.0	30.1	4.1	9.0	15.5	721.0
English	1 422.0	1 082.8	956.6	436.1	329.1	142.7	103.2	56.7	4 529.2
Not reported (language)	305.8	142.0	23.5	49.8	34.1	2.7	5.5	3.5	566.8
All students	2 130.8	1 405.5	1 020.7	523.8	393.3	149.5	117.7	75.7	5 817.1
2005									
Language other than English	367.4	162.9	33.0	35.1	27.8	3.4	7.4	12.2	649.3
English	1 311.8	1 001.2	862.7	409.6	317.9	130.0	92.7	51.7	4 177.6
Not reported (language)	405.6	154.9	22.5	51.6	38.7	3.2	3.6	3.0	683.1
All students	2 084.8	1 319.1	918.1	496.3	384.4	136.6	103.7	66.9	5 509.9
2004									
Language other than English	332.1	156.1	24.1	34.0	26.5	3.4	8.4	8.7	593.4
English	1 176.2	980.0	776.2	374.3	314.3	125.3	97.5	44.7	3 888.4
Not reported (language)	230.0	159.7	13.7	54.1	32.1	3.2	5.6	11.7	510.1
All students	1 738.3	1 295.8	814.0	462.4	372.9	131.9	111.5	65.1	4 991.9
2003									
Language other than English	355.3	152.9	25.3	32.0	26.5	3.7	7.2	14.3	617.2
English	1 235.0	966.4	823.3	329.0	319.2	129.2	81.5	52.7	3 936.1
Not reported (language)	218.0	122.6	16.0	62.4	26.7	3.4	6.6	1.6	457.1
All students	1 808.3	1 241.8	864.5	423.3	372.4	136.3	95.3	68.5	5 010.4

Table 5A.63 **Number of units of competency completed, by language spoken at home ('000) (a), (b), (c)**

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
--	---------	-----	-----	----	--------	-----	-----	----	------

(a) Government recurrent funded students.

(b) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%

(c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

Table 5A.64

Table 5A.64 Number of modules completed, by sex (a), (b), (c)

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007										
Male students	'000	646.8	166.3	103.0	71.5	77.1	12.8	30.0	8.3	1 115.7
Female students	'000	598.0	103.7	73.5	55.3	84.1	5.8	22.8	5.6	948.8
All students	'000	1 244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2 065.1
Change between 2006 and 2007	%	155.4	- 7.5	- 5.4	- 8.2	32.8	- 6.5	189.4	0.1	61.6
2006										
Male students	'000	282.6	186.3	108.4	77.7	70.6	12.8	10.4	7.8	756.6
Female students	'000	204.5	105.4	78.4	60.3	50.9	7.1	7.9	6.1	520.5
All students	'000	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1 277.7
Change between 2005 and 2006	%	- 3.9	- 16.6	0.4	- 10.3	- 15.8	- 7.3	- 11.3	- 2.8	- 8.6
2005										
Male students	'000	303.3	213.4	111.7	88.4	85.0	12.8	10.4	8.3	833.4
Female students	'000	203.6	136.5	74.0	65.5	59.4	8.7	10.2	5.9	563.8
All students	'000	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
Change between 2004 and 2005	%	- 19.3	- 17.0	- 8.0	- 7.7	- 10.9	0.4	- 10.7	- 0.7	- 14.8
2004										
Male students	'000	346.7	246.1	117.0	92.9	93.2	12.8	12.0	6.7	927.5
Female students	'000	281.3	174.9	84.4	73.8	69.0	8.6	11.0	7.6	710.6
All students	'000	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
Change between 2003 and 2004	%	- 11.6	- 20.2	- 16.8	- 14.0	1.6	- 7.2	1.6	0.7	- 13.5
2003										
Male students	'000	395.1	308.6	144.6	109.2	87.9	14.7	12.2	6.1	1 078.4
Female students	'000	315.1	219.2	98.2	84.2	71.8	8.3	10.4	8.0	815.2
All students	'000	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

(a) Government recurrent funded students.

REPORT ON
GOVERNMENT
SERVICES 2009VOCATIONAL
EDUCATION
AND TRAINING

Table 5A.64 **Number of modules completed, by sex (a), (b), (c)**

	Unit	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
(b)	The sum of male and female students may not add up to the total number of all students due to students who did not identify their sex. Percentage calculations may not match manual calculations as a result of rounding.									
(c)	Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.									
(d)	NSW reported data on two additional programs for the first time in 2006.									
(e)	SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.									

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

Table 5A.65

Table 5A.65 Number of modules completed, by region ('000) (a), (b), (c), (d)

	NSW (e)	Vic	Qld	WA	SA (f)	Tas	ACT	NT	Aust
2007									
Major cities	773.4	186.0	95.1	87.4	125.9	-	39.9	0.2	1307.9
Inner regional	276.0	68.0	32.4	18.4	14.8	9.9	10.2	0.1	429.8
Outer regional	149.4	13.1	36.2	10.6	13.0	8.0	2.0	5.0	237.4
Remote and very remote	17.4	1.9	10.5	9.1	7.2	0.5	0.1	8.5	55.2
All students	1244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2065.1
2006									
Major cities	322.3	200.0	101.2	98.6	83.3	0.1	14.1	0.2	819.7
Inner regional	91.1	71.7	33.3	20.3	19.3	10.9	3.4	0.1	250.1
Outer regional	60.3	16.3	38.7	9.3	13.4	8.2	0.6	5.4	152.3
Remote and very remote	8.2	2.5	11.2	8.3	5.3	0.5	-	8.1	44.0
All students	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1277.7
2005									
Major cities	337.5	243.0	99.4	111.5	100.7	-	16.3	0.2	908.5
Inner regional	98.2	82.9	34.2	21.6	21.5	11.3	3.4	0.1	273.2
Outer regional	59.1	18.1	38.1	10.2	15.6	9.3	0.7	5.3	156.4
Remote and very remote	7.8	2.9	11.1	8.7	6.3	0.7	-	7.9	45.2
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1397.7
2004									
Major cities	412.8	294.9	112.2	121.8	117.8	-	17.9	0.2	1077.7
Inner regional	128.2	99.4	34.8	21.9	23.1	11.7	4.2	-	323.4
Outer regional	72.8	21.1	39.5	11.1	14.9	9.0	0.7	5.5	174.7
Remote and very remote	9.2	2.5	11.2	8.8	5.9	0.5	-	4.5	42.7
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1639.6

Table 5A.65

Table 5A.65 Number of modules completed, by region ('000) (a), (b), (c), (d)

	NSW (e)	Vic	Qld	WA	SA (f)	Tas	ACT	NT	Aust
2003									
Major cities	462.9	368.4	130.8	141.4	114.5	0.2	17.6	0.1	1235.8
Inner regional	148.1	121.5	42.4	25.3	22.5	12.4	4.2	–	376.3
Outer regional	82.1	28.2	50.6	13.4	15.4	9.6	0.7	5.3	205.3
Remote and very remote	11.1	3.6	17.6	10.4	6.7	0.7	–	6.2	56.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1895.5

(a) Government recurrent funded students.

(b) Modules completed by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the Australian Bureau of Statistics (ABS) (table AA.6).

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

(d) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(f) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

– Nil or rounded to zero.

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

Table 5A.66

Table 5A.66 Number of modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Q/ld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Reported as having a disability	104.3	24.4	9.3	7.1	12.1	2.0	3.6	0.9	163.7
Reported as not having a disability	1 063.2	237.3	128.5	102.9	143.7	16.5	48.5	12.0	1 752.5
Not reported (disability)	77.4	8.3	39.0	16.8	5.6	0.2	0.7	0.9	148.8
All students	1 244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2 065.1
2006									
Reported as having a disability	51.7	24.4	9.5	7.3	12.0	2.2	1.4	0.9	109.5
Reported as not having a disability	370.8	257.0	136.4	110.5	100.8	16.9	16.5	12.4	1 021.3
Not reported (disability)	64.9	10.4	40.9	20.3	8.8	0.8	0.3	0.5	146.9
All students	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1 277.7
2005									
Reported as having a disability	51.0	27.0	10.4	7.7	12.2	2.8	1.6	1.2	113.9
Reported as not having a disability	377.1	309.6	141.0	121.7	119.1	18.3	18.5	12.8	1 118.1
Not reported (disability)	78.9	13.5	34.6	24.6	13.1	0.4	0.5	0.2	165.8
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
2004									
Reported as having a disability	65.9	28.9	10.9	8.3	11.8	2.5	1.7	0.9	131.0
Reported as not having a disability	463.7	369.2	170.4	131.8	134.5	18.2	20.7	12.5	1 320.9
Not reported (disability)	98.4	23.5	21.0	26.6	15.9	0.7	0.7	0.9	187.6
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6

Table 5A.66

Table 5A.66 Number of modules completed, by disability status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2003									
Reported as having a disability	70.4	31.1	14.1	9.6	11.9	2.5	1.3	0.8	141.5
Reported as not having a disability	542.7	468.9	206.7	156.2	136.6	20.0	20.9	12.6	1 564.6
Not reported (disability)	97.4	28.4	22.3	28.1	11.2	0.6	0.5	0.8	189.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

(a) Government recurrent funded students.

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

(c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

Table 5A.67

Table 5A.67 Number of modules completed, by language spoken at home ('000) (a), (b), (c)

	NSW (d)	Vic	Q/d	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Language other than English	304.6	53.6	17.2	17.5	77.9	0.9	3.0	5.4	480.0
English	815.5	196.6	153.8	96.6	75.9	17.5	47.6	8.1	1 411.7
Not reported (language)	124.8	19.8	5.7	12.7	7.7	0.3	2.2	0.4	173.5
All students	1 244.9	270.0	176.7	126.8	161.4	18.6	52.8	13.8	2 065.1
2006									
Language other than English	140.9	52.2	19.3	16.0	14.8	1.0	1.7	5.2	251.1
English	274.8	204.9	161.6	109.2	95.2	18.4	15.9	8.3	888.3
Not reported (language)	71.7	34.7	6.0	12.8	11.6	0.4	0.7	0.4	138.4
All students	487.4	291.9	186.8	138.1	121.5	19.9	18.2	13.8	1 277.7
2005									
Language other than English	136.1	60.8	13.2	17.0	16.9	1.0	1.8	5.5	252.2
English	282.3	241.4	167.8	120.2	110.5	19.9	18.2	8.0	968.4
Not reported (language)	88.6	47.8	5.0	16.7	17.0	0.6	0.6	0.8	177.1
All students	507.0	350.0	186.0	154.0	144.4	21.5	20.6	14.2	1 397.7
2004									
Language other than English	150.0	69.4	23.6	17.9	17.5	0.9	1.8	3.0	284.2
English	374.7	290.5	173.0	126.6	124.0	19.9	20.4	7.9	1 137.1
Not reported (language)	103.4	61.7	5.6	22.2	20.6	0.5	0.8	3.5	218.3
All students	628.1	421.6	202.3	166.8	162.1	21.4	23.0	14.3	1 639.6
2003									
Language other than English	165.4	85.2	21.6	18.8	15.6	0.8	1.4	5.1	313.9
English	447.9	375.9	214.8	149.9	130.2	21.4	20.5	7.6	1 368.3
Not reported (language)	97.2	67.4	6.7	25.2	13.8	0.8	0.8	1.5	213.3
All students	710.5	528.4	243.1	193.9	159.6	23.0	22.7	14.2	1 895.5

Table 5A.67 Number of modules completed, by language spoken at home ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
(a) Government recurrent funded students.									
(b) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2003 – 12.0%; 2004 – 13.7%; 2005 – 15.5%; 2006 – 11.7%; 2007 – 7.6%									
(c) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.									
(d) NSW reported data on two additional programs for the first time in 2006.									
(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.									

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

Table 5A.68

Table 5A.68 Load pass rates by Indigenous status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Reported as Indigenous	66.0	60.9	73.9	62.9	77.1	70.6	73.2	65.6	67.4
Reported as non-Indigenous	78.7	76.2	84.5	78.3	88.3	78.7	79.5	80.4	79.5
Not reported	76.6	78.2	80.0	71.8	84.1	82.5	82.3	75.2	77.3
All students	78.0	76.0	83.5	76.6	87.7	78.4	79.6	74.4	78.8
2006									
Reported as Indigenous	65.8	65.2	72.3	59.8	75.6	72.9	64.8	61.2	66.2
Reported as non-Indigenous	78.4	76.9	82.9	76.9	87.9	80.3	79.0	79.2	79.2
Not reported	78.1	73.3	76.4	74.8	90.5	90.4	76.8	71.7	77.2
All students	77.9	76.5	81.7	75.5	87.7	80.2	78.6	71.4	78.5
2005									
Reported as Indigenous	65.0	64.5	73.2	58.3	75.4	72.9	73.7	61.8	66.1
Reported as non-Indigenous	78.4	76.8	81.5	76.3	87.0	79.8	79.5	81.1	78.9
Not reported	78.2	75.0	75.6	74.1	89.8	93.3	84.8	68.1	77.5
All students	77.9	76.5	80.5	74.9	86.8	79.8	79.8	72.8	78.2
2004									
Reported as Indigenous	64.1	60.7	69.0	57.0	72.4	73.0	67.8	60.5	63.9
Reported as non-Indigenous	77.8	76.6	78.6	75.4	87.5	79.4	80.3	74.5	78.1
Not reported	78.4	74.4	78.3	74.6	89.5	90.5	81.5	82.7	77.7
All students	77.4	76.3	78.1	74.0	87.0	79.4	80.2	69.2	77.5
2003									
Reported as Indigenous	61.2	61.0	69.5	56.6	74.4	75.1	63.1	60.5	63.6
Reported as non-Indigenous	77.1	77.0	77.6	74.2	87.5	80.0	79.6	78.6	77.7
Not reported	77.0	76.0	76.2	74.2	88.2	90.4	83.1	84.1	77.0
All students	76.6	76.7	77.1	73.1	86.9	80.2	79.5	71.5	77.1

Table 5A.68

Table 5A.68 Load pass rates by Indigenous status (per cent) (a), (b), (c)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
--	-----	-----	-----	----	----	-----	-----	----	------

(a) Data are limited to government recurrent funded hours.

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

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2003 – 13.8%; 2004 – 13.3%; 2005 – 12.9%; 2006 – 10.6%; 2007 – 8.2%.

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

Table 5A.69

Table 5A.69 Number of VET qualifications completed, by Indigenous status ('000) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2006									
Reported as Indigenous	2.5	0.6	1.5	1.4	0.8	0.3	0.2	0.7	8.0
Reported as non-Indigenous	77.3	75.3	33.3	25.8	22.1	8.7	5.7	1.9	250.1
Not reported	17.8	6.9	3.5	5.5	1.7	0.3	0.9	–	36.6
All students	97.6	82.8	38.3	32.8	24.5	9.3	6.8	2.7	294.6
2005									
Reported as Indigenous	2.7	0.5	1.4	1.2	0.7	0.3	0.1	0.7	7.6
Reported as non-Indigenous	88.4	75.7	28.6	22.5	21.5	7.9	6.0	1.9	252.6
Not reported	20.0	8.9	2.7	4.4	2.0	0.4	1.0	–	39.4
All students	111.1	85.1	32.7	28.1	24.1	8.6	7.2	2.7	299.7
2004									
Reported as Indigenous	2.4	0.4	1.4	1.0	0.6	0.2	0.2	0.5	6.7
Reported as non-Indigenous	86.4	67.3	26.8	22.5	17.4	7.5	5.6	2.1	235.5
Not reported	15.4	8.2	1.3	4.7	1.7	0.5	0.8	0.0	32.6
All students	104.2	75.9	29.4	28.3	19.6	8.3	6.5	2.7	274.8
2003									
Reported as Indigenous	1.9	0.5	1.7	1.1	0.7	0.3	–	0.7	6.8
Reported as non-Indigenous	86.1	66.3	30.7	20.9	20.5	8.6	5.3	2.1	240.7
Not reported	17.7	10.6	2.0	4.4	1.9	0.8	0.2	0.1	37.7
All students	105.7	77.4	34.4	26.3	23.1	9.7	5.6	2.9	285.2

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority. Represents students eligible to be awarded a qualification. Final qualifications completed data for 2007 are not available. Only preliminary data are available from the 2007 national provider collection.

(b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA — see (d) below).

(c) 2006 data has been revised. These figures are revised based on additional information which became available after the completion of the 2006 report or as part of the 2007 data collection.

Table 5A.69

Table 5A.69 Number of VET qualifications completed, by Indigenous status ('000) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
--	-----	-----	-----	----	----	-----	-----	----	------

(d) Final qualifications completed data for 2007 is not available. Only preliminary data is available from the 2007 national provider collection.

(e) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2003 – 13.8%; 2004 – 13.3%; 2005 – 12.9%; 2006 – 10.6%; 2007 – 8.2%.

– Nil or rounded to zero.

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

Table 5A.70

Table 5A.70 Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2007									
Indigenous — units of competency	54.0	16.4	51.0	27.1	11.5	5.7	0.9	27.2	193.8
Non-Indigenous — units of competency	1 274.2	1 370.7	910.2	449.0	367.2	150.4	47.4	53.8	4 623.0
Not reported	94.8	55.4	85.8	59.3	30.5	2.4	10.1	0.4	338.7
Indigenous — modules completed	43.4	4.6	11.4	7.2	6.9	0.9	0.6	7.2	82.2
Non-Indigenous — modules completed	1 138.2	254.7	149.1	105.3	148.4	17.6	51.9	6.7	1 871.8
Not reported	63.3	10.7	16.3	14.4	6.0	0.1	0.3	—	111.1
2006									
Indigenous — units of competency	68.2	15.2	45.5	26.4	10.9	5.5	1.7	25.6	198.9
Non-Indigenous — units of competency	1 867.0	1 307.1	883.2	420.3	344.5	140.2	107.9	49.2	5 119.4
Not reported	195.6	83.2	92.0	77.1	37.9	3.8	8.2	0.8	498.8
Indigenous — modules completed	17.5	4.8	11.1	6.9	7.1	0.8	0.2	7.8	56.1
Non-Indigenous — modules completed	413.6	269.7	158.1	112.9	105.1	18.3	17.7	6.0	1 101.3
Not reported	56.3	17.4	17.6	18.3	9.4	0.8	0.4	0.1	120.3
2005									
Indigenous — units of competency	61.4	12.4	43.9	26.3	10.3	4.7	1.5	21.9	182.3
Non-Indigenous — units of competency	1 789.4	1 217.1	792.9	400.2	330.1	128.1	94.7	44.5	4 797.0
Not reported	234.1	89.6	81.3	69.8	43.9	3.8	7.6	0.5	530.6
Indigenous — modules completed	18.2	4.9	11.2	7.4	13.8	0.9	0.2	7.8	64.3
Non-Indigenous — modules completed	419.0	320.1	158.0	123.5	119.3	20.3	19.7	6.4	1 186.2
Not reported	69.9	25.0	16.9	23.1	11.3	0.3	0.6	0.1	147.2

Table 5A.70

Table 5A.70 Number of units of competency and modules completed, by Indigenous status ('000) (a), (b), (c)

	NSW (d)	Vic	Qld	WA	SA (e)	Tas	ACT	NT	Aust
2004									
Indigenous — units of competency	44.6	9.9	39.6	24.4	9.5	4.4	1.4	19.2	152.9
Non-Indigenous — units of competency	1 466.2	1 181.7	729.0	372.6	323.1	123.4	103.6	45.3	4 345.0
Not reported	227.5	104.1	45.5	65.3	40.3	4.1	6.6	0.5	493.9
Indigenous — modules completed	23.2	5.1	11.4	8.9	12.8	0.8	0.4	8.3	70.9
Non-Indigenous — modules completed	497.9	377.7	176.6	131.3	135.8	20.2	22.1	6.0	1 367.6
Not reported	107.0	38.8	14.3	26.6	13.5	0.4	0.5	0.1	201.1
2003									
Indigenous — units of competency	36.9	9.3	42.3	23.5	10.9	4.9	0.9	21.5	150.2
Non-Indigenous — units of competency	1 540.6	1 115.3	775.3	333.8	327.7	125.6	91.4	45.3	4 354.8
Not reported	230.8	117.2	46.9	66.0	33.8	5.7	3.1	1.8	505.4
Indigenous — modules completed	25.1	6.3	17.5	10.1	12.3	1.1	0.3	7.7	80.4
Non-Indigenous — modules completed	576.2	469.0	208.1	153.9	135.2	21.3	22.0	5.8	1 591.6
Not reported	109.1	53.1	17.4	29.9	12.2	0.7	0.4	0.7	223.5

(a) Government recurrent funded students.

(b) Due to changes in the AVETMISS reporting standard and the method of implementation of these changes by some training providers and states, a large number of Units of Competency that were reported in previous years have not been reported in 2007. In addition, a large number of modules that would not have been reported in previous years have been reported in 2007. As a result, reported Training Package Units of Competency have significantly decreased and other modules have significantly increased in 2007.

(c) Indigenous students are those who self-identified on their enrolment form that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2003 – 13.8%; 2004 – 13.3%; 2005 – 12.9%; 2006 – 10.6%; 2007 – 8.2%.

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

(e) SA data now include VET in schools which has been assessed by TAFE. To enable comparability of data, SA data for 2003–2005 have been adjusted to include SA VISA (VET in Schools Assessment) data.

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

Table 5A.71

Table 5A.71 Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007										
	Satisfied with the quality of their training	% 84.9 ± 7.6	87.2 ± 7.8	91.2 ± 3.7	93.7 ± 3.3	90.2 ± 8.4	89.4 ± 7.3	93.3 ± 9.2	89.0 ± 7.4	88.7 ± 2.9
	Seeking employment related outcomes	% 79.9 ± 10.6	84.2 ± 10.8	91.9 ± 4.1	92.9 ± 4.5	90.9 ± 10.4	87.4 ± 9.2	96.1 ± 7.6	91.8 ± 5.5	87.0 ± 4.1
	Seeking further study outcomes	% 90.0 ± 8.8	np	np	np	np	np	–	100.0	92.6 ± 5.1
	Seeking personal development outcomes	% 95.8 ± 6.1	91.3 ± 11.8	90.7 ± 8.8	93.2 ± 7.6	77.8 ± 27.2	100.0	86.4 ± 24.9	80.4 ± 22.5	91.4 ± 4.5
VET 2006										
	Satisfied with the quality of their training	% 96.9 ± 3.7	92.6 ± 8.6	96.4 ± 2.5	94.0 ± 6.3	80.0 ± 16.1	94.7 ± 7.3	88.4 ± 17.4	95.5 ± 4.3	94.8 ± 2.0
	Seeking employment related outcomes	% 95.4 ± 6.1	89.5 ± 12.2	96.9 ± 2.9	92.3 ± 9.6	76.8 ± 22.3	92.8 ± 9.6	84.0 ± 22.9	96.9 ± 3.1	93.9 ± 2.7
	Seeking further study outcomes	% –	np	100.0	np	np	np	np	np	79.8 ± 25.3
	Seeking personal development outcomes	% 98.8 ± 2.4	100.0	95.2 ± 6.7	100.0	93.1 ± 13.5	100.0	np	89.4 ± 14.7	96.5 ± 2.9
VET 2005										
	Satisfied with the quality of their training	% 77.5 ± 9.8	88.4 ± 6.7	92.4 ± 2.9	93.0 ± 4.1	87.2 ± 9.8	79.1 ± 8.6	90.3 ± 12.9	92.7 ± 4.5	86.4 ± 3.5
	Seeking employment related outcomes	% 71.4 ± 13.1	89.5 ± 7.4	90.1 ± 4.3	90.1 ± 6.7	88.3 ± 10.8	74.1 ± 11.0	89.6 ± 14.1	91.3 ± 6.1	82.9 ± 5.1
	Seeking further study outcomes	% 88.1 ± 22.3	np	85.1 ± 27.4	100.0	np	–	np	np	87.4 ± 14.3
	Seeking personal development outcomes	% 93.4 ± 9.0	100.0	97.2 ± 2.9	95.4 ± 4.5	77.9 ± 28.0	94.2 ± 11.2	np	96.9 ± 4.5	95.3 ± 2.9
TAFE 2007										
	Satisfied with the quality of their training	% 87.7 ± 5.9	93.2 ± 5.9	94.0 ± 3.3	92.6 ± 4.1	94.3 ± 7.6	84.7 ± 12.0	100.0	89.7 ± 5.5	90.8 ± 2.5
	Seeking employment related outcomes	% 82.5 ± 9.0	91.2 ± 8.2	94.1 ± 4.1	90.4 ± 5.9	94.8 ± 10.0	79.5 ± 15.9	np	89.3 ± 7.1	88.3 ± 3.7
	Seeking further study outcomes	% 88.6 ± 10.4	np	np	np	np	np	–	np	91.3 ± 6.1
	Seeking personal development outcomes	% 95.2 ± 6.9	100.0	93.0 ± 7.3	94.9 ± 7.1	88.0 ± 22.1	100.0	np	89.5 ± 11.8	94.2 ± 3.7
TAFE 2006										
	Satisfied with the quality of their training	% 96.4 ± 4.9	93.6 ± 12.2	97.5 ± 2.4	92.1 ± 8.2	77.0 ± 19.6	100.0	100.0	92.0 ± 8.0	94.6 ± 2.5
	Seeking employment related outcomes	% 94.4 ± 7.4	90.9 ± 17.1	98.6 ± 1.6	90.6 ± 11.6	68.8 ± 29.0	100.0	np	95.6 ± 5.3	94.1 ± 3.5
	Seeking further study outcomes	% –	np	100.0	np	np	np	–	np	76.8 ± 28.2
	Seeking personal development outcomes	% 100.0	np	96.9 ± 6.1	100.0	100.0	100.0	np	76.5 ± 29.4	96.9 ± 3.5
REPORT ON GOVERNMENT SERVICES 2009										VOCATIONAL EDUCATION AND TRAINING

Table 5A.71

Table 5A.71 Proportion of Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2005										
	Satisfied with the quality of their training	% 88.8 ± 5.9	88.2 ± 8.6	89.1 ± 4.3	93.4 ± 4.9	94.2 ± 7.3	74.6 ± 15.7	np	97.7 ± 3.3	89.8 ± 2.7
	Seeking employment related outcomes	% 87.4 ± 8.0	90.5 ± 9.4	85.3 ± 6.5	90.7 ± 8.4	99.1 ± 1.8	65.0 ± 20.2	np	97.4 ± 4.9	87.8 ± 3.9
	Seeking further study outcomes	% 88.1 ± 22.3	np	85.1 ± 27.4	100.0	np	–	np	np	84.7 ± 16.9
	Seeking personal development outcomes	% 94.3 ± 9.2	100.0	96.2 ± 4.1	94.2 ± 5.7	77.2 ± 29.0	100.0	np	97.1 ± 5.7	95.0 ± 3.7
TAFE 2004										
	Satisfied with the quality of their training	% 88.7 ± 9.2	89.7 ± 12.5	91.6 ± 5.7	78.9 ± 17.6	88.3 ± 16.5	94.5 ± 10.4	100.0	93.6 ± 6.5	88.9 ± 4.9
	Seeking employment related outcomes	% 94.0 ± 8.4	95.5 ± 6.7	87.2 ± 8.2	90.2 ± 7.4	82.7 ± 23.3	100.0	np	93.0 ± 8.2	91.6 ± 4.3
	Seeking further study outcomes	% np	np	np	np	np	np	–	np	94.2 ± 11.6
	Seeking personal development outcomes	% 90.1 ± 18.4	100.0	100.0	np	np	100.0	np	100.0	88.1 ± 13.5
TAFE 2003										
	Satisfied with the quality of their training	% 79.4 ± 5.6	83.8 ± 7.6	88.7 ± 3.7	87.7 ± 5.6	85.2 ± 6.8	89.0 ± 9.8	np	86.1 ± 6.0	84.3 ± 2.3
	Seeking employment related outcomes	% 75.6 ± 7.3	89.5 ± 8.3	90.6 ± 4.3	87.7 ± 7.4	87.6 ± 7.8	88.7 ± 11.2	np	80.7 ± 8.3	83.2 ± 3.0
	Seeking further study outcomes	% 73.3 ± 30.8	np	84.9 ± 18.1	np	np	np	–	np	84.0 ± 11.7
	Seeking personal development outcomes	% 86.6 ± 9.1	69.0 ± 18.9	86.0 ± 8.9	92.4 ± 9.0	91.1 ± 11.4	100.0	–	95.9 ± 7.0	87.2 ± 4.3

(a) Data for some jurisdictions are not published due to 5 or fewer responses.

(b) The sample was designed to provide state/territory level reporting in 2004 and 2006 and state/territory and institute level reporting in 2003, 2005 and 2007. A larger sample is required in the institute level reporting years to provide reliable institute estimates. Therefore, sample sizes in 2003, 2005 and 2007 were larger than in 2004 and 2006.

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

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

Table 5A.72

Table 5A.72 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
VET 2007									
Employed or in further study	81.2 ± 6.5	74.4 ± 10.0	85.6 ± 4.5	84.2 ± 6.7	73.7 ± 12.3	80.4 ± 10.6	89.3 ± 13.9	88.0 ± 7.8	82.6 ± 2.9
Employed after training	71.3 ± 7.3	65.6 ± 10.2	76.3 ± 5.9	75.6 ± 8.2	50.7 ± 14.1	65.6 ± 11.8	81.0 ± 16.3	80.4 ± 8.8	72.4 ± 3.3
In further study after training	33.8 ± 8.0	32.3 ± 9.6	23.8 ± 6.1	25.2 ± 7.6	36.3 ± 13.3	38.2 ± 12.2	16.5 ± 13.5	33.7 ± 6.7	30.2 ± 3.5
At TAFE	66.6 ± 15.9	57.8 ± 16.3	44.6 ± 13.3	62.6 ± 12.3	61.8 ± 23.7	47.9 ± 15.7	np	8.3 ± 6.5	53.0 ± 6.7
At University	5.8 ± 5.5	15.1 ± 11.4	25.0 ± 12.2	11.3 ± 8.6	np	np	–	19.0 ± 9.0	12.5 ± 3.9
At private provider or other registered provider	27.6 ± 16.3	27.0 ± 14.5	30.4 ± 13.9	26.1 ± 11.4	34.0 ± 23.3	42.9 ± 15.9	np	72.7 ± 10.2	34.4 ± 6.9
VET 2006									
Employed or in further study	68.3 ± 13.1	86.3 ± 12.7	81.1 ± 8.4	80.6 ± 12.3	77.0 ± 17.2	84.4 ± 9.4	94.5 ± 10.4	77.9 ± 10.4	77.6 ± 5.1
Employed after training	57.5 ± 13.7	76.0 ± 15.3	69.4 ± 9.2	60.4 ± 14.7	55.4 ± 20.0	73.0 ± 11.8	90.8 ± 12.3	73.4 ± 11.0	66.1 ± 5.5
In further study after training	33.6 ± 12.7	40.1 ± 18.0	24.5 ± 7.8	39.9 ± 14.7	44.7 ± 20.2	42.7 ± 14.3	42.0 ± 22.9	26.0 ± 11.8	32.2 ± 5.3
At TAFE	59.7 ± 21.2	62.0 ± 24.3	65.1 ± 16.5	61.2 ± 20.4	61.9 ± 29.6	52.3 ± 22.7	np	13.4 ± 6.3	55.9 ± 8.6
At University	np	np	14.3 ± 9.6	np	np	np	np	30.1 ± 19.6	17.4 ± 7.3
At private provider or other registered provider	22.4 ± 18.2	np	20.6 ± 16.7	27.8 ± 20.0	np	38.8 ± 22.9	np	56.5 ± 19.2	26.7 ± 7.8
VET 2005									
Employed or in further study	80.3 ± 8.2	81.9 ± 8.0	77.1 ± 5.7	85.0 ± 6.1	91.2 ± 7.6	87.9 ± 6.9	80.5 ± 20.8	82.0 ± 5.1	81.2 ± 3.3
Employed after training	64.0 ± 9.2	77.4 ± 8.6	69.8 ± 6.3	69.4 ± 7.6	64.1 ± 13.7	73.1 ± 9.8	67.1 ± 22.5	68.0 ± 8.4	68.5 ± 3.7
In further study after training	37.3 ± 9.0	28.4 ± 10.2	23.4 ± 5.9	31.6 ± 7.8	49.2 ± 14.7	29.0 ± 10.6	41.0 ± 22.5	36.2 ± 9.6	31.9 ± 3.7
At TAFE	82.9 ± 9.6	45.4 ± 20.8	50.6 ± 13.7	36.7 ± 12.3	59.8 ± 23.3	70.9 ± 18.6	np	21.7 ± 10.4	58.6 ± 6.3
At University	6.5 ± 5.1	23.5 ± 18.6	14.2 ± 6.1	16.9 ± 10.0	15.1 ± 15.3	np	np	27.7 ± 11.6	13.7 ± 3.5
At private provider or other registered provider	10.6 ± 8.6	31.1 ± 20.8	35.2 ± 14.3	46.4 ± 14.3	25.1 ± 23.5	25.0 ± 18.0	np	50.6 ± 12.9	27.7 ± 5.9

Table 5A.72

Table 5A.72 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2007									
Employed or in further study	80.6 ± 7.3	64.2 ± 14.1	86.6 ± 4.9	83.6 ± 7.6	65.0 ± 17.1	72.4 ± 16.7	100.0	93.5 ± 4.9	81.9 ± 3.5
Employed after training	66.8 ± 8.0	53.3 ± 13.9	74.4 ± 7.3	74.4 ± 8.2	40.8 ± 16.9	50.6 ± 17.4	91.2 ± 6.7	85.1 ± 6.7	69.1 ± 3.9
In further study after training	34.8 ± 7.8	29.2 ± 12.0	22.7 ± 6.9	27.9 ± 7.3	40.3 ± 17.2	46.9 ± 17.2	np	33.0 ± 8.4	30.8 ± 3.7
At TAFE	75.7 ± 11.0	74.2 ± 19.4	56.3 ± 15.5	76.3 ± 12.3	77.8 ± 21.2	60.3 ± 18.6	np	12.2 ± 9.4	64.4 ± 6.3
At University	np	21.1 ± 18.0	29.9 ± 15.3	13.7 ± 11.0	np	np	np	24.0 ± 12.2	14.6 ± 4.9
At private provider or other registered provider	17.9 ± 9.8	np	13.9 ± 11.8	np	np	np	np	63.8 ± 13.5	21.0 ± 5.1
TAFE 2006									
Employed or in further study	69.6 ± 15.1	83.7 ± 19.4	78.8 ± 10.4	87.0 ± 11.8	81.8 ± 19.0	76.8 ± 13.7	100.0	79.7 ± 8.4	77.1 ± 6.5
Employed after training	57.9 ± 15.9	67.8 ± 23.3	66.1 ± 10.8	67.1 ± 15.9	62.0 ± 23.3	60.4 ± 16.5	84.3 ± 28.4	71.5 ± 12.0	63.6 ± 7.1
In further study after training	30.0 ± 13.3	51.1 ± 25.3	28.1 ± 9.4	36.4 ± 16.7	46.1 ± 23.7	41.6 ± 17.1	np	31.1 ± 13.7	33.2 ± 6.3
At TAFE	73.6 ± 21.6	70.5 ± 28.4	73.0 ± 15.1	69.3 ± 22.9	76.7 ± 33.7	49.6 ± 27.4	np	13.8 ± 5.9	66.1 ± 9.2
At University	np	np	15.8 ± 11.0	np	np	np	np	36.6 ± 27.4	15.3 ± 6.5
At private provider or other registered provider	np	np	11.1 ± 12.7	np	np	43.6 ± 27.6	np	49.6 ± 26.7	18.6 ± 8.4
TAFE 2005									
Employed or in further study	80.2 ± 7.8	86.5 ± 9.0	75.3 ± 6.7	80.4 ± 8.2	93.0 ± 7.6	84.5 ± 11.8	np	89.3 ± 6.1	80.7 ± 3.7
Employed after training	58.8 ± 9.0	80.6 ± 10.2	65.1 ± 7.4	63.3 ± 9.6	56.5 ± 16.3	63.0 ± 16.7	np	74.8 ± 10.0	64.3 ± 4.3
In further study after training	43.5 ± 8.8	34.4 ± 13.5	24.5 ± 6.5	29.1 ± 8.8	53.2 ± 16.3	37.0 ± 17.6	np	46.1 ± 11.8	35.9 ± 4.1
At TAFE	85.8 ± 7.1	54.1 ± 23.3	56.2 ± 14.7	49.9 ± 16.3	68.2 ± 21.6	83.6 ± 20.6	np	24.3 ± 11.4	67.0 ± 6.1
At University	7.4 ± 5.5	30.7 ± 22.7	16.4 ± 7.3	14.3 ± 9.6	21.7 ± 20.6	-	np	30.8 ± 13.9	14.6 ± 4.3
At private provider or other registered provider	6.7 ± 4.5	15.2 ± 15.9	27.4 ± 14.9	35.8 ± 17.4	10.0 ± 10.8	np	np	44.9 ± 14.1	18.4 ± 4.9

Table 5A.72

Table 5A.72 Proportion of Indigenous graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE 2004									
Employed or in further study	69.2 ± 16.5	55.3 ± 27.0	76.3 ± 13.7	84.1 ± 10.0	79.4 ± 19.6	63.2 ± 21.6	100.0	81.0 ± 6.9	72.9 ± 8.2
Employed after training	60.0 ± 16.9	39.0 ± 22.3	63.5 ± 13.5	65.1 ± 17.4	43.3 ± 23.3	53.1 ± 22.1	100.0	71.4 ± 12.3	60.1 ± 8.4
In further study after training	34.8 ± 16.1	33.6 ± 22.0	23.4 ± 9.6	36.7 ± 17.4	43.2 ± 25.1	35.0 ± 21.2	np	36.3 ± 16.7	32.8 ± 8.0
At TAFE	59.9 ± 28.0	79.9 ± 19.4	77.0 ± 16.1	67.2 ± 38.8	np	70.4 ± 34.5	np	64.3 ± 18.6	66.0 ± 14.9
At University	40.1 ± 28.0	np	np	-	np	np	np	np	21.6 ± 15.3
At private provider or other registered provider	-	np	17.7 ± 15.3	np	np	-	np	33.9 ± 18.6	12.4 ± 8.2
TAFE 2003									
Employed or in further study	88.2 ± 5.0	94.0 ± 5.4	87.7 ± 4.1	89.6 ± 5.7	86.9 ± 6.7	90.5 ± 9.9	100.0	92.8 ± 4.6	89.2 ± 2.1
Employed after training	51.3 ± 6.8	67.0 ± 9.6	64.2 ± 5.6	61.2 ± 8.3	65.4 ± 9.0	65.4 ± 15.0	84.1 ± 27.2	68.7 ± 7.7	60.2 ± 3.0
In further study after training	48.5 ± 8.4	38.9 ± 13.9	44.3 ± 7.0	54.1 ± 11.8	53.3 ± 11.1	53.0 ± 20.0	np	59.9 ± 10.1	49.5 ± 3.9
At TAFE	83.0 ± 9.2	72.3 ± 20.7	77.3 ± 9.1	73.4 ± 15.1	68.0 ± 14.3	83.8 ± 20.9	np	37.5 ± 14.0	72.7 ± 5.1
At University	np	np	9.2 ± 6.3	10.9 ± 10.6	np	-	np	16.2 ± 10.6	9.0 ± 3.2
At private provider or other registered provider	np	np	13.4 ± 7.4	15.7 ± 12.4	24.0 ± 13.1	np	np	46.3 ± 14.4	18.3 ± 4.4

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

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

(c) Data for some jurisdictions are not published due to 5 or fewer responses.

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

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

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

Table 5A.73

Table 5A.73 Indigenous graduates who improved their employment circumstances after training (a), (b)

Unit	NSW	Vic	Q/d	WA	SA	Tas	ACT	NT	Aust
2007									
Proportion of VET graduates	55.3 ± 8.4	41.9 ± 10.6	64.5 ± 6.5	65.8 ± 9.4	45.3 ± 13.9	53.7 ± 12.5	63.2 ± 19.8	54.5 ± 7.8	57.3 ± 3.9
Proportion of TAFE graduates	52.6 ± 8.4	33.6 ± 11.8	64.6 ± 7.6	64.7 ± 8.2	35.0 ± 16.3	40.9 ± 17.4	91.2 ± 6.7	58.4 ± 9.6	55.5 ± 4.1
2006									
Proportion of VET graduates	46.8 ± 14.1	60.9 ± 17.4	56.7 ± 10.0	54.4 ± 14.9	47.9 ± 19.8	63.8 ± 13.1	68.5 ± 19.4	61.7 ± 11.8	54.7 ± 5.7
Proportion of TAFE graduates	47.0 ± 16.1	48.9 ± 25.5	53.5 ± 11.2	59.2 ± 16.7	56.6 ± 23.3	51.6 ± 16.7	73.8 ± 32.7	61.8 ± 13.9	52.5 ± 7.3
2005									
Proportion of VET graduates	51.1 ± 9.6	65.6 ± 10.0	59.7 ± 6.7	59.3 ± 8.2	61.5 ± 14.1	65.7 ± 10.4	49.7 ± 23.3	55.7 ± 11.0	57.5 ± 4.1
Proportion of TAFE graduates	50.7 ± 9.0	70.4 ± 12.0	57.5 ± 7.6	53.6 ± 10.0	52.3 ± 16.3	54.6 ± 17.1	np	69.8 ± 10.6	56.3 ± 4.3
2004									
Proportion of VET graduates	–	–	–	–	–	–	–	–	–
Proportion of TAFE graduates	41.6 ± 15.7	34.7 ± 21.2	47.0 ± 13.1	57.1 ± 17.2	38.0 ± 22.1	48.4 ± 22.1	85.6 ± 26.7	55.3 ± 12.9	45.7 ± 8.0
2003									
Proportion of VET graduates	–	–	–	–	–	–	–	–	–
Proportion of TAFE graduates	39.8 ± 8.0	48.2 ± 12.0	52.0 ± 6.7	49.6 ± 10.6	48.9 ± 10.6	47.4 ± 16.3	np	51.9 ± 10.2	46.7 ± 3.9

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

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

– Nil or rounded to zero. np Not published.

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

Table 5A.74

Table 5A.74 Employer engagement with VET (per cent) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Engagement with apprenticeships/traineeships (b)	27.8 ± 4.5	31.0 ± 5.7	30.9 ± 5.7	25.6 ± 4.4	26.2 ± 5.1	35.2 ± 5.3	30.1 ± 5.0	32.5 ± 4.9	29.1 ± 2.5
Engagement with nationally recognised training (c)	24.1 ± 4.4	19.8 ± 5.2	19.8 ± 4.9	23.6 ± 3.8	21.9 ± 4.6	25.2 ± 4.6	26.8 ± 4.7	29.3 ± 4.9	22.1 ± 2.3
Engagement with formal vocational qualifications as a job requirement (d)	37.9 ± 5.1	34.1 ± 6.2	27.2 ± 5.7	33.0 ± 4.6	26.6 ± 4.8	31.3 ± 5.3	30.1 ± 5.1	32.1 ± 5.2	33.3 ± 2.7
2005									
Engagement with apprenticeships/traineeships (b)	28.7 ± 5.3	27.8 ± 5.1	28.5 ± 5.2	25.1 ± 5.1	26.4 ± 4.7	38.5 ± 5.5	30.3 ± 5.6	33.3 ± 5.7	28.2 ± 2.6
Engagement with nationally recognised training (c)	25.2 ± 5.4	24.2 ± 5.5	20.6 ± 4.6	21.5 ± 4.7	28.0 ± 5.6	28.8 ± 5.0	27.0 ± 5.3	30.9 ± 5.1	24.1 ± 2.6
Engagement with formal vocational qualifications as a job requirement (d)	41.6 ± 6.3	33.0 ± 6.1	29.0 ± 4.7	31.5 ± 5.4	32.0 ± 5.5	31.4 ± 5.0	33.4 ± 5.9	34.2 ± 5.5	35.0 ± 2.9

(a) The components of engagement with VET system are if employer has had employees undertaking an apprenticeship or traineeship or has provided nationally recognised training in the last 12 months or if had employees with formal vocational qualification as a requirement of their job.

(b) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.

(c) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.

(d) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.75

Table 5A.75 Employer satisfaction with VET (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2007									
Satisfaction with apprenticeships/traineeships (c)									
Satisfied	87.1 ± 6.2	82.3 ± 10.3	83.9 ± 6.0	70.4 ± 7.8	81.7 ± 8.7	89.6 ± 5.3	81.8 ± 7.1	82.7 ± 7.5	83.3 ± 3.8
Neither satisfied or dissatisfied	7.1 ± 4.5	6.7 ± 5.6	11.1 ± 4.7	13.4 ± 5.7	12.2 ± 8.0	4.5 ± 3.4	9.5 ± 4.8	9.2 ± 5.6	8.7 ± 2.4
Dissatisfied	5.8 ± 4.6	11.1 ± 8.7	5.0 ± 4.0	16.1 ± 6.3	6.1 ± 5.1	5.9 ± 4.4	8.7 ± 5.6	8.1 ± 5.4	8.0 ± 3.0
Satisfaction with nationally recognised training (d)									
Satisfied	74.2 ± 9.0	82.0 ± 12.2	87.7 ± 6.3	81.9 ± 7.6	88.2 ± 6.4	83.7 ± 8.0	83.9 ± 8.6	73.9 ± 7.7	80.5 ± 4.6
Neither satisfied or dissatisfied	15.7 ± 8.2	17.9 ± 12.2	4.9 ± 3.9	13.6 ± 6.9	11.4 ± 6.4	5.8 ± 3.8	10.3 ± 7.3	18.1 ± 7.0	13.5 ± 4.3
Dissatisfied	10.1 ± 7.3	0.1 ± 0.1	7.4 ± 6.2	4.5 ± 3.3	np	10.5 ± 7.3	5.9 ± 5.0	8.0 ± 5.1	6.1 ± 3.0
Satisfaction with formal vocational qualifications as a job requirement (e)									
Satisfied	80.7 ± 6.6	85.4 ± 7.4	76.2 ± 11.8	72.1 ± 8.0	88.4 ± 6.1	85.5 ± 6.6	84.4 ± 6.8	76.8 ± 7.4	80.8 ± 3.8
Neither satisfied or dissatisfied	11.2 ± 5.3	6.7 ± 3.9	9.6 ± 8.9	13.7 ± 5.6	3.9 ± 2.7	6.8 ± 4.4	9.6 ± 5.4	13.4 ± 6.1	9.6 ± 2.8
Dissatisfied	8.0 ± 4.7	7.9 ± 6.3	14.2 ± 8.4	14.2 ± 6.4	7.7 ± 5.6	7.8 ± 5.0	6.0 ± 4.0	9.9 ± 5.0	9.6 ± 2.9
2005									
Satisfaction with apprenticeships/traineeships (c)									
Satisfied	73.7 ± 10.6	84.0 ± 7.2	81.3 ± 9.1	80.4 ± 8.8	82.4 ± 7.8	80.2 ± 7.0	69.9 ± 10.1	84.2 ± 8.8	79.1 ± 4.7
Neither satisfied or dissatisfied	13.7 ± 8.0	4.8 ± 4.7	10.6 ± 7.6	11.4 ± 6.7	11.2 ± 6.4	11.0 ± 5.6	15.6 ± 8.4	8.6 ± 7.0	10.4 ± 3.5
Dissatisfied	12.6 ± 7.7	11.1 ± 6.0	8.0 ± 6.1	8.2 ± 6.6	6.4 ± 5.2	8.8 ± 4.9	14.5 ± 8.4	7.3 ± 6.0	10.5 ± 3.4
Satisfaction with nationally recognised training (d)									
Satisfied	79.4 ± 11.0	86.3 ± 7.8	70.9 ± 10.6	84.7 ± 8.4	80.2 ± 9.6	82.8 ± 7.9	83.2 ± 9.6	74.4 ± 9.5	80.3 ± 5.0
Neither satisfied or dissatisfied	10.1 ± 8.4	8.4 ± 6.4	15.2 ± 8.8	10.4 ± 7.4	13.5 ± 7.0	6.5 ± 5.1	12.5 ± 8.6	15.8 ± 8.3	10.8 ± 3.9
Dissatisfied	10.6 ± 7.2	5.4 ± 5.4	14.0 ± 9.4	4.9 ± 4.0	6.3 ± 7.2	10.6 ± 6.2	4.2 ± 4.3	9.8 ± 6.7	8.9 ± 3.5
Satisfaction with formal vocational qualifications as a job requirement (e)									
Satisfied	77.1 ± 8.6	77.7 ± 10.3	73.2 ± 8.9	83.8 ± 6.6	70.1 ± 10.4	81.4 ± 7.3	77.5 ± 7.8	67.7 ± 8.8	76.8 ± 4.7
Neither satisfied or dissatisfied	15.1 ± 7.8	8.2 ± 6.8	10.7 ± 6.0	5.9 ± 3.1	17.2 ± 8.1	11.2 ± 6.4	8.5 ± 4.9	15.4 ± 6.6	12.0 ± 3.8
Dissatisfied	7.8 ± 4.4	14.0 ± 9.1	16.1 ± 7.6	10.3 ± 6.0	12.6 ± 8.0	7.4 ± 4.3	14.0 ± 7.5	16.9 ± 7.8	11.2 ± 3.2

REPORT ON
GOVERNMENT
SERVICES 2009

VOCATIONAL
EDUCATION
AND TRAINING

Table 5A.75

Table 5A.75 Employer satisfaction with VET (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
(a)	Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.								
(b)	Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.								
(c)	Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job.								
(d)	Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job.								
(e)	Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.								

Source: DEEWR 2008, Annual National Report of the Australian Vocational and Technical Education System 2007, Canberra.

Table 5A.76

Table 5A.76 Gross Domestic Product chain price deflator (index)

Years	2007 = 100.0
2003	85.1
2004	87.6
2005	91.2
2006	95.6
2007	100.0

Source: ABS (2006) *Australian System of National Accounts: Key national accounts aggregates, 2006-07*, Cat. no. 5204.0. Table 1.