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# 5 Vocational education and training

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### **Attachment tables**

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

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

The focus of this chapter is on VET services delivered by providers receiving government funding, which includes training activity funded under the *National Agreement for Skills and Workforce Development* (NASWD). These services include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private registered training organisations (RTOs). The scope of this chapter does not extend to VET services provided in schools (which are within the scope of School education, chapter 4) or university education (some information on

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university education is included in the Child care, education and training sector overview B).

Major improvements to reporting on VET in this edition include:

- inclusion of a new measure ‘estimated qualification completion rate and subject pass rate’ within the outcome indicator ‘Student achievement in VET’, using NCVET data for the years 2008–2012 inclusive. In future, when sufficient data are available from the Unique Student Identifier, this source will be used to report the measure
- a new disaggregation by geolocation for graduates aged 20-64 years with improved employment status after training, within the outcome indicator ‘student employment and further study outcomes’
- an updated funding flow diagram and associated text, in the profile section of the chapter
- extended time series reporting in selected attachment tables relating to all sections of the chapter.

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

### **Service overview**

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

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

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

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### Box 5.1      **Diversity of the VET system**

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

The types of training range from formal classroom learning to workplace-based learning, and can include flexible, self-paced learning and/or online training, often in combination. Also included are apprenticeships/traineeships (referred to as Australian Apprenticeships), which combine employment and competency-based training, including both formalised training and on-the-job training. The availability of distance education has increased, with off-campus options such as correspondence, Internet study and interactive teleconferencing.

The types of training organisation include: institutions specialising in VET delivery, such as government owned technical and further education (TAFE) institutes, agricultural colleges and private training businesses; adult community education (ACE) providers; secondary schools and colleges; universities; industry and community bodies with a registered training organisation (RTO) arm; and businesses, organisations and government agencies that have RTO status to train their own staff. Group Training Organisations may be RTOs and some RTOs may also be Australian Apprenticeship Centres (formerly New Apprenticeship Centres). Schools and universities provide dual award courses that may combine traditional studies with VET, with an award from both the VET provider and the secondary school or university.

In addition to formal VET delivered by an RTO, many people undertake on-the-job training in the workplace or attend training courses that do not lead to a recognised VET qualification.

## **Expenditure**

Recurrent expenditure on VET by Australian, State and Territory governments totalled \$5.8 billion in 2013 — a decrease of 3.3 per cent (in real terms) from 2012, but a 14.2 per cent increase (in real terms) from 2009 to 2013, equivalent to an average annual increase of 3.4 per cent (table 5A.1). Government recurrent expenditure was equal to \$376.43 per person aged 15–64 years across Australia in 2013 (table 5A.2). Further information on the breakdown of real funding by jurisdictions is available in attachment tables 5A.1 (2004 to 2013) and 5A.2 (2009 to 2013).

Government funded activity is the primary focus of this Report. However, not all data can be limited to government funded activity. A representation of data used for statistical reporting is provided in figure 5.1. A detailed explanation of data inclusions in this chapter is provided in box 5.2.

Figure 5.1 Scope of reporting

Training Fund Type	Registered Training Organisations		
	TAFE and other government	Community providers	Private providers
Government Funded			
Fee-for-Service (domestic and international)			

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

**Box 5.2 Scope of VET reporting**

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

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

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

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

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

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

Data on estimated qualification completion rates include all VET qualifications (both government and non-government funded)

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

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## Size and scope

In 2013, 31.8 per cent of Australians aged 15–64 years held a certificate or diploma as their highest level qualification (table BA.28). These qualifications could have been completed in schools, VET institutions or higher education institutions.

The VET sector is large and varied. Qualifications vary significantly in length, level and field. Approximately 1.9 million people were reported as participating in VET programs at 25 027 locations across Australia in 2013 (NCVER 2014, table 5A.3). The number of VET students decreased by 3.4 per cent between 2012 and 2013, but increased by 10.0 per cent between 2009 and 2013 (NCVER 2014).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2013, 1.5 million students (79.2 per cent) were government funded (NCVER 2014). The remaining 390 900 students participated on a fee-for-service basis as domestic students (19.2 per cent of all VET students) or were international students (1.6 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 22.4 per cent of all VET students in 2009 to 19.2 per cent in 2013 (NCVER 2014).

## Students

Student participation data presented in this chapter refer to VET students who were government funded and where the program was delivered by TAFE or other government providers (including multi-sector higher education institutions), registered community providers or registered private providers. The data do not include students who participated in VET programs where the delivery was undertaken by schools, or students who undertook ‘recreation, leisure or personal enrichment’ education programs. Students who undertook VET in schools programs at TAFE are in-scope for this chapter.

Nationally, 1.5 million students participated in VET programs funded by government through State and Territory agencies in 2013 (table 5A.4). Of the total number of government funded students, 22.6 per cent were enrolled in apprenticeships and traineeships (NCVER 2014). The participation rate of females aged 15–64 years was 8.2 per cent and participation rate of males aged 15–64 years was 8.6 per cent. The participation rate for the total population aged 15–64 years was 8.4 per cent (table 5A.11).

Between 2012 and 2013, the number of government funded students decreased by 3.9 per cent (approximately 60 700 students) (table 5A.5). Between 2009 and 2013, the number of government funded VET students increased by 16.3 per cent (table 5A.5).

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## Hours

Government funded VET students participated in 460.1 million government funded annual hours in 2013. On average, each government funded VET student in 2013 received 309.5 hours of VET (table 5A.4).

## Courses

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and above. In 2013, 11.7 per cent of government funded VET students were undertaking a diploma or above, 57.4 per cent were enrolled in a certificate level III or IV, 22.3 per cent were enrolled in a certificate level I or II or lower, and 8.6 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of education also varied. Nationally in 2013, 19.1 per cent of government funded VET students were undertaking a course in the field of management and commerce, 17.5 per cent in engineering and related technologies, and 14.7 per cent in society and culture (NCVER 2014). Other fields studied by government funded VET students included food, hospitality, and personal services; architecture and building; health; education; agriculture, environment and related studies; creative arts; information technology; and natural and physical sciences (NCVER 2014).

Of the 1.5 million government funded VET students who participated in government funded VET programs in 2013, 101 374 (6.8 per cent) gained some recognition of prior learning (RPL) (table 5A.4).

## Institutions

In 2013, government funded programs were delivered by 2094 RTOs at 25 027 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery) (table 5A.3).

The infrastructure (physical non-current assets) of government owned TAFE institutions and TAFE divisions of universities was valued at \$11.8 billion in 2013, of which 92.6 per cent comprised the value of land and buildings (table 5A.21). The value of net assets of government VET providers was \$807.45 per person aged 15–64 years across Australia in 2013. Asset values per person varied across jurisdictions (table 5A.6).

## Roles and responsibilities

VET is an area of shared responsibility between governments and industry. Governments provide funding, develop national and jurisdictional policies for the training system and share responsibility for the regulation, governance and quality assurance of the VET sector.

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

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

The NASWD, which came into effect on 1 January 2009, set out the commitment between the Australian Government and State and Territory governments, to work towards increasing the skill levels of all Australians, including Aboriginal and Torres Strait Islander Australians. A revised NASWD and a new National Partnership Agreement on Skills Reform were negotiated throughout 2011 and agreed by all states and territories at the Council of Australian Governments (COAG) meeting on 13 April 2012.

#### *Governance of the national training system*

For most of 2013, the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) was a key decision-making body for the national training system. SCOTESE had high level policy responsibility for higher education, vocational education and training, including skills and workforce development, international education, adult community education and employment. SCOTESE set strategic policy, priorities for training and makes decisions in relation to national training system funding, planning and performance. Membership of SCOTESE comprised Australian Government, State and Territory government and New Zealand Government ministers with responsibility for tertiary education, skills and employment. SCOTESE was chaired by the member who represented the Australian Government.

On 13 December 2013, the Council of Australian Governments' (COAG) announced a new COAG Industry and Skills Council (CISC), to replace SCOTESE. The CISC is chaired by the Hon Ian Macfarlane MP, Australian Government Minister for Industry, who has portfolio responsibility for skills. State and Territory skills and training ministers and industry ministers are members of the CISC, as is the New Zealand Minister for skills.

In 2013, SCOTESE was supported by a National Senior Officials Committee (NSOC) and two Principal Committees. NSOC implemented SCOTESE decisions, drove national collaboration on training matters and monitored the effectiveness of the national training system. The two Committees were:

- Workforce Development, Supply and Demand — provided advice on matters relating to short and long term workforce development, supply and demand issues to address

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emerging skills needs and impediments to workforce reforms with a view to improving productivity, participation and skills utilisation.

- Data and Performance Measurement — provided advice on matters relating to performance against tertiary education national targets, data collection and measurement, approaches to the public provision of high quality information and opportunities to resolve data issues such as common definitions and comparability.

The Joint Committee on Higher Education reported directly to NSOC.

In 2013 a number of other bodies reported or provided advice to SCOTESE, either directly or indirectly. These included:

- The National Skills Standards Council (NSSC), an expert body charged with responsibility for providing advice to SCOTESE on, and informing the sector of, the national standards for regulation of vocational education and training. The NSSC also has specific decision making powers in relation to the endorsement of Training Packages.
- The National VET Equity Advisory Council (NVEAC) provided high-level strategic advice to SCOTESE on improving outcomes for equity groups in VET. The advice provided by the Council was informed by the policy directions outlined in the *Equity Blueprint 2011–16 Creating Futures: Achieving Potential through VET*.
- The Australian Qualifications Framework Council (AQFC). The AQF is the national framework for regulated qualifications in Australian education and training. The AQFC is a council of the national ministers responsible for tertiary education, training and employment. The AQFC is also obliged to report to the national ministers responsible for school education. The AQFC has authority delegated to it by ministers to monitor and maintain the AQF, support its users and promote AQF qualifications to the community. It is also responsible for providing strategic and authoritative advice to national ministers on the AQF to ensure it is nationally and internationally robust and supports qualification linkages and pathways.
- The National Centre for Vocational Education Research (NCVER) is Australia's clearing house for VET data and research. The organisation is a not-for-profit company owned by State, Territory and federal ministers responsible for training. NCVER is responsible for the collection of VET statistics and for providing statistical and other information to a wide range of stakeholders. It also facilitates and disseminates research and undertakes employer, student and graduate surveys relating to VET outcomes and performance.
- The Flexible Learning Advisory Group (FLAG) was an advisory committee to NSOC on national directions and priorities for information and communication technologies in VET, and in Adult and Community Education.
- The National Advisory for Tertiary Education, Skills and Employment (NATESE) provided policy and secretariat support for a number of committees and advisory

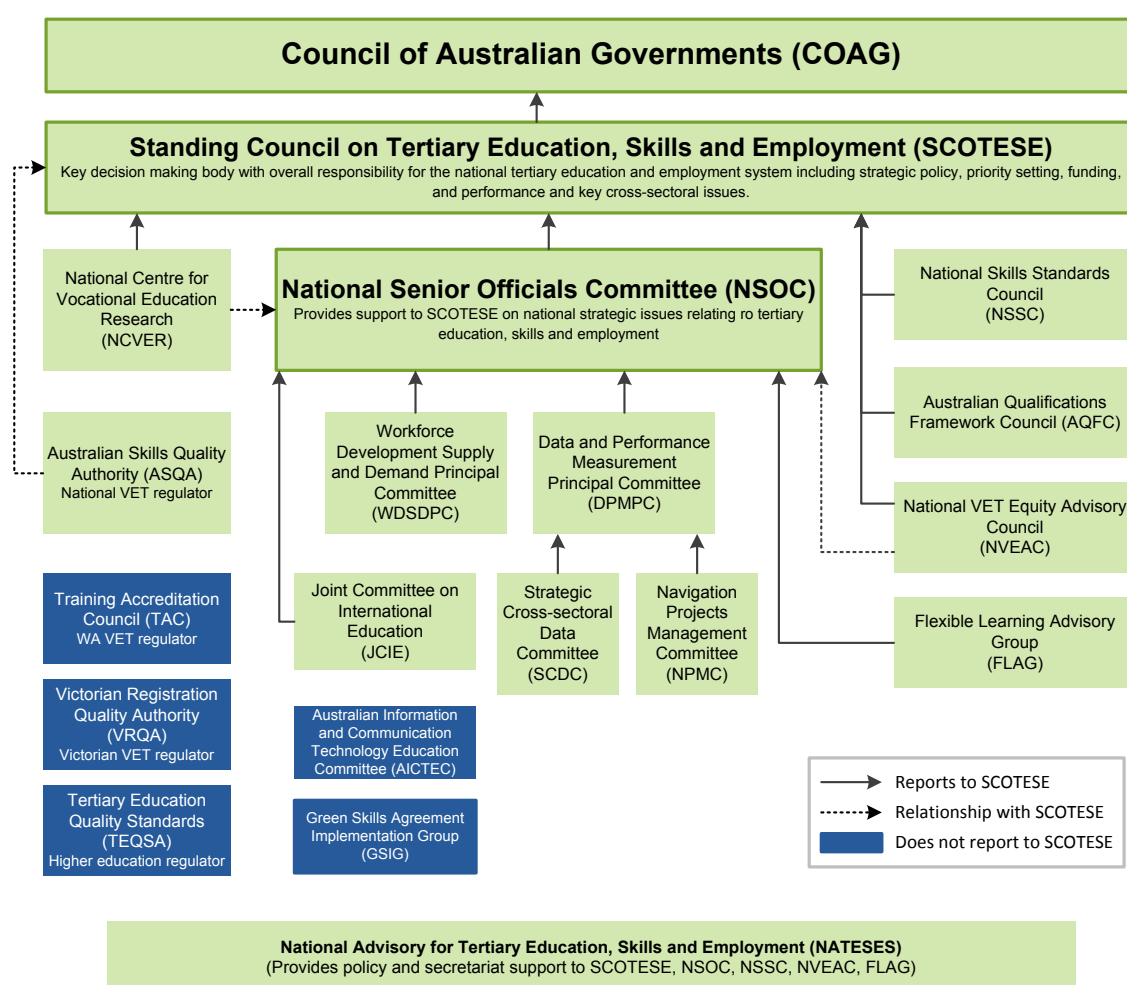


groups (SCOTESE, NSOC, NSSC, NVEAC and FLAG). Policy and secretariat services for the AQFC were provided on a shared platform of support with NATESE.

- The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards, set by the NSSC, are met. ASQA has jurisdiction over all RTOs, except those operating solely in Victoria and/or Western Australia that do not offer services to overseas students. These providers are regulated by the Victorian Registration and Qualifications Authority if operating in Victoria and the Training Accreditation Council if operating in Western Australia. The function of registering RTOs within this jurisdiction transferred to ASQA in stages from July 2011 to June 2012.

National reporting relationships in the VET sector are summarised in figure 5.2.

Figure 5.2 National reporting relationships within the VET system in 2013<sup>a</sup>



<sup>a</sup> This is a summarised reflection of the governance and reporting environment at September 2013, and does not reflect all stakeholders and their interactions in the VET sector.

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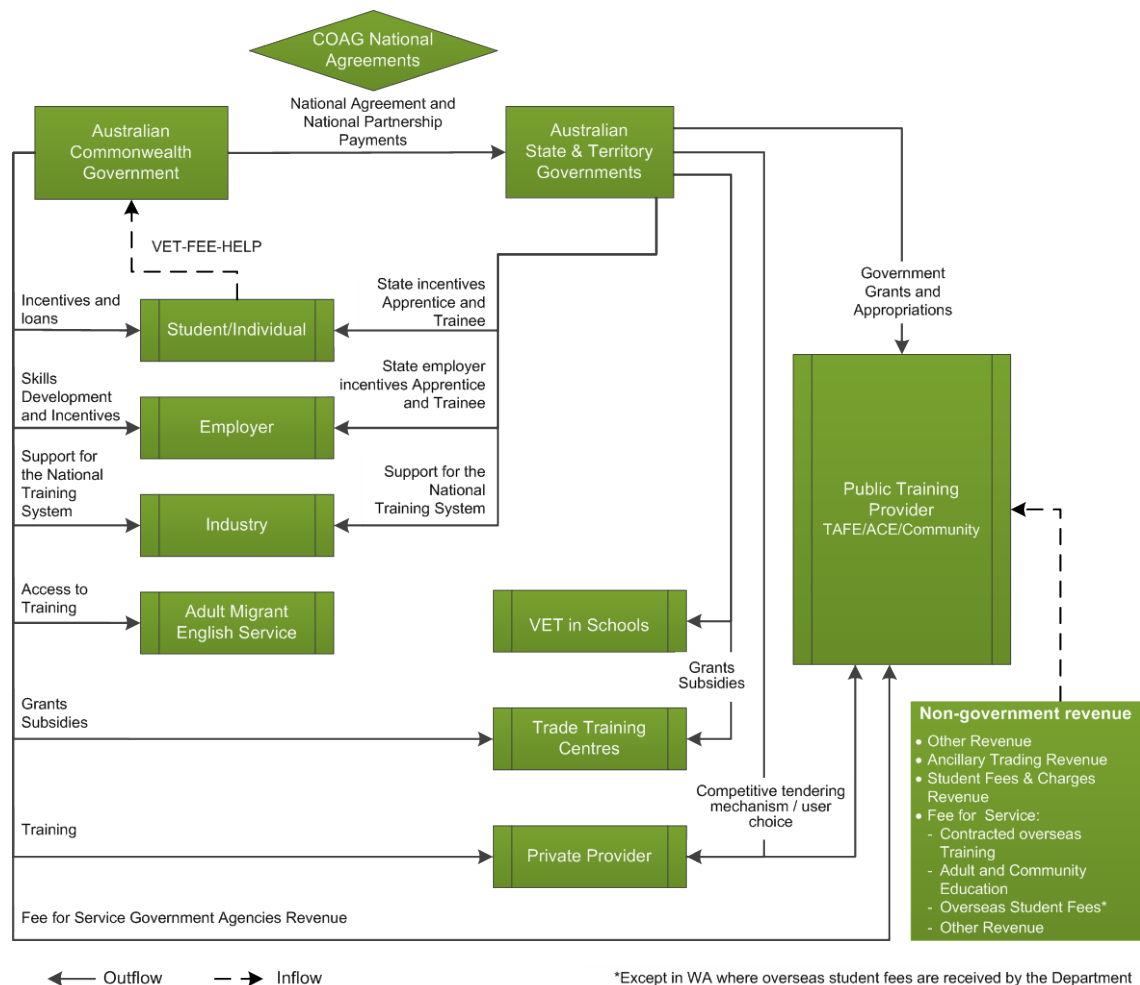
## VET funding flows

State and Territory governments provide funding to VET providers, students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. State and Territory governments provided \$4.0 billion in 2013 — 68.7 per cent of government funding. The Australian Government provided the remainder of government funding (\$1.8 billion) (table 5A.8). Information on the comparability of funding data is provided in box 5.6.

The Australian, State and Territory governments provide funding for apprenticeships in the form of employer incentives and subsidies. The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships. RTOs also receive revenue from individuals and organisations for fee-for-service programs, ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds.

The major funding flows within the VET system are identified in figure 5.3.

Figure 5.3 Major funding flows within the VET system, 2013



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

### Allocation of VET funding

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

- *user choice*, whereby the employer and apprentice/trainee choose a registered training provider and negotiate key aspects of their training, and then government funds flow to that provider

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- *competitive tendering*, whereby government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
  - *preferred supplier arrangements*, an extension of competitive tendering, whereby a contract is awarded to providers (chosen by the tender process) to provide training on a longer term basis
  - *other arrangements*, in particular ‘entitlement funding’ systems, have been introduced in some states and territories and guarantee government-subsidised training places for qualifications at the providers of students' choice.

In 2013, \$2.5 billion (42.9 per cent) of government VET funding was allocated on a competitive basis (including user choice arrangements) — a 3.0 per cent decrease in real terms from 2012 (table 5A.8). Table 5A.8 contains information on changes to allocations by states and territories from 2009 to 2013. \$1.4 billion was allocated to non-government providers — a 2.7 per cent decrease in real terms from 2012 (table 5A.7). The degree of competition in the tendering process varies across and within jurisdictions, depending on the program. Some tenders can be contested by any RTO (open competitive tendering), while some other tenders are restricted to RTOs able to deliver a specific type of training, for example, in a selected industry or to a particular client group (limited competitive tendering). Similarly, the scope for competition, in terms of the size of the market of potential providers, varies across jurisdictions.

## 5.2 Framework of performance indicators

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

The NASWD covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this chapter are aligned with VET performance indicators in the most recent version of the NASWD, where relevant.

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

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### Box 5.3 Objectives for VET

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

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

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

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

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

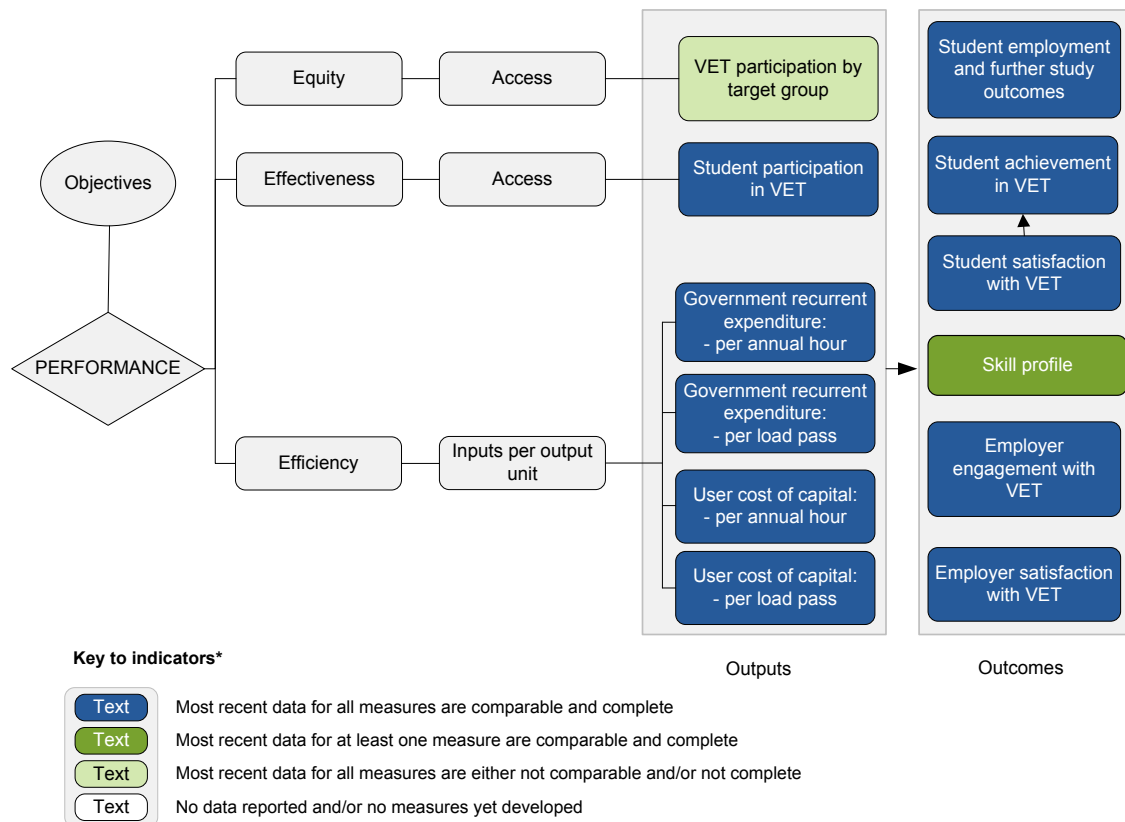
These objectives are to be met through the provision of services in an efficient manner.

*Source:* COAG (2012).

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services (figure 5.4). The performance indicator framework shows which data are comparable in the 2015 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report-wide perspective (see section 1.6).

The Report's statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous- and ethnic-status) (chapter 2).

Figure 5.4 VET performance indicator framework



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

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators, in addition to material in the chapter or sector overview and attachment tables. DQI in this Report cover the seven dimensions in the ABS’ data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

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## 5.3 Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client.

### Outputs

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

### Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups. For this report, the designated equity groups are Aboriginal and Torres Strait Islander people, residents of remote and very remote areas, people with disability and people speaking a language other than English at home. This section includes indicators of access to VET by these target groups.

#### *VET participation by target group*

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

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## Box 5.4 VET participation by target group

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

- Aboriginal and Torres Strait Islander people
- people from remote and very remote areas
- people with disability
- people speaking a language other than English (LOTE) at home.

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

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

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

The participation rates by Indigenous status are calculated from two sources and comparability issues may occur when rates utilise data from different sources. This measure uses a numerator from the National VET provider collection and a denominator of Estimated Resident Population.

Data reported for this measure:

- may not be comparable (subject to caveats) within jurisdictions over time and may not be comparable across jurisdictions
- are complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

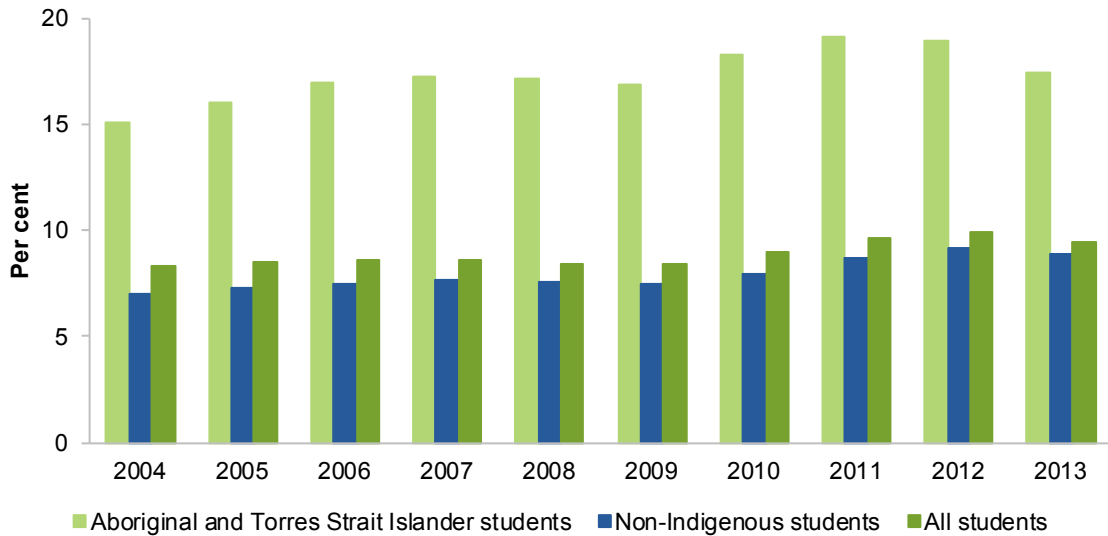
### *VET participation by target group — Aboriginal and Torres Strait Islander people*

Nationally, the participation rate in government funded VET for Aboriginal and Torres Strait Islander people aged 15–64 years was 17.4 per cent in 2013, compared with 16.9 per cent in 2009 and 15.1 per cent in 2004. The participation rate for the non-Indigenous population aged 15–64 years was 8.9 per cent in 2013, compared with 7.5 per cent in 2009 and 7.0 per cent in 2004. The participation rate for all people aged 15–64 years was 9.4 per cent in 2013, compared with 8.4 per cent in 2009 and 8.3 per cent in 2004 (figure 5.5).



These student participation data are not age standardised, so the younger age profile of the Aboriginal and Torres Strait Islander population relative to all Australians is likely to affect the results.

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

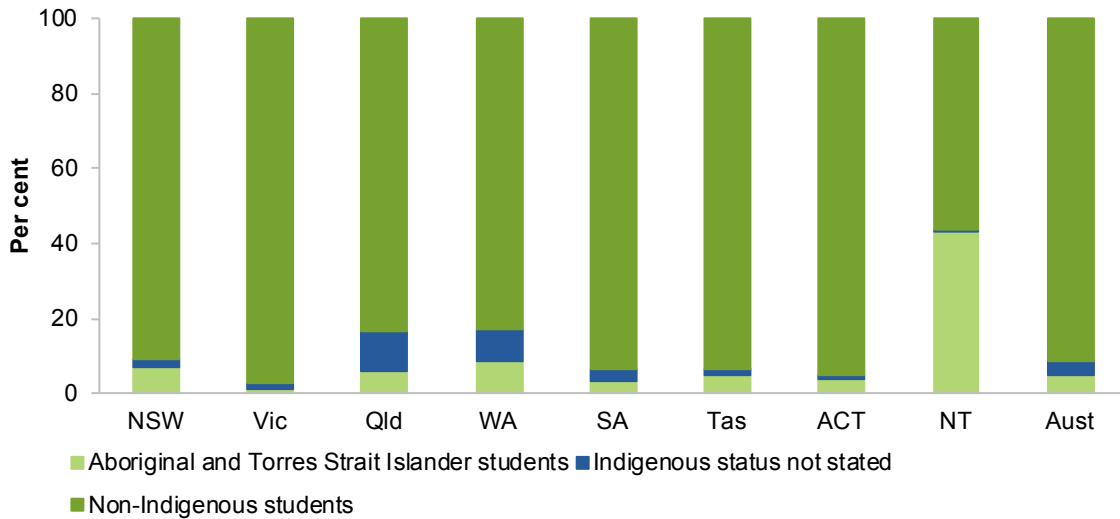


<sup>a</sup> Data are for government funded VET students. <sup>b</sup> The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimate of the Aboriginal and Torres Strait Islander population for 30 June. The all students participation rate is the number of students as a percentage of the estimated total population as at 30 June. The non-Indigenous students participation rate is the number of students as a percentage of the estimated non-Indigenous population as at 30 June, calculated by subtracting the estimates of Aboriginal and Torres Strait Islander population from estimates of the total resident population. <sup>c</sup> Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.10).

Source: NCVET (unpublished) National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.10.

Nationally in 2013, 5.1 per cent of government funded VET students (of all ages) identified as being of Aboriginal and Torres Strait Islander background (figure 5.6), higher than the proportion of Aboriginal and Torres Strait Islander people in the total population (3.0 per cent) (table 5A.16). Nationally, 91.2 per cent of government funded VET students (of all ages) identified themselves as non-Indigenous (Indigenous status was unknown for 3.7 per cent of government funded VET students).

Figure 5.6 VET students, all ages, by Indigenous status, 2013<sup>a, b</sup>



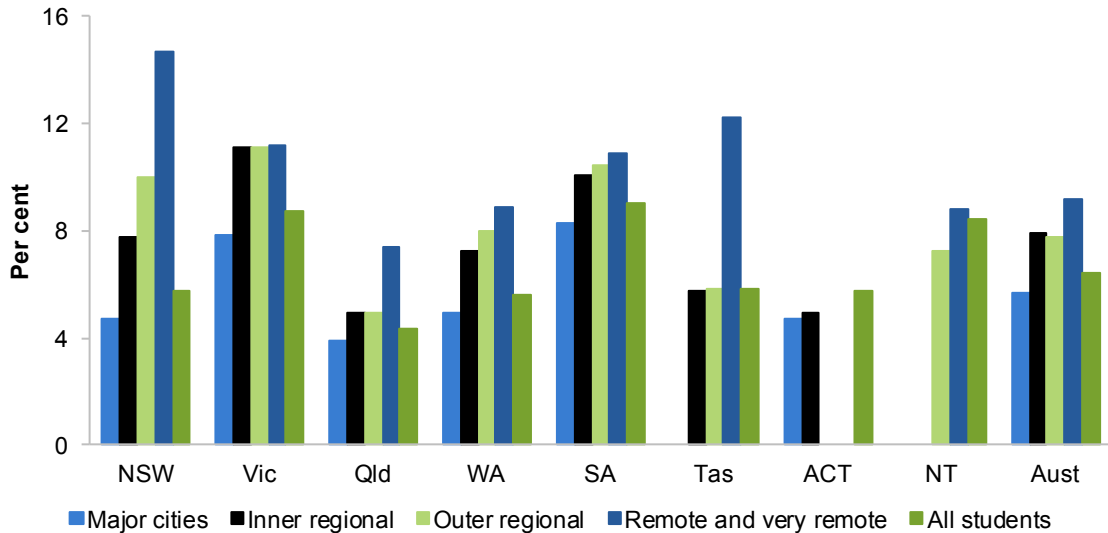
<sup>a</sup> Data are for government funded VET students. <sup>b</sup> Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the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

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

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

VET student data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system. Nationally, the government funded VET participation rate in 2013 generally increased with remoteness. Participation was higher for people from remote and very remote areas (9.1 per cent) than for people from other geographic regions (7.8 per cent for outer regional areas, 7.9 per cent for inner regional areas and 5.7 per cent for major cities) and 6.4 per cent for all students (figure 5.7). Factors such as employment opportunities and the availability of alternative education services in regional and remote areas can affect the level of VET participation in these areas.

Figure 5.7 **VET participation rate for people of all ages, by region, 2013<sup>a, b, c</sup>**



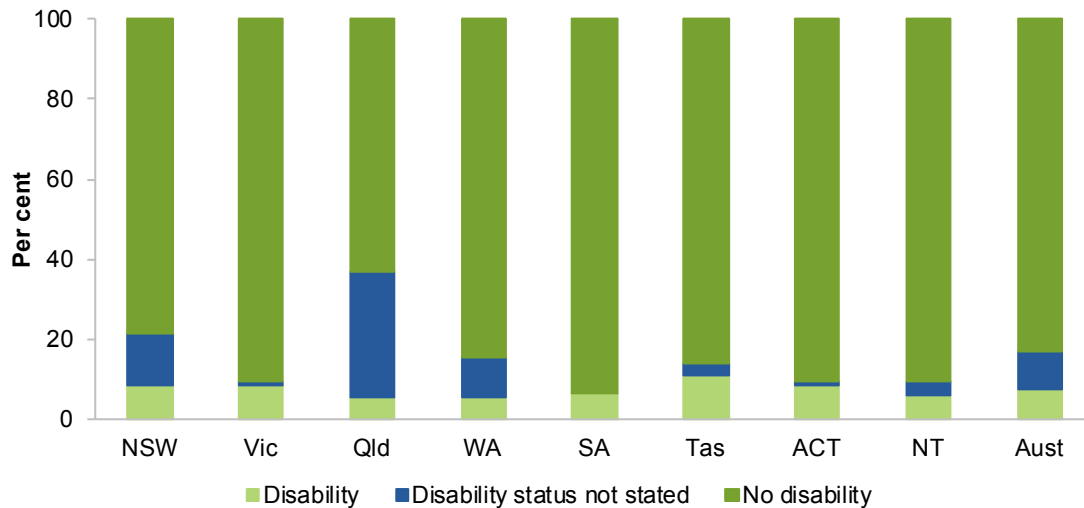
<sup>a</sup> Data are for government funded VET students. <sup>b</sup> The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the total population that resides in that region. <sup>c</sup> There are no very remote areas in Victoria, no major cities in Tasmania, no outer regional areas, remote areas or very remote areas in the ACT, and no major cities or inner regional areas in the NT.

Source: NCVER (unpublished) National VET provider collection; ABS (2013), *Regional Population Growth, Australia, 2012-13*, Cat. no. 3218.0; table 5A.12.

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

Nationally, 7.6 per cent of government funded VET students in 2013 reported having disability, an impairment or a long-term condition (figure 5.8). Based on the 2012 ABS *Survey of Disability, Ageing and Carers* (SDAC) data, an estimated 14.4 per cent of all 15–64 year olds in the population living in households and 18.5 per cent of the total population reported having disability (derived from ABS 2013). The proportion of VET students reporting disability is not directly comparable with the proportion of the population reporting disability, as the classifications of disabilities differ across the two collections. Within the VET system, the focus is on identifying students who require additional teaching and learning support.

Figure 5.8 VET students of all ages, by disability status, 2013<sup>a, b, c</sup>



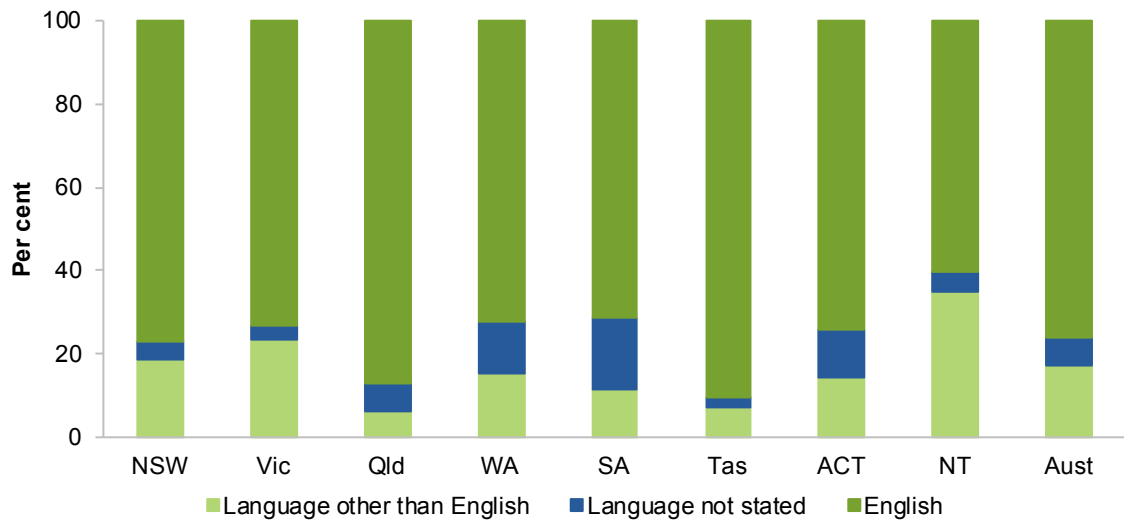
<sup>a</sup> Data are for government funded VET students. <sup>b</sup> People with disability are defined as those who self-identify on enrolment forms that they have disability, an impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. <sup>c</sup>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

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

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

In 2013, 17.4 per cent of government funded VET students reported speaking a LOTE at home (figure 5.9). By comparison, 18.2 per cent of the total population of Australia in 2011 spoke a LOTE at home (table 5A.14) (derived from ABS 2011 *Census of Population and Housing*, table 2A.11).

Figure 5.9 VET students of all ages, by language spoken at home, 2013<sup>a, b</sup>



<sup>a</sup> Data are for government funded VET students. <sup>b</sup> Students reported as speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students responded to the relevant question on the enrolment form.

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

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

## Effectiveness

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

### *Student participation in VET*

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

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### Box 5.5 Student participation in VET

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

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

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

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

Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

In 2013, 1.5 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 9.4 per cent of people aged 15–64 years nationally. The 1.5 million government funded VET students include:

- 398 000 people aged 15–19 years (27.1 per cent of that age group)
- 269 400 people aged 20–24 years (16.4 per cent of that age group)
- 786 000 people aged 25–64 years (6.4 per cent of that age group) (table 5A.9).

Data on VET participation by age group from 2004 to 2013 are included in table 5A.9.

Figures 5.10–12 show VET participation rates for the 15–64 year old population by Indigenous status, and for the target age groups of 18–24 years and 20–64 years.

#### *Student participation rate for the population aged 15–64 years*

The national participation rate for the general population aged 15–64 years was 9.4 per cent in 2013, compared with 17.4 per cent for the Aboriginal and Torres Strait Islander population and 8.9 per cent for the non-Indigenous population aged 15–64 years (figure 5.10).

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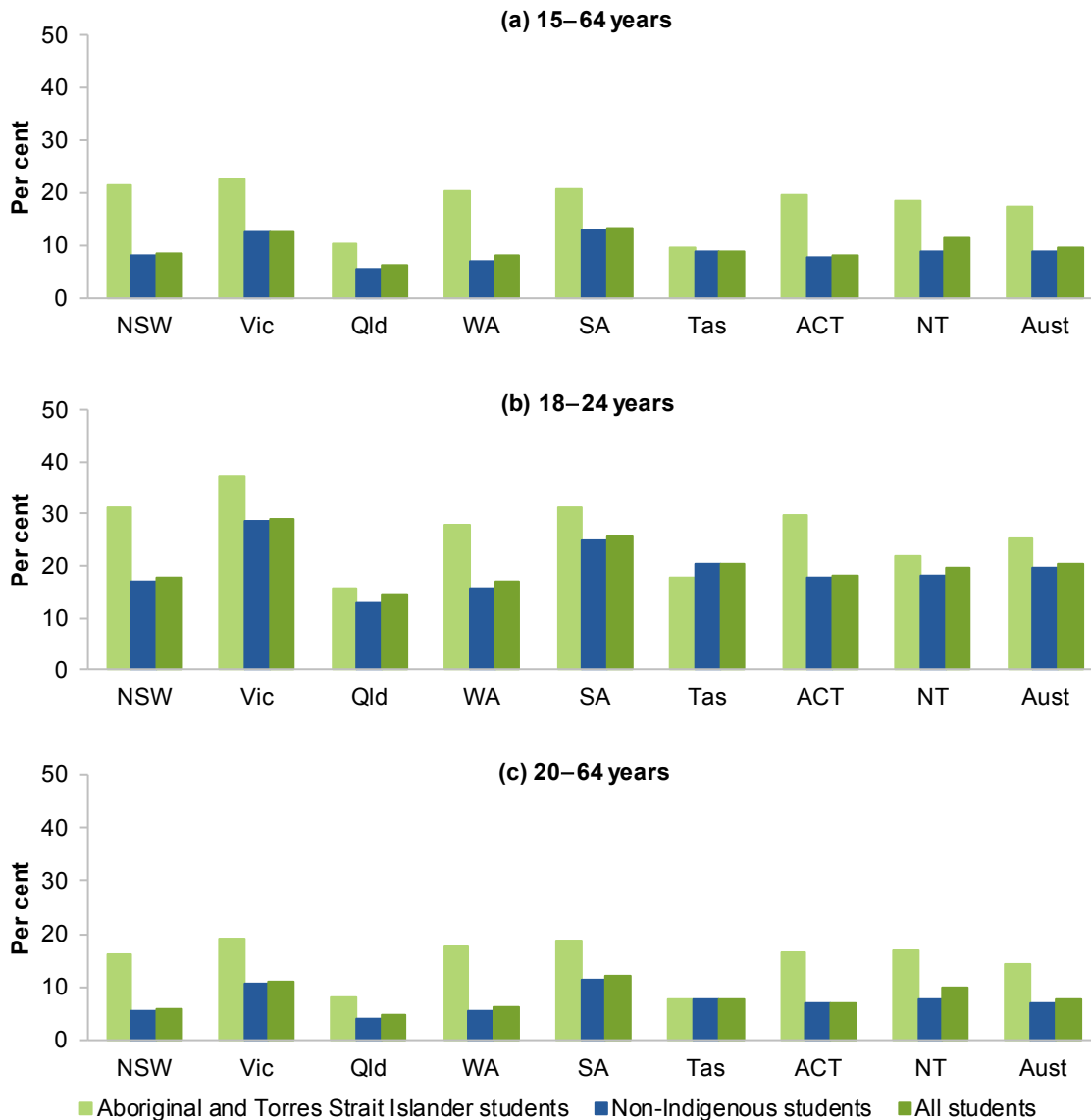
*Student participation rate for the population aged 18–24 years*

Nationally in 2013, 20.4 per cent of all people aged 18–24 years participated in government funded VET, compared with 25.4 per cent of the Aboriginal and Torres Strait Islander population and 19.6 per cent of the non-Indigenous population in the same age group.

*Student participation rate for the population aged 20–64 years*

Nationally, 7.6 per cent of all people aged 20–64 years participated, compared with 14.2 per cent of the Aboriginal and Torres Strait Islander population and 7.1 per cent of the non-Indigenous population aged 20–64 years (figure 5.10).

Figure 5.10 VET participation rate, by target age group and Indigenous status, 2013<sup>a, b, c</sup>



**a** Data are for government funded VET students. **b** The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. **c** Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.10).

Source: NCVET (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.10.



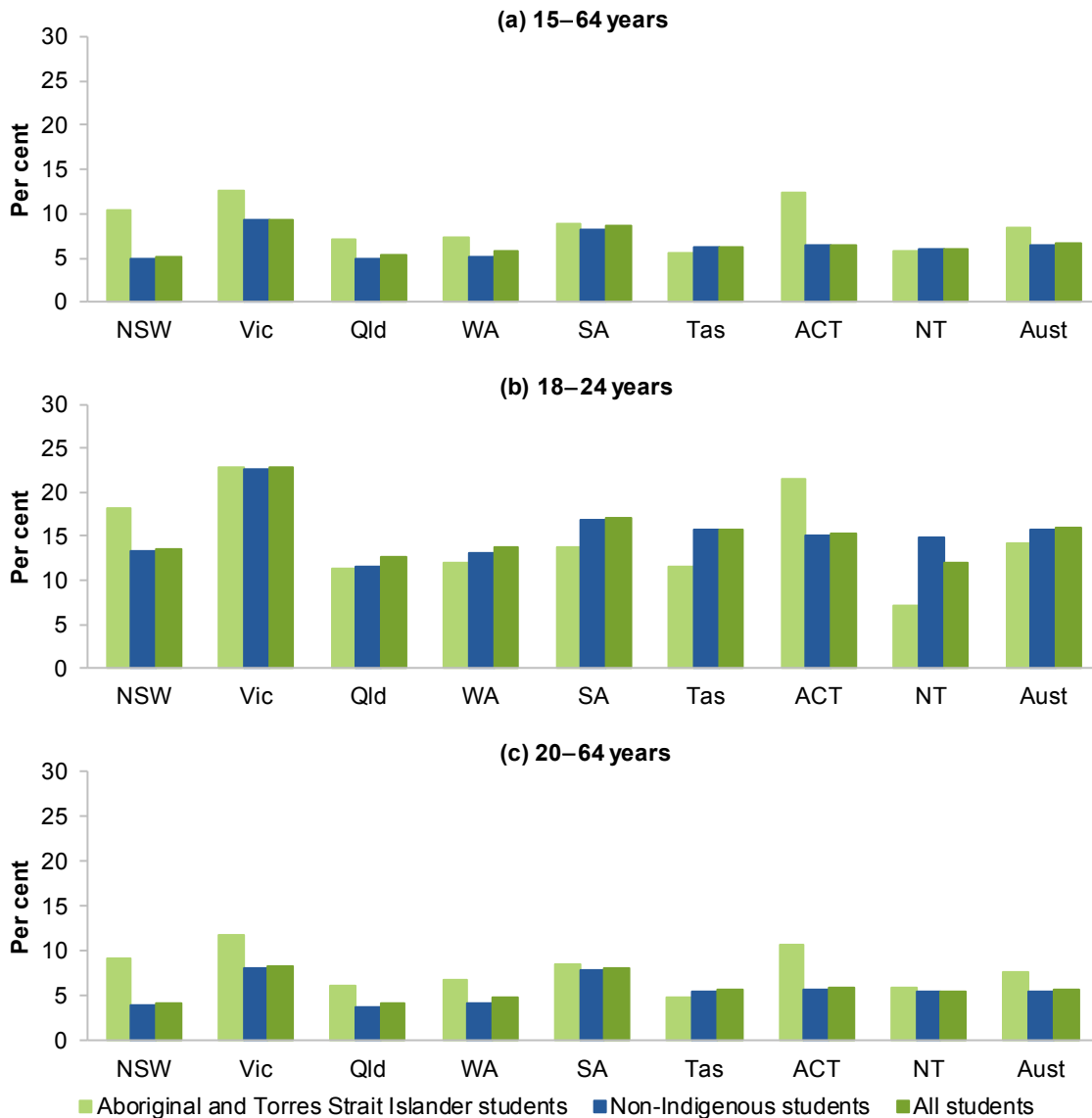
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### *Participation in Certificate III or above*

In 2013, approximately 1.0 million people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing 6.6 per cent of the population aged 15–64 years nationally (figure 5.11 and table 5A.17). This compares with 8.5 per cent of the Aboriginal and Torres Strait Islander population and 6.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.11).

Nationally in 2013, 16.0 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with 14.3 per cent of the Aboriginal and Torres Strait Islander population and 15.7 per cent of the non-Indigenous population aged 18–24 years. Nationally, 5.7 per cent of all people aged 20–64 years participated, compared with 7.7 per cent of the Aboriginal and Torres Strait Islander population and 5.4 per cent of the non-Indigenous population aged 20–64 years (figure 5.11).

Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2013<sup>a, b, c, d</sup>



<sup>a</sup> Data are for government funded VET students. <sup>b</sup> Data are for the highest level qualification attempted by a student in a reporting year. <sup>c</sup> The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. <sup>d</sup> Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.17).

Source: NCVET (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.17.

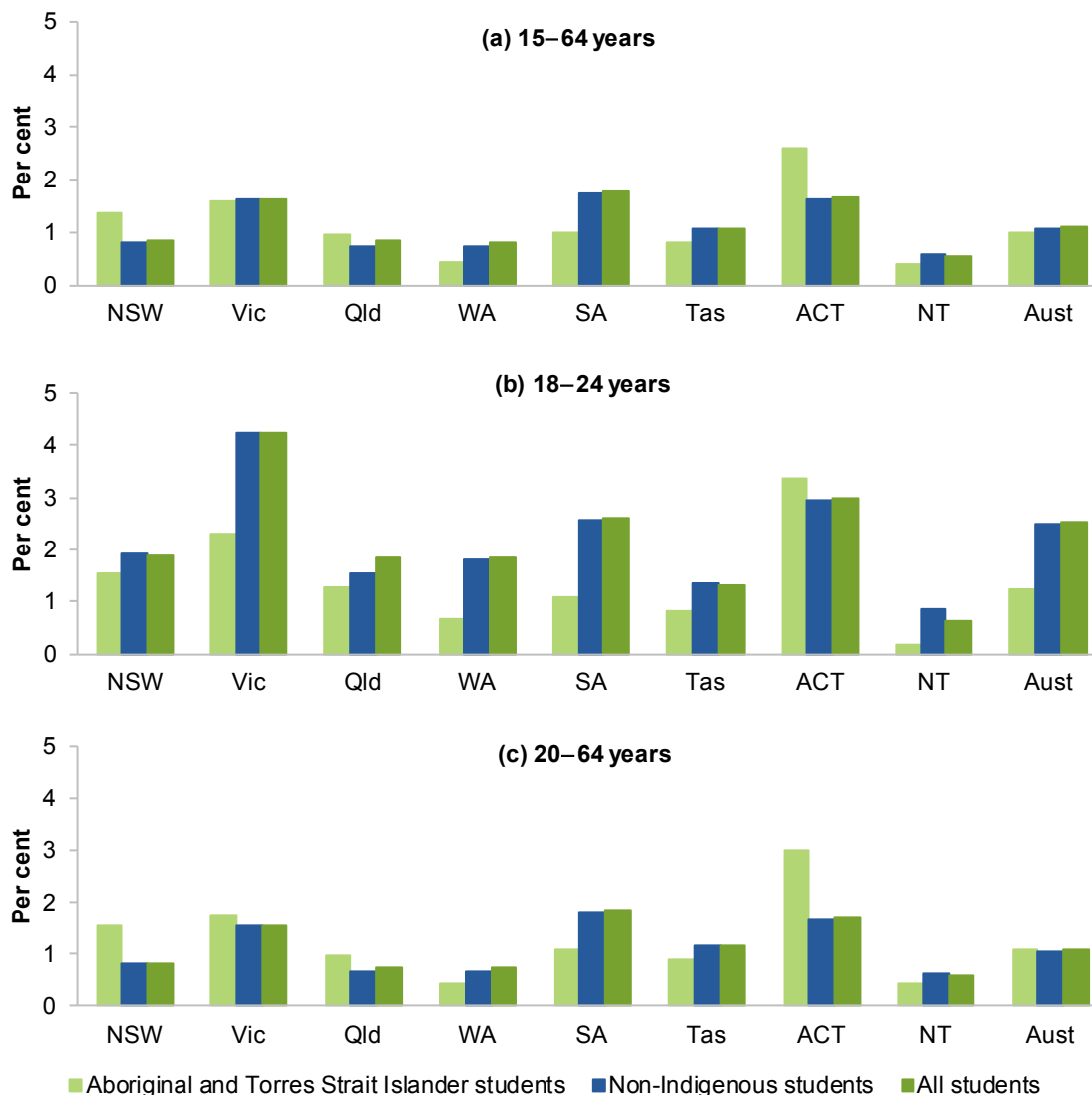
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### *Participation in diploma and above*

In 2013, approximately 173 400 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing 1.1 per cent of the population aged 15–64 years nationally (figure 5.12 and table 5A.18). This compares with 1.0 per cent of the Aboriginal and Torres Strait Islander population and 1.1 per cent of the non-Indigenous population aged 15–64 years (figure 5.12).

Nationally in 2013, 2.5 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.2 per cent of the Aboriginal and Torres Strait Islander population and 2.5 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.1 per cent of all people aged 20–64 years participated, with similar proportions participating for Aboriginal and Torres Strait Islander and non-Indigenous populations (1.1 per cent and 1.0 per cent, respectively) (figure 5.12).

Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2013<sup>a, b, c, d, e</sup>



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

Source: NCVER (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.; table 5A.18.

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## Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicators of unit cost reported are ‘recurrent expenditure per annual hour’ and ‘recurrent expenditure per load pass’. The Steering Committee has addressed four areas to help improve the comparability of efficiency indicators across jurisdictions: superannuation; depreciation; user cost of capital; and payroll tax (see chapter 1). In VET, the user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately in the measures ‘user cost of capital per annual hour’ (box 5.9) and ‘user cost of capital per load pass’ (box 5.10). To promote accuracy and comparability of reported efficiency measures some adjustments are made to the data (box 5.6).

Data for efficiency indicators are reported for 10 years (2004–2013) in the relevant attachment tables.

### **Box 5.6 Comparability of cost estimates**

Government recurrent expenditure is calculated using data prepared by states and territories under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET financial data. These data are prepared annually on an accrual basis and are audited.

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

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

(Continued on next page)

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**Box 5.6 (Continued)**

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

Expenditure data for years prior to 2013 are adjusted to real dollars (2013 dollars) using the gross domestic product (GDP) chain price index (table 5A.93) This index is also used for calculating VET expenditure data in other reports.

Annual hours are adjusted for invalid enrolment rates based on formal advice of the 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.

#### *Government recurrent expenditure per annual hour*

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

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

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

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

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

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

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

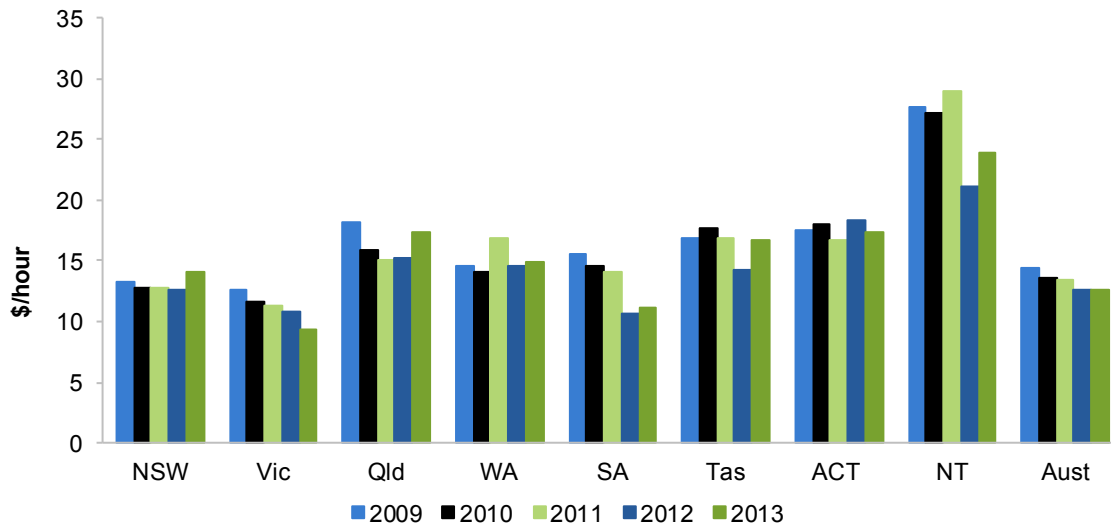
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

Government real recurrent expenditure per annual hour of government funded VET programs in 2013 was \$12.60 nationally, an increase from \$12.53 in 2012 but a decrease from \$17.03 in 2004 (figure 5.13 and table 5A.19).

Figure 5.13 **Government real recurrent expenditure per annual hour (2013 dollars)<sup>a, b, c, d</sup>**



<sup>a</sup> The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. <sup>b</sup> Data for Australia exclude the ACT payroll tax estimate, but include actual payroll tax for all other jurisdictions. <sup>c</sup> The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. <sup>d</sup> Historical data have been adjusted to 2013 dollars using the GDP chain price index deflator (table 5A.93). Recent volatility in the deflator series affects annual movements of real expenditure.

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

### *Government recurrent expenditure per load pass*

‘Government recurrent expenditure per load pass’ is an indicator of governments’ objective to provide VET services in an efficient manner. It is the cost to government of each successfully completed VET module or unit of competency (that is, the cost per successfully achieved output) (box 5.8).



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

'Government recurrent expenditure per load pass' is defined as government recurrent expenditure (as defined in box 5.6) divided by hours of government funded load pass. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

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

The factors that have the greatest impact on efficiency include:

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

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

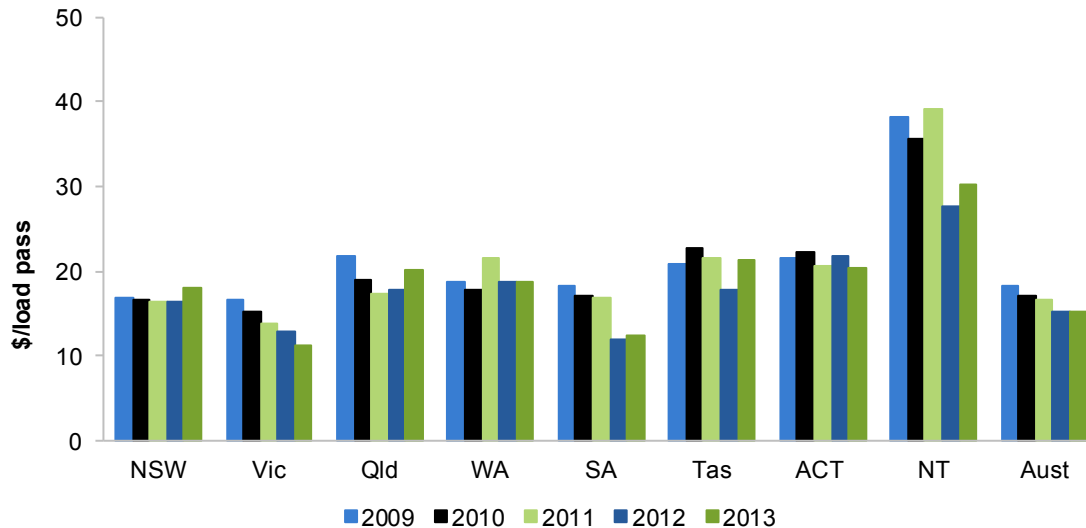
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

Government real recurrent expenditure per load pass hour of government funded VET programs in 2013 was \$15.23 nationally, a decrease from \$15.28 in 2012 and from \$23.18 in 2004 (figure 5.14 and table 5A.20).

Figure 5.14 **Government real recurrent expenditure per hour of load pass (2013 dollars)<sup>a, b, c, d</sup>**



<sup>a</sup> The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. <sup>b</sup> Data for Australia exclude the ACT payroll tax estimate, but include actual payroll tax for all other jurisdictions. <sup>c</sup> The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. <sup>d</sup> Historical data have been adjusted to 2013 dollars using the GDP chain price index deflator (table 5A.93). Recent volatility in the deflator series affects annual movements of real expenditure.

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

#### *User cost of capital per annual hour*

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

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

'User cost of capital per annual hour' is defined as the user cost of capital (adjusted for course mix weight) divided by government funded annual hours. User cost of capital is 8 per cent of the value of total physical non-current assets. Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy.

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

User cost of capital per annual hour should be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1.

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

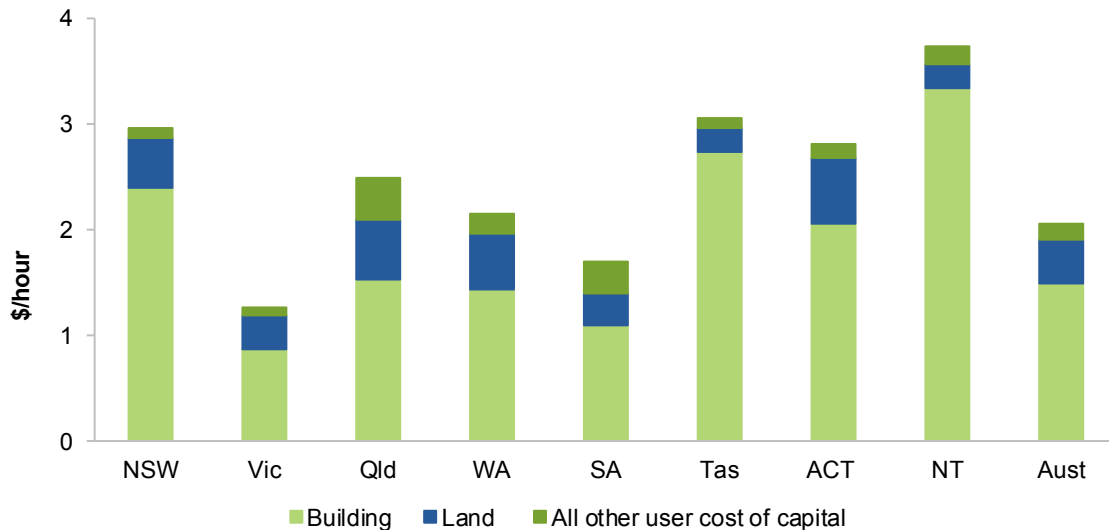
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

Nationally, the user cost of capital per annual hour in 2013 was \$2.05. The largest components of user cost of capital per annual hour were building costs (\$1.49) followed by land costs (\$0.41) (figure 5.15).

Figure 5.15 User cost of capital per annual hour, 2013<sup>a</sup>



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

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

Tables 5A.22 and 5A.23 provide additional information on the total cost to government of funding VET per annual hour over a 10-year time series (including both the user cost of capital and recurrent costs).

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

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

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

'User cost of capital per load pass' is defined as the user cost of capital divided by hours of government funded load pass. User cost of capital is 8 per cent of the value of total physical non-current assets. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

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

User cost of capital per load pass should be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1.

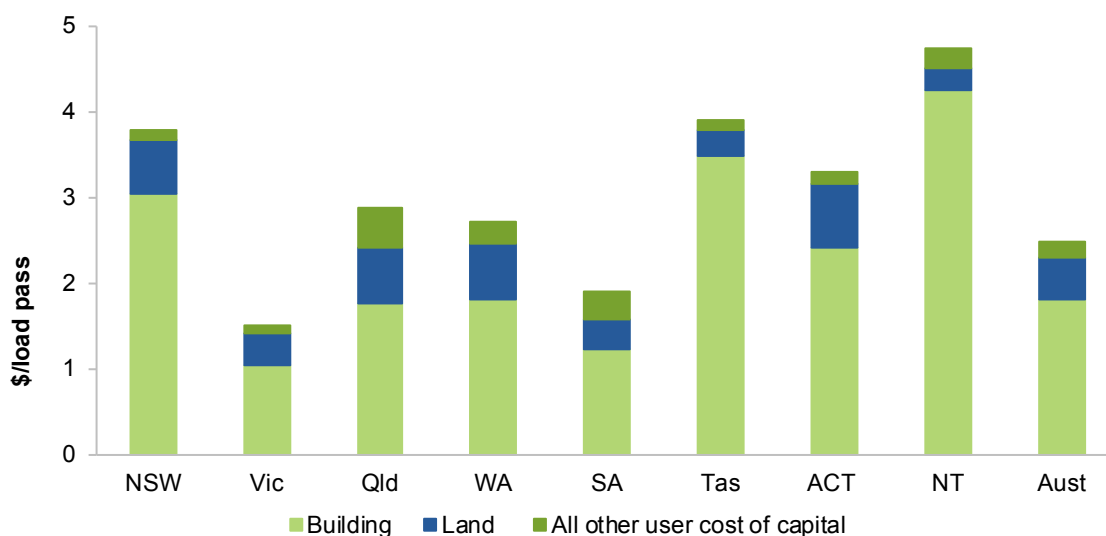
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

In 2013, the user cost of capital per load pass hour was \$2.48 nationally. The largest components were building (\$1.80) and land (\$0.49) costs (figure 5.16).

Figure 5.16 User cost of capital per hour of load pass, 2013<sup>a, b</sup>



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

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

Tables 5A.22 and 5A.24 provide additional information on the total cost to government of funding VET per load pass hour over a 10-year time series (including both the user cost of capital and recurrent costs).

## Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5). The objectives for VET services include a range of outcomes for students and employers (box 5.3).

### Student outcomes

The annual *Student Outcomes Survey* conducted by the NCVET identifies training outcomes for students who graduated with a qualification from a course (graduates) and students who successfully completed some training below the level of full qualification and who were no longer engaged in training when the survey was undertaken (module completers). The students must have been undertaking activity within the VET system in Australia in the previous year (box 5.11).

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**Box 5.11 Student Outcomes Survey**

The Student Outcomes Survey collects data about graduates and module completers, including their general characteristics, fields of study, employment outcomes, occupations, industries of employment, satisfaction with their course of study, and further study outcomes.

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

The precision of survey estimates depends on the sample size and the distribution of sample responses. Consequently, jurisdictional comparisons should be made with care. To assist with making comparisons across jurisdictions, error bars representing the 95 per cent confidence intervals associated with each point estimate are presented in the survey figures. These confidence intervals can be used to indicate whether there are likely to be statistically significant differences across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions do not overlap, then the estimates are statistically significantly different (at the 95 per cent confidence level). Confidence intervals are also included in the associated attachment tables.

The Student Outcomes Survey yields data on all VET providers, capturing government funded students (TAFE, private and community education providers) as well as those training on a fee-for-service basis (TAFE and some private and community education providers). The discussion of student outcomes in the chapter focuses on government funded VET graduates, that is, students who undertook government funded VET activity.

Care should be taken when comparing student outcomes across states and territories, because each jurisdiction has different economic, demographic and social profiles that are likely to have an effect on a range of training related outcomes. In particular, economic parameters beyond the control of the VET system may affect employment outcomes for graduates (see chapter 2).

### *Student employment and further study outcomes*

‘Student employment and further study outcomes’ is an indicator of governments’ objective for the VET system to meet individual students’ objectives. It reports on the benefits students gained from the VET system. These benefits include employment, improved employment circumstances, a pathway for further study/training, and personal development (box 5.12).

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## Box 5.12 Student employment and further study outcomes

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

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

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

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training. The proportion of students who improved their employment outcomes or were engaged in further study can overlap, since students may realise the two outcomes simultaneously.

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

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

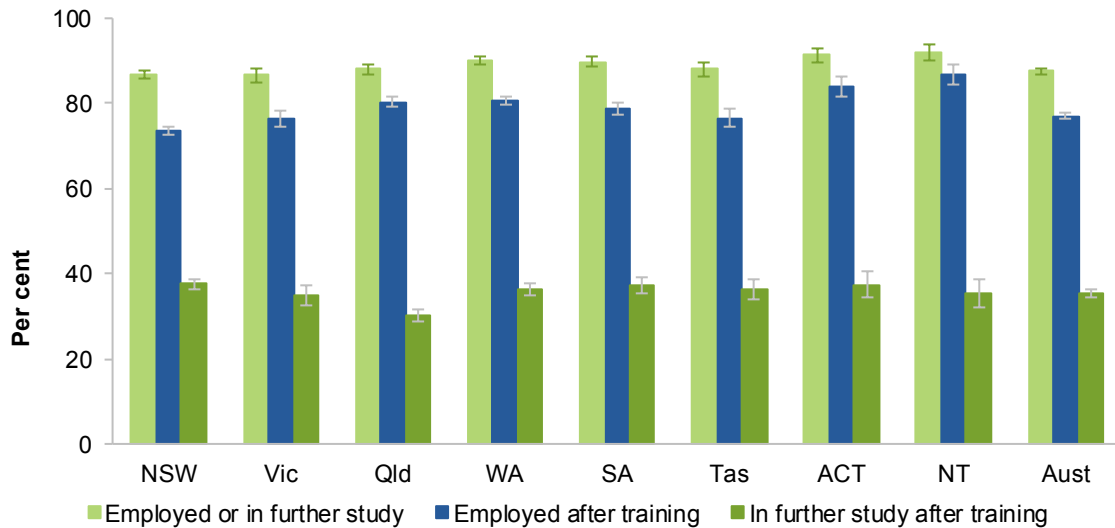
Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

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

Nationally, 87.5 per cent of government funded VET graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2013 — compared with 89.2 per cent in 2009. Of all government funded VET graduates in 2013, 77.0 per cent said they were in employment while 35.3 per cent had continued on to further study (figure 5.17 and table 5A.25).



Figure 5.17 **Proportion of government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course<sup>a, b, c</sup>**

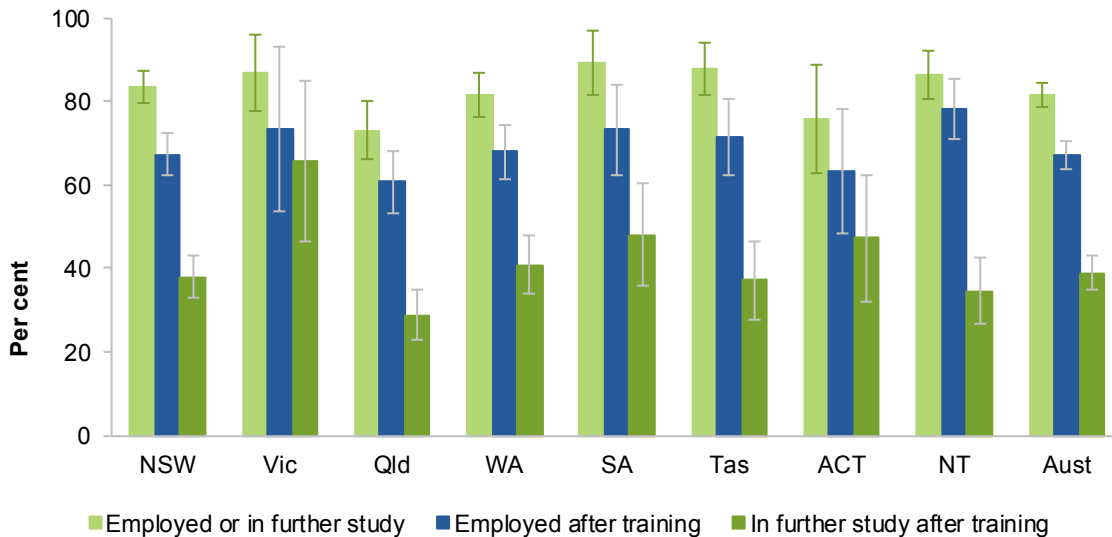


<sup>a</sup> Graduates employed after training and graduates in further study after training are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>c</sup> Data relate to courses completed in 2012.

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

Nationally, 81.5 per cent of government funded Aboriginal and Torres Strait Islander VET graduates in 2013 indicated that they were employed and/or in further study after completing a course — compared with 84.2 per cent in 2009. Of government funded Aboriginal and Torres Strait Islander VET graduates in 2013, 67.2 per cent indicated that they were employed after completing a course (compared with 77.0 per cent of all government funded VET graduates) and 38.9 per cent continued on to further study (compared with 35.3 per cent of all government funded VET graduates) (figure 5.18 and tables 5A.25–26).

**Figure 5.18 Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course a, b, c, d**



**a** Graduates employed and graduates in further study are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. **b** Error bars represent the 95 per cent confidence interval associated with each point estimate **c** Data relate to courses completed in 2012. **d** ACT data for in further study and training are not published due to 5 or fewer responses.

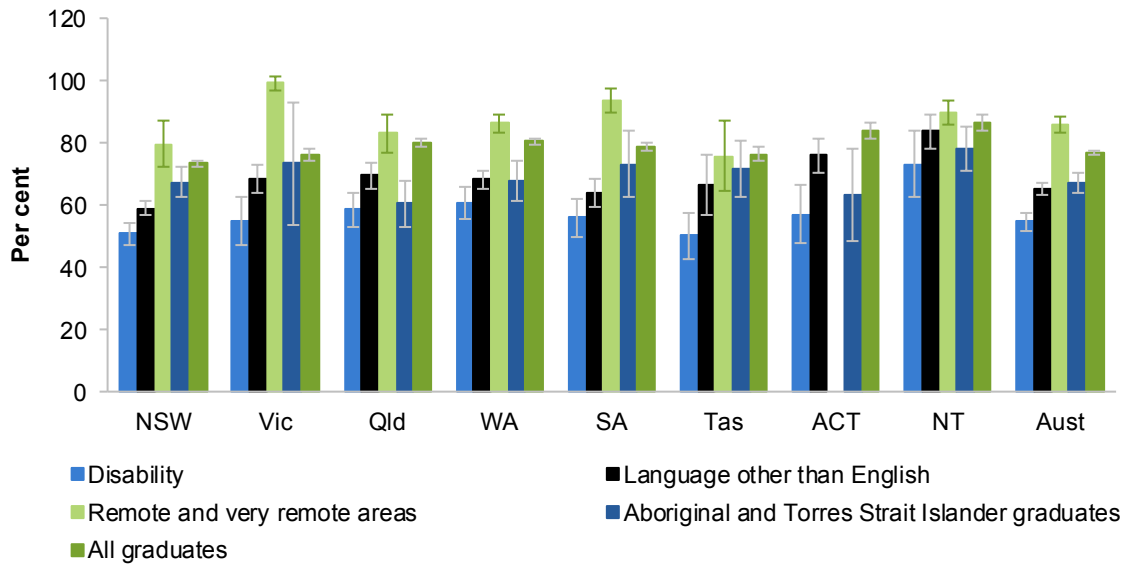
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.26.

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

Nationally, 54.8 per cent of government funded VET graduates with disability, 65.3 per cent of graduates who spoke a language other than English at home, 85.9 per cent of graduates from remote and very remote areas and 67.2 per cent of Aboriginal and Torres Strait Islander graduates were employed in 2013 after completing a course in 2012. In comparison, 77.0 per cent of all government funded VET graduates were employed after completing a course (figure 5.19).

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

Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2013<sup>a, b, c, d</sup>

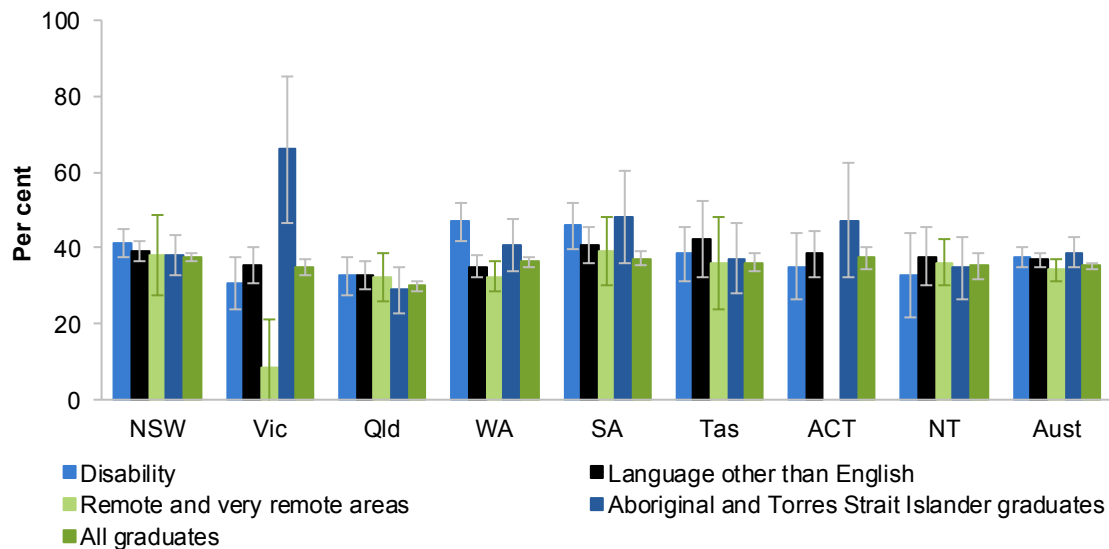


<sup>a</sup> Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>c</sup> Data relate to courses completed in 2012. <sup>d</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT.

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

Nationally, 37.4 per cent of government funded VET graduates with disability, 36.9 per cent of graduates who spoke a language other than English at home, 34.2 per cent of graduates from remote and very remote areas and 38.9 per cent of Aboriginal and Torres Strait Islander graduates continued on to further study in 2013 after completing a course in 2012. In comparison, 35.3 per cent of all government funded VET graduates continued on to further study (figure 5.20).

**Figure 5.20 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2013<sup>a, b, c, d</sup>**

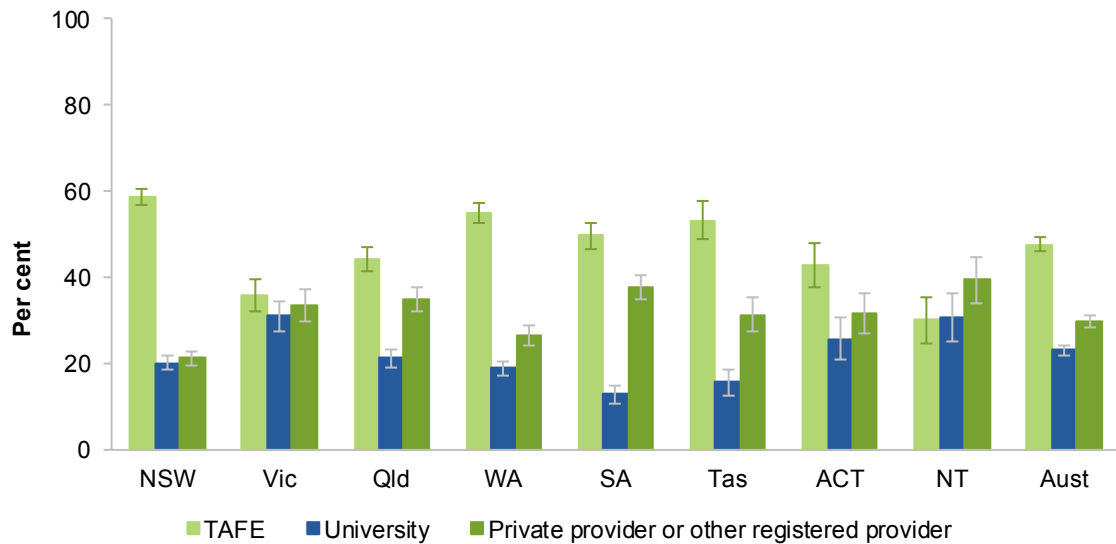


<sup>a</sup> Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. The data for graduates from remote and very remote areas in Victoria have relative standard errors greater than 25 per cent and need to be used with caution. <sup>c</sup> Data relate to courses completed in 2012. <sup>d</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote and very remote data for Victoria are for students from remote and very remote areas throughout Australia studying in Victoria (there are no remote and very remote data for the ACT).

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

Of those government funded VET graduates who continued on to further study in 2013, 47.6 per cent pursued their further study within the TAFE system, while 23.0 per cent went on to further study at universities and 29.5 per cent went on to further study at private providers or other registered providers (figure 5.21).

Figure 5.21 **Proportion, by type of continuing institution, of government funded VET graduates who continued on to further study after completing a course, 2013<sup>a, b</sup>**

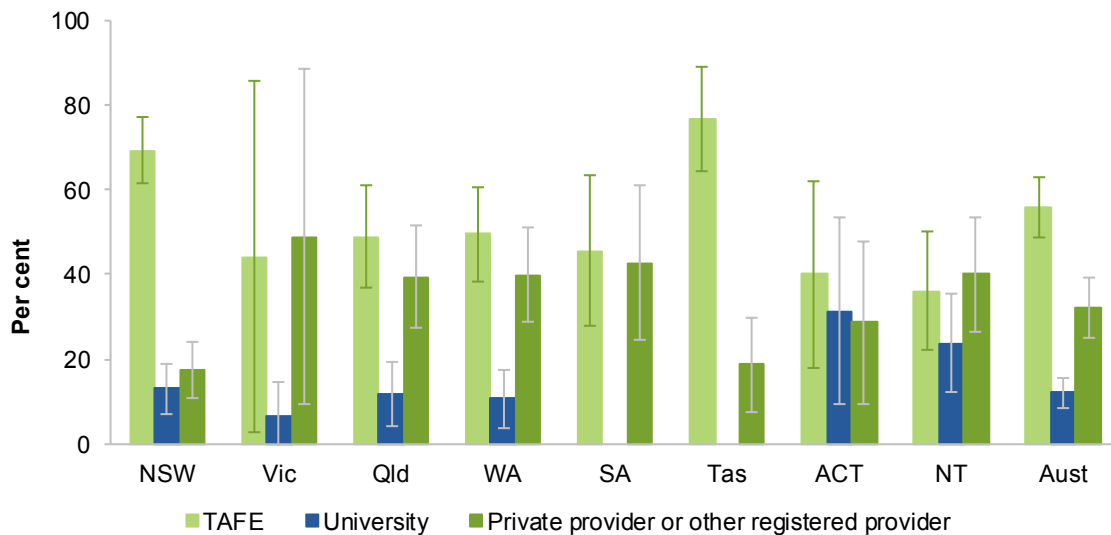


<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate. <sup>b</sup> Data relate to courses completed in 2012.

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

Of those government funded Aboriginal and Torres Strait Islander VET graduates who went on to further study in 2013, 55.8 per cent continued on to further study within the TAFE system (compared with 47.6 per cent for all government funded VET graduates), while 12.1 per cent went to university (compared with 23.0 per cent for all government funded VET graduates) and 32.1 per cent went on to further study at private providers or other registered providers (compared with 29.5 per cent for all government funded VET graduates) (figure 5.22 and table 5A.25).

**Figure 5.22 Proportion, by type of continuing institution, of Aboriginal and Torres Strait Islander government funded VET graduates who continued on to further study after completing a course, 2013<sup>a, b</sup>**



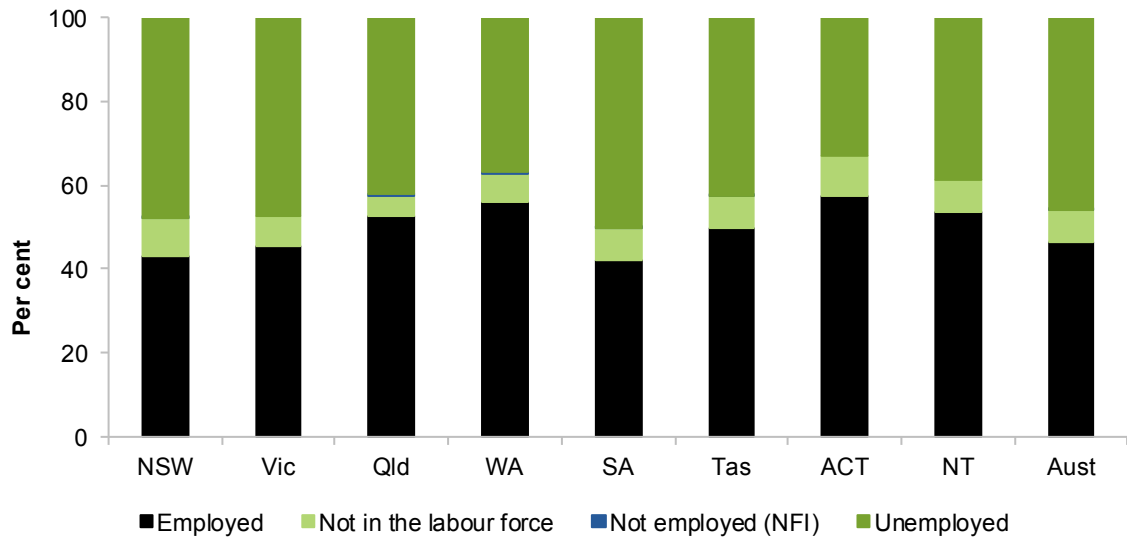
<sup>a</sup> The data for graduates who continued at TAFE for Victoria, Queensland and the NT, at University for NSW, Queensland, SA and the NT, and for graduates at private provider or other registered provider for NSW, Victoria, Queensland and WA have relative standard errors greater than 25 per cent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

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

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

Nationally, of the government funded VET graduates surveyed in 2013 who were unemployed before the course, 46.6 per cent indicated they were employed after the course, 45.9 per cent were unemployed and 7.4 per cent were not in the labour force (figure 5.23).

Figure 5.23 **Labour force status after the course of government funded VET graduates who were unemployed before the course, 2013<sup>a</sup>**



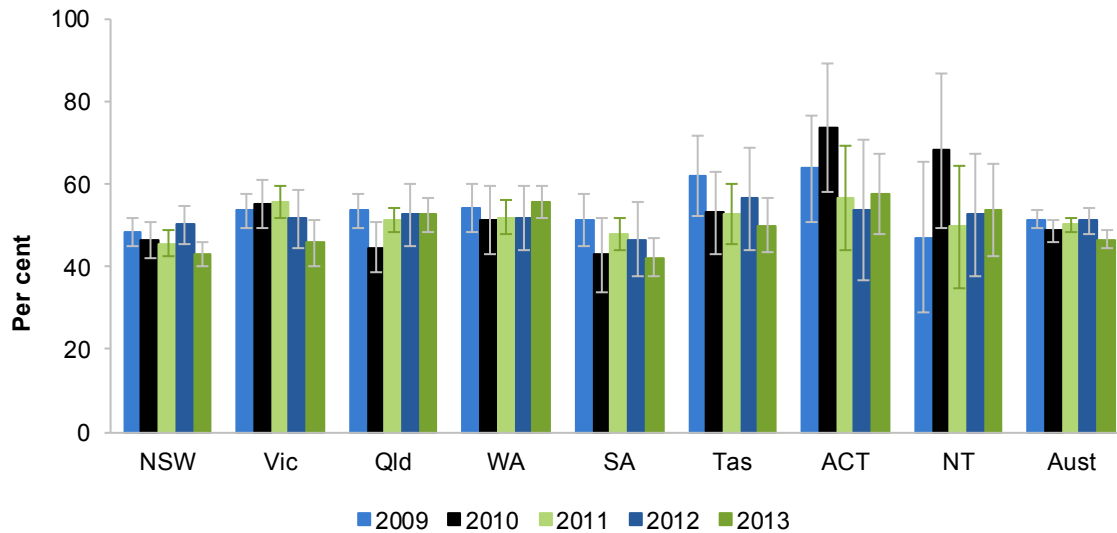
NFI = No further information

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

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

Between 2009 and 2013, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 4.9 percentage points to 46.6 per cent (figure 5.24). This compares with a decrease of 13.6 percentage points over the same period for government funded Aboriginal and Torres Strait Islander VET graduates to 39.1 per cent (table 5A.35).

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



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

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

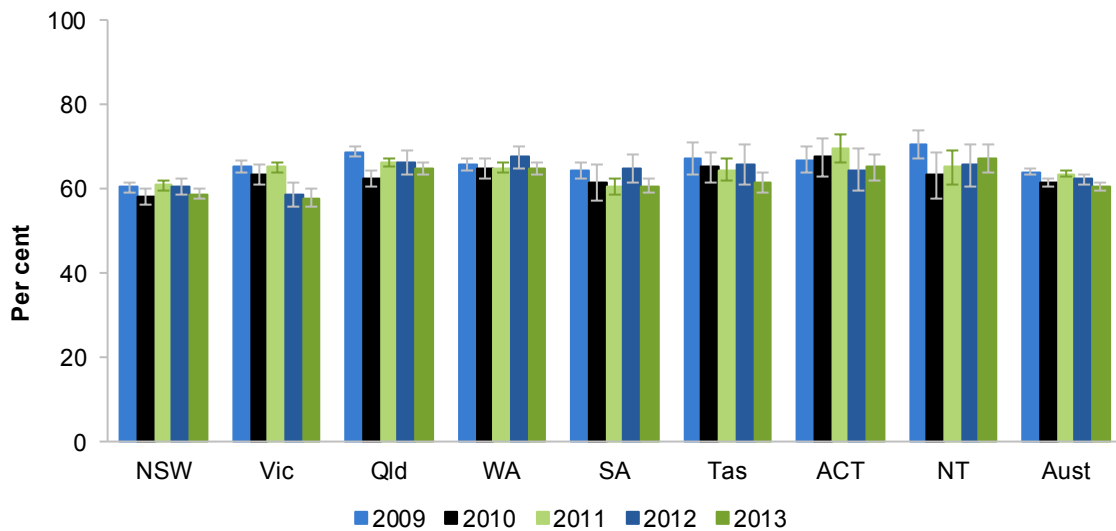
Additional information is provided in tables 5A.36–37 on the labour force status of non-Indigenous graduates and of graduates who were employed prior to the course.

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

Nationally, 60.3 per cent of all government funded VET graduates in 2013 indicated they had improved their employment circumstances after completing their course, a decrease of 3.7 percentage points from 2009 (figure 5.25). Data from 2005 are included in table 5A.41.



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



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

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

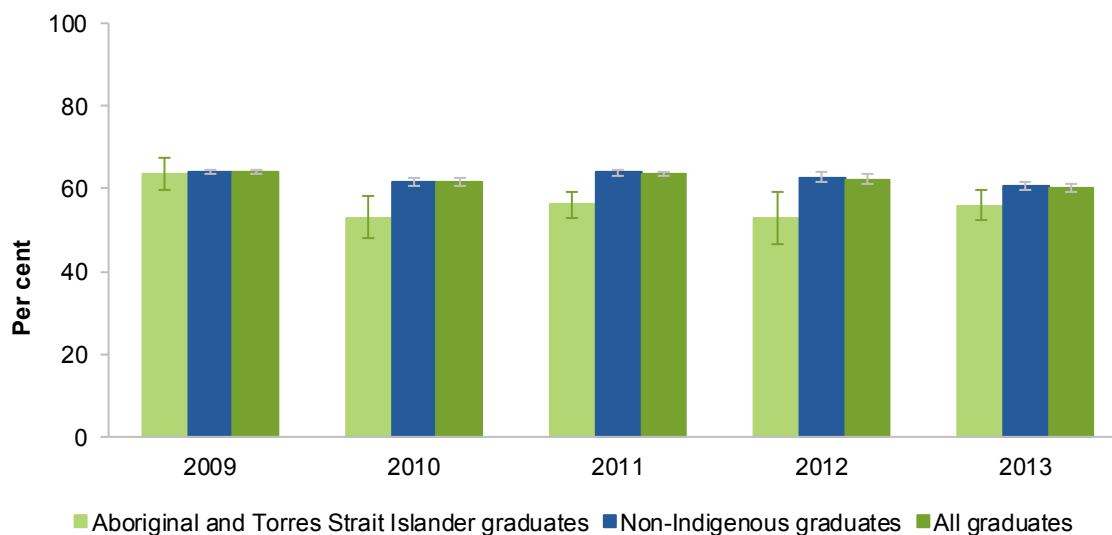
Nationally, for government funded VET graduates in 2013:

- 12.4 per cent changed from ‘not employed’ before training to ‘employed’ after completing their training
- 10.9 per cent were employed at a higher skill level after completing their training
- 56.8 per cent received a job related benefit after completing their training (table 5A.45).

Nationally, 55.9 per cent of all government funded Aboriginal and Torres Strait Islander VET graduates in 2013 indicated they had improved their employment circumstances after completing their course — a decrease of 7.5 percentage points from 2008 (table 5A.43) — compared with 60.5 per cent of government funded non-Indigenous VET graduates and 60.3 per cent of all government funded VET graduates in 2013 (figure 5.26).

Table 5A.42 includes national data for graduates who speak a language other than English at home, graduates with disability, and graduates from remote and very remote areas. Of these groups, government funded VET graduates who reported disability were the least likely to indicate that they had improved employment circumstances in 2013 (42.3 per cent).

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



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

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

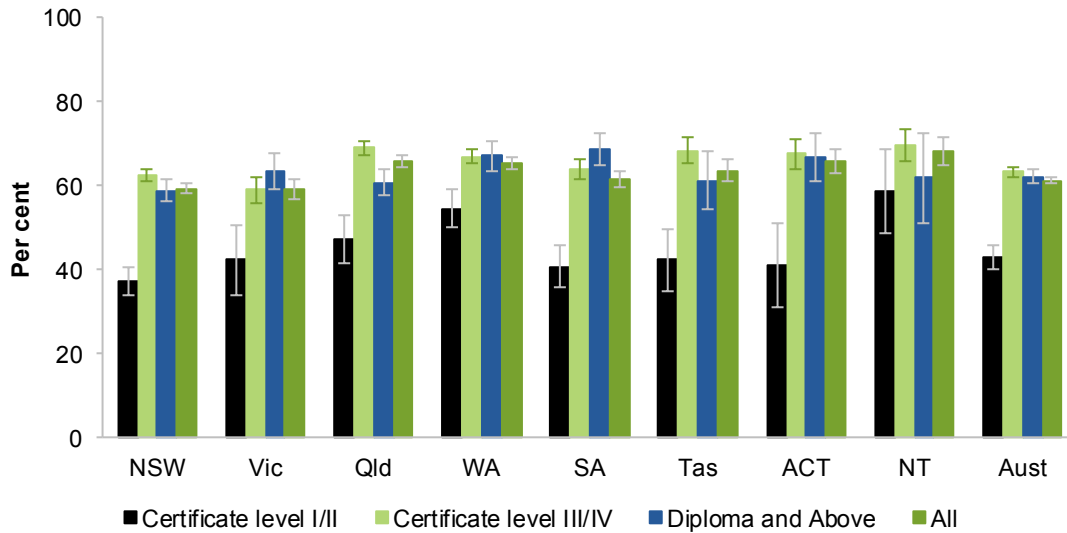
Nationally for government funded Aboriginal and Torres Strait Islander VET graduates in 2013:

- 14.8 per cent changed from ‘not employed’ before training to ‘employed’ after completing their training
- 8.0 per cent were employed at a higher skill level after completing their training
- 53.0 per cent received a job-related benefit after completing their training (table 5A.45).

Nationally in 2013, 62.2 per cent of government funded VET graduates with a diploma or above indicated they had improved their employment circumstances after completing their course (figure 5.27).

Data on the percentage of all graduates aged 20–64 years who improved their employment circumstances after completing their training, by geolocation are included in table 5A.46. Data on the percentage of graduates aged 20–64 years who improved their employment circumstances after completing their training, by Indigenous status are included in Table 5A.47. Table 5A.49 provides information on the percentage of graduates aged 20–64 years who improved their employment circumstances after completing their training, by certificate level.

Figure 5.27 **Proportion of government funded VET graduates who improved their employment circumstances after training, by certificate level, 2013<sup>a</sup>**



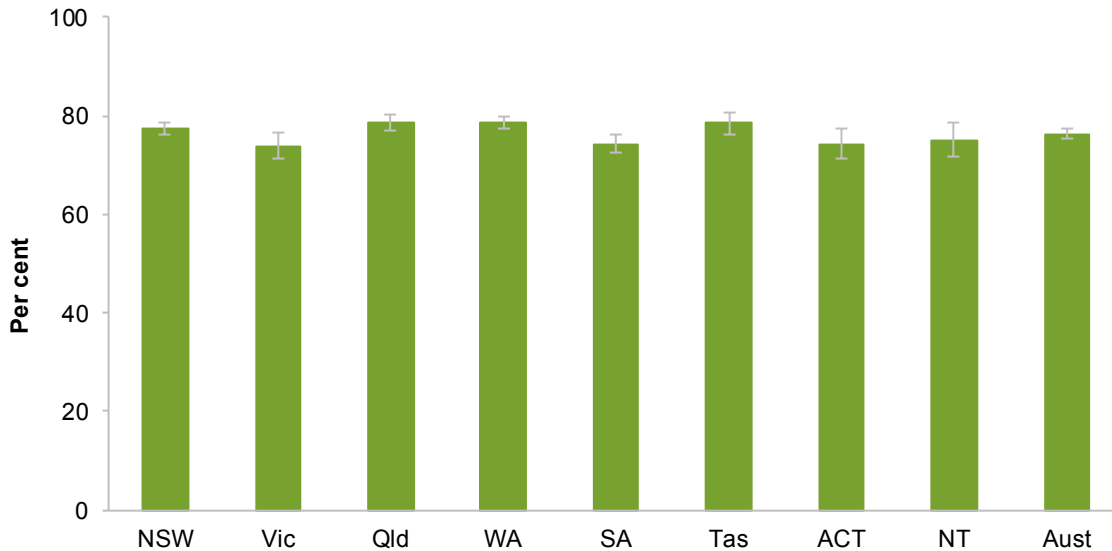
<sup>a</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.47–48.

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

Nationally in 2013, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 76.3 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.28). This compares with 81.6 per cent for government funded Aboriginal and Torres Strait Islander VET graduates (table 5A.40).

**Figure 5.28 Proportion of government funded VET graduates who undertook their course for employment-related reasons and who received at least one job-related benefit from completing the course, 2013<sup>a</sup>**



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

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

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

- obtained a job (30.3 per cent)
- achieved an increase in earnings (24.5 per cent)
- achieved a promotion or an increased status at work (33.2 per cent)
- a change of job or a new job (17.7 per cent)
- gained the ability to start their own business (7.6 per cent) (table 5A.39).

Attachment table 5A.38 provides information on the reported relevance to the main job, for those graduates who were employed after completing their course and undertook their course for employment related reasons. Further information on VET employment outcomes is available from the Down the Track survey of long term VET outcomes for 15-24 year olds, which is referred to in the 2006 Report (SCRGSP 2006, box 4.13) and is available in *Down the track: TAFE outcomes for young people two years on* (NCVER 2006).

### *Student achievement in VET*

‘Student achievement in VET’ is an indicator of governments’ objective for students to achieve success in VET (box 5.13).

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### Box 5.13 Student achievement in VET

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

- 'Load pass rate' is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through RPL.
- 'Proportion of graduates with improved education/training status after training' is the number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), divided by the number of VET course enrolments.
- 'Estimated qualification completion rate' is the number of VET students in a given year who commenced a course and eventually completed their course, expressed as a proportion of all course commencing enrolments in that year. Qualifications at AQF Certificate 1 and above are included. The subject load pass rates for students commencing in that year are also included — while not all courses are completed, subject completions are also valuable. More detail on the estimation method is included in box 5.14.

For 'load pass rate' and 'proportion of graduates with improved education/training status after training', data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Aboriginal and Torres Strait Islander students). Achievement by VET target groups can also indicate the equity of outcomes for these groups.

High or increasing load pass rates and proportions of students who commenced and completed indicate that student achievement is high or improving, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students. Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

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

Data reported for these measures are

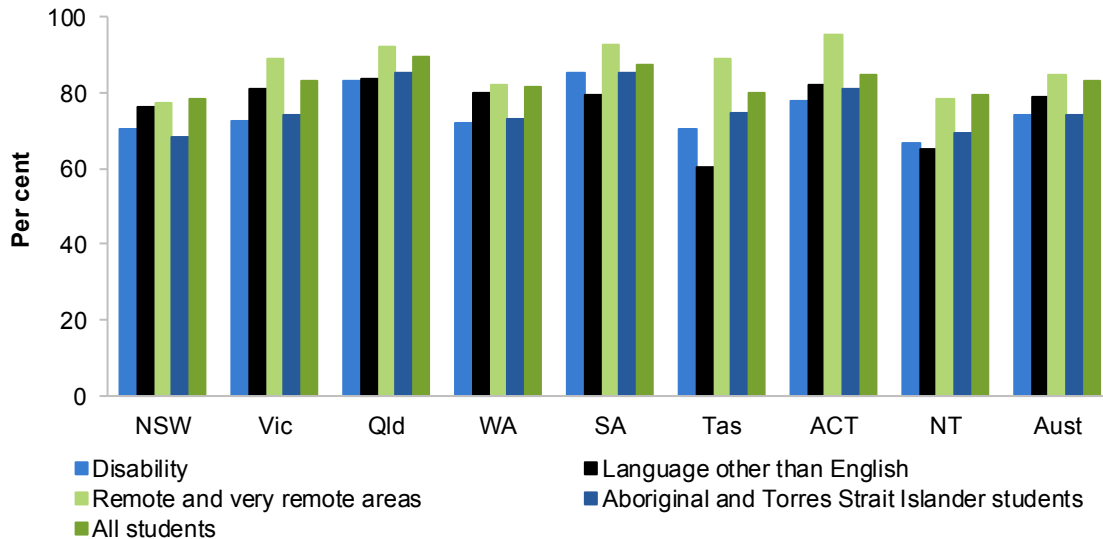
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

#### *Student achievement in VET — load pass rate*

In 2013, the load pass rate for all government funded students was 82.9 per cent, lower than the load pass rates for students from remote and very remote areas (85.0 per cent). The load pass rates for Aboriginal and Torres Strait Islander students (74.1 per cent), students with disability (74.0 per cent) and students speaking a language other than English at home (79.0 per cent) were lower than for all students (figure 5.29).

Figure 5.29 Load pass rates, by target group, 2013<sup>a, b, c, d</sup>



<sup>a</sup> Data are for government funded hours. <sup>b</sup> People with disability are defined as those who self-identify on enrolment forms that they have disability, impairment or a long-term condition. <sup>c</sup> Care should be taken in comparing load pass rates for students reporting disability, students speaking a language other than English at home and for Aboriginal and Torres Strait Islander students because the non-identification rates for these groups are high. <sup>d</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions.

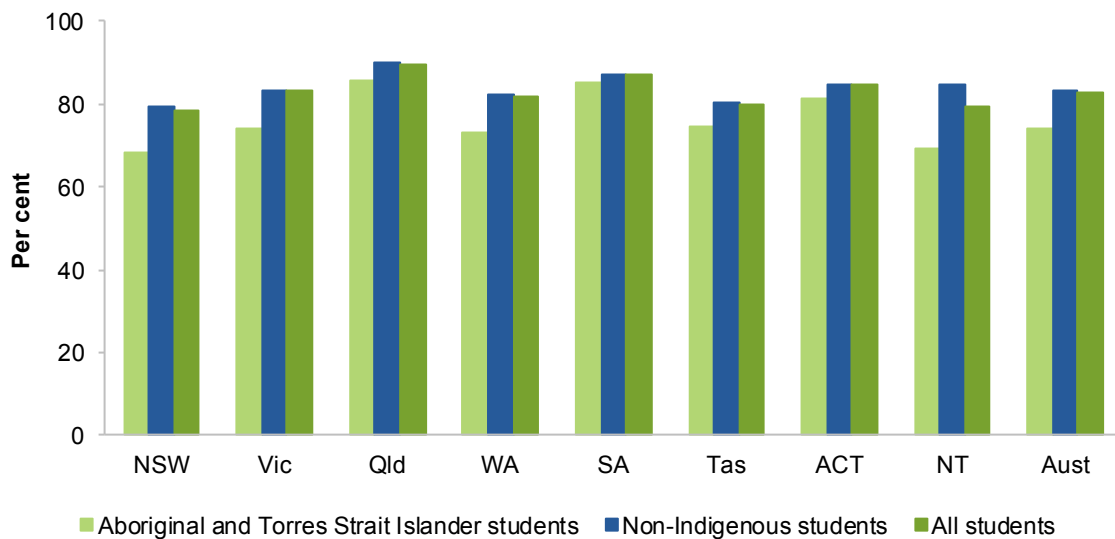
Source: NCVET (unpublished) National VET provider collection; tables 5A.50–53.

Nationally, between 2009 and 2013, load pass rates increased for all students by 3.1 percentage points to 82.9 per cent (table 5A.50) and for:

- students with disability by 3.4 percentage points to 74.0 per cent (table 5A.52)
- students speaking a language other than English at home by 6.0 percentage points to 79.0 per cent (table 5A.53)
- students from remote and very remote areas by 2.1 percentage points to 85.0 per cent (table 5A.51)
- Aboriginal and Torres Strait Islander students by 3.8 percentage points to 74.1 per cent (table 5A.50).

In 2013, nationally, the load pass rate for Aboriginal and Torres Strait Islander students (74.1 per cent) was lower than the load pass rate for non-Indigenous students (83.2 per cent) and for all students (82.9 per cent) (figure 5.30).

Figure 5.30 Load pass rate, by Indigenous status 2013<sup>a, b</sup>



<sup>a</sup> Data are for government funded hours. <sup>b</sup> Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing rates for Aboriginal and Torres Strait Islander and non-Indigenous students as non-identification rates can be high.

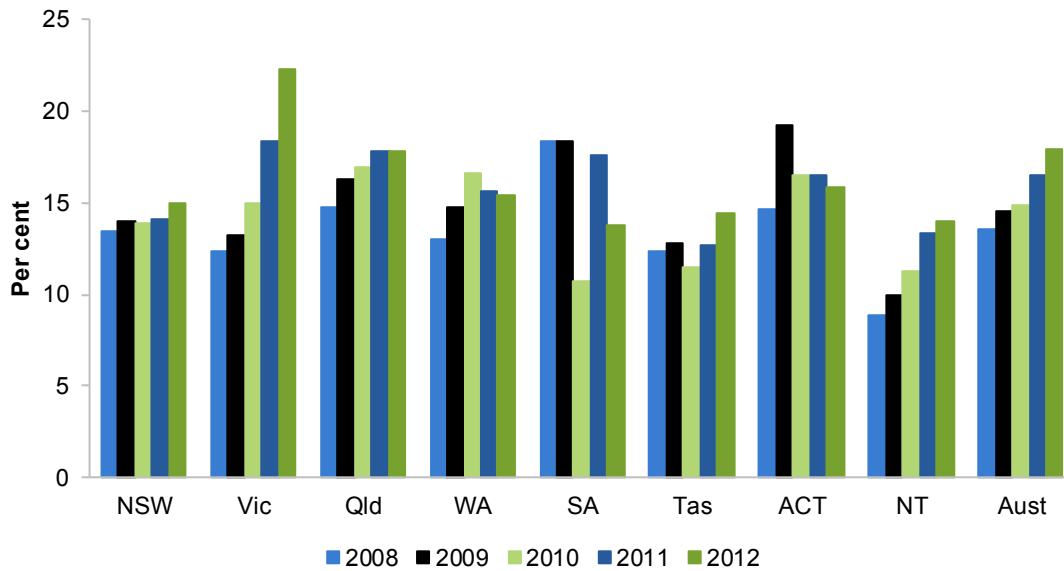
Source: NCVET (unpublished) National VET provider collection; table 5A.50.

Load pass rates for Aboriginal and Torres Strait Islander students increased by 10.2 percentage points nationally between 2004 and 2013, to 74.1 per cent. This compares with an increase of 5.3 percentage points over the same period for non-Indigenous students (to 83.2 per cent in 2013) and an increase of 5.6 percentage points over the same period for all students (to 82.9 per cent) (table 5A.50).

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

Students who completed a qualification in 2012 and had improved education/training status after training (higher than their previous qualification), as a percentage of course enrolments by students in 2012, was 18.0 per cent. This increased from 13.6 per cent in 2008, representing an increase of 4.4 percentage points over the period (figure 5.31).

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



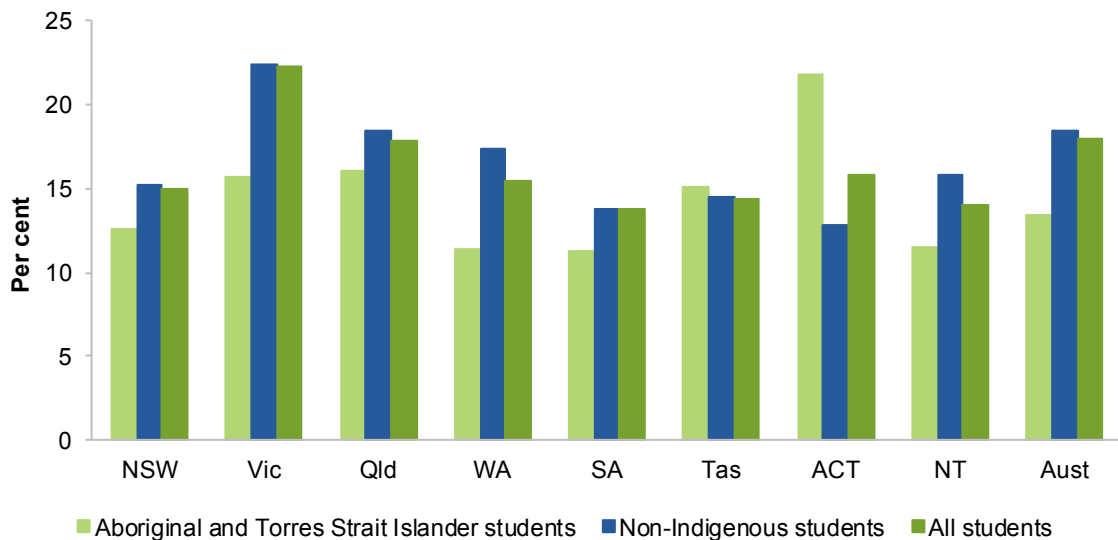
<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.54.

Qualification completions in 2012 by Aboriginal and Torres Strait Islander students with improved education/training status after training, as a percentage of course enrolments by Aboriginal and Torres Strait Islander students in 2012, was 13.4 per cent (figure 5.32) — an increase of 3.2 percentage points from 10.2 per cent in 2008 (table 5A.54). This compares to an increase of 4.1 percentage points for non-Indigenous students between 2008 (14.3 per cent) and 2012 (18.4 per cent) (table 5A.54).



Figure 5.32 **Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2012<sup>a, b</sup>**



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

Source: NCVET (unpublished) National VET provider collection; table 5A.54.

Qualification completions in 2012 by students from remote and very remote areas with improved education/training status after training, as a percentage of course enrolments by those students in 2012, was 12.4 per cent. This represents an increase of 1.8 percentage points from 10.6 per cent in 2008 — lower than the 4.4 percentage points increase for all students (table 5A.56).

Tables 5A.55 and 5A.57 provide additional information on completions for students aged 20–64 years.

Nationally in 2012, the proportion of VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only) was 20.9 per cent (table 5A.58). Table 5A.59 provides additional information for this measure for students aged 20–64 years.

*Student achievement in VET — Estimated qualification completion rate and subject pass rate*

The estimated qualification completion rate is an estimate of the percentage of all VET qualifications (both government and non-government funded) at Certificate I and above commenced in a particular year of interest that will eventually be completed. The methodology is described in box 5.14.

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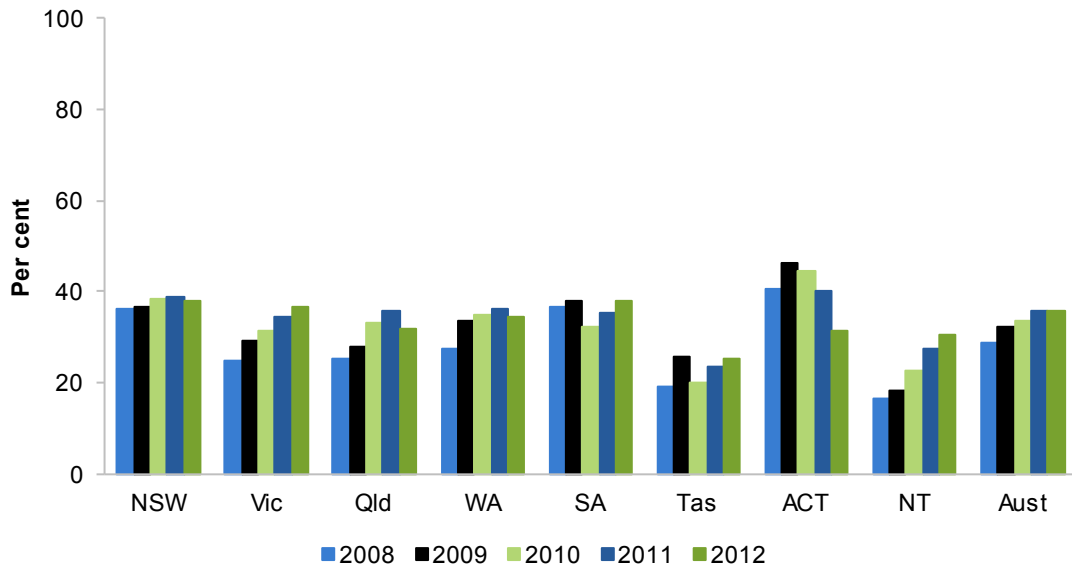
**Box 5.14 Estimated qualification completion rate**

The methodology used to derive the estimated qualification completion rate involves creating a longitudinal dataset of VET qualification enrolments over a three-year period (from one year before the commencing year under consideration to one year after). Students and the qualifications they enrolled in are matched to completions via a unique identifier and the qualification record identifier. For each unique VET qualification enrolment in the longitudinal dataset, variables are set up to indicate the year in which the qualification was commenced, the years in which it had a continuing enrolment, and the year in which it was completed (if it was completed). These indicator variables are then used to determine the probabilities of a qualification enrolment moving from a commencing or continuing status in one year to a completed or dropped-out status in the next. Using these probabilities, the techniques of absorbing Markov chain theory are applied to calculate the completion rate of commencing qualification enrolments in each year.

Estimated qualification completion rates should be interpreted with caution due to data collection and methodological issues in tracking students and the qualifications they enrol in across different years of the National VET Provider Collection. In addition, not all students intend to complete an entire qualification but may only wish to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wishing to only complete a specific component of a qualification are required to enrol in that qualification for data collection purposes, whereas in other jurisdictions they are not.

For students who commenced in 2012, the estimated qualification completion rate was 35.8 per cent nationally, compared to 28.9 per cent for students who commenced their qualification in 2008. These rates varied across states and territories (figure 5.33).

Figure 5.33 **Estimated completion rates for qualifications at certificate I and above, commencing 2008–12<sup>a, b</sup>**

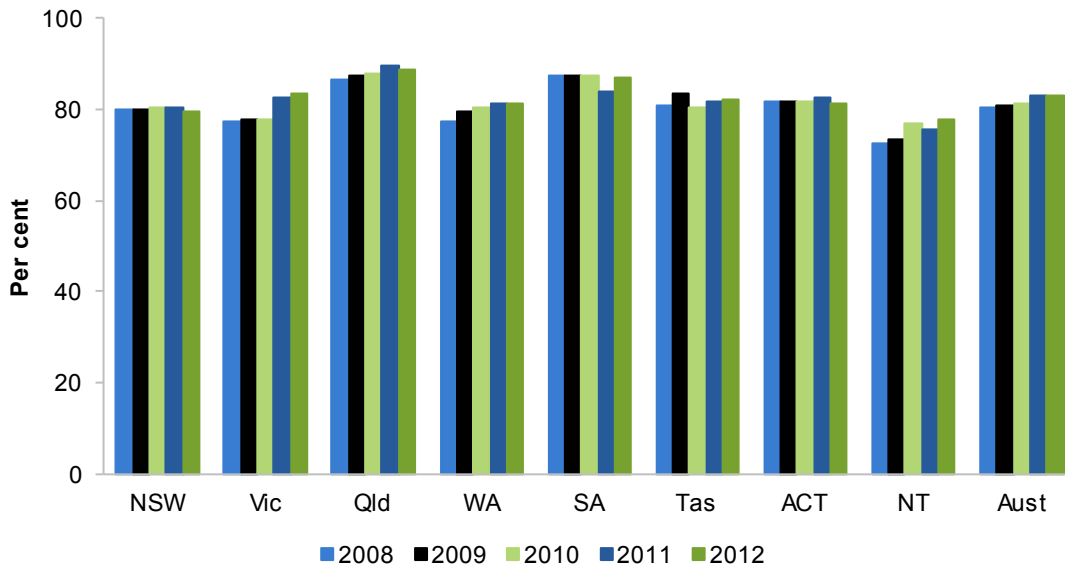


<sup>a</sup> The estimated qualification completion rates for all years are computed using data from the National VET Provider Collection. The estimated rates may change slightly from the rates published in the previous year due to the reporting of additional qualification/course completions for previous years in the current collection. <sup>b</sup> The relatively large decrease in completion rates for the ACT in 2012 is due to changes in the name encryption of some students across collection years, leading to a mismatch between completions and enrolments.

Source: NCVET (2014), *Australian Vocational Education and Training Statistics: The Likelihood of Completing a VET Qualification*, Adelaide; table 5A.60.

For students who commenced in 2012, the subject load pass rate was 83.1 per cent nationally compared to 80.4 per cent for students who commenced their qualification in 2008 (figure 5.34).

Figure 5.34 Load pass rates for qualifications at certificate I and above, commencing 2008–12



Source: NCVET (2014), *Australian Vocational Education and Training Statistics: The Likelihood of Completing a VET Qualification*, Adelaide; table 5A.60.

### Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.15).

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### Box 5.15 Student satisfaction with VET

'Student satisfaction with VET' has two measures:

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

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

A high or increasing percentage of perceived satisfaction is desirable.

Data reported for these measures are:

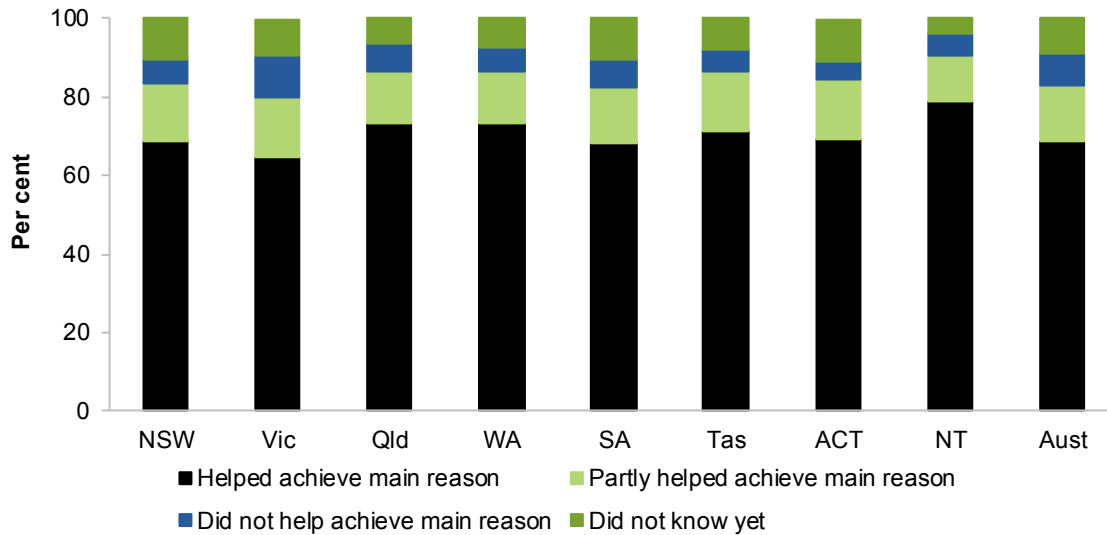
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

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

In 2013, 83.0 per cent of government funded VET graduates nationally indicated that their course helped (68.6 per cent) or partly helped (14.4 per cent) them achieve their main reason for doing the course — compared with 85.7 per cent in 2009. Of government funded graduates in 2013, 7.9 per cent indicated their course did not help them achieve the main reason they did the course, compared with 5.4 per cent in 2009 (table 5A.61 and figure 5.35).

**Figure 5.35 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2013<sup>a</sup>**

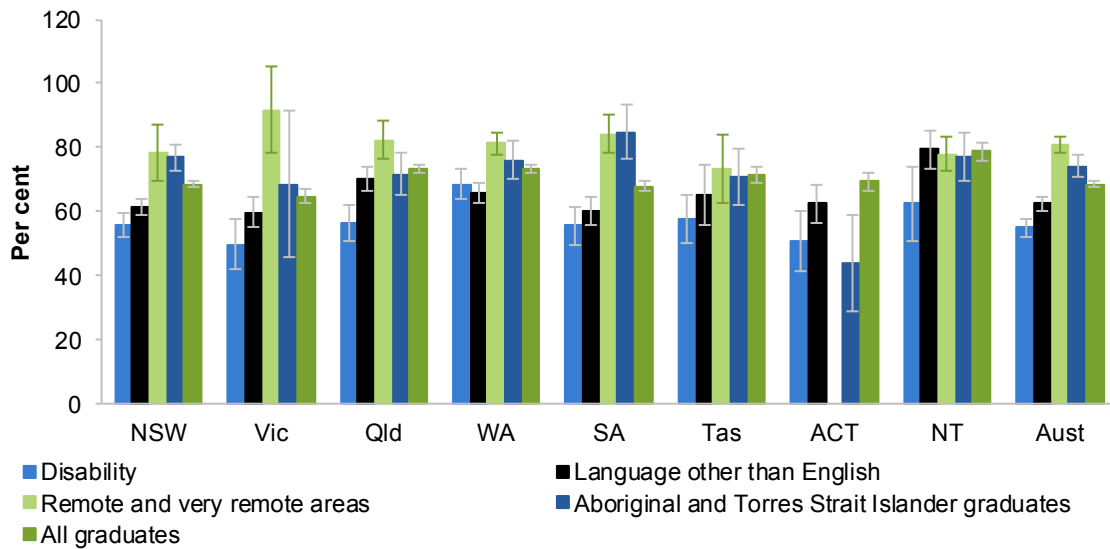


<sup>a</sup> The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.61.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.61.

Nationally in 2013, of the target groups, graduates from remote and very remote areas were the most likely to indicate that the course helped them achieve their main reason for doing the course (81.1 per cent), while graduates reporting disability were the least likely to do so (54.9 per cent). Amongst Aboriginal and Torres Strait Islander graduates, 74.2 per cent indicated that the course helped them achieve their main reason for doing the course (figure 5.36).

Figure 5.36 **Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2013<sup>a, b, c</sup>**



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

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.61–62 and 5A.67–69.

Tables 5A.63–65 provide additional information on whether the course helped non-Indigenous graduates, graduates from major cities, from inner regional areas and from outer regional areas, achieve their main reason for undertaking training.

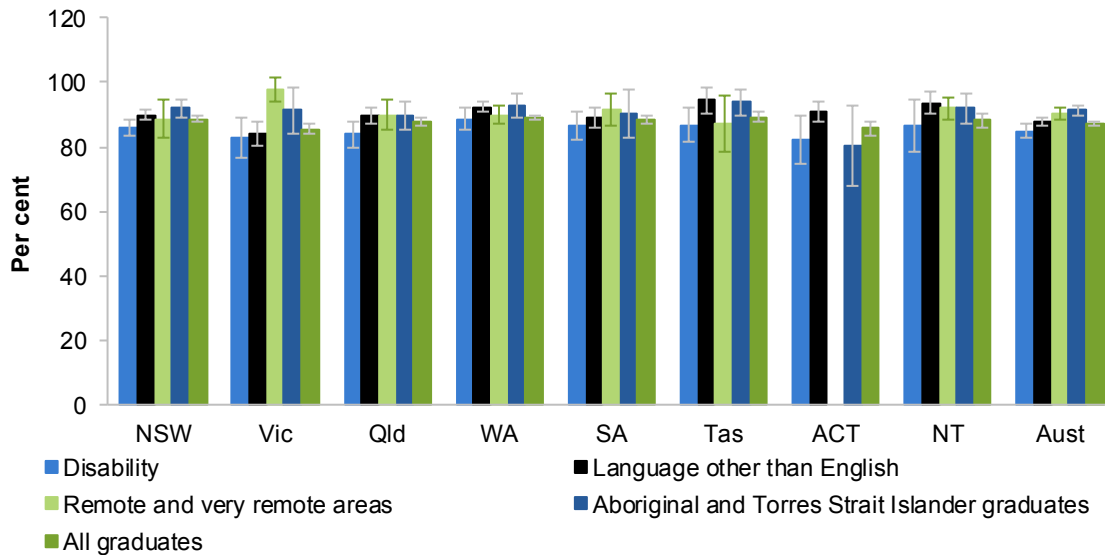
*Student satisfaction with VET — students who were satisfied with the quality of their completed training*

In 2013, 87.5 per cent of all government funded VET graduates nationally indicated that they were satisfied with the quality of their completed training, representing an increase of 0.8 percentage points from 2005 (table 5A.70).

The satisfaction levels across target groups in 2013 were as follows:

- graduates with disability (84.9 per cent)
- graduates speaking a language other than English at home (87.9 per cent)
- graduates from remote and very remote areas (90.3 per cent)
- Aboriginal and Torres Strait Islander graduates (91.3 per cent) (figure 5.37).

**Figure 5.37 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2013<sup>a, b, c, d</sup>**



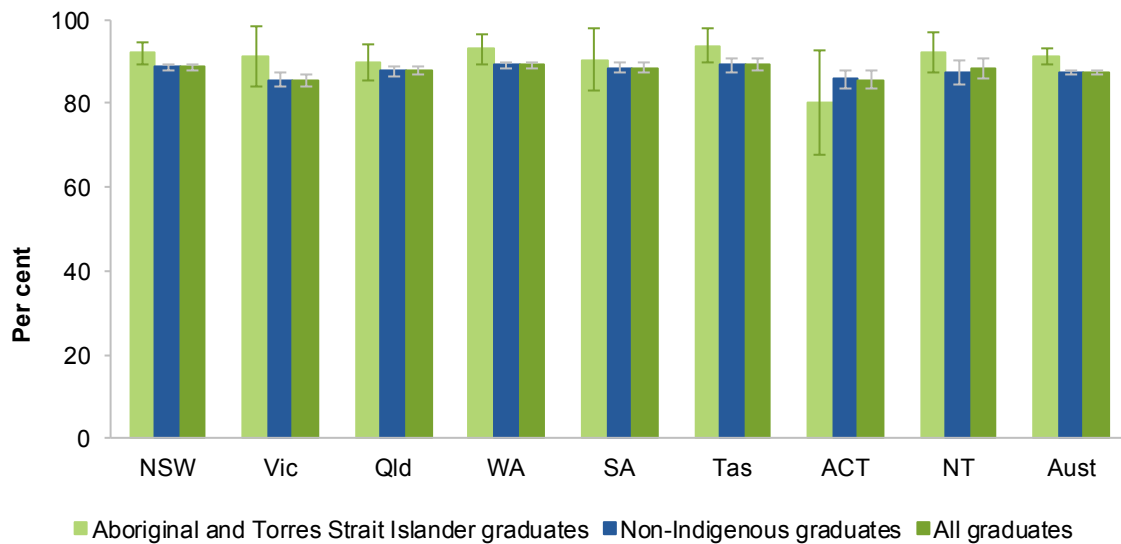
<sup>a</sup> Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). <sup>b</sup> There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout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

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.70–71 and 5A.76–78.

Nationally in 2013, 91.3 per cent of Aboriginal and Torres Strait Islander graduates indicated that they were satisfied — an increase of 2.7 percentage points from 2009 and 8.5 percentage points from 2005 (table 5A.71) — compared with 87.4 per cent of non-Indigenous graduates and 87.5 per cent of all graduates in 2013 (figure 5.38).



Figure 5.38 **Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2013<sup>a, b</sup>**

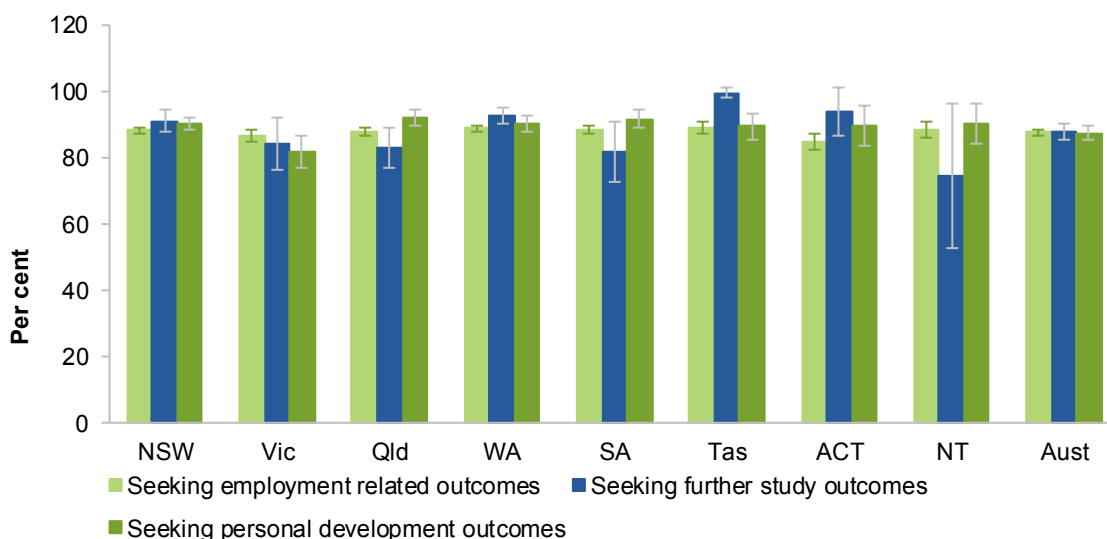


<sup>a</sup> Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). <sup>b</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.70–72.

Nationally in 2013, 87.4 per cent of graduates who had been seeking employment related outcomes indicated that they were satisfied with the quality of their completed training, compared with 87.7 per cent of graduates seeking further study outcomes and 87.3 per cent of those seeking personal development outcomes (figure 5.39).

Figure 5.39 **Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2013<sup>a, b</sup>**



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

Source: NCVET (unpublished) *Student Outcomes Survey*, table 5A.70.

Nationally in 2013, 90.8 per cent of Aboriginal and Torres Strait Islander graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with 92.7 per cent of Aboriginal and Torres Strait Islander graduates seeking further study outcomes and 93.4 per cent of Aboriginal and Torres Strait Islander graduates seeking personal development outcomes (table 5A.71).

A further disaggregation by non-Indigenous graduates, by target groups and by geographical classifications, can be found in attachment tables 5A.72–78.

### Skill profile

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

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### Box 5.16 Skill profile

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

'Qualifications completed' is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students (currently collected by NCVET, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies). The annual change in qualifications completed is defined as the percentage change of qualifications from year to year.

Data reported for this measure are:

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

'Units of competency and modules completed' is defined as the sum of the number of units of competency achieved/passed each year by government funded VET students and the number of modules (outside training packages) achieved/passed each year by government funded VET students. A unit of competency is a component of a competency standard and/or a statement of a key function or role in a particular job or occupation. A module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency. The annual change in 'Units of competency and modules completed' is defined as the percentage change of units of competency and modules completed from year to year.

Data reported for this measure are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

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

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

Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service.

(continued next page)

**Box 5.16 (Continued)**

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

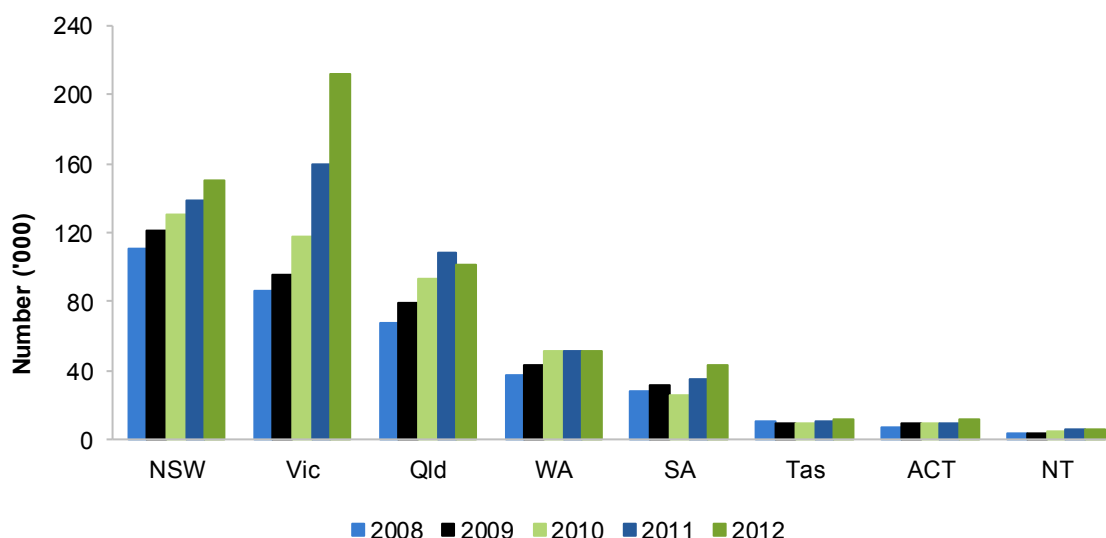
Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

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

*Skill outputs from VET — qualifications completed*

Nationally, 587 755 VET qualifications were completed in 2012, compared to 351 559 in 2008 (table 5A.79). The number of qualifications completed includes both government and non-government funded VET students (figure 5.40).

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

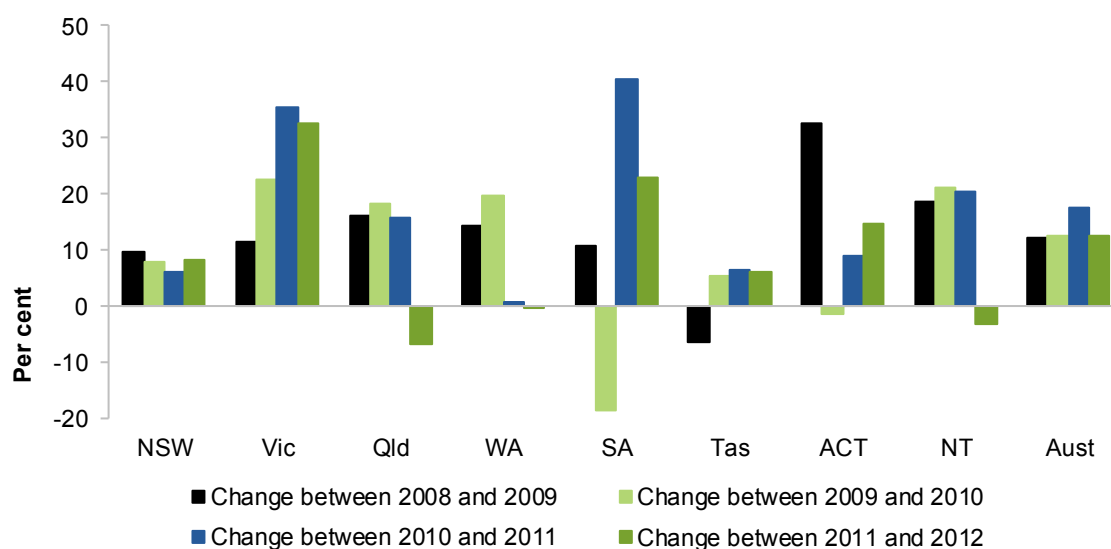


<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.79.

Nationally, the number of qualifications completed increased by 12.7 per cent between 2011 and 2012, and increased by 17.6 per cent between 2010 and 2011 (figure 5.41). Overall, VET qualifications increased by 67.2 per cent between 2008 and 2012, equivalent to an average annual increase of 13.7 per cent (table 5A.79).

Figure 5.41 **Qualifications completed, by change from previous year, all students<sup>a, b</sup>**



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

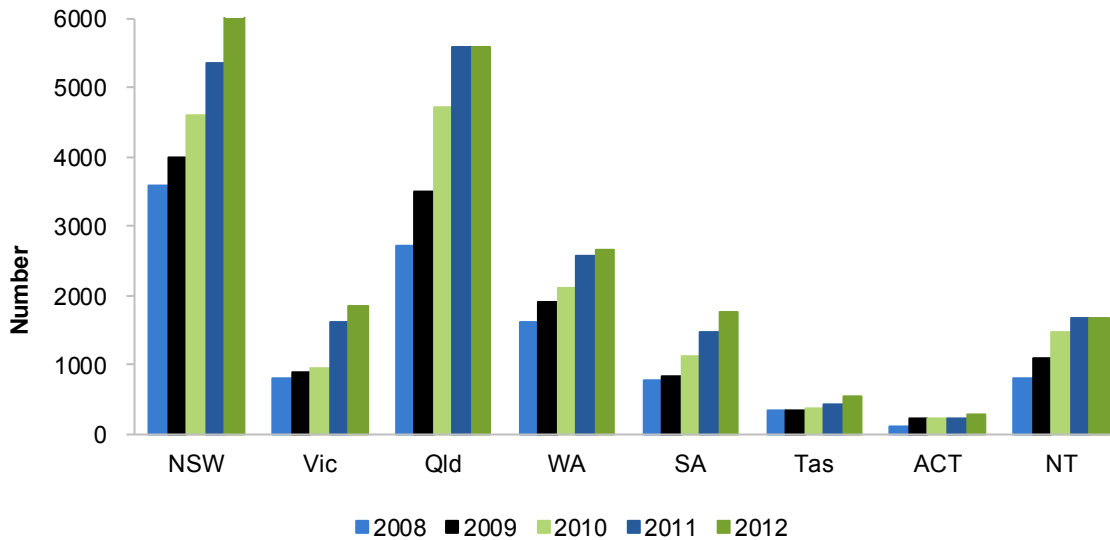
Source: NCVET (unpublished) National VET provider collection; table 5A.79.

Amongst the VET target groups, between 2008 and 2012 the number of qualifications completed nationally increased by:

- 105.1 per cent for students with disability (table 5A.81)
- 72.5 per cent for students speaking a language other than English at home (table 5A.82)
- 17.2 per cent for students from remote and very remote areas (table 5A.80)
- 90.0 per cent for Aboriginal and Torres Strait Islander students (table 5A.79).

Nationally, Aboriginal and Torres Strait Islander students completed 20 522 VET qualifications in 2012, an increase of 8.3 per cent from 18 950 in 2011 and an increase of 90.0 per cent from 10 803 in 2008. This represents an average annual increase of 17.4 per cent, compared to 13.7 per cent for all students. Aboriginal and Torres Strait Islander students accounted for 3.5 per cent of all the qualifications completed in 2012, compared to 1.8 per cent in 2008 (table 5A.79). The number of qualifications completed by Aboriginal and Torres Strait Islander students varied across jurisdictions (figure 5.42).

Figure 5.42 **Qualifications completed, Aboriginal and Torres Strait Islander students<sup>a, b</sup>**



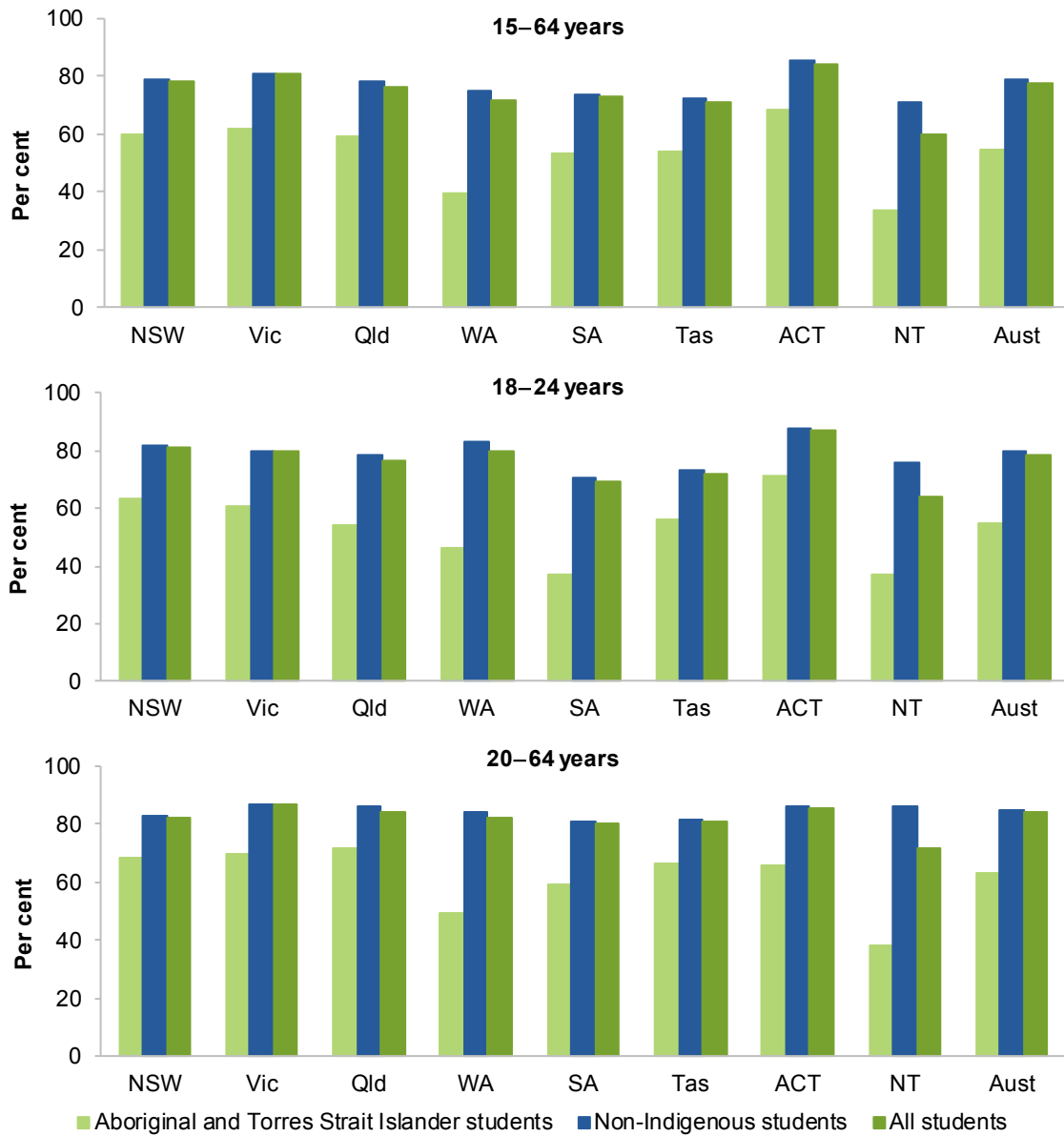
<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.79.

Nationally in 2012:

- 15.4 per cent of qualifications completed by all students were at the diploma level or above, 62.0 per cent at certificate level III or IV, and 22.6 per cent at certificate level I or II or lower (table 5A.83)
- 77.6 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 54.5 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years and 78.8 per cent for non-Indigenous students aged 15–64 years
- 78.6 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 54.8 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 18–24 years and 79.7 per cent for non-Indigenous students aged 18–24 years
- 84.0 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 63.3 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 20–64 years and 84.8 per cent for non-Indigenous students aged 20–64 years (figure 5.43).

Figure 5.43 **Qualifications completed in certificate III and above, by target age group and Indigenous status, 2012<sup>a, b, c</sup>**



<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students. <sup>c</sup> Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions (see table 5A.79).

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

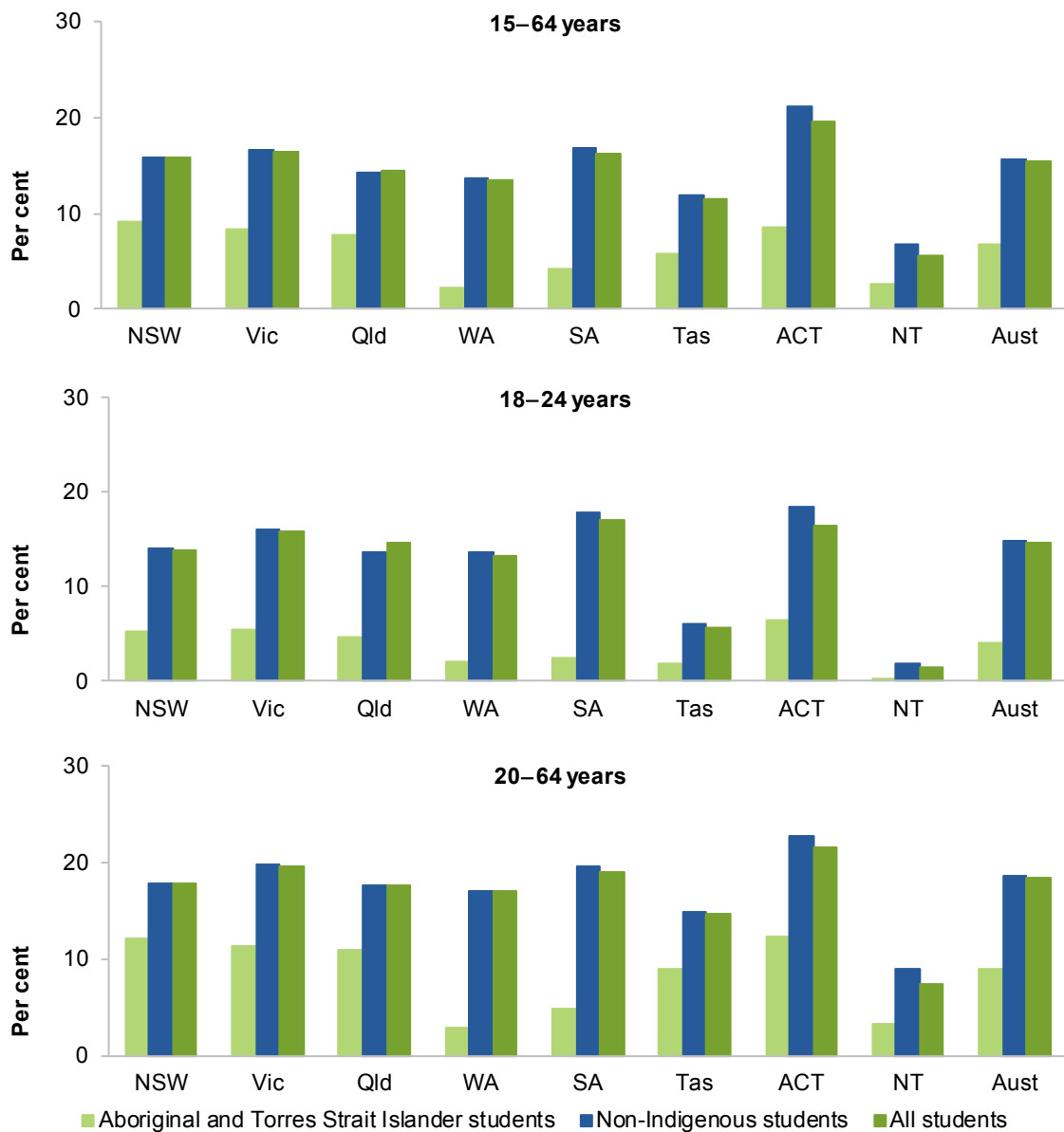
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Nationally in 2012:

- 15.5 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 6.7 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years and 15.7 per cent for non-Indigenous students aged 15–64 years
- 14.7 per cent of qualifications completed by all students aged 18–24 years were at diploma level or above, compared with 4.1 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 18–24 years and 14.9 per cent for non-Indigenous students aged 18–24 years
- 18.4 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 9.0 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 20–64 years and 18.6 per cent for non-Indigenous students aged 20–64 years (figure 5.44).



Figure 5.44 **Qualifications completed in diploma and above, by target age group and Indigenous status, 2012<sup>a, b, c, d, e</sup>**



<sup>a</sup> Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. <sup>b</sup> The number of qualifications completed includes both government funded and non-government funded VET students. <sup>c</sup> Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. <sup>d</sup> Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions (table 4A.79). <sup>e</sup> No qualifications were recorded as having been completed in diploma and above by Aboriginal and Torres Strait Islander graduates aged 18-24 years in the NT in 2011.

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

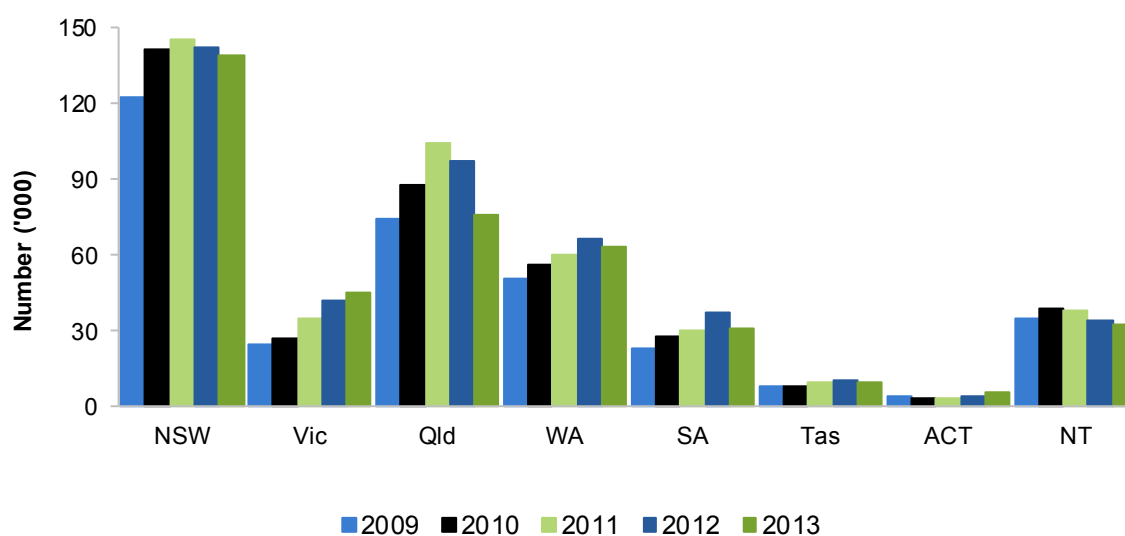
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*Skill outputs from VET— units of competency and modules completed*

Nationally, government funded VET students completed 10.5 million units of competency and modules in 2013, a 27.3 per cent increase from 8.2 million in 2009 (table 5A.86). Trends in the number of units of competency and number of modules completed varied across jurisdictions (figure 5.45).

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**Figure 5.45 Units of competency and modules completed, all students<sup>a</sup>**



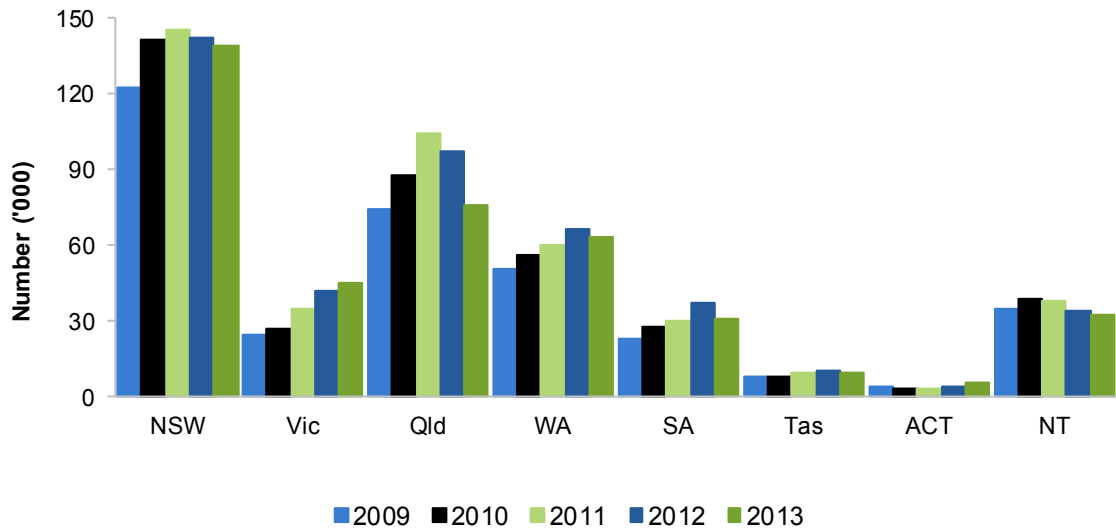
<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.86.

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Nationally, government-funded Aboriginal and Torres Strait Islander VET students completed approximately 400 718 modules and units of competency in 2013, a 17.8 per cent increase from 340 059 units in 2009 (table 5A.90). Trends in the number of units of competency and number of modules completed by Aboriginal and Torres Strait Islander students varied across jurisdictions (figure 5.46).

Figure 5.46 **Units of competency and modules completed, Aboriginal and Torres Strait Islander students<sup>a</sup>**

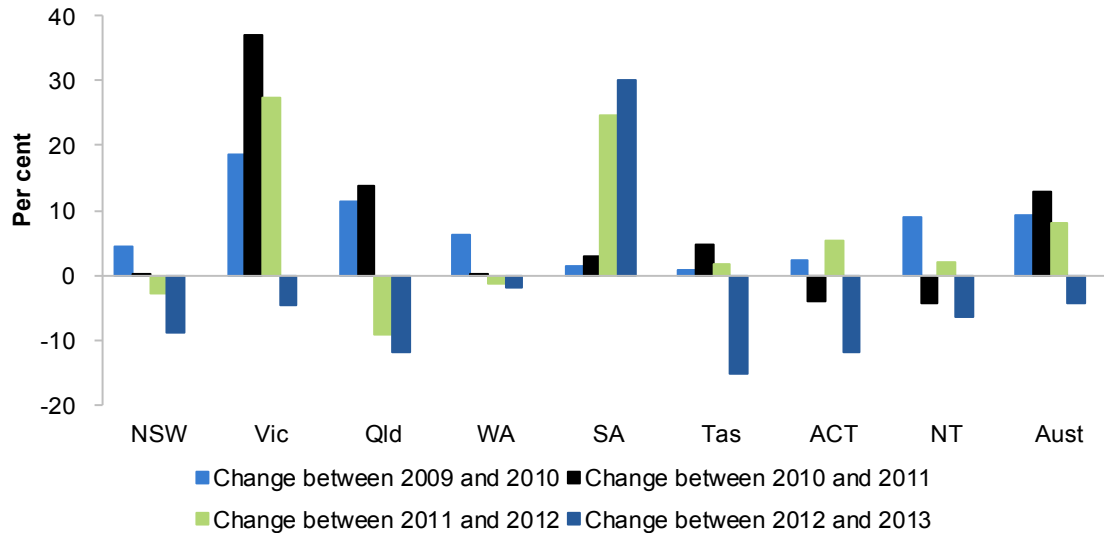


<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.90.

Figure 5.47 shows the annual changes in the combined number of units of competency and modules completed for all students since 2009. Nationally, units of competency and modules completed by all students decreased by 4.4 per cent from 2012 to 2013.

Figure 5.47 **Units of competency and modules completed by all students, by change from previous year<sup>a</sup>**



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

Source: NCVET (unpublished) National VET provider collection; table 5A.86.

Amongst the VET target groups, between 2009 and 2013 the combined number of units of competency and modules completed by government funded students changed by:

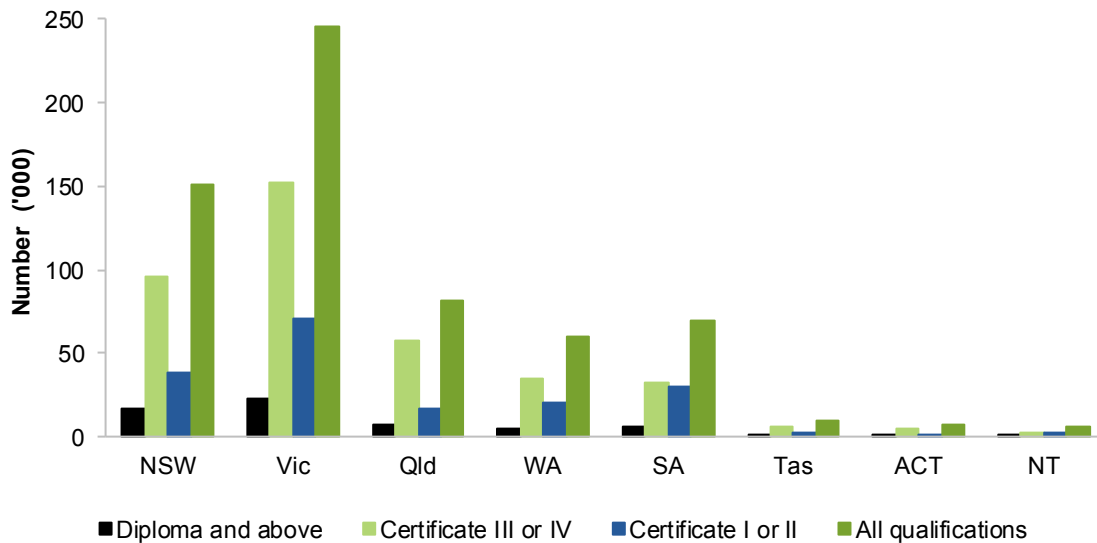
- an increase of 43.5 per cent for students reporting disability (table 5A.88)
- an increase of 57.8 per cent for students speaking a language other than English at home (table 5A.89)
- a decrease of 14.9 per cent for students from remote and very remote areas (table 5A.87).

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

Nationally, government funded VET students undertook training equivalent to approximately 630 200 VET qualifications in 2013, a decrease from 645 300 in 2012 and from 445 700 in 2009. The change from 2009 to 2013 represents a 41.4 per cent increase (table 5A.85). Trends in the number of Qualification Equivalents completed varied across jurisdictions (figure 5.48).

Data on the number of Qualification Equivalents for all students from 2004 to 2013 are included in table 5A.83.

Figure 5.48 **Qualification Equivalents, all students, 2013<sup>a</sup>**

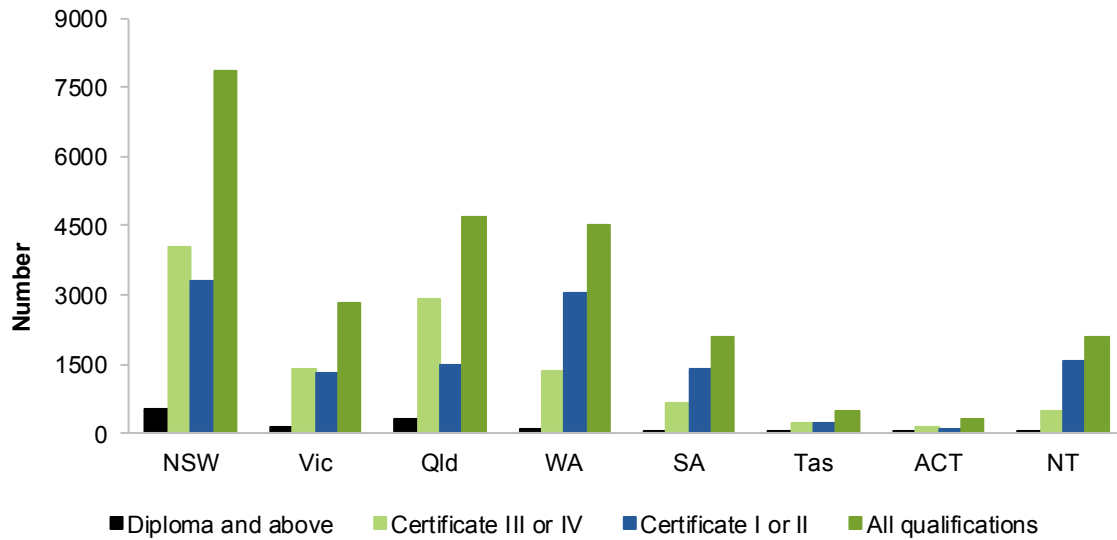


<sup>a</sup> Data are for government funded VET students.

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

Nationally, government funded Aboriginal and Torres Strait Islander VET students undertook training equivalent to 24 891 VET qualifications in 2013, a decrease from 26 812 in 2012, but an increase from 19 675 in 2009. The change from 2009 to 2013 represents a 26.5 per cent increase (compared with a 41.4 per cent increase for all government funded students over the same period) (table 5A.85). The number of Qualification Equivalents varied across jurisdictions (figure 5.49).

Figure 5.49 **Qualification Equivalents, Aboriginal and Torres Strait Islander students, 2013<sup>a</sup>**

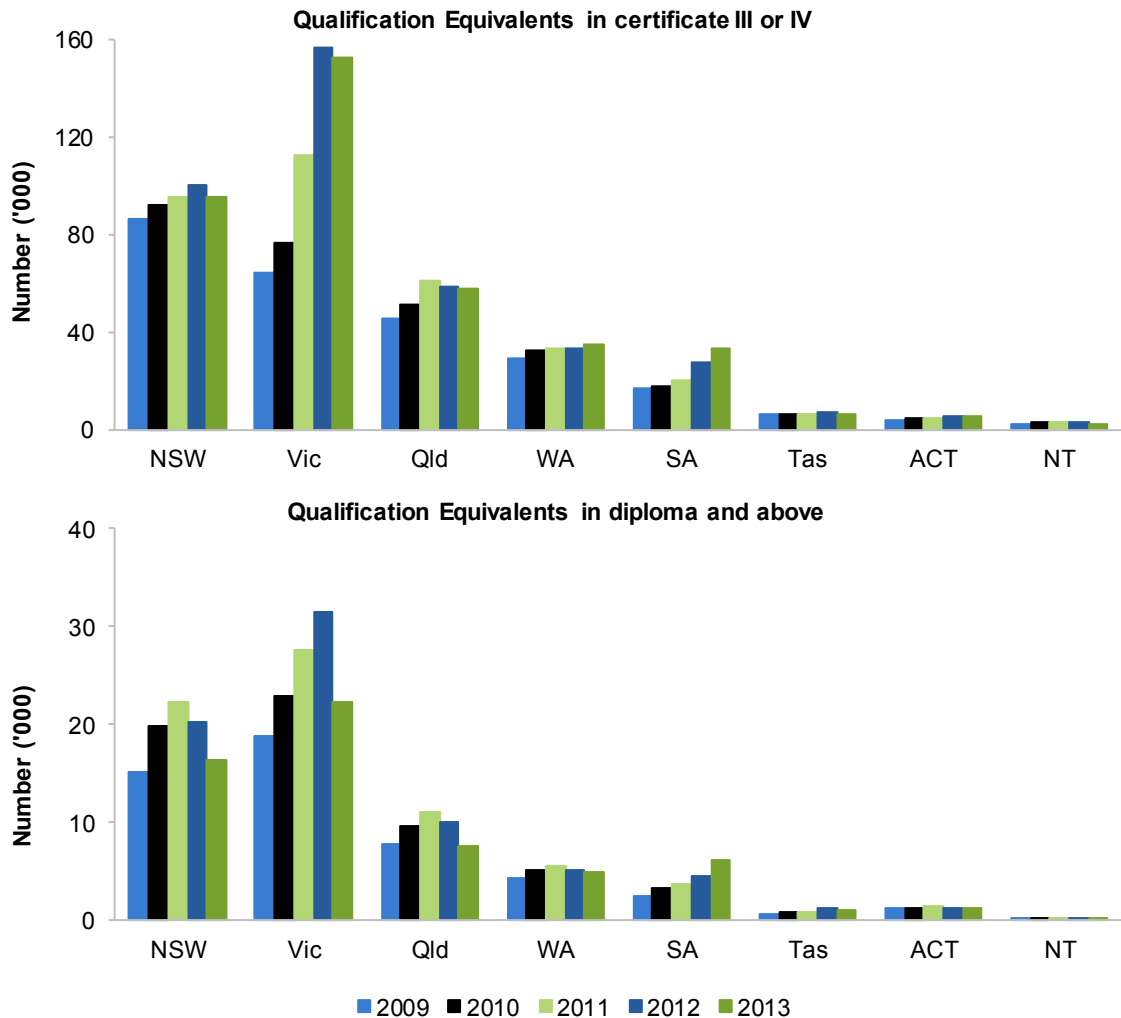


<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.85.

Figure 5.50 shows the number of Qualification Equivalents since 2009 for all students at certificate levels III or IV and at diploma level and above. Nationally from 2009 to 2013, the number of Qualification Equivalents increased by 52.0 per cent at certificate levels III or IV, and by 17.5 per cent at diploma level and above (table 5A.85).

Figure 5.50 **Qualification Equivalents in selected qualification levels, all students<sup>a</sup>**



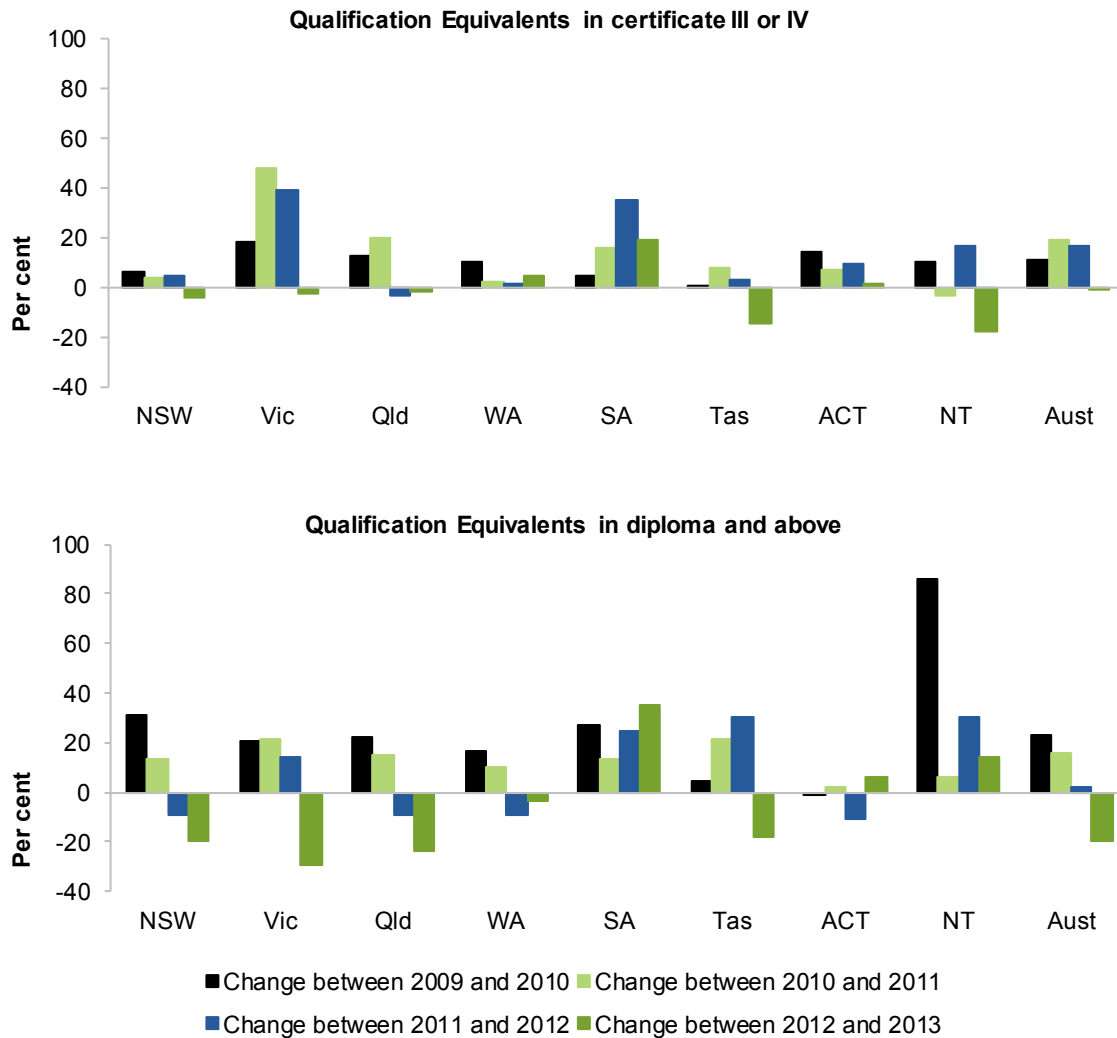
<sup>a</sup> Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.85.

Figure 5.51 shows the annual changes in Qualification Equivalents at certificate levels III or IV and at diploma level and above since 2009, indicating that Qualification Equivalents:

- decreased 1.2 per cent nationally at certificate levels III or IV from 2012 to 2013
- decreased 19.4 per cent nationally at diploma level and above from 2012 to 2013.

Figure 5.51 **Qualification Equivalents in selected qualification levels for all students, by change from previous year<sup>a</sup>**



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

Source: NCVER (unpublished) National VET provider collection; table 5A.85.

## Employer outcomes

The biennial *Survey of Employers' Use and Views of the VET System* (NCVER 2013) captures the extent to which employers make use of, and are satisfied with, aspects of the VET system. The survey reveals the reasons why employers make the choices they do to meet their skill needs, and their levels of satisfaction with the products and services of the VET system. The findings represent the responses of all employers with at least one employee and their training experiences in the 12 months prior to the survey.



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### *Employer engagement with VET*

‘Employer engagement with VET’ is an indicator of governments’ objective that the needs of employers and individuals will be the focus of VET (box 5.17).

#### **Box 5.17 Employer engagement with VET**

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

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

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

Data reported for this measure are

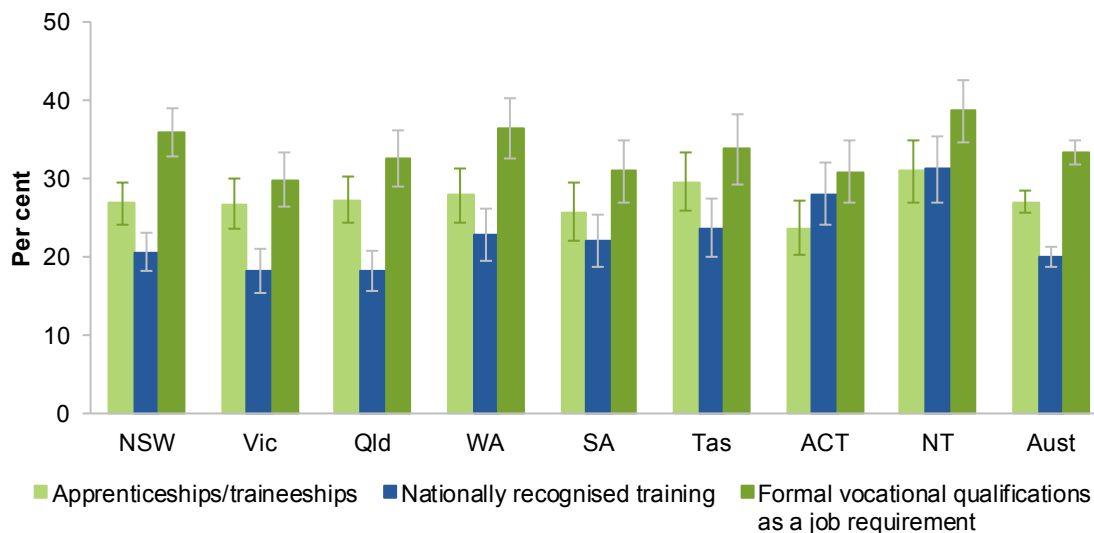
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

Nationally in 2013:

- 26.9 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months, a decrease of 3.5 percentage points from 2011 (figure 5.50 and table 5A.91). This varied by industry, from 9.2 per cent in electricity, gas, water and waste services, to 55.4 per cent in construction (NCVER 2013)
- 20.0 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months, a decrease of 3.7 percentage points from 2011 (figure 5.52 and table 5A.91). Engagement with nationally recognised training varied by industry from 13.6 per cent in retail trade, to 59.9 per cent in public administration and safety (NCVER 2013)
- 33.3 per cent of employers reported that they were engaged with employing people with a formal vocational qualification as a job requirement in the last twelve months, a decrease of 3.1 percentage points from 2011 (figure 5.52 and table 5A.91). Employers with vocational qualifications as a job requirement varied from 11.9 per cent in agriculture, forestry and fishing, to 61.2 per cent in education and training (NCVER 2013).

Figure 5.52 Proportion of employers who are engaged with aspects of the VET system, 2013<sup>a, b, c, d</sup>



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

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.91.

Table 5A.91 provides additional historical information on employer engagement with VET from 2005 to 2013. Data for years prior to 2013 have been revised.

### Employer satisfaction with VET

'Employer satisfaction with VET' is an indicator of governments' objective that industry will have a highly skilled workforce to support strong performance in the global economy (box 5.18).

The *Survey of Employers' Use and Views* includes employers' satisfaction with 'formal vocational qualifications as a job requirement' where their employees in that category may have completed their required 'formal vocational qualifications' prior to the last 12 months (that is, earlier than the survey period), and irrespective of the timing, the training may have been provided by a non-VET provider. This presents a different scope to the rest of this Report, which aims to report data relating to government funded VET programs for specific reporting periods.

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**Box 5.18 Employer satisfaction with VET**

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

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

Data reported for this indicator are

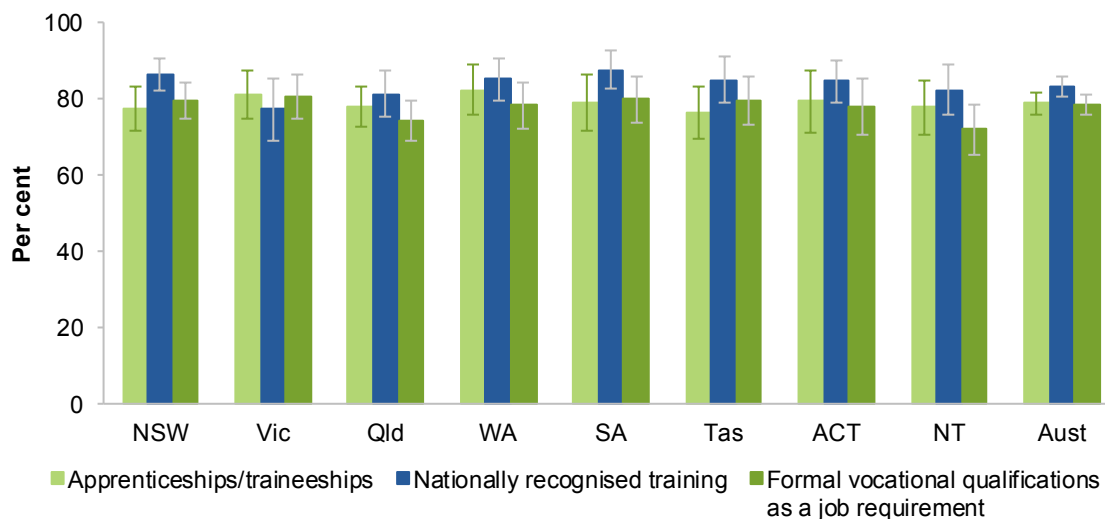
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at [www.pc.gov.au/rogs/2015](http://www.pc.gov.au/rogs/2015).

Nationally in 2013:

- 78.8 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.53), compared with 82.9 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in the 2013 survey in information, media and telecommunications (41.2 per cent) (NCVER 2013)
- 83.1 per cent of employers who arranged or provided nationally recognised training to employees over the past 12 months were satisfied with nationally recognised training as a way of providing employees with skills required for the job (figure 5.53), compared with 89.2 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job in the 2013 survey was lowest in information, media and telecommunications (64.0 per cent) (NCVER 2013)
- 78.3 per cent of employers who had employees in the last 12 months with a formal vocational qualification that was a requirement of their job were satisfied with formal vocational requirements as a way of meeting their skill needs for the job (figure 5.53), compared with 84.6 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skill needs in the 2013 survey was lowest in information, media and telecommunications (56.5 per cent) (NCVER 2013).

Figure 5.53 **Proportion of employers who engaged with an aspect of the VET system and are satisfied with VET as a way of meeting their skill needs, 2013<sup>a, b, c</sup>**



<sup>a</sup> Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied. <sup>b</sup> Further information concerning employer satisfaction are provided in the footnotes of table 5A.92. <sup>c</sup> Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.92.

Table 5A.92 provides additional historical information on employer satisfaction with VET from 2005 to 2013. Data for years prior to 2013 have been revised.

## 5.4 Future directions in performance reporting

### Improving reporting of indicators

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

- improving the quality of outcomes data for Aboriginal and Torres Strait Islander students
- reviewing the set of proxy measures for the 'skill profile' indicator
- improving the timeliness of qualifications completed data
- using data from the Unique Student Identifier to improve reporting on the measure 'estimated qualification completion rate and subject pass rate' within the outcome indicator 'Student achievement in VET'.

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## **5.5 Jurisdictions' comments**

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

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### **Australian Government comments**

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Following the November 2012 agreement by the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) to mandate collection and reporting of total VET activity data from January 2014, the legislative and policy work to implement this decision was completed during 2013.

Extensive work was undertaken in preparation for introducing the VET Unique Student Identifier, including:

- specifying and building the secure information technology platform needed
- further consultation with stakeholders
- developing a draft Bill for the enabling legislation, the proposed regulations under the Bill, and the accompanying Explanatory Memoranda.

The 2013–14 Budget included projected outlays of \$1409 million on the National Skills and Workforce Development Specific Purpose Payment, indexed over the forward estimates.

Some foreshadowed changes to Australian Apprenticeship incentive and personal benefit payments occurred during the year.

Following the change of government at the 7 September 2013 general election, a series of administrative changes were announced, including:

- the VET portfolio agency became the Department of Industry
- Ian Macfarlane MP became the responsible Minister
- a VET Reform Taskforce was established in the Department
- at its December 2013 meeting, COAG replaced SCOTESE with the COAG Industry and Skills Council.

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## **New South Wales Government comments**

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NSW has an ongoing commitment to deliver high quality vocational education and training (VET) to meet the skill needs of industry and the people of NSW. In 2013, 144.4 million hours of training were delivered throughout the state.

It is critical that NSW has an educated and skilled workforce to drive a productive and growing economy. The delivery of high quality, accessible and relevant training in NSW continues to support workforce participation and the growth of industry and business. NSW continues to assist young people to gain their first qualifications and support those trying to re-enter the workforce. Training investment needs to be for the right skills for people at the right time to increase productivity and employability. Training should be targeted to respond to the demand for skills in areas of economic importance.

The NSW Government is continuing a number of key initiatives to achieve these priorities. The Smart and Skilled reform of the NSW Vocational Education and Training system will enhance the skills of our workforce to meet future demand for jobs. Smart and Skilled will be implemented with an entitlement to government subsidised training commencing from 1 January 2015. This funding is awarded to providers on a contestable basis, ensuring the NSW Government's investment in VET is used as efficiently as possible and to achieve the best outcomes.

TAFE NSW is also undergoing reforms, including the separation of TAFE NSW from the Department of Education and Communities from 1 July 2014.

Spending in 2014-15 comprises \$2.3 billion on vocational education and training, which includes purchasing training through TAFE NSW Institutes and other registered training providers to improve skills and increase higher qualification levels in NSW, and regulating apprenticeships and traineeships.

NSW is ensuring that it has an appropriately skilled and educated workforce to support economic growth, strengthen regional and rural economies and to provide ways out of social disadvantage. NSW continues to improve participation and outcomes in higher-level qualifications by disadvantaged groups including Aboriginal people, people from language backgrounds other than English, people with disability and the unemployed. NSW has implemented legislative, policy and administrative arrangements supporting competency-based completion of apprenticeships and traineeships, allowing more apprentices and trainees to complete their training contracts early.

TAFE NSW plays an important role in the NSW Government's efforts to strengthen the State's skills base as the public provider of vocational education and training. In 2013, TAFE NSW continued to increase the level of student participation and the number of students graduating with qualifications at Australian Qualifications Framework certificate III to advanced diploma level. TAFE NSW Higher Education also expanded its offerings of qualifications at bachelor degree level.

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### **Victorian Government comments**

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The Victorian training system has undergone sustained reform over the last 20 years. The VET system is vital to equip our workforce with the skills it needs and to build a strong economy. The Victorian government is reviewing VET funding arrangements to ensure a stable and sustainable sector.

The Victorian training system has 12.6 per cent of 15–64 year olds participating in publicly funded vocational education and training which is higher than the Australian average of 9.4 per cent. This high participation rate has been driven by significant increases in students engaging in training. In 2013 there were 498 100 students enrolled in government funded training, higher than any other jurisdiction. In addition, Victoria has 22.4 per cent of 15–64 year old Aboriginal and Torres Strait Islander students participating in vocational education and training which is the highest in the country. More than half of these students are enrolled in Certificate III or above qualifications.

The Victorian training system works in partnership with employers and industry and encourages feedback on occupations that are facing critical skill shortages or have high economic value but have long lead times for developing the required skills. Consequently the Victorian training system prioritises and supports government subsidised enrolments in occupations and skill areas that are forecast to grow (in both employment share and output).

A key measure of improvement of economic opportunities for Victorians is the proportion of the population that have a Certificate III or higher qualification, or who are employed in a skilled occupation. Sixty per cent of vocational education and training students were participating in Certificate III or IV qualifications.

The number of Victorians who are undertaking training to help them overcome barriers to workforce participation continues to grow. In the first six months of 2014, local Victorian data highlights that there were 165 500 students (53 per cent) in government subsidised training who were Aboriginal or Torres Strait Islander people, disabled, unemployed or culturally and linguistically diverse (or a combination of these characteristics). This is 10 per cent more than the same time in 2013, which indicates that this is an ongoing trend. About 89 000 of these students were unemployed and the training that they undertook will assist them in overcoming their barriers to employment.

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## Queensland Government comments

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The Queensland Government is continuing to deliver on its promise to grow a four pillar economy (based on tourism, agriculture, resources and construction) and reduce unemployment in the State.

Commencing in July 2013, the Queensland Government's five year action plan for further education and training, *Great skills. Real opportunities.*, introduced significant reforms to support Queenslanders to access fully contestably delivered training that is a priority for industry and linked to employment. In turn, the changes are driving labour market productivity and individuals are reaping the benefits that come from employment and social inclusion.

The most significant reform is the shift to a demand driven system where government subsidies focus on 455 qualifications linked to skills shortages based on advice from industry.

The Ministerial Industry Commission was established to engage industry and employers in a partnership with government to ensure a more direct match between training and employment. The Commission provides advice to the Minister for Education, Training and Employment about skills priorities that informs Government's investment in training and helps set funding priorities.

The *2014-15 Annual VET Investment Plan* outlines funding arrangements and training priorities. It implements a new vocational education and training (VET) investment framework for Queensland that focuses on training for employment outcomes; delivers full contestability; and recognises industry's role in supporting government to establish VET investment priorities.

The first stage of opening up the training market to full contestability in Queensland commenced in July 2013 with a pool of \$300 million, including a new \$42 million allocation to support the introduction of the Certificate 3 Guarantee.

Early indications are that training delivered under the new allocation more than doubled participation compared with the previous year, with more than 36 000 training places provided in 2013-14 compared with 14 700 places in 2012-13. In addition, qualification completions more than doubled, with 12 200 completions in 2013-14 compared with 4700 the year before.

The *Further Education and Training Act 2014*, which came into effect from 1 July 2014, revitalised the apprenticeship and traineeship system in Queensland, removing barriers to engaging apprentices and trainees. The legislative reforms also harmonised Queensland regulation with other jurisdictions and updated the regulatory framework to reflect current practice.

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### Western Australian Government comments

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Western Australia continues to deliver positive outcomes in Vocational education and training (VET), with high levels of student satisfaction (85.9 per cent) and graduates employed after study (81.4 per cent) in 2013. As in previous years, satisfaction of Aboriginal students in Western Australia is particularly high (93 per cent in 2013). Furthermore 78.2 per cent of employers of VET graduates reported being satisfied with the skills of their employees. In 2013, 141 409 government funded students were provided with education and training through a network of 331 registered training organisations.

Western Australia is committed to delivering its vision that all Western Australians can be part of a skilled workforce to meet the economic and community needs of Western Australia. To this end the Department of Training and Workforce Development embarked upon a comprehensive review of *Skilling WA — A workforce development plan for Western Australia* in 2013. Five discussion papers and an economic overview were published to inform the consultation process.

State and national reforms have led to significant changes in the WA training sector. In the context of these reforms, the Minister for Training and Workforce Development commissioned an independent review in October 2013 to provide advice on:

- a model for the most appropriate level of autonomy for State Training Providers
- strategies to support the growth of regional State Training Providers in a more open market
- a framework for streamlined information flows from industry and the VET sector to the Minister.

Consistent with the National Partnership Agreement on Skills Reform, Western Australia introduced Future Skills WA on 1 January 2014. Future Skills WA is a new way in which the State Government is prioritising and funding training. Under Future Skills WA, eligible students are guaranteed a subsidised training place in more than 600 State priority qualifications, including over 500 apprenticeships and traineeships and more than 80 qualifications on Western Australia's *Priority industry qualifications list*.

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## South Australian Government comments

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2013 marked the first full year of the *Skills for All* reforms in South Australia following implementation in July 2012. *Skills for All* has supported greater contestability in the VET market and promoted a demand driven training system that meets the needs of students, industry and businesses, and supports the productivity and participation objectives of the state.

*Skills for All* strives to ensure the VET system is closely aligned to strategic industry demand and that public investment is targeted to skill development of greatest benefit to all South Australians.

In 2013 *Skills for All* resulted in significant increases in government-funded VET activity when compared to 2012:

- student enrolments: increased by 21.9 per cent, from 123 300 to 150 300
- course enrolments: increased by 30.0 per cent, from 145 200 to 188 700
- subject enrolments: increased by 25.3 per cent, from 1 017 400 to 1 336 500
- hours of delivery: increased by 30.9 per cent, from 32 202 100 to 42 157 300.

During 2013 the South Australian government supported people facing training and employment challenges through a number of programs and initiatives, including:

- skills for Jobs in Regions, which provided \$9.5 million to assist nearly 10 000 people, contributing to regional employment growth by working with regional employers and industry to fill jobs with local, work-ready job seekers
- overseeing a national drive to boost literacy, numeracy and language skills of working-age people through the \$1.5 million Foundation Skills Workforce Development Project, designed to increase the skills of trainers, supporting the National Foundation Skills Strategy for Adults
- building Family Opportunities (BFO) program, that brings together long-term jobless families, local community organisations, government, and employers to find solutions to complex issues that prevent families from participating in employment. BFO assists young people and adults to complete secondary education and/or participate in pre-vocational, learning and skills development programs that lead to employment
- a suite of initiatives ensuring that Aboriginal VET students and job seekers have the breadth of employability skills needed to be competitive across a range of industries while at the same time provide employers with work-ready Aboriginal people. Over 3 000 Aboriginal people participated in these initiatives, with 870 gaining a job.

South Australia saw the completion of the \$120 million Sustainable Industries Education Centre, and the \$38 million Mining and Engineering Centre. These two flagship projects form part of the \$240 million rejuvenation of TAFE SA facilities, the biggest investment ever in training infrastructure in South Australia.

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## Tasmanian Government comments

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On 23 May 2013 the Tasmanian Parliament passed legislation, the *Training and Workforce Development Act 2013*, to establish a system of training and workforce development that supports a skilled and productive workforce and contributes to economic and social progress in Tasmania. Significant changes to the system as a result of the Act include:

- the establishment of TasTAFE on 1 July 2013 as Tasmania's sole public registered training organisation (RTO)
- new formalised strategic industry advice arrangements
- a greater focus on workforce development.

During 2013:

- 43 000 students participated in Tasmanian VET training, with 29 839 students directly subsidised by government funding
- 9545 Tasmanian apprentices and trainees were in training
- 13 per cent of working aged Tasmanians participated in VET.

In 2013, Tasmania improved contract management protocols linking subsidised training outcomes to State Government policy objectives and priorities. This is delivered through the Endorsed RTO model.

Tasmanian Government is putting in place formal memorandums of understanding (MOUs) with Strategic Industry Partners, who are industry associations who are able to provide high-level strategic advice on training and workforce development in Tasmania on behalf of their constituents. In 2013, the first year of the program, five MOUs were signed with:

- the Tasmanian Chamber of Commerce and Industry
- the Tasmanian Building and Construction Industry Training Board
- Aged and Community Care, Tasmania
- the Tasmanian Seafood Council
- the Tasmanian Farmers and Graziers Association.

Tasmania also began two demand-led programs in 2013 to meet the specific needs of Tasmanian businesses:

- the Skills Fund, a demand-led competitive program that has been set up to provide Government subsidised training via a range of options for job seekers, existing workers and people who are experiencing barriers to entering the workforce; and
- the Rapid Response Skills Initiative, which provides immediate support to retrenched workers and their partners. The Initiative can be used to provide fast training and licencing solutions for immediate job outcomes.

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## Australian Capital Territory Government comments

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In 2013 the ACT Government continued its commitment to ongoing reforms of the ACT VET system. Central to this reform agenda were strategies to improve access to training in areas of skill demand and industry and community engagement with the VET sector.

The Forecasting of Industry Needs and Entitlement (FINE) modelling tool to identify areas of skills shortage within the ACT was developed in 2013. FINE is a dynamic, evidence-based approach to establishing priorities and levels of relative need for all ACT occupations and the VET qualifications typically required for employment in these occupations. FINE informs the *ACT Skills Needs List*, developed to ensure that government-subsidised training will be directed towards areas of genuine skills shortages. This list has the added advantage of providing job seekers with information about which qualifications are most likely to lead to employment. FINE and the *ACT Skills Needs List* inform the evidence base for the third avenue of the ACT's entitlement to training—*Skilled Capital*—designed to contribute towards:

- removing barriers to participation in VET study
- increasing participants' chances of success in achieving a VET qualification
- improving graduates' employment status after training.

The engagement of industry and the community is vital for improving access to VET opportunities. New engagement initiatives implemented by the ACT in 2013 included:

- the Better Linkages between Employment and Training Initiative
- expansion of the Education and Training Directorate's industry liaison function to include field officers
- Independent Industry Validation of Assessment Practices pilot projects
- industry, employer and community consultations on the FINE model.

An indicator of the effectiveness of the ACT VET sector to deliver the skills and capabilities needed for improved economic participation is the employment and further study outcomes for VET graduates. According to NCVET *Student Outcomes 2013*, ACT graduates and module completers report a range of above average employment and further study outcomes. For example, an ACT VET graduate is significantly more likely to be employed after training compared with Australian VET graduates as a whole. The ACT also has consistently higher proportions of module completers enrolling in further study after training. Further, a significantly higher proportion of VET students report being employed or in further study six months after completing qualifications at the Canberra Institute of Technology, compared with TAFE graduates across Australia. The continuing challenge for the ACT is to sustain and improve on the good employment outcomes for its VET graduates.

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## Northern Territory Government comments

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During 2013 the Northern Territory experienced significant economic growth with major projects such as the Ichthys Liquefied Natural Gas Project well underway. With such rapid growth a unique opportunity arose for the Territory to realise its full potential and to strategically plan the way forward for a prosperous future.

In August 2013 the Northern Territory Government unveiled the strategic blueprint for the Territory's future "Framing the Future". This strategy laid the foundations to build a prosperous economy, strong society, confident culture and balanced environment. An important objective relating to training is "An economy that is built on strong local businesses and a skilled and flexible workforce". The outcomes sought include the growth of world class education and training institutions and to improve the productivity of our workforce.

The Employment Strategy 2012—2015 remained as the Territory Government's endorsed strategy to build a skilled and dynamic workforce by growing our own workforce capability, support for sector specific workforce strategies, increased responsiveness in the training system, increased Indigenous workforce participation and support for businesses and industry to improve productivity.

The Indigenous Workforce Participation Initiatives function was introduced in 2012-13 to support the Employment Strategy 2012–2015. This program continued to offer business, including those in the not-for-profit sector, support for projects that strengthen Indigenous employment and workplace practices. In 2013-14, the program funded 13 projects across the NT, 11 of which are still in progress.

The Ichthys Industry Participation Plan delivered real and significant benefits to the Northern Territory economy across a broad range of small to medium enterprises and through local employment and training.

Other programs introduced include the Student Entitlement to support the development of skills for working age individuals through a government subsidised training place for their first Certificate III qualification with a set target of additional 2585 NT VET students to complete their qualifications by 2016-17, including those from disadvantaged groups.

The Northern Territory had the highest level of Graduates that were in employment or undertaking further training after completing VET at 91.8 per cent, 4.3 per cent above the national level of 87.5 per cent.

Apprentice/Trainee commencements for 19 years and under for 2013 was 861 (37.7 per cent) and of those 230 were school based, the highest level achieved ever and 33.7 per cent higher than 2012. Apprentice/Trainee cancellations dropped by 16.6 per cent from 1973 in 2012 to 1646 in 2013, demonstrating that retention strategies are effective.

VET participation rates for all students in the Northern Territory was at 8.5 per cent far above the reported national rate of 6.4 per cent.

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## 5.6 Definitions of key terms

<b>Adult and community education providers</b>	Organisations that deliver community-based adult education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
<b>Annual hours</b>	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.
<b>AVETMISS</b>	Australian Vocational Education and Training Management Information Statistical Standard. A nationally consistent standard for the collection, analysis and reporting of vocational education and training information throughout Australia. This standard was observed in the collection and preparation of data for this Report.
<b>Comparability</b>	Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
<b>Completeness</b>	Data are considered complete if all required data are available for all jurisdictions that provide the service.
<b>Completions</b>	<p>Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).</p> <p>Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other data under the outcome indicator 'skill profile', such as data for units of competency and modules completed, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data, that does not enable correct disaggregation of completions by funding source.</p>
<b>Course</b>	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
<b>Course mix weight</b>	Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile.
<b>Employer engagement with VET</b>	The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), or arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or had employees with formal vocational qualification as a requirement of their job.

<b>Employer satisfaction with VET</b>	The proportion of Australian employers who engaged in an aspect of VET, and who were satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
<b>Enrolment</b>	<p>The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This may be of importance if comparing VET data in this chapter with other VET data.</p>
<b>Fee-for-service activity</b>	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
<b>Government funded VET students</b>	Government funded VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook 'recreation, leisure or personal enrichment' education programs. Fee for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.
<b>Government recurrent expenditure per annual hour</b>	Government recurrent expenditure divided by the number of government funded annual hours (adjusted for invalid enrolment rates). Expenditure is adjusted for course mix weight.
<b>Government recurrent expenditure per load pass</b>	Government recurrent expenditure divided by the number of hours successfully completed from assessable government funded enrolments of modules and units of competency achieved/passed and RPL.
<b>Graduate</b>	A person who has completed a VET program.
<b>Graduates' main reason for undertaking a VET course</b>	Either seeking an employment-related outcome (to get a job, to try for a different career, to meet job requirements, to get extra job skills), seeking a further study outcome (to get into another course) or seeking a personal development outcome (for personal interest, for other reasons).
<b>Language other than English (LOTE) spoken at home</b>	Students speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home.
<b>Load pass rate</b>	The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to the hours of all students who were assessed and either passed, failed or withdrew. Load pass rate is calculated as the total competency achieved/passed and RPL divided by the total competency achieved/passed, RPL, competency not achieved/failed and withdrawn.
<b>Module</b>	A unit of training in which a student can enrol and be assessed.
<b>Private provider</b>	A commercial organisation that provides training to individuals and industry.
<b>Program of study</b>	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
<b>Qualification Equivalents (QE)</b>	<p>Qualification Equivalents (QE) is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.</p> <p>QE expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity</p>



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	<p>(annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education (ASCED) field of education and qualification level. For example, the median hours associated with a course in the field of education Food, Hospitality and Personal Services at diploma level for 2005 was 1660 hours. The number of hours successfully completed in modules and units of competency from these courses was 353 052. These 353 052 nominal hours represent 213 equivalent diploma qualifications.</p>
<b>Real</b>	<p>Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices.</p>
<b>Recognition of prior learning (RPL)</b>	<p>RPL is an assessment process through which students may gain formal recognition for the skills they already have. An enrolment where the student has been assessed competent for the whole unit of competency or module by a trainer. The result of the assessment is on the basis of the student's prior skills and knowledge acquired through previous training, work or life experience.</p>
<b>Recurrent funding</b>	<p>Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.</p>
<b>Registered training organisation (RTO)</b>	<p>RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.</p>
<b>Remoteness</b>	<p>Remoteness is described using ARIA+, which is published as a 1 kilometre grid or matrix that covers the whole of Australia. The ABS calculated the arithmetic mean ARIA+ values for each Census Collection Districts (CCD) that formed the base level of the Remoteness Structure.</p> <p><b>CCD Average ARIA+ value ranges</b></p> <p>Major Cities: 0 to 0.2  Inner Regional: greater than 0.2 and less than or equal to 2.4  Outer Regional: greater than 2.4 and less than or equal to 5.92  Remote: greater than 5.92 and less than or equal to 10.53  Very remote: greater than 10.53</p>
<b>TAFE</b>	<p>Technical and further education colleges and institutes, which are the primary providers of government funded VET.</p>
<b>Training packages</b>	<p>An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.</p> <p>A Training Package is the grouping together of the training components designed to assist in achieving the competencies for a specific industry. Units of competency are packaged together which, when combined at various levels, can form qualifications (Certificate, Diploma etc.).</p>
<b>Unit of competency</b>	<p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p>
<b>User cost of capital per annual hour</b>	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours</p>

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	and course mix weight.
<b>User cost of capital per load pass</b>	User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by successfully completed government funded VET modules or units of competency.
<b>VET participation</b>	<p>VET student participation data presented in this Report refer only to VET students who were funded by government expenditure and delivered by TAFE and other government providers (including multi-sector higher education institutions), registered community providers and registered private providers. They do not include students who participated in VET programs delivered in schools (where the delivery was undertaken by schools) or undertook 'recreation, leisure or personal enrichment' education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This distinction between 'student' numbers and the number of 'enrolments' (or 'student enrolments') may be of importance if comparing VET data in this chapter with other VET data.</p>
<b>VET participation by Aboriginal and Torres Strait Islander people</b>	<p>The number of government funded participants of all ages in the VET system reported as Aboriginal and Torres Strait Islander as a proportion of the number of Aboriginal and Torres Strait Islander people aged 15–64 years in the Australian population.</p> <p>Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.</p>
<b>VET participation by students speaking a language other than English</b>	The number of government funded participants of all ages in the VET system speaking a language other than English at home as a proportion of the number of all people in the Australian population speaking a language other than English at home.
<b>VET participation rate for people aged 15–64 years</b>	The number of government funded participants aged 15–64 years in the VET system as a proportion of the number of people in Australia (or each jurisdiction) aged 15–64 years.
<b>VET participation rate for people of all ages by region</b>	The number of government funded participants of all ages in the VET system based on students' home postcodes using the Accessibility and Remoteness Index for Australia (that is, major cities; inner regional areas; outer regional areas; remote and very remote areas) as a proportion of the total population of people in those geographic areas.
<b>VET program</b>	A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.
<b>Whether the VET course helped graduates achieve their main reason for doing the course</b>	Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.

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## 5.7 List of attachment tables

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

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## 5.8 References

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# 5A Vocational education and training — attachment

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

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

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



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TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure, (2013 dollars) (\$ million) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (f)</i>
2013	1 691.2	1 691.8	984.8	657.6	452.0	128.3	101.0	98.5	5 805.1
2012	1 706.1	1 994.4	988.8	654.5	331.0	127.2	108.1	96.0	6 006.2
2011	1 683.7	1 630.5	1 051.6	755.2	362.4	147.6	108.6	125.9	5 865.5
2010	1 645.9	1 308.3	994.1	610.7	350.3	140.5	113.4	117.2	5 280.3
2009	1 582.4	1 214.2	997.6	584.6	361.8	123.0	104.6	113.7	5 081.9
2008	1 581.8	1 196.4	923.3	503.3	321.4	121.4	100.2	116.5	4 864.3
2007	1 616.0	1 178.3	888.3	530.2	364.7	121.7	102.1	109.5	4 910.9
2006	1 657.0	1 169.2	803.6	550.2	352.9	116.3	104.8	112.2	4 866.2
2005	1 667.7	1 161.8	849.2	575.4	352.4	114.5	107.1	115.9	4 943.9
2004	1 726.2	1 117.0	820.2	540.0	364.8	110.7	104.2	113.0	4 896.1

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.
- (f) Totals may not add as a result of rounding.

Source: NCVET unpublished, National financial collection.

TABLE 5A.2

Table 5A.2 **Government real recurrent expenditure, (2013 dollars) (\$ per person aged 15–64 years) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2013	346.17	439.69	317.71	382.21	412.38	389.32	375.03	576.09	376.43
2012	352.67	526.06	324.12	393.09	303.12	383.46	407.45	571.70	395.04
2011	350.59	435.32	349.93	467.79	333.25	443.00	414.17	759.51	390.55
2010	345.23	353.40	335.26	388.65	323.71	422.60	438.58	710.83	355.67
2009	335.27	333.09	341.47	380.27	337.74	372.85	411.88	702.50	347.05
2008	340.18	335.91	323.99	338.08	303.77	371.69	401.52	742.54	339.14
2007	353.39	337.97	320.03	368.13	348.69	376.09	416.04	720.79	349.67
2006	367.25	341.74	297.06	392.77	341.43	361.67	436.42	756.79	353.02
2005	372.74	345.11	321.53	419.02	344.60	358.45	451.32	794.88	364.02
2004	388.67	336.57	318.05	400.09	359.70	349.01	443.26	790.22	365.39

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (d) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.
- (f) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); ABS (Australian Bureau of Statistics) (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; Table 5A.1.

TABLE 5A.3

Table 5A.3 VET activity, 2013 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Number of registered training organisations	no.	559	726	548	331	342	129	81	93	2 094
Number of registered training organisation delivery locations	no.	3 801	7 463	8 498	2 325	1 914	537	175	619	25 027
<b>2012</b>										
Number of registered training organisations	no.	628	598	606	365	384	123	81	104	2 110
Number of registered training organisation delivery locations	no.	3 923	5 654	8 025	2 251	1 559	502	145	700	22 486
<b>2011</b>										
Number of registered training organisations	no.	632	753	563	368	373	125	105	107	2 251
Number of registered training organisation delivery locations	no.	3 783	4 351	7 422	2 293	1 001	495	204	654	20 016
<b>2010</b>										
Number of registered training organisations	no.	577	680	469	348	328	126	111	98	2 103
Number of registered training organisation delivery locations	no.	3 472	2 889	5 937	2 265	990	442	168	578	16 526
<b>2009</b>										
Number of registered training organisations	no.	529	585	374	316	302	120	97	89	1 907
Number of registered training organisation delivery locations	no.	3 271	2 161	5 247	2 148	951	391	154	570	14 791

(a) VET activity for Australia refers to all VET data available for reporting. There were 1.88 million VET students in 2013. This includes all VET delivered by TAFE and other government providers and publicly funded VET programs delivered on a fee-for-service basis.

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

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

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

TABLE 5A.3

Table 5A.3 **VET activity, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Registered training organisations (RTOs) submit their data via state training authorities as part of their funding agreement. Consequently, some RTOs may be reported in more than one state/territory. The number reported for Australia is the distinct number of RTOs and is not the sum of all states and territories.									
(d)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									

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



TABLE 5A.4

Table 5A.4 Government funded VET activity, 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Students (c) (d)	no.	423 247	498 077	201 592	141 409	150 272	29 839	21 934	20 245	1 486 615
Students who gain some recognition of prior learning	no.	30 277	23 874	19 563	8 607	14 228	1 796	1 766	1 263	101 374
Annual hours (e)	million	120.8	180.8	56.1	43.7	41.1	7.7	6.0	4.0	460.1
Average hours per student	no.	285.4	363.0	278.1	309.2	273.6	257.1	271.6	196.9	309.5
TAFE providers (f)	no.	11	18	13	11	3	1	1	2	60
TAFE provider locations (f)	no.	134	381	258	127	42	40	9	264	1 255
<b>2012</b>										
Students (c) (d)	no.	466 815	494 978	239 655	145 318	123 276	31 698	23 810	21 737	1 547 287
Students who gain some recognition of prior learning	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
Annual hours (e)	million	135.4	184.4	64.3	43.9	31.4	8.9	6.0	4.4	478.7
Average hours per student	no.	290.0	372.5	268.5	302.4	254.8	280.6	251.0	201.9	309.4
TAFE providers (f)	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations (f)	no.	135	181	280	128	42	44	7	262	1 079
<b>2011</b>										
Students (c) (d)	no.	465 587	436 378	255 925	146 775	101 600	31 606	23 927	21 926	1 483 724
Students who gain some recognition of prior learning	no.	32 243	29 752	23 044	9 698	7 988	2 276	2 033	736	107 770
Annual hours (e)	million	132.7	144.4	68.9	44.0	25.6	8.6	6.5	4.2	435.0
Average hours per student	no.	284.9	331.0	269.2	299.9	252.2	272.3	273.0	193.6	293.2
TAFE providers (f)	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations (f)	no.	133	164	312	125	43	47	7	241	1 072

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
Students (c) (d)	no.	467 472	343 453	232 581	143 562	99 349	30 731	25 005	21 140	1 363 293
Students who gain some recognition of prior learning	no.	29 000	24 056	18 068	8 125	8 404	1 961	2 052	628	92 294
Annual hours (e)	million	129.7	112.1	61.3	43.0	23.9	7.9	6.4	4.2	388.4
Average hours per student	no.	277.4	326.3	263.5	299.4	240.5	255.6	256.2	200.5	284.9
TAFE providers (f)	no.	11	18	13	10	3	2	1	2	60
TAFE provider locations (f)	no.	133	161	293	125	209	41	6	208	1 176
<b>2009</b>										
Students (c) (d)	no.	447 271	306 402	216 505	135 798	98 513	30 016	22 504	21 103	1 278 112
Students who gain some recognition of prior learning	no.	24 557	19 659	14 868	5 878	7 739	2 115	1 194	357	76 367
Annual hours (e)	million	121.2	96.6	54.0	39.6	23.3	7.2	6.1	4.0	352.1
Average hours per student	no.	271.0	315.1	249.4	291.8	236.8	241.5	270.0	191.3	275.5
TAFE providers (f)	no.	11	18	13	10	3	2	1	2	60
TAFE provider locations (f)	no.	133	169	308	118	195	30	7	229	1 189

- (a) Government funded activity is based on major funding source codes 01, 02, 11, 13 and 15 (codes 01 and 02 relate to historical data). It excludes activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded. Until the 2010 Report, government funded activity was based only on major funding source codes 01 and 11. Due to this redefinition, all previously published measures of government funded activity have changed.
- (b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

Table 5A.4 **Government funded VET activity, 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	<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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.</p> <p>Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:</p> <ul style="list-style-type: none"> <li>• all PPP students are reported in 2010 and 2011, and only partially reported in 2009</li> <li>• the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.</li> </ul>									
(d)	Represents students who gain some recognition of prior learning (RPL) - granted result in at least one enrolment in the collection year. RPL hours based on nationally consistent nominal hour values.									
(e)	Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory.									
(f)	TAFE providers are not the only providers that deliver government funded activity. The student and hour figures include activity from other government, community education and private providers.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
<b>2013</b>										
Number of students										
Diploma and above (g)	'000	41.4	63.6	26.8	14.1	19.4	3.6	4.5	0.9	174.2
Certificate III or IV	'000	209.3	300.7	143.2	84.8	75.2	16.9	13.2	9.4	852.8
Certificate I or II or lower (h)	'000	110.2	95.9	28.3	39.7	41.9	6.2	2.4	7.1	331.8
Other (i)	'000	62.3	37.9	3.3	2.7	13.8	3.1	1.9	2.8	127.8
All students	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6
Proportion of VET students										
Diploma and above (g)	%	9.8	12.8	13.3	10.0	12.9	12.0	20.4	4.6	11.7
Certificate III or IV	%	49.5	60.4	71.0	60.0	50.0	56.7	60.0	46.7	57.4
Certificate I or II or lower (h)	%	26.0	19.3	14.1	28.1	27.9	20.8	11.1	34.9	22.3
Other (i)	%	14.7	7.6	1.6	1.9	9.2	10.5	8.5	13.8	8.6
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>2012</b>										
Number of students										
Diploma and above (g)	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
Certificate III or IV	'000	219.2	306.2	157.0	83.1	64.1	18.4	14.0	10.4	872.3
Certificate I or II or lower (h)	'000	127.0	82.8	43.6	43.6	30.6	8.5	2.3	8.2	346.7
Other (i)	'000	70.1	23.6	4.9	2.8	12.5	0.8	2.2	2.4	119.3
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
Proportion of VET students										
Diploma and above (g)	%	10.8	16.6	14.3	10.9	13.0	12.6	22.2	3.7	13.5
Certificate III or IV	%	47.0	61.9	65.5	57.2	52.0	57.9	58.8	47.8	56.4
Certificate I or II or lower (h)	%	27.2	16.7	18.2	30.0	24.9	26.9	9.8	37.7	22.4
Other (i)	%	15.0	4.8	2.1	1.9	10.2	2.6	9.2	10.8	7.7
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

TABLE 5A.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
<b>2011</b>										
Number of students										
Diploma and above (g)	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
Certificate III or IV	'000	214.6	253.2	160.0	80.8	49.8	18.1	12.4	10.4	799.2
Certificate I or II or lower (h)	'000	117.5	79.7	51.5	44.4	23.7	8.9	2.5	8.9	337.0
Other (i)	'000	79.9	24.9	7.0	3.9	15.7	1.1	3.2	1.9	137.6
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
Proportion of VET students										
Diploma and above (g)	%	11.5	18.0	14.6	12.1	12.2	11.1	24.4	2.9	14.1
Certificate III or IV	%	46.1	58.0	62.5	55.1	49.0	57.2	52.0	47.4	53.9
Certificate I or II or lower (h)	%	25.2	18.3	20.1	30.2	23.3	28.3	10.5	40.8	22.7
Other (i)	%	17.2	5.7	2.7	2.7	15.5	3.4	13.2	8.8	9.3
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>2010</b>										
Number of students										
Diploma and above (g)	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
Certificate III or IV	'000	205.9	181.0	144.1	78.5	43.6	18.4	12.2	9.8	693.5
Certificate I or II or lower (h)	'000	121.3	67.7	44.9	46.2	24.4	8.9	2.8	8.5	324.7
Other (i)	'000	89.4	29.4	10.2	2.9	20.3	0.5	3.4	2.3	158.3
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
Proportion of VET students										
Diploma and above (g)	%	10.9	19.0	14.4	11.1	11.2	9.4	26.6	2.8	13.7
Certificate III or IV	%	44.1	52.7	62.0	54.7	43.8	59.9	48.7	46.2	50.9
Certificate I or II or lower (h)	%	26.0	19.7	19.3	32.2	24.6	28.9	11.2	40.3	23.8
Other (i)	%	19.1	8.6	4.4	2.0	20.4	1.7	13.5	10.8	11.6
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

TABLE 5A.5

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
<b>2009</b>										
Number of students										
Diploma and above (g)	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
Certificate III or IV	'000	190.2	152.1	134.9	73.2	40.0	17.3	10.5	9.4	627.7
Certificate I or II or lower (h)	'000	116.8	66.6	43.4	45.2	22.9	9.6	2.6	8.7	315.9
Other (i)	'000	99.7	30.3	10.4	3.0	27.1	0.4	3.6	2.5	177.1
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
Proportion of VET students										
Diploma and above (g)	%	9.0	18.7	12.8	10.6	8.6	8.9	25.5	2.3	12.3
Certificate III or IV	%	42.5	49.6	62.3	53.9	40.6	57.8	46.9	44.7	49.1
Certificate I or II or lower (h)	%	26.1	21.7	20.0	33.3	23.3	31.9	11.6	41.1	24.7
Other (i)	%	22.3	9.9	4.8	2.2	27.5	1.4	16.0	12.0	13.9
All students	%	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

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

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

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

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

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

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

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

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

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.6

Table 5A.6 **Real net assets of public VET providers per person aged 15–64 years (2013 dollars), (\$ per person) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2013	949.07	822.90	519.03	829.95	822.66	835.17	774.01	1 329.63	807.45
2012	867.85	830.97	502.54	838.61	757.65	814.69	813.45	1 330.66	777.10
2011	647.42	806.35	526.76	872.02	615.09	862.09	842.02	1 436.38	701.48
2012	691.54	850.61	567.57	811.26	644.10	715.98	1 516.09	1 419.91	738.54
2009	723.06	850.82	580.27	791.02	647.52	763.11	1 513.72	1 381.76	749.78

(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 2009-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

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

Source: NCVET National financial collection (unpublished); ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra.



TABLE 5A.7

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government payments (2013 dollars)										
2013	\$m	95.7	799.2	185.0	122.5	128.8	11.9	8.8	11.0	1 362.8
2012	\$m	148.6	804.2	200.4	132.5	81.0	11.3	8.8	13.5	1 400.3
2011	\$m	189.7	506.9	251.1	138.7	50.9	7.7	8.9	8.4	1 162.2
2010	\$m	197.3	296.1	196.6	120.9	38.3	8.6	8.7	15.9	882.4
2009	\$m	116.3	148.0	146.5	92.7	34.4	9.4	10.1	12.6	570.0
2008	\$m	122.3	150.9	130.5	65.7	22.7	9.2	9.6	12.5	523.4
2007	\$m	127.9	158.6	100.2	58.2	21.6	8.3	11.3	10.2	496.4
2006	\$m	116.0	165.3	65.0	67.0	23.9	8.6	10.6	9.6	466.0
2005	\$m	102.6	150.7	89.0	58.7	27.0	8.2	12.5	8.8	457.6
2004	\$m	101.1	147.9	105.8	60.4	27.8	8.8	15.2	5.9	472.9
2013 payments to non-TAFE providers as a proportion of Government recurrent funding (c)	%	5.6	47.2	18.7	18.5	28.5	9.3	9.2	11.1	23.5
Real change in payments to non-TAFE providers between 2012 and 2013 (d)	%	- 35.6	- 0.6	- 7.7	- 7.5	59.1	5.1	0.8	- 18.8	- 2.7

(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) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

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

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

Source: NCVER unpublished, National financial collection.

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW (d)</i>	<i>Vic (c) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (c) (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
<b>Government recurrent funding</b>										
Australian Government recurrent funding	\$m	452.6	346.4	248.9	149.0	88.7	31.5	23.5	14.5	1 355.1
State/Territory Government recurrent funding	\$m	1 096.2	1 227.3	638.5	462.4	329.9	86.5	67.2	81.5	3 989.5
Commonwealth administered programs	\$m	145.0	118.1	99.3	48.9	33.4	10.2	4.9	2.9	462.7
<b>Total</b>	<b>\$m</b>	<b>1 693.9</b>	<b>1 691.8</b>	<b>986.7</b>	<b>660.3</b>	<b>452.0</b>	<b>128.3</b>	<b>95.5</b>	<b>98.9</b>	<b>5 807.3</b>
<b>Amounts allocated</b>										
Open competitive tendering (j)	\$m	47.7	..	25.6	31.5	19.3	9.2	3.7	2.0	139.0
Limited competitive tendering (k)	\$m	..	..	13.9	na	9.6	1.5	0.8	..	25.8
User choice	\$m	246.8	1.9	203.4	149.9	7.5	27.5	12.9	16.5	666.4
Other (l)	\$m	na	1 308.3	22.8	na	324.6	na	4.0	..	1 659.7
<b>Total</b>	<b>\$m</b>	<b>294.5</b>	<b>1 310.2</b>	<b>265.7</b>	<b>181.4</b>	<b>361.0</b>	<b>38.2</b>	<b>21.5</b>	<b>18.5</b>	<b>2 491.0</b>
<b>Proportion of government recurrent funding</b>										
Open competitive tendering (j)	%	2.8	..	2.6	4.8	4.3	7.2	3.9	2.0	2.4
Limited competitive tendering (k)	%	..	..	1.4	na	2.1	1.2	0.9	..	0.4
User choice	%	14.6	0.1	20.6	22.7	1.7	21.4	13.5	16.7	11.5
Other (l)	%	na	77.3	2.3	na	71.8	na	4.2	..	28.6
<b>2012</b>										
<b>Government recurrent funding</b>										
Australian Government recurrent funding	\$m	450.1	341.0	242.3	142.6	88.3	31.7	23.2	14.2	1 333.5
State/Territory Government recurrent funding	\$m	1 165.0	1 547.1	683.9	483.1	219.8	87.1	70.7	77.2	4 333.9
Commonwealth administered programs	\$m	94.3	106.3	63.1	30.0	22.9	8.3	8.7	5.3	338.9
<b>Total</b>	<b>\$m</b>	<b>1 709.4</b>	<b>1 994.4</b>	<b>989.3</b>	<b>655.6</b>	<b>331.0</b>	<b>127.2</b>	<b>102.6</b>	<b>96.7</b>	<b>6 006.3</b>
<b>Amounts allocated</b>										
Open competitive tendering (j)	\$m	127.7	1 076.9	74.9	31.4	46.6	12.3	10.2	6.0	1 386.0
Limited competitive tendering (k)	\$m	..	..	10.9	..	9.5	1.9	0.8	..	23.1

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW (d)</i>	<i>Vic (c) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (c) (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
User choice	\$m	228.3	311.0	201.4	167.9	35.9	28.8	12.8	15.7	1 001.8
Other (l)	\$m	na	na	na	na	154.4	na	3.0	..	157.4
<b>Total</b>	<b>\$m</b>	<b>356.0</b>	<b>1 387.9</b>	<b>287.2</b>	<b>199.3</b>	<b>246.4</b>	<b>43.0</b>	<b>26.9</b>	<b>21.7</b>	<b>2 568.4</b>
<b>Proportion of government recurrent funding</b>										
Open competitive tendering (j)	%	7.5	54.0	7.6	4.8	14.1	9.7	10.0	6.2	23.1
Limited competitive tendering (k)	%	..	..	1.1	..	2.9	1.5	0.8	..	0.4
User choice	%	13.4	15.6	20.4	25.6	10.8	22.6	12.5	16.2	16.7
Other (l)	%	na	na	na	na	46.6	na	3.0	..	2.6
<b>2011</b>										
<b>Government recurrent funding</b>										
Australian Government recurrent funding	\$m	453.0	297.1	240.2	146.4	88.7	31.8	23.1	14.2	1 294.4
State/Territory Government recurrent funding	\$m	1 069.0	1 215.5	711.6	547.0	235.4	102.3	70.8	85.0	4 036.6
Commonwealth administered programs	\$m	162.9	117.9	100.2	62.6	38.3	13.5	9.3	27.6	532.5
<b>Total</b>	<b>\$m</b>	<b>1 684.9</b>	<b>1 630.5</b>	<b>1 052.0</b>	<b>756.0</b>	<b>362.4</b>	<b>147.6</b>	<b>103.3</b>	<b>126.9</b>	<b>5 863.5</b>
<b>Amounts allocated</b>										
Open competitive tendering (j)	\$m	178.8	869.7	125.0	17.7	38.6	8.4	14.1	7.8	1 260.2
Limited competitive tendering (k)	\$m	..	..	12.0	..	11.5	0.6	0.8	..	24.9
User choice	\$m	238.6	302.6	198.2	178.0	44.5	32.0	12.9	14.8	1 021.7
Other (l)	\$m	na	na	na	na	na	na	na	..	na
<b>Total</b>	<b>\$m</b>	<b>417.4</b>	<b>1 172.4</b>	<b>335.2</b>	<b>195.7</b>	<b>94.6</b>	<b>41.1</b>	<b>27.8</b>	<b>22.7</b>	<b>2 306.8</b>
<b>Proportion of government recurrent funding</b>										
Open competitive tendering (j)	%	10.6	53.3	11.9	2.3	10.7	5.7	13.7	6.2	21.5
Limited competitive tendering (k)	%	..	..	1.1	..	3.2	0.4	0.8	..	0.4
User choice	%	14.2	18.6	18.8	23.6	12.3	21.7	12.5	11.7	17.4
Other (l)	%	na	na	na	na	na	na	na	..	na

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	Units	NSW (d)	Vic (c) (e)	Qld (f)	WA (g)	SA (c) (h)	Tas	ACT (i)	NT	Aust
<b>2010</b>										
<b>Government recurrent funding</b>										
Australian Government recurrent funding	\$m	411.3	305.2	247.0	134.1	92.7	33.4	24.3	14.9	1 262.8
State/Territory Government recurrent funding	\$m	1 101.4	947.4	651.4	431.1	220.8	100.4	74.6	78.2	3 605.4
Commonwealth administered programs	\$m	133.9	55.7	96.5	45.9	36.8	6.7	8.5	25.1	409.1
<b>Total</b>	<b>\$m</b>	<b>1 646.5</b>	<b>1 308.3</b>	<b>995.0</b>	<b>611.1</b>	<b>350.3</b>	<b>140.5</b>	<b>107.4</b>	<b>118.2</b>	<b>5 277.3</b>
<b>Amounts allocated</b>										
Open competitive tendering (j)	\$m	207.2	303.4	85.4	24.9	29.0	5.8	12.3	7.4	675.3
Limited competitive tendering (k)	\$m	..	..	13.5	..	6.1	0.3	1.0	..	20.9
User choice	\$m	240.3	272.4	208.8	164.4	45.2	35.7	13.7	14.7	995.3
Other (l)	\$m	na	na	na	na	na	na	na	..	na
<b>Total</b>	<b>\$m</b>	<b>447.5</b>	<b>575.9</b>	<b>307.6</b>	<b>189.2</b>	<b>80.3</b>	<b>41.9</b>	<b>26.9</b>	<b>22.2</b>	<b>1 691.5</b>
<b>Proportion of government recurrent funding</b>										
Open competitive tendering (j)	%	12.6	23.2	8.6	4.1	8.3	4.1	11.4	6.3	12.8
Limited competitive tendering (k)	%	..	..	1.4	..	1.8	0.2	0.9	..	0.4
User choice	%	14.6	20.8	21.0	26.9	12.9	25.4	12.7	12.5	18.9
Other (l)	%	na	na	na	na	na	na	na	..	na
<b>2009</b>										
<b>Government recurrent funding</b>										
Australian Government recurrent funding	\$m	405.0	300.3	241.3	125.0	91.0	28.4	24.1	15.1	1 230.1
State/Territory Government recurrent funding	\$m	1 083.9	832.9	691.8	409.7	243.5	88.3	69.8	73.2	3 493.2
Commonwealth administered programs	\$m	95.0	81.0	67.0	49.9	27.3	6.2	5.0	26.4	358.0
<b>Total</b>	<b>\$m</b>	<b>1 583.9</b>	<b>1 214.2</b>	<b>1 000.1</b>	<b>584.6</b>	<b>361.8</b>	<b>123.0</b>	<b>98.9</b>	<b>114.6</b>	<b>5 081.2</b>
<b>Amounts allocated</b>										
Open competitive tendering (j)	\$m	61.4	25.2	35.3	21.4	19.8	5.2	3.5	..	171.8
Limited competitive tendering (k)	\$m	..	..	14.7	..	5.1	0.5	0.2	..	20.6

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	Units	NSW (d)	Vic (c) (e)	Qld (f)	WA (g)	SA (c) (h)	Tas	ACT (i)	NT	Aust
User choice	\$m	248.6	258.0	210.8	136.9	47.9	36.3	13.4	14.6	966.5
Other (l)	\$m	na	na	na	na	na	na	na	..	na
<b>Total</b>	<b>\$m</b>	<b>310.0</b>	<b>283.2</b>	<b>260.7</b>	<b>158.3</b>	<b>72.8</b>	<b>42.1</b>	<b>17.1</b>	<b>14.6</b>	<b>1 158.9</b>
<b>Proportion of government recurrent funding</b>										
Open competitive tendering (j)	%	3.9	2.1	3.5	3.7	5.5	4.2	3.5	..	3.4
Limited competitive tendering (k)	%	..	..	1.5	..	1.4	0.4	0.2	..	0.4
User choice	%	15.7	21.2	21.1	23.4	13.2	29.6	13.5	12.7	19.0
Other (l)	%	na	na	na	na	na	na	na	..	na

(a) Data for 2009-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

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

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

(d) NSW: Open competitive tendering in 2013: The Productivity Places Program completed in 2012. Payments in 2013 are final payments. Method for identifying User choice payments has changed from 2013. Prior to 2013, estimates were used based on Adjusted Full Year Training Equivalents.

(e) Victoria: The small amount in User Choice in 2013 reflects the finalisation of the ATTP program and A\$T profile funding to TAFEs (excluding Youth Compact). The allocation in the 'other' category in 2013 includes the Victorian Training Guarantee - the very large majority of government VET funding in 2013.

(f) Queensland: reduction in the open competitive tendering allocation in 2013 reflects that this program ran for 6 months only. Other allocations include the C3G - new students.

(g) WA: The Productivity Places Program ended in 2012. The West Australian Entitlement Program commenced in 2014 and will be reported in future editions.

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW (d)</i>	<i>Vic (c) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (c) (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
(h)	SA: In July 2012 South Australia launched its Skills for All initiative, an entitlement based training system that meets the needs of industry and students. Training providers wishing to access public funding need to satisfy a number of criteria to become a Skills for All provider. With the implementation of Skills for All, User choice funding for apprenticeship and traineeship training has been subsumed by the entitlement system. As a result, data from previous reports have been amended. In particular the 2012 expenditure for open competitive tendering has reduced from the 2014 Report due to the entitlement funding component, Skills for All, removed and reassigned under the Other allocations category. For 2013, the decrease from 2012 is due to the implementation of Skills for All, with the direct purchasing of training under a number of programs subsumed by Skills for All, and a decrease in funding under the Productivity Places Program (PPP), which has concluded.									
(i)	ACT: amendments have been made to the Open competitive tendering allocation for 2012, to include Industry and Indigenous Skills Centres. 2013 allocations include the Priority Support Program, Productivity Places Program - ACT Contribution and Industry and Indigenous Skills Centre. Productivity Places funding has now ceased. For limited competitive tendering, 2013 allocations include the JGTP - NP, JGTP - ACT Contribution and Adult & Community Education. For other allocations, 2012 allocations include VET Skills Reform NP (and Single & Teen Parents NP. 2013 data include VET Skills Reform NP and Single & Teen Parents NP. The user choice allocation increased from 2012 to 2013 due to indexation.									
(j)	The tendering process is open to both public and private providers, except where otherwise noted.									
(k)	The tendering process is restricted to community groups that deliver ACE VET programs.									
(l)	Other' allocations primarily reflects entitlement funding, which has been introduced in some jurisdictions to guarantee government-subsidised training places for initial qualifications at the providers of students' choice.									

**na** Not available. .. Not applicable.

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

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
<b>2013</b>										
<b>Number of students by age</b>										
All students	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6
15–19 year olds	'000	144.6	105.0	64.7	40.4	28.3	6.6	4.3	4.2	398.0
20–24 year olds	'000	68.7	97.8	38.3	24.8	25.7	5.6	5.1	3.4	269.4
25–64 year olds	'000	198.1	283.0	95.5	74.6	93.0	17.3	12.3	12.2	786.0
15–64 year olds	'000	411.4	485.8	198.6	139.8	147.0	29.5	21.6	19.8	1 453.4
<b>Number of students through recognition of prior learning</b>										
All students	no.	30 277	23 874	19 563	8 607	14 228	1 796	1 766	1 263	101 374
<b>Participation rate by age (f)</b>										
All students	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.5	6.4
15–19 year olds	%	31.2	29.5	21.0	25.3	27.1	19.5	18.0	25.5	27.1
20–24 year olds	%	13.6	23.6	11.5	13.3	22.3	17.7	15.2	17.7	16.4
25–64 year olds	%	5.1	9.2	3.9	5.4	10.6	6.6	5.8	9.0	6.4
15–64 year olds	%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4
<b>Proportion of students through recognition of prior learning</b>										
All students	%	7.2	4.8	9.7	6.1	9.5	6.0	8.1	6.2	6.8
<b>2012</b>										
<b>Number of students by age</b>										
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
15–19 year olds	'000	151.5	119.7	74.0	43.6	27.1	8.0	4.5	4.9	433.3
20–24 year olds	'000	72.9	100.0	40.9	24.5	20.8	5.8	5.1	3.4	273.4
25–64 year olds	'000	229.0	267.3	119.3	75.3	72.3	17.5	13.9	12.7	807.4
15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
<b>Number of students through recognition of prior learning</b>										
All students	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
<b>Participation rate by age (f)</b>										
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
15–19 year olds	%	32.7	33.7	24.2	27.8	25.8	23.7	18.5	30.4	29.7
20–24 year olds	%	14.5	24.3	12.5	13.5	18.1	18.2	15.3	17.9	16.9
25–64 year olds	%	5.9	8.8	4.9	5.7	8.3	6.6	6.7	9.6	6.7
15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
<b>Proportion of students through recognition of prior learning</b>										
All students	%	6.4	8.7	9.6	6.6	10.6	7.0	11.8	4.6	8.1
<b>2011</b>										
<b>Number of students by age</b>										
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
15–19 year olds	'000	150.7	108.9	76.4	44.6	24.8	8.5	4.8	5.2	424.0
20–24 year olds	'000	72.5	88.1	43.5	24.3	17.3	5.9	5.4	3.4	260.6
25–64 year olds	'000	228.7	231.1	128.8	74.7	56.1	16.8	13.4	12.6	762.1
15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
<b>Number of students through recognition of prior learning</b>										
All students	no.	32 243	29 752	23 044	9 698	7 988	2 276	2 033	736	107 770
<b>Participation rate by age (f)</b>										
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
15–19 year olds	%	32.7	30.7	25.2	28.9	23.5	25.2	19.3	32.3	29.2
20–24 year olds	%	14.5	21.4	13.5	13.7	15.0	18.2	16.1	17.8	16.2
25–64 year olds	%	6.0	7.8	5.4	5.8	6.5	6.3	6.6	9.7	6.4
15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6



TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
<b>Proportion of students through recognition of prior learning</b>										
All students	%	6.9	6.8	9.0	6.6	7.9	7.2	8.5	3.4	7.3
<b>2010</b>										
<b>Number of students by age</b>										
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
15–19 year olds	'000	150.7	88.4	72.2	45.3	26.7	9.1	5.3	5.3	402.9
20–24 year olds	'000	72.0	71.6	41.7	23.8	17.7	5.9	5.5	3.2	241.4
25–64 year olds	'000	229.4	176.7	113.6	70.8	52.2	15.4	13.8	11.9	683.7
15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
<b>Number of students through recognition of prior learning</b>										
All students	no.	29 000	24 056	18 068	8 125	8 404	1 961	2 052	628	92 294
<b>Participation rate by age (f)</b>										
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
15–19 year olds	%	32.5	24.7	23.9	29.4	25.1	26.5	20.6	32.1	27.6
20–24 year olds	%	14.4	17.3	13.1	13.8	15.4	18.2	16.9	16.2	15.0
25–64 year olds	%	6.0	6.0	4.8	5.7	6.1	5.8	6.9	9.2	5.8
15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
<b>Proportion of students through recognition of prior learning</b>										
All students	%	6.2	7.0	7.8	5.7	8.5	6.4	8.2	3.0	6.8
<b>2009</b>										
<b>Number of students by age</b>										
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
15–19 year olds	'000	149.0	76.5	72.0	45.0	26.7	8.7	5.3	5.6	388.9
20–24 year olds	'000	68.5	60.0	38.8	22.8	17.2	5.8	5.1	3.1	221.4
25–64 year olds	'000	210.7	160.7	100.3	64.3	50.8	15.2	11.9	11.5	625.3
15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
<b>Number of students through recognition of prior learning</b>										
All students	no.	24 557	19 659	14 868	5 878	7 739	2 115	1 194	357	76 367
<b>Participation rate by age (f)</b>										
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
15–19 year olds	%	32.0	21.3	24.0	29.2	25.0	25.4	20.8	34.0	26.6
20–24 year olds	%	13.8	14.8	12.4	13.5	15.3	18.2	16.0	16.4	14.0
25–64 year olds	%	5.6	5.6	4.3	5.3	6.0	5.7	6.0	9.1	5.4
15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
<b>Proportion of students through recognition of prior learning</b>										
All students	%	5.5	6.4	6.9	4.3	7.9	7.0	5.3	1.7	6.0
<b>2008</b>										
<b>Number of students by age</b>										
All students	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
15–19 year olds	'000	150.3	74.8	70.3	44.7	26.7	7.7	5.4	5.5	385.5
20–24 year olds	'000	68.1	59.3	37.6	21.0	16.2	6.1	4.8	3.1	216.2
25–64 year olds	'000	209.2	156.8	99.3	56.5	48.6	17.1	11.1	11.5	609.9
15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
<b>Number of students through recognition of prior learning</b>										
All students	no.	21 044	12 898	13 725	3 628	5 731	2 115	1 167	446	60 754
<b>Participation rate by age (f)</b>										
All students	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
15–19 year olds	%	32.3	21.1	24.0	29.4	25.1	22.7	21.3	33.7	26.6
20–24 year olds	%	14.1	15.3	12.4	13.0	14.7	19.2	15.7	16.9	14.2
25–64 year olds	%	5.6	5.6	4.4	4.8	5.8	6.5	5.7	9.4	5.4
15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
<b>Proportion of students through recognition of prior learning</b>										
All students	%	4.7	4.3	6.5	2.9	6.0	6.7	5.4	2.1	4.8
<b>2007</b>										
<b>Number of students by age</b>										
All students	'000	455.0	294.4	208.6	121.3	94.3	30.2	21.8	21.4	1 247.0
15–19 year olds	'000	149.4	72.1	67.6	43.4	26.3	6.9	5.4	5.8	377.0
20–24 year olds	'000	71.1	58.1	38.0	21.2	15.9	6.0	5.0	3.3	218.6
25–64 year olds	'000	215.3	152.8	98.5	53.2	48.1	16.6	11.1	11.5	607.2
15–64 year olds	'000	435.8	283.1	204.0	117.8	90.3	29.6	21.4	20.7	1 202.8
<b>Number of students through recognition of prior learning</b>										
All students	no.	19 706	8 690	11 723	2 670	4 720	1 382	1 027	534	50 452
<b>Participation rate by age (f)</b>										
All students	%	6.7	5.7	5.1	5.8	6.0	6.1	6.4	10.0	6.0
15–19 year olds	%	32.6	20.7	23.7	29.2	25.1	20.5	21.5	36.7	26.5
20–24 year olds	%	15.1	15.5	12.9	13.8	14.6	19.4	16.3	19.0	14.7
25–64 year olds	%	5.9	5.5	4.5	4.7	5.8	6.4	5.8	9.7	5.5
15–64 year olds	%	9.5	8.1	7.4	8.2	8.6	9.1	8.7	13.6	8.6
<b>Proportion of students through recognition of prior learning</b>										
All students	%	4.3	3.0	5.6	2.2	5.0	4.6	4.7	2.5	4.0
<b>2006</b>										
<b>Number of students by age</b>										
All students	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
15–19 year olds	'000	149.6	72.0	62.7	35.5	26.9	6.9	5.0	5.9	364.4
20–24 year olds	'000	73.8	58.9	39.1	20.5	15.1	5.7	5.0	3.5	221.6
25–64 year olds	'000	225.4	145.5	100.1	51.7	43.0	16.1	10.9	11.0	603.8
15–64 year olds	'000	448.8	276.4	201.8	107.8	85.0	28.6	21.0	20.4	1 189.8

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
<b>Number of students through recognition of prior learning</b>										
All students	no.	20 548	8 737	10 276	2 739	4 066	1 181	1 147	732	49 426
<b>Participation rate by age (f)</b>										
All students	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1
15–19 year olds	%	33.2	21.0	22.7	24.4	26.0	20.4	20.6	38.2	26.2
20–24 year olds	%	15.9	16.3	13.6	13.9	14.2	18.3	16.9	20.5	15.3
25–64 year olds	%	6.3	5.4	4.7	4.7	5.2	6.3	5.9	9.5	5.5
15–64 year olds	%	9.9	8.1	7.5	7.7	8.2	8.9	8.7	13.7	8.6
<b>Proportion of students through recognition of prior learning</b>										
All students	%	4.4	2.9	5.0	2.5	4.4	4.0	5.4	3.5	4.0
<b>2005</b>										
<b>Number of students by age</b>										
All students	'000	455.8	292.4	198.0	108.4	95.6	28.5	20.1	20.3	1 219.1
15–19 year olds	'000	110.1	71.9	58.0	34.7	29.0	6.5	4.8	5.4	320.2
20–24 year olds	'000	74.1	58.1	37.6	19.7	15.6	5.5	4.7	3.0	218.3
25–64 year olds	'000	244.1	147.9	97.3	51.4	44.2	15.9	10.4	10.8	622.0
15–64 year olds	'000	428.2	277.9	192.8	105.8	88.7	27.9	20.0	19.2	1 160.5
<b>Number of students through recognition of prior learning</b>										
All students	no.	23 802	7 939	7 209	2 255	3 803	916	1 286	898	48 108
<b>Participation rate by age (f)</b>										
All students	%	6.8	5.9	5.1	5.4	6.2	5.9	6.1	9.9	6.0
15–19 year olds	%	24.6	21.2	21.4	23.9	28.0	19.3	19.6	35.6	23.2
20–24 year olds	%	16.1	16.5	13.4	13.7	15.0	17.9	16.0	18.1	15.4
25–64 year olds	%	6.8	5.5	4.7	4.7	5.4	6.2	5.7	9.5	5.8
15–64 year olds	%	9.6	8.3	7.3	7.7	8.7	8.7	8.4	13.2	8.5

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
<b>Proportion of students through recognition of prior learning</b>										
All students	%	5.2	2.7	3.6	2.1	4.0	3.2	6.4	4.4	3.9
<b>2004</b>										
<b>Number of students by age</b>										
All students	'000	411.3	305.5	183.3	105.6	93.5	26.8	19.9	19.1	1 165.0
15–19 year olds	'000	105.1	70.9	54.0	34.0	30.0	6.2	4.7	3.8	308.7
20–24 year olds	'000	69.8	58.5	35.1	18.8	15.3	5.0	4.6	2.9	210.1
25–64 year olds	'000	214.4	161.5	88.6	50.2	42.5	14.9	10.4	11.4	593.9
15–64 year olds	'000	389.4	290.8	177.8	103.0	87.8	26.1	19.7	18.1	1 112.7
<b>Number of students through recognition of prior learning</b>										
All students	no.	27 373	8 009	3 054	2 556	4 387	911	2 593	1 125	50 008
<b>Participation rate by age (f)</b>										
All students	%	6.2	6.2	4.8	5.3	6.1	5.5	6.1	9.4	5.8
15–19 year olds	%	23.5	21.2	20.3	23.7	29.0	18.3	19.0	25.8	22.6
20–24 year olds	%	15.5	17.0	13.0	13.5	15.1	16.7	16.1	18.0	15.2
25–64 year olds	%	6.1	6.1	4.3	4.7	5.3	5.9	5.7	10.2	5.6
15–64 year olds	%	8.8	8.8	6.9	7.6	8.7	8.2	8.4	12.7	8.3
<b>Proportion of students through recognition of prior learning</b>										
All students	%	6.7	2.6	1.7	2.4	4.7	3.4	13.0	5.9	4.3

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

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

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

(d) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.

TABLE 5A.9

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
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(e) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.

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

Source: NCVET National provider collection (unpublished); ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra.

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
<b>Number of students by age</b>										
All students total	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6
18–24 year olds	'000	123.1	163.6	65.6	42.8	40.7	9.3	7.9	5.1	458.2
20–64 year olds	'000	266.8	380.8	133.9	99.4	118.7	22.9	17.4	15.6	1 055.4
15–64 year olds	'000	411.4	485.8	198.6	139.8	147.0	29.5	21.6	19.8	1 453.4
Aboriginal and Torres Strait Islander students total	'000	29.0	6.9	12.4	11.8	5.1	1.5	0.9	8.7	76.4
18–24 year olds	'000	9.3	2.7	4.2	3.5	1.7	0.6	0.4	2.1	24.4
20–64 year olds	'000	17.1	4.8	8.0	8.5	3.7	1.0	0.6	6.7	50.4
15–64 year olds	'000	28.4	6.8	12.2	11.7	5.0	1.5	0.9	8.5	74.9
Non-Indigenous students total	'000	385.5	484.0	168.4	117.1	140.9	27.9	20.8	11.4	1 356.0
18–24 year olds	'000	112.8	158.9	55.6	36.7	38.1	8.5	7.5	3.0	421.2
20–64 year olds	'000	244.1	370.7	112.9	81.3	111.5	21.5	16.6	8.8	967.4
15–64 year olds	'000	376.2	472.2	166.0	115.8	137.9	27.5	20.6	11.2	1 327.4
<b>Participation rate by age (e)</b>										
All students total	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.5	6.4
18–24 year olds	%	17.6	29.0	14.3	17.0	25.7	20.6	18.1	19.6	20.4
20–64 year olds	%	6.0	10.9	4.8	6.4	12.0	7.8	7.1	10.1	7.6
15–64 year olds	%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4
Aboriginal and Torres Strait Islander students total	%	13.4	14.0	6.3	12.8	13.1	5.8	13.2	12.3	10.9
18–24 year olds	%	31.3	37.4	15.6	27.8	31.2	17.8	29.9	21.9	25.4
20–64 year olds	%	16.0	18.9	8.2	17.6	18.6	7.9	16.4	17.0	14.2
15–64 year olds	%	21.5	22.4	10.2	20.2	20.8	9.5	19.4	18.3	17.4
Non-Indigenous students total	%	5.4	8.5	3.8	4.8	8.6	5.7	5.5	6.8	6.0
18–24 year olds	%	16.9	28.6	12.8	15.4	24.9	20.4	17.6	18.2	19.6
20–64 year olds	%	5.7	10.7	4.2	5.4	11.5	7.6	6.9	7.6	7.1
15–64 year olds	%	7.9	12.4	5.6	7.0	12.9	8.8	7.8	9.0	8.9

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>Number of students by age</b>										
All students total	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
18–24 year olds	'000	131.1	172.2	71.5	42.6	34.2	9.9	8.1	5.2	475.0
20–64 year olds	'000	301.9	367.4	160.2	99.8	93.2	23.3	19.0	16.1	1 080.8
15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Aboriginal and Torres Strait Islander students total	'000	29.3	6.2	15.6	12.3	5.7	1.6	0.8	9.4	80.9
18–24 year olds	'000	9.0	2.4	4.9	3.5	1.7	0.6	0.3	2.2	24.6
20–64 year olds	'000	17.2	4.1	10.1	8.8	4.0	1.0	0.5	7.0	52.8
15–64 year olds	'000	28.6	6.1	15.4	12.2	5.6	1.6	0.8	9.0	79.1
Non-Indigenous students total	'000	422.7	480.6	197.0	112.1	113.3	29.5	21.1	12.2	1 388.5
18–24 year olds	'000	120.3	167.3	59.4	35.9	31.6	9.2	7.1	3.0	433.8
20–64 year olds	'000	273.6	356.9	133.2	76.7	85.8	21.9	17.1	8.9	974.0
15–64 year olds	'000	412.2	473.3	193.3	111.0	110.8	29.2	20.8	11.8	1 362.5
<b>Participation rate by age (e)</b>										
All students total	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
18–24 year olds	%	19.0	30.8	15.8	17.4	21.7	22.0	18.4	20.5	21.4
20–64 year olds	%	6.9	10.7	5.8	6.6	9.4	7.8	7.9	10.6	7.9
15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
Aboriginal and Torres Strait Islander students total	%	13.8	12.7	8.1	13.7	15.0	6.5	12.2	13.4	11.8
18–24 year olds	%	32.1	34.1	19.0	28.9	33.2	18.0	24.8	23.2	26.7
20–64 year olds	%	16.6	17.0	10.7	18.9	20.5	8.1	14.9	18.3	15.4
15–64 year olds	%	22.2	20.6	13.2	21.7	23.6	10.7	18.3	19.9	18.9
Non-Indigenous students total	%	6.0	8.6	4.5	4.8	7.0	6.1	5.7	7.4	6.3
18–24 year olds	%	18.2	30.3	13.9	15.4	20.7	22.0	16.4	18.7	20.4
20–64 year olds	%	6.4	10.5	5.0	5.2	8.9	7.7	7.2	7.9	7.3
15–64 year olds	%	8.8	12.6	6.6	6.9	10.4	9.2	8.0	9.6	9.2



TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>										
<b>Number of students by age</b>										
All students total	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
18–24 year olds	'000	131.6	153.9	75.5	42.5	29.5	10.2	8.5	5.4	457.2
20–64 year olds	'000	301.2	319.2	172.3	99.0	73.4	22.7	18.8	16.1	1 022.7
15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Aboriginal and Torres Strait Islander students total	'000	28.7	5.6	16.3	12.3	4.7	1.6	0.6	10.0	79.8
18–24 year olds	'000	8.7	2.1	5.2	3.5	1.4	0.6	0.2	2.3	24.1
20–64 year olds	'000	17.1	3.8	10.7	8.4	3.3	1.0	0.4	7.5	52.2
15–64 year olds	'000	27.8	5.5	15.9	12.0	4.6	1.6	0.6	9.6	77.7
Non-Indigenous students total	'000	420.0	416.7	200.2	110.1	91.6	29.1	18.5	11.7	1 297.9
18–24 year olds	'000	121.0	147.7	61.6	34.5	26.9	9.5	6.6	3.0	410.7
20–64 year olds	'000	271.9	304.4	140.5	73.8	65.9	21.0	14.7	8.4	900.7
15–64 year olds	'000	410.2	408.8	195.8	108.4	88.7	28.7	18.3	11.4	1 270.5
<b>Participation rate by age (e)</b>										
All students total	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
18–24 year olds	%	19.2	27.5	17.0	17.7	18.6	22.4	18.8	20.9	20.7
20–64 year olds	%	6.9	9.4	6.4	6.8	7.5	7.6	7.9	10.7	7.5
15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
Aboriginal and Torres Strait Islander students total	%	13.7	11.8	8.6	13.9	12.7	6.6	10.4	14.5	11.9
18–24 year olds	%	32.0	31.0	21.5	29.6	27.6	18.5	22.6	24.8	27.1
20–64 year olds	%	16.8	16.4	11.6	18.4	17.4	8.1	12.9	20.0	15.6
15–64 year olds	%	22.3	19.3	14.2	21.8	20.2	10.8	15.6	21.8	19.1
Non-Indigenous students total	%	6.0	7.6	4.7	4.9	5.7	6.0	5.1	7.2	6.0
18–24 year olds	%	18.4	26.7	14.7	15.1	17.5	22.3	15.1	18.5	19.4
20–64 year olds	%	6.4	9.0	5.4	5.2	6.9	7.3	6.3	7.5	6.8
15–64 year olds	%	8.8	11.0	6.8	7.0	8.3	9.0	7.1	9.4	8.7

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
<b>Number of students by age</b>										
All students total	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
18–24 year olds	'000	131.9	126.2	73.2	41.9	30.4	10.5	8.8	5.1	428.0
20–64 year olds	'000	301.4	248.4	155.3	94.7	69.9	21.3	19.3	15.1	925.2
15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Aboriginal and Torres Strait Islander students total	'000	28.1	4.8	14.5	11.5	4.7	1.4	0.7	9.1	74.8
18–24 year olds	'000	8.0	1.8	4.5	3.3	1.5	0.5	0.2	2.1	21.8
20–64 year olds	'000	16.1	3.3	9.6	7.8	3.3	0.8	0.4	6.6	47.8
15–64 year olds	'000	26.8	4.8	14.1	11.1	4.6	1.4	0.7	8.8	72.3
Non-Indigenous students total	'000	420.1	327.4	183.9	107.0	82.1	28.1	19.3	11.8	1 179.7
18–24 year olds	'000	121.6	121.2	60.7	33.9	24.7	9.7	6.9	3.0	381.8
20–64 year olds	'000	272.2	236.2	124.4	71.1	58.7	19.5	14.9	8.3	805.2
15–64 year olds	'000	410.0	321.1	180.7	105.3	80.1	27.7	19.1	11.4	1 155.5
<b>Participation rate by age (e)</b>										
All students total	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
18–24 year olds	%	19.1	22.5	16.6	17.7	19.1	22.9	19.9	19.4	19.4
20–64 year olds	%	7.0	7.4	5.8	6.7	7.2	7.1	8.3	10.1	6.9
15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
Aboriginal and Torres Strait Islander students total	%	13.7	10.5	7.8	13.3	12.9	5.9	11.2	13.4	11.4
18–24 year olds	%	31.0	28.6	19.4	28.2	29.2	17.0	21.2	22.0	25.5
20–64 year olds	%	16.3	14.5	10.8	17.5	17.8	7.2	13.6	18.0	14.7
15–64 year olds	%	22.1	17.3	13.0	20.9	20.8	9.8	17.0	20.1	18.3
Non-Indigenous students total	%	6.1	6.0	4.4	4.9	5.2	5.8	5.4	7.3	5.5
18–24 year olds	%	18.3	21.8	14.5	15.1	16.1	22.6	16.0	17.9	18.0
20–64 year olds	%	6.5	7.1	4.8	5.2	6.1	6.8	6.5	7.4	6.2
15–64 year olds	%	8.8	8.7	6.3	6.9	7.6	8.7	7.5	9.4	8.0

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>										
<b>Number of students by age</b>										
All students total	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
18–24 year olds	'000	127.6	107.1	68.4	40.5	29.6	10.3	8.5	5.0	397.1
20–64 year olds	'000	279.2	220.7	139.1	87.1	68.0	21.0	16.9	14.6	846.6
15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Aboriginal and Torres Strait Islander students total	'000	24.9	4.4	13.1	10.2	4.0	1.2	0.5	9.3	67.7
18–24 year olds	'000	6.6	1.5	3.8	2.8	1.2	0.5	0.2	2.1	18.6
20–64 year olds	'000	13.9	3.0	8.2	6.8	2.7	0.8	0.4	6.5	42.2
15–64 year olds	'000	23.3	4.3	12.8	9.9	3.9	1.2	0.5	8.9	64.8
Non-Indigenous students total	'000	401.3	291.1	166.9	96.5	78.3	27.7	19.2	11.4	1 092.5
18–24 year olds	'000	118.4	102.8	56.8	32.3	24.3	9.6	7.6	2.9	354.8
20–64 year olds	'000	253.8	209.8	109.8	61.8	54.3	19.3	14.4	7.9	731.1
15–64 year olds	'000	389.3	283.2	163.8	95.0	75.7	27.4	19.1	11.0	1 064.6
<b>Participation rate by age (e)</b>										
All students total	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
18–24 year olds	%	18.5	19.2	15.7	17.4	18.8	22.5	19.8	19.4	18.2
20–64 year olds	%	6.6	6.7	5.3	6.3	7.1	7.1	7.4	10.1	6.4
15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
Aboriginal and Torres Strait Islander students total	%	12.4	9.8	7.3	12.0	11.3	5.2	8.9	13.8	10.5
18–24 year olds	%	26.5	25.4	17.0	25.0	23.9	14.9	17.4	22.5	22.5
20–64 year olds	%	14.5	14.0	9.5	15.7	15.3	6.9	12.9	18.0	13.4
15–64 year olds	%	19.8	16.2	12.1	19.0	18.2	8.8	13.8	20.8	16.9
Non-Indigenous students total	%	5.9	5.5	4.0	4.5	5.0	5.8	5.5	7.2	5.2
18–24 year olds	%	17.8	18.6	13.8	14.6	16.0	22.4	18.1	17.3	16.9
20–64 year olds	%	6.1	6.4	4.3	4.6	5.7	6.8	6.4	7.2	5.7
15–64 year olds	%	8.5	7.8	5.8	6.4	7.2	8.7	7.6	9.3	7.5

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
<b>Number of students by age</b>										
All students total	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
18–24 year olds	'000	126.5	104.8	65.8	38.2	28.2	10.4	8.1	5.1	387.2
20–64 year olds	'000	277.3	216.0	137.0	77.4	64.8	23.1	15.9	14.6	826.1
15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Aboriginal and Torres Strait Islander students total	'000	24.9	4.4	12.7	9.3	4.2	1.2	0.4	9.8	67.0
18–24 year olds	'000	6.5	1.5	3.6	2.5	1.2	0.4	0.2	2.4	18.2
20–64 year olds	'000	14.1	3.0	7.8	6.3	2.8	0.9	0.3	7.0	42.2
15–64 year olds	'000	23.2	4.3	12.3	9.0	4.1	1.2	0.4	9.4	63.9
Non-Indigenous students total	'000	398.1	284.3	169.1	89.5	82.9	29.4	19.3	10.9	1 083.5
18–24 year olds	'000	117.2	100.1	56.8	30.7	25.4	9.8	7.6	2.7	350.2
20–64 year olds	'000	250.9	203.2	111.3	55.7	56.7	21.7	14.2	7.5	721.2
15–64 year olds	'000	385.6	274.7	166.2	87.8	79.9	29.0	19.2	10.5	1 052.9
<b>Participation rate by age (e)</b>										
All students total	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
18–24 year olds	%	18.8	19.5	15.7	17.1	18.4	23.1	19.4	20.3	18.3
20–64 year olds	%	6.6	6.7	5.4	5.8	6.8	7.9	7.1	10.4	6.4
15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4
Aboriginal and Torres Strait Islander students total	%	12.7	10.1	7.2	11.2	12.1	5.3	7.8	14.6	10.6
18–24 year olds	%	27.3	26.6	16.8	22.9	25.0	14.8	18.7	25.2	22.9
20–64 year olds	%	15.0	14.7	9.4	14.9	16.5	7.8	11.2	19.9	13.8
15–64 year olds	%	20.2	16.7	12.1	17.7	19.4	8.8	12.5	22.3	17.1
Non-Indigenous students total	%	5.9	5.5	4.2	4.3	5.3	6.2	5.6	7.1	5.3
18–24 year olds	%	18.1	18.9	14.3	14.4	17.1	23.2	18.5	17.2	17.2
20–64 year olds	%	6.1	6.4	4.5	4.3	6.1	7.7	6.4	7.1	5.7
15–64 year olds	%	8.5	7.8	6.0	6.1	7.7	9.2	7.8	9.2	7.5

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2007</b>										
<b>Number of students by age</b>										
All students total	'000	455.0	294.4	208.6	121.3	94.3	30.2	21.8	21.4	1 247.0
18–24 year olds	'000	130.0	103.2	66.0	39.1	27.7	10.2	8.5	5.3	389.9
20–64 year olds	'000	286.5	211.0	136.5	74.4	63.9	22.7	16.1	14.9	825.9
15–64 year olds	'000	435.8	283.1	204.0	117.8	90.3	29.6	21.4	20.7	1 202.8
Aboriginal and Torres Strait Islander students total	'000	22.3	4.0	13.2	9.5	4.1	1.2	0.4	10.2	64.8
18–24 year olds	'000	6.0	1.3	3.7	2.6	1.2	0.5	0.1	2.5	17.9
20–64 year olds	'000	13.3	2.6	8.5	6.3	2.7	0.8	0.3	7.4	42.0
15–64 year olds	'000	21.3	3.9	12.7	9.1	4.0	1.1	0.4	9.9	62.4
Non-Indigenous students total	'000	395.7	277.9	173.9	88.5	80.4	28.5	19.7	11.1	1 075.7
18–24 year olds	'000	117.4	98.3	58.3	31.9	24.7	9.6	8.1	2.8	351.1
20–64 year olds	'000	250.6	199.2	114.0	54.2	55.4	21.4	14.5	7.4	716.7
15–64 year olds	'000	383.3	267.8	170.8	87.1	77.7	27.9	19.6	10.7	1 044.9
<b>Participation rate by age (e)</b>										
All students total	%	6.7	5.7	5.1	5.8	6.0	6.1	6.4	10.0	6.0
18–24 year olds	%	19.9	20.0	16.2	18.3	18.3	23.1	20.5	22.5	19.0
20–64 year olds	%	7.0	6.7	5.5	5.8	6.8	7.8	7.3	10.9	6.5
15–64 year olds	%	9.5	8.1	7.4	8.2	8.6	9.1	8.7	13.6	8.6
Aboriginal and Torres Strait Islander students total	%	11.6	9.5	7.7	11.6	12.1	5.2	7.4	15.4	10.5
18–24 year olds	%	26.3	25.5	17.9	24.6	26.2	15.9	15.4	27.3	23.3
20–64 year olds	%	14.6	13.2	10.4	15.5	16.4	7.6	10.4	21.4	14.1
15–64 year olds	%	19.1	15.7	12.9	18.5	19.5	8.8	11.9	23.7	17.2
Non-Indigenous students total	%	6.0	5.4	4.4	4.4	5.2	6.0	5.8	7.5	5.3
18–24 year olds	%	18.6	19.2	15.1	15.7	16.8	23.2	20.0	19.4	17.8
20–64 year olds	%	6.2	6.4	4.7	4.3	6.0	7.7	6.6	7.3	5.8
15–64 year olds	%	8.6	7.7	6.4	6.3	7.6	9.0	8.1	9.7	7.6

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2006</b>										
<b>Number of students by age</b>										
All students total	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
18–24 year olds	'000	134.1	105.1	67.8	38.4	26.6	10.0	8.4	5.6	395.9
20–64 year olds	'000	299.2	204.4	139.2	72.3	58.1	21.8	16.0	14.5	825.4
15–64 year olds	'000	448.8	276.4	201.8	107.8	85.0	28.6	21.0	20.4	1 189.8
Aboriginal and Torres Strait Islander students total	'000	20.9	3.7	12.0	9.4	4.5	1.1	0.4	10.2	62.1
18–24 year olds	'000	5.8	1.2	3.5	2.6	1.3	0.4	0.1	2.5	17.4
20–64 year olds	'000	12.8	2.5	7.9	6.4	2.9	0.7	0.3	7.0	40.6
15–64 year olds	'000	20.1	3.5	11.6	9.0	4.3	1.1	0.4	9.8	59.7
Non-Indigenous students total	'000	387.4	265.5	173.8	81.3	75.1	27.7	19.4	10.7	1 040.9
18–24 year olds	'000	116.8	97.4	60.0	30.4	23.5	9.3	8.0	3.0	348.5
20–64 year olds	'000	245.1	188.3	116.6	52.5	49.7	20.6	14.5	7.3	694.6
15–64 year olds	'000	374.8	255.0	170.2	80.1	72.2	27.0	19.3	10.4	1 009.0
<b>Participation rate by age (e)</b>										
All students total	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1
18–24 year olds	%	20.8	21.0	17.1	18.6	17.9	22.7	20.8	24.5	19.8
20–64 year olds	%	7.4	6.6	5.7	5.8	6.2	7.6	7.4	10.9	6.7
15–64 year olds	%	9.9	8.1	7.5	7.7	8.2	8.9	8.7	13.7	8.6
Aboriginal and Torres Strait Islander students total	%	11.1	9.1	7.2	11.7	13.6	5.0	8.2	15.5	10.3
18–24 year olds	%	26.2	25.7	17.6	25.5	30.1	15.6	16.8	27.2	23.6
20–64 year olds	%	14.2	12.8	9.9	16.2	18.0	7.0	14.3	20.8	13.9
15–64 year olds	%	18.5	14.8	12.1	18.8	21.6	8.4	14.1	23.9	16.9
Non-Indigenous students total	%	5.9	5.3	4.5	4.1	4.9	5.9	5.9	7.4	5.2
18–24 year olds	%	18.8	19.6	15.9	15.5	16.3	22.7	20.1	22.5	18.1
20–64 year olds	%	6.2	6.2	5.0	4.3	5.4	7.4	6.8	7.4	5.7
15–64 year olds	%	8.5	7.5	6.5	5.9	7.1	8.7	8.1	9.7	7.5

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2005</b>										
<b>Number of students by age</b>										
All students total	'000	455.8	292.4	198.0	108.4	95.6	28.5	20.1	20.3	1 219.1
18–24 year olds	'000	132.0	105.3	66.6	37.8	27.9	9.5	8.1	4.9	392.1
20–64 year olds	'000	318.2	206.0	134.8	71.1	59.8	21.4	15.1	13.8	840.3
15–64 year olds	'000	428.2	277.9	192.8	105.8	88.7	27.9	20.0	19.2	1 160.5
Aboriginal and Torres Strait Islander students total	'000	18.3	3.6	11.6	9.5	4.0	1.0	0.3	9.2	57.4
18–24 year olds	'000	5.2	1.1	3.5	2.5	1.1	0.4	0.1	2.1	16.1
20–64 year olds	'000	11.9	2.5	8.0	6.7	2.5	0.7	0.2	6.2	38.5
15–64 year olds	'000	17.3	3.4	11.2	9.1	3.8	1.0	0.3	8.7	54.8
Non-Indigenous students total	'000	351.8	265.8	166.4	79.1	77.6	26.6	18.5	10.9	996.7
18–24 year olds	'000	112.0	96.7	58.9	29.6	24.6	8.8	7.7	2.8	341.1
20–64 year olds	'000	244.0	187.9	112.7	51.0	50.8	20.1	13.8	7.5	687.7
15–64 year olds	'000	336.7	253.7	162.9	77.8	74.4	26.1	18.4	10.3	960.3
<b>Participation rate by age (e)</b>										
All students total	%	6.8	5.9	5.1	5.4	6.2	5.9	6.1	9.9	6.0
18–24 year olds	%	20.7	21.5	17.2	18.8	19.1	21.6	20.2	21.9	19.9
20–64 year olds	%	7.9	6.8	5.7	5.8	6.5	7.5	7.1	10.6	6.9
15–64 year olds	%	9.6	8.3	7.3	7.7	8.7	8.7	8.4	13.2	8.5
Aboriginal and Torres Strait Islander students total	%	9.9	9.0	7.2	12.1	12.3	4.8	6.6	14.3	9.8
18–24 year olds	%	24.4	26.6	18.3	25.7	26.4	14.7	19.8	23.5	22.7
20–64 year olds	%	13.5	13.1	10.3	17.2	16.0	6.7	10.7	18.8	13.6
15–64 year olds	%	16.4	15.0	12.0	19.4	19.8	8.0	11.6	21.8	16.0
Non-Indigenous students total	%	5.4	5.4	4.4	4.1	5.2	5.7	5.7	7.7	5.1
18–24 year olds	%	18.2	19.9	16.0	15.4	17.3	21.5	19.5	20.5	18.0
20–64 year olds	%	6.2	6.2	4.9	4.3	5.6	7.3	6.6	7.7	5.8
15–64 year olds	%	7.7	7.6	6.4	5.9	7.4	8.5	7.8	9.7	7.3

TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2004</b>										
<b>Number of students by age</b>										
All students total	'000	411.3	305.5	183.3	105.6	93.5	26.8	19.9	19.1	1 165.0
18–24 year olds	'000	125.6	106.3	63.6	36.5	27.9	8.9	8.0	4.6	381.3
20–64 year olds	'000	284.2	220.0	123.8	69.0	57.8	19.9	15.0	14.3	804.0
15–64 year olds	'000	389.4	290.8	177.8	103.0	87.8	26.1	19.7	18.1	1 112.7
Aboriginal and Torres Strait Islander students total	'000	15.8	3.4	10.9	9.1	3.6	0.9	0.3	8.4	52.3
18–24 year olds	'000	4.4	1.0	3.4	2.4	1.0	0.4	0.1	2.1	14.8
20–64 year olds	'000	10.3	2.3	7.4	6.4	2.4	0.6	0.2	6.1	35.8
15–64 year olds	'000	15.2	3.2	10.5	8.7	3.5	0.9	0.3	8.0	50.1
Non-Indigenous students total	'000	316.8	271.7	158.2	76.3	75.3	24.9	18.4	10.5	952.1
18–24 year olds	'000	104.3	95.9	57.7	27.9	24.4	8.3	7.5	2.5	328.6
20–64 year olds	'000	220.3	196.0	105.9	49.0	47.9	18.6	13.9	8.1	659.7
15–64 year olds	'000	304.6	259.8	154.8	74.8	72.6	24.3	18.3	10.0	919.1
<b>Participation rate by age (e)</b>										
All students total	%	6.2	6.2	4.8	5.3	6.1	5.5	6.1	9.4	5.8
18–24 year olds	%	19.9	22.1	16.8	18.5	19.4	20.6	20.2	20.8	19.7
20–64 year olds	%	7.1	7.4	5.4	5.7	6.4	7.0	7.1	11.2	6.7
15–64 year olds	%	8.8	8.8	6.9	7.6	8.7	8.2	8.4	12.7	8.3
Aboriginal and Torres Strait Islander students total	%	8.7	8.7	6.9	11.8	11.6	4.5	6.5	13.3	9.1
18–24 year olds	%	21.8	25.5	18.1	25.5	25.3	14.9	22.1	23.5	21.7
20–64 year olds	%	12.0	12.4	9.9	17.1	15.7	6.0	10.4	19.2	13.0
15–64 year olds	%	14.7	14.4	11.6	19.1	19.0	7.7	11.7	20.4	15.1
Non-Indigenous students total	%	4.9	5.6	4.3	4.0	5.0	5.4	5.7	7.5	4.9
18–24 year olds	%	17.1	20.1	16.0	14.9	17.5	20.2	19.3	18.8	17.6
20–64 year olds	%	5.6	6.6	4.7	4.2	5.4	6.8	6.7	8.4	5.6
15–64 year olds	%	7.0	7.9	6.2	5.7	7.3	8.0	7.9	9.6	7.0



TABLE 5A.10

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (d) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (e) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.

*Source:* NCVER unpublished, National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0 (table 2A.12).

TABLE 5A.11

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
<b>2013</b>										
<b>Number of students</b>										
Male students	'000	196.3	259.8	106.0	77.8	71.3	14.6	11.2	10.7	747.7
Female students	'000	214.8	225.5	92.3	62.0	74.8	14.9	10.5	9.0	703.6
All 15–64 year old students	'000	411.4	485.8	198.6	139.8	147.0	29.5	21.6	19.8	1 453.4
<b>Participation rate (h)</b>										
Male students	%	8.0	13.6	6.8	8.9	13.0	8.9	8.3	11.9	9.7
Female students	%	8.8	11.7	5.9	7.4	13.7	9.0	7.8	11.2	9.1
All 15–64 year old students	%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4
<b>2012</b>										
<b>Number of students</b>										
Male students	'000	215.1	251.4	123.1	79.4	58.4	15.4	11.6	11.8	766.2
Female students	'000	237.8	235.2	110.6	64.0	61.2	15.9	11.8	9.2	745.7
All 15–64 year old students	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
<b>Participation rate (h)</b>										
Male students	%	8.9	13.3	8.1	9.4	10.7	9.3	8.8	13.3	10.1
Female students	%	9.8	12.4	7.2	7.8	11.2	9.6	8.9	11.5	9.8
All 15–64 year old students	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
<b>2011</b>										
<b>Number of students</b>										
Male students	'000	215.0	218.8	131.8	77.9	49.1	15.8	11.6	12.3	732.3
Female students	'000	236.4	208.2	116.2	65.7	48.7	15.1	11.9	9.0	711.3
All 15–64 year old students	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
<b>Participation rate (h)</b>										
Male students	%	9.0	11.7	8.8	9.5	9.0	9.5	8.8	14.0	9.7
Female students	%	9.8	11.1	7.7	8.3	9.0	9.1	9.1	11.4	9.5
All 15–64 year old students	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6

TABLE 5A.11

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
<b>2010</b>										
<b>Number of students</b>										
Male students	'000	215.9	175.1	123.2	76.9	49.9	15.4	11.7	11.8	679.9
Female students	'000	235.5	160.4	103.7	63.1	46.5	14.7	12.7	8.5	645.1
All 15–64 year old students	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
<b>Participation rate (h)</b>										
Male students	%	9.0	9.5	8.3	9.6	9.2	9.3	9.1	13.7	9.1
Female students	%	9.9	8.7	7.0	8.2	8.6	8.8	9.8	10.8	8.7
All 15–64 year old students	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
<b>2009</b>										
<b>Number of students</b>										
Male students	'000	206.1	156.5	113.8	73.0	47.7	15.3	11.2	11.6	635.1
Female students	'000	221.4	139.8	96.7	59.1	46.9	14.2	11.0	8.7	597.7
All 15–64 year old students	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
<b>Participation rate (h)</b>										
Male students	%	8.7	8.6	7.8	9.3	8.9	9.3	8.8	13.6	8.6
Female students	%	9.4	7.7	6.6	7.8	8.8	8.6	8.6	11.2	8.2
All 15–64 year old students	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4

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

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

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

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

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

TABLE 5A.11

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
(f)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
(g)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.									
(h)	The participation rate is the number of 15–64 year old students participating in VET expressed as a proportion of the population aged 15–64 years.									
<i>Source:</i>	NCVER unpublished, National VET provider collection; ABS (2013 and previous years), <i>Australian Demographic Statistics, June 2013</i> , Cat. no. 3101.0, Canberra.									

TABLE 5A.12

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
<b>2013</b>											
<b>Number of students</b>											
Major cities	'000	256.9	343.0	111.6	94.7	101.5	–	17.9	–	925.6	925.6
Inner regional	'000	111.3	121.8	46.3	16.5	18.3	19.2	–	–	333.5	333.5
Outer regional	'000	44.4	27.2	33.6	14.9	21.1	9.6	–	9.8	160.7	160.7
Remote and very remote	'000	5.8	0.5	10.2	15.1	6.6	1.3	–	9.2	48.6	48.7
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	18.2
Total (k)	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6	1 486.6
<b>Participation rate (l)</b>											
Major cities	%	4.7	7.8	3.9	4.9	8.3	–	4.7	–	..	5.7
Inner regional	%	7.8	11.1	4.9	7.2	10.1	5.7	4.9	–	..	7.9
Outer regional	%	10.0	11.1	4.9	7.9	10.4	5.8	–	7.2	..	7.8
Remote and very remote	%	14.6	11.1	7.4	8.8	10.9	12.2	–	8.8	..	9.1
All students	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.5	..	6.4
<b>2012</b>											
<b>Number of students</b>											
Major cities	'000	270.1	339.3	130.6	98.6	84.4	–	19.6	–	942.6	942.6
Inner regional	'000	121.2	124.2	58.2	16.6	16.5	20.2	–	–	357.0	357.1
Outer regional	'000	48.5	29.1	41.7	15.5	18.4	10.7	–	10.3	174.2	174.2
Remote and very remote	'000	6.4	0.5	13.3	16.1	5.6	1.6	–	10.5	54.0	54.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	19.4
Total (k)	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3	1 547.3

TABLE 5A.12

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
<b>Participation rate (l)</b>											
Major cities	%	5.0	7.9	4.6	5.3	7.0	–	5.2	–	..	5.9
Inner regional	%	8.6	11.5	6.3	7.6	9.2	6.0	7.1	–	..	8.6
Outer regional	%	10.9	11.9	6.2	8.4	9.1	6.4	–	7.8	..	8.5
Remote and very remote	%	16.2	9.7	9.5	9.6	9.2	15.3	–	10.2	..	10.2
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	..	6.8
<b>2011</b>											
<b>Number of students</b>											
Major cities	'000	278.0	294.0	136.5	98.9	57.6	–	19.6	–	884.6	884.6
Inner regional	'000	121.4	111.9	61.1	16.3	11.8	19.8	0.1	–	342.4	342.4
Outer regional	'000	47.9	27.4	43.1	15.5	14.4	10.5	–	9.8	168.5	168.5
Remote and very remote	'000	6.2	0.5	13.6	15.7	4.1	1.6	–	12.0	53.8	53.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	34.4
Total (k)	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7	1 483.7
<b>Participation rate (l)</b>											
Major cities	%	5.2	7.0	4.9	5.5	4.8	–	5.3	–	..	5.6
Inner regional	%	8.7	10.4	6.7	7.7	6.6	5.9	8.9	–	..	8.3
Outer regional	%	10.8	11.2	6.5	8.5	7.1	6.4	–	7.6	..	8.3
Remote and very remote	%	15.9	10.8	9.9	9.7	6.9	14.9	–	11.7	..	10.4
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	..	6.6
<b>2010</b>											
<b>Number of students</b>											
Major cities	'000	267.5	223.3	111.6	84.4	59.6	–	19.6	–	766.0	766.0
Inner regional	'000	111.1	93.7	52.0	28.4	13.6	15.1	1.4	–	315.4	315.4
Outer regional	'000	74.2	21.3	53.3	14.9	14.1	12.4	–	10.0	200.2	200.2

TABLE 5A.12

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
Remote and very remote	'000	10.1	0.4	16.1	16.4	5.6	1.2	–	11.1	61.0	61.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.4	0.6	0.2	0.7	0.2	0.1	–	0.1	2.2	20.8
Total (k)	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3	1 363.3
<b>Participation rate (l)</b>											
Major cities	%	5.1	5.4	4.1	4.8	5.0	–	5.4	–	..	5.0
Inner regional	%	8.0	8.8	5.8	13.8	7.8	4.5	np	–	..	7.8
Outer regional	%	16.8	8.7	8.2	8.3	7.0	7.5	–	7.8	..	9.9
Remote and very remote	%	25.8	8.8	11.9	10.4	9.4	10.9	–	10.9	..	11.9
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	..	6.2
<b>2009</b>											
<b>Number of students</b>											
Major cities	'000	257.6	194.1	105.0	80.8	62.0	–	17.9	–	717.3	717.3
Inner regional	'000	107.2	87.1	47.5	26.8	14.1	14.6	1.4	–	298.7	298.7
Outer regional	'000	70.7	20.3	48.6	13.5	13.5	12.4	–	9.8	188.8	188.8
Remote and very remote	'000	9.1	0.4	15.4	14.9	5.3	1.3	–	11.4	57.8	57.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.2	0.6	0.2	0.7	0.2	0.1	–	0.1	1.9	15.5
Total (k)	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1	1 278.1
<b>Participation rate (l)</b>											
Major cities	%	5.0	4.8	3.9	4.7	5.3	–	5.1	–	..	4.7
Inner regional	%	7.8	8.3	5.4	13.4	8.2	4.4	np	–	..	7.5
Outer regional	%	16.1	8.3	7.6	7.6	6.7	7.6	–	7.8	..	9.5
Remote and very remote	%	23.3	7.7	11.5	9.7	8.8	11.7	–	11.3	..	11.4
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	..	5.9

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

TABLE 5A.12

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
(b)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.										
(c)	For years up to and including 2010, VET student participation data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.12).										
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.										
(e)	There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote areas or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.										
(f)	Data for South Australian includes VET in Schools which has been assessed by TAFE.										
(g)	For years up to and including 2010, the participation rate for inner regional areas in the ACT are not published due to a high proportion of inner regional areas sharing postcodes with NSW that cannot be disaggregated in the student data. The data are included in the Australia totals.										
(h)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.										
(i)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.										
(j)	For years up to and including 2010, the Australia total incorporates students with an unknown or overseas home postcode, distributed to the 'Unknown, unallocated or overseas' ARIA+ region.										
(k)	For years up to and including 2010, the sum of regions may not add to the state/territory total due to the data being weighted, based on students' home postcode.										
(l)	For years up to and including 2010, the participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the population that resides in that region.										
	.. Not applicable. – Nil or rounded to zero. <b>np</b> Not published.										

Source: NCVET unpublished, National VET provider collection; ABS (2014), *Regional Population Growth, Australia, 2012-13, Cat. no. 3218.0, Canberra.*



TABLE 5A.13

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Proportion of VET students</b>									
Reported as having disability	8.5	8.4	5.7	5.3	6.7	10.7	8.6	5.9	7.6
Reported as not having disability	78.8	90.3	63.0	84.5	93.3	86.1	90.3	90.7	83.0
Disability status not reported	12.7	1.3	31.3	10.2	–	3.2	1.0	3.4	9.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.8	8.5	8.2	5.9	6.7	11.1	8.7	6.1	8.4
<b>2012</b>									
<b>Proportion of VET students</b>									
Reported as having disability	8.2	7.4	5.7	5.4	7.1	10.8	7.4	5.4	7.2
Reported as not having disability	78.9	92.6	61.8	79.5	92.9	86.9	90.4	89.0	82.3
Disability status not reported	12.9	–	32.4	15.1	–	2.3	2.2	5.6	10.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.4	7.4	8.5	6.3	7.1	11.1	7.6	5.7	8.0
<b>2011</b>									
<b>Proportion of VET students</b>									
Reported as having disability	8.1	7.9	5.9	5.2	5.8	10.5	7.2	5.3	7.2
Reported as not having disability	79.0	87.2	61.4	76.9	94.2	85.4	89.3	89.6	79.7
Disability status not reported	12.8	4.9	32.7	17.9	–	4.1	3.5	5.1	13.1
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.3	8.3	8.7	6.3	5.8	10.9	7.5	5.6	8.3

TABLE 5A.13

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Proportion of VET students</b>									
Reported as having disability	7.7	8.0	6.0	5.0	5.9	9.6	7.5	5.3	7.1
Reported as not having disability	79.8	86.9	63.0	76.2	91.3	78.9	90.3	86.4	79.5
Disability status not reported	12.5	5.1	31.0	18.7	2.8	11.4	2.1	8.3	13.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.8	8.4	8.7	6.2	6.0	10.9	7.7	5.8	8.2
<b>2009</b>									
<b>Proportion of VET students</b>									
Reported as having disability	7.4	7.3	6.3	5.0	6.6	9.1	7.1	5.7	6.9
Reported as not having disability	80.5	85.7	69.0	75.0	90.9	81.8	82.1	87.8	80.2
Disability status not reported	12.0	6.9	24.7	20.1	2.6	9.2	10.8	6.5	12.9
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.5	7.9	8.4	6.2	6.7	10.0	8.0	6.1	7.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) People with 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: 2009 – 12.9%; 2010 – 13.5%; 2011 – 13.1%; 2012 - 10.5%; 2013 - 9.4%.
- (c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (d) Percentages reported are of known responses ('not stated' responses are excluded).  
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.14

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Proportion of VET students</b>									
Speaking a language other than English (LOTE) at home (c)	18.6	23.4	6.0	15.1	11.7	7.4	14.3	35.1	17.4
Speaking English at home	76.9	73.1	87.2	72.2	71.1	90.2	74.3	60.1	76.0
Language spoken at home not reported	4.5	3.5	6.8	12.7	17.2	2.4	11.4	4.8	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.5	24.3	6.4	17.3	14.2	7.6	16.2	36.9	18.7
<b>Proportion of total population speaking a LOTE at home (e)</b>	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2
<b>2012</b>									
<b>Proportion of VET students</b>									
Speaking a language other than English (LOTE) at home (c)	18.2	19.5	5.9	12.8	11.6	5.2	12.0	31.5	15.5
Speaking English at home	75.5	78.3	88.6	69.1	73.9	92.6	74.7	61.2	77.8
Language spoken at home not reported	6.3	2.2	5.5	18.0	14.5	2.2	13.3	7.3	6.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.5	19.9	6.3	15.7	13.5	5.3	13.8	34.0	16.6
<b>2011</b>									
<b>Proportion of VET students</b>									
Speaking a language other than English (LOTE) at home (c)	18.2	17.9	5.6	11.8	12.8	4.8	8.5	31.8	14.7
Speaking English at home	76.4	79.3	88.9	69.1	73.5	93.0	77.5	63.7	78.7
Language spoken at home not reported	5.4	2.8	5.5	19.1	13.8	2.1	14.0	4.5	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.3	18.4	6.0	14.6	14.8	4.9	9.9	33.3	15.8

TABLE 5A.14

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<b>2010</b>									
<b>Proportion of VET students</b>									
Speaking a language other than English (LOTE) at home (c)	18.6	16.5	5.9	10.9	13.7	4.6	6.3	30.8	14.4
Speaking English at home	75.4	80.2	89.3	69.0	80.8	92.9	78.7	64.9	79.0
Language spoken at home not reported	6.0	3.3	4.9	20.1	5.5	2.5	14.9	4.3	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.8	17.1	6.2	13.7	14.5	4.8	7.4	32.1	15.4
<b>2009</b>									
<b>Proportion of VET students</b>									
Speaking a language other than English (LOTE) at home (c)	18.7	16.5	6.2	10.3	11.9	3.9	6.9	29.6	14.3
Speaking English at home	73.0	78.4	90.1	68.5	73.6	93.3	86.4	66.0	77.4
Language spoken at home not reported	8.4	5.1	3.7	21.1	14.5	2.8	6.6	4.4	8.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	20.4	17.4	6.4	13.1	13.9	4.0	7.4	30.9	15.6

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

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

(c) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%;

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

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

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

TABLE 5A.15

Table 5A.15 VET participation, all ages, by language spoken at home (a), (b), (c)

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

TABLE 5A.15

Table 5A.15 VET participation, all ages, by language spoken at home (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2001</b>										
<b>Number of students</b>										
Speaking a language other than English (LOTE) at home (d)	'000	55.6	38.7	9.2	5.5	8.0	0.5	1.5	5.2	124.1
Speaking English at home (e)	'000	335.2	231.3	188.4	70.1	69.0	21.5	15.7	13.5	944.6
Language spoken at home not reported	'000	62.6	51.0	16.1	27.7	12.2	2.3	0.7	1.2	173.9
All students	'000	453.4	321.0	213.6	103.3	89.2	24.3	17.9	19.9	1 242.7
<b>Participation rate</b>										
Speaking a language other than English (LOTE) at home (d)	%	4.6	4.2	3.6	2.7	4.6	3.3	3.6	11.2	4.3
Speaking English at home (e)	%	7.0	6.7	5.9	4.6	5.6	5.1	6.2	9.6	6.3
Language spoken at home not reported	%	18.6	23.5	10.1	32.2	23.0	11.7	5.8	7.4	19.3
All students (f)	%	8.6	7.7	6.4	6.3	7.6	9.0	8.1	9.7	7.6

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

(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: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7%; 2013 – 6.6%.

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

(d) The VET participation rate for people speaking a LOTE is calculated by dividing the number of government funded VET students speaking a LOTE at home (from the National VET provider collection) by the ABS Census population estimate of people speaking a LOTE at home (tables AA.10 and AA.11).

(e) The participation rate for people speaking English at home is calculated by dividing the number of government funded VET students speaking mainly English at home by the ABS 2006 Census population estimate of people speaking only English at home (tables AA.10 and AA.11).

(f) Participation rates for students are from Table 5A.10.

Source: NCVET unpublished, National VET provider collection; ABS (unpublished) *2001 Census of Population and Housing, Australia*, Cat. no. 2002.0 (table 2A.9); ABS (2007) *2006 Census of Population and Housing*, Cat. no. 2068.0 (table 2A.10); ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0 (table 2A.11); ABS (2013) *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0 (table 2A.1).

TABLE 5A.16

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Proportion of VET students, all ages</b>									
Reported as Aboriginal and Torres Strait Islander	6.9	1.4	6.2	8.3	3.4	4.9	3.9	43.0	5.1
Reported as non-Indigenous	91.1	97.2	83.5	82.8	93.8	93.4	95.0	56.3	91.2
Aboriginal and Torres Strait Islander status not reported	2.1	1.4	10.3	8.8	2.8	1.7	1.1	0.7	3.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	7.0	1.4	6.9	9.2	3.5	5.0	4.0	43.3	5.3
<b>Proportion of total population reported as Aboriginal and Torres Strait Islander (f)</b>	2.9	0.9	4.3	3.7	2.3	4.9	1.7	29.7	3.0
<b>2012</b>									
<b>Proportion of VET students, all ages</b>									
Reported as Aboriginal and Torres Strait Islander	6.3	1.2	6.5	8.5	4.6	5.1	3.3	43.0	5.2
Reported as non-Indigenous	90.6	97.1	82.2	77.2	91.9	93.1	88.5	56.0	89.7
Aboriginal and Torres Strait Islander status not reported	3.2	1.7	11.3	14.3	3.4	1.8	8.2	0.9	5.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.5	1.3	7.4	9.9	4.8	5.2	3.5	43.4	5.5
<b>2011</b>									
<b>Proportion of VET students, all ages</b>									
Reported as Aboriginal and Torres Strait Islander	6.2	1.3	6.4	8.4	4.7	5.0	2.7	45.5	5.4
Reported as non-Indigenous	90.2	95.5	78.2	75.0	90.1	92.0	77.3	53.6	87.5
Aboriginal and Torres Strait Islander status not reported	3.6	3.2	15.4	16.6	5.2	3.0	20.0	0.9	7.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.4	1.3	7.5	10.0	4.9	5.2	3.3	45.9	5.8

TABLE 5A.16

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Proportion of VET students, all ages</b>									
Reported as Aboriginal and Torres Strait Islander	6.0	1.4	6.2	8.0	4.8	4.5	2.6	43.1	5.5
Reported as non-Indigenous	89.9	95.3	79.1	74.5	82.7	91.4	77.1	55.9	86.5
Aboriginal and Torres Strait Islander status not reported	4.1	3.3	14.7	17.5	12.6	4.1	20.2	0.9	8.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.3	1.5	7.3	9.7	5.4	4.7	3.3	43.5	6.0
<b>2009</b>									
<b>Proportion of VET students, all ages</b>									
Reported as Aboriginal and Torres Strait Islander	5.6	1.4	6.0	7.5	4.1	4.1	2.3	44.2	5.3
Reported as non-Indigenous	89.7	95.0	77.1	71.1	79.5	92.3	85.5	54.1	85.5
Aboriginal and Torres Strait Islander status not reported	4.7	3.6	16.9	21.4	16.4	3.6	12.3	1.7	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	5.8	1.5	7.3	9.6	4.9	4.2	2.6	44.9	5.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (d) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (e) Percentages reported are of known responses ('not stated' responses are excluded).
- (f) The proportion of the population reported as Indigenous is calculated from ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0.

Source: NCVET unpublished, National VET provider collection.



TABLE 5A.17

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
<b>Number of students by age</b>										
All students total	'000	250.7	364.3	170.0	99.0	94.6	20.5	17.6	10.4	1 027.0
18–24 year olds	'000	94.7	128.7	58.3	34.6	27.2	7.1	6.7	3.1	360.4
20–64 year olds	'000	186.0	290.6	118.3	74.3	80.4	16.7	14.5	8.7	789.5
15–64 year olds	'000	249.1	361.2	168.0	98.4	94.0	20.4	17.5	10.3	1 018.7
Aboriginal and Torres Strait Islander students total	'000	13.7	3.9	8.7	4.2	2.1	0.8	0.5	2.7	36.7
18–24 year olds	'000	5.4	1.7	3.1	1.5	0.7	0.4	0.3	0.7	13.7
20–64 year olds	'000	9.9	3.0	6.0	3.3	1.7	0.6	0.4	2.3	27.2
15–64 year olds	'000	13.6	3.9	8.6	4.2	2.1	0.8	0.5	2.7	36.4
Non-Indigenous students total	'000	234.7	355.5	145.4	86.5	89.5	19.4	16.9	7.6	955.4
18–24 year olds	'000	89.1	125.4	50.4	31.3	25.7	6.6	6.5	2.5	337.3
20–64 year olds	'000	174.3	283.8	101.9	63.9	76.2	15.8	14.0	6.3	736.2
15–64 year olds	'000	233.4	352.4	143.9	86.0	88.9	19.2	16.8	7.6	948.1
<b>Participation rate by age (e)</b>										
All students total	%	3.4	6.3	3.6	3.9	5.7	4.0	4.6	4.3	4.4
18–24 year olds	%	13.6	22.8	12.7	13.7	17.2	15.7	15.4	12.1	16.0
20–64 year olds	%	4.2	8.3	4.2	4.8	8.1	5.6	5.9	5.6	5.7
15–64 year olds	%	5.1	9.4	5.4	5.7	8.6	6.2	6.5	6.0	6.6
Aboriginal and Torres Strait Islander students total	%	6.3	7.8	4.4	4.6	5.5	3.3	8.3	3.8	5.2
18–24 year olds	%	18.2	22.9	11.4	12.0	13.7	11.7	21.5	7.1	14.3
20–64 year olds	%	9.2	11.8	6.1	6.9	8.5	4.9	10.7	5.9	7.7
15–64 year olds	%	10.3	12.6	7.2	7.3	8.8	5.5	12.4	5.7	8.5
Non-Indigenous students total	%	3.3	6.2	3.3	3.6	5.5	4.0	4.5	4.5	4.3
18–24 year olds	%	13.3	22.5	11.6	13.1	16.8	15.8	15.1	15.0	15.7
20–64 year olds	%	4.0	8.2	3.8	4.2	7.8	5.6	5.8	5.5	5.4
15–64 year olds	%	4.9	9.2	4.8	5.2	8.3	6.1	6.3	6.1	6.3

TABLE 5A.17

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>Number of students by age</b>										
All students total	'000	269.7	388.6	191.1	98.9	80.1	22.4	19.3	11.2	1 081.3
18–24 year olds	'000	98.1	142.3	60.1	34.2	24.8	7.6	7.0	3.2	377.3
20–64 year olds	'000	204.5	301.5	135.5	73.3	66.4	18.0	15.8	9.4	824.4
15–64 year olds	'000	267.6	385.8	188.0	98.2	79.6	22.2	19.1	11.1	1 071.7
Aboriginal and Torres Strait Islander students total	'000	12.8	3.7	9.8	4.4	2.3	0.9	0.5	2.8	37.3
18–24 year olds	'000	4.8	1.5	3.2	1.5	0.7	0.4	0.2	0.7	13.0
20–64 year olds	'000	9.4	2.7	6.9	3.5	1.9	0.7	0.3	2.4	27.9
15–64 year olds	'000	12.8	3.7	9.7	4.4	2.3	0.9	0.5	2.8	37.0
Non-Indigenous students total	'000	251.0	378.8	161.9	82.5	75.0	21.1	17.1	8.3	995.6
18–24 year olds	'000	92.3	138.6	51.6	30.6	23.5	7.1	6.0	2.5	352.3
20–64 year olds	'000	190.0	293.8	115.6	59.4	62.1	17.0	14.1	6.9	758.9
15–64 year olds	'000	249.2	376.2	160.0	82.0	74.6	20.9	16.9	8.2	988.0
<b>Participation rate by age (e)</b>										
All students total	%	3.7	6.9	4.2	4.1	4.8	4.4	5.1	4.8	4.8
18–24 year olds	%	14.2	25.4	13.3	14.0	15.7	16.8	15.7	12.5	17.0
20–64 year olds	%	4.7	8.8	4.9	4.9	6.7	6.1	6.5	6.2	6.0
15–64 year olds	%	5.5	10.2	6.2	5.9	7.3	6.7	7.2	6.6	7.0
Aboriginal and Torres Strait Islander students total	%	6.0	7.6	5.1	4.9	6.1	3.7	7.7	4.0	5.4
18–24 year olds	%	17.1	22.0	12.3	12.6	13.3	11.1	18.3	7.2	14.1
20–64 year olds	%	9.0	11.3	7.3	7.4	9.8	5.5	9.7	6.3	8.1
15–64 year olds	%	9.9	12.4	8.4	7.8	9.9	6.1	11.6	6.1	8.8
Non-Indigenous students total	%	3.5	6.8	3.7	3.5	4.6	4.3	4.6	5.0	4.5
18–24 year olds	%	14.0	25.1	12.1	13.1	15.4	17.0	14.0	15.6	16.6
20–64 year olds	%	4.4	8.6	4.4	4.1	6.4	6.0	6.0	6.1	5.7
15–64 year olds	%	5.3	10.0	5.5	5.1	7.0	6.6	6.5	6.7	6.7

TABLE 5A.17

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>										
<b>Number of students by age</b>										
All students total	'000	268.3	331.7	197.5	98.5	62.2	21.6	18.3	11.0	1 009.1
18–24 year olds	'000	98.3	128.8	61.9	34.0	21.5	7.9	7.0	3.2	362.6
20–64 year olds	'000	202.3	254.4	141.7	72.9	49.9	16.9	14.8	9.1	762.0
15–64 year olds	'000	266.1	329.6	193.9	97.9	61.8	21.5	18.1	10.9	999.8
Aboriginal and Torres Strait Islander students total	'000	12.4	3.2	9.8	4.1	1.9	0.9	0.4	2.9	35.4
18–24 year olds	'000	4.6	1.4	3.3	1.4	0.6	0.4	0.2	0.7	12.5
20–64 year olds	'000	9.0	2.4	7.1	3.1	1.5	0.6	0.3	2.5	26.5
15–64 year olds	'000	12.3	3.2	9.7	4.0	1.9	0.9	0.4	2.8	35.1
Non-Indigenous students total	'000	249.1	318.1	161.2	79.2	56.9	20.0	14.1	8.1	906.7
18–24 year olds	'000	92.7	124.1	52.6	29.2	20.0	7.4	5.5	2.5	333.9
20–64 year olds	'000	187.4	243.7	119.5	56.9	45.5	15.7	11.6	6.5	686.8
15–64 year olds	'000	247.5	316.1	159.3	78.7	56.6	19.9	14.1	8.0	900.0
<b>Participation rate by age (e)</b>										
All students total	%	3.7	6.0	4.4	4.2	3.8	4.2	5.0	4.8	4.5
18–24 year olds	%	14.3	23.0	13.9	14.2	13.6	17.4	15.5	12.5	16.5
20–64 year olds	%	4.7	7.5	5.2	5.0	5.1	5.7	6.2	6.1	5.6
15–64 year olds	%	5.5	8.8	6.5	6.1	5.7	6.4	6.9	6.6	6.7
Aboriginal and Torres Strait Islander students total	%	5.9	6.8	5.2	4.6	5.0	3.6	5.9	4.2	5.3
18–24 year olds	%	17.1	20.3	13.4	12.2	10.9	11.7	14.3	7.5	14.1
20–64 year olds	%	8.8	10.3	7.7	6.9	8.0	5.3	8.2	6.6	7.9
15–64 year olds	%	9.8	11.2	8.6	7.4	8.1	6.0	8.9	6.4	8.6
Non-Indigenous students total	%	3.6	5.8	3.8	3.5	3.6	4.1	3.9	5.0	4.2
18–24 year olds	%	14.1	22.5	12.5	12.8	13.0	17.5	12.5	15.2	15.8
20–64 year olds	%	4.4	7.2	4.6	4.0	4.7	5.5	4.9	5.8	5.2
15–64 year olds	%	5.3	8.5	5.5	5.0	5.3	6.2	5.5	6.6	6.2

TABLE 5A.17

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
<b>Number of students by age</b>										
All students total	'000	256.8	246.3	177.5	94.5	54.7	21.3	18.8	10.4	880.3
18–24 year olds	'000	96.2	102.7	60.2	33.1	20.4	8.3	7.1	3.1	331.1
20–64 year olds	'000	192.5	185.7	124.8	69.1	42.8	16.0	15.0	8.3	654.4
15–64 year olds	'000	254.6	244.9	174.9	93.9	54.4	21.2	18.5	10.3	872.6
Aboriginal and Torres Strait Islander students total	'000	11.0	2.6	8.6	3.5	1.5	0.7	0.4	2.5	30.7
18–24 year olds	'000	4.0	1.1	2.8	1.2	0.5	0.3	0.1	0.6	10.7
20–64 year olds	'000	7.9	1.9	6.3	2.7	1.2	0.5	0.3	2.1	22.8
15–64 year olds	'000	10.9	2.6	8.5	3.5	1.4	0.7	0.4	2.5	30.4
Non-Indigenous students total	'000	239.3	236.3	145.4	76.6	45.2	19.7	14.2	7.8	784.4
18–24 year olds	'000	91.3	99.1	51.8	28.6	16.7	7.7	5.6	2.5	303.2
20–64 year olds	'000	179.1	177.6	103.0	54.8	36.2	14.8	11.3	6.2	583.0
15–64 year olds	'000	237.7	234.9	143.7	76.2	45.1	19.6	14.1	7.7	779.1
<b>Participation rate by age (e)</b>										
All students total	%	3.6	4.5	4.0	4.1	3.4	4.2	5.2	4.5	4.0
18–24 year olds	%	14.0	18.3	13.7	14.0	12.9	18.0	16.0	11.8	15.0
20–64 year olds	%	4.5	5.6	4.7	4.9	4.4	5.4	6.5	5.6	4.9
15–64 year olds	%	5.3	6.6	5.9	6.0	5.0	6.4	7.2	6.2	5.9
Aboriginal and Torres Strait Islander students total	%	5.4	5.6	4.6	4.0	4.0	3.1	6.6	3.6	4.7
18–24 year olds	%	15.7	17.4	11.8	10.5	9.5	10.4	13.8	6.7	12.5
20–64 year olds	%	8.0	8.3	7.1	6.0	6.6	4.2	9.1	5.7	7.0
15–64 year olds	%	9.0	9.3	7.8	6.5	6.5	5.1	10.1	5.7	7.7
Non-Indigenous students total	%	3.4	4.4	3.4	3.5	2.8	4.1	4.0	4.8	3.7
18–24 year olds	%	13.7	17.8	12.4	12.7	10.8	18.0	12.9	14.6	14.3
20–64 year olds	%	4.3	5.3	4.0	4.0	3.8	5.2	4.9	5.5	4.5
15–64 year olds	%	5.1	6.4	5.0	5.0	4.3	6.2	5.6	6.3	5.4

TABLE 5A.17

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>										
<b>Number of students by age</b>										
All students total	'000	230.7	209.5	162.7	87.6	48.5	20.0	16.3	9.9	785.1
18–24 year olds	'000	94.2	86.5	58.5	32.1	18.9	7.9	6.9	2.9	307.8
20–64 year olds	'000	167.7	156.8	110.5	61.8	37.4	15.1	12.6	7.9	569.8
15–64 year olds	'000	228.5	207.5	160.1	86.9	48.2	19.9	16.2	9.8	777.1
Aboriginal and Torres Strait Islander students total	'000	8.7	2.4	7.5	3.0	1.1	0.7	0.3	2.4	26.2
18–24 year olds	'000	3.1	0.9	2.3	1.0	0.4	0.3	0.1	0.6	8.8
20–64 year olds	'000	6.3	1.8	5.2	2.3	0.9	0.5	0.3	2.0	19.3
15–64 year olds	'000	8.6	2.3	7.4	3.0	1.1	0.7	0.3	2.4	25.9
Non-Indigenous students total	'000	216.5	201.4	130.7	70.0	40.5	18.6	13.8	7.3	698.8
18–24 year olds	'000	90.0	83.8	50.1	27.6	16.2	7.4	6.2	2.2	283.4
20–64 year olds	'000	157.6	150.6	89.8	48.2	31.3	14.1	10.7	5.7	507.9
15–64 year olds	'000	215.1	199.7	129.4	69.6	40.4	18.5	13.8	7.2	693.6
<b>Participation rate by age (e)</b>										
All students total	%	3.3	3.9	3.8	3.9	3.0	4.0	4.6	4.4	3.6
18–24 year olds	%	13.7	15.5	13.4	13.7	12.0	17.2	16.0	11.0	14.1
20–64 year olds	%	3.9	4.8	4.2	4.5	3.9	5.1	5.5	5.4	4.3
15–64 year olds	%	4.8	5.7	5.5	5.7	4.5	6.0	6.4	6.0	5.3
Aboriginal and Torres Strait Islander students total	%	4.4	5.4	4.1	3.6	3.2	2.9	5.9	3.5	4.1
18–24 year olds	%	12.5	15.5	10.4	9.0	7.5	10.3	13.4	6.3	10.6
20–64 year olds	%	6.6	8.2	6.0	5.3	5.3	4.2	9.4	5.6	6.1
15–64 year olds	%	7.3	8.8	7.0	5.8	5.2	4.9	9.2	5.5	6.7
Non-Indigenous students total	%	3.2	3.8	3.1	3.2	2.6	3.9	4.0	4.6	3.3
18–24 year olds	%	13.6	15.2	12.1	12.4	10.7	17.3	14.6	13.5	13.5
20–64 year olds	%	3.8	4.6	3.5	3.6	3.3	4.9	4.7	5.2	3.9
15–64 year olds	%	4.7	5.5	4.6	4.7	3.8	5.9	5.5	6.0	4.9

TABLE 5A.17

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (f) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.

*Source:* NCVET unpublished, National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0.

TABLE 5A.18

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
<b>Number of students by age</b>										
All students total	'000	41.4	63.6	26.8	14.1	19.4	3.6	4.5	0.9	174.2
18–24 year olds	'000	13.3	24.0	8.6	4.6	4.1	0.6	1.3	0.2	56.6
20–64 year olds	'000	36.6	54.1	21.2	11.6	18.2	3.4	4.2	0.9	150.1
15–64 year olds	'000	41.2	63.3	26.6	14.1	19.3	3.5	4.5	0.9	173.4
Aboriginal and Torres Strait Islander students total	'000	1.8	0.5	1.2	0.3	0.2	0.1	0.1	0.2	4.4
18–24 year olds	'000	0.5	0.2	0.3	0.1	0.1	–	–	–	1.2
20–64 year olds	'000	1.7	0.4	0.9	0.2	0.2	0.1	0.1	0.2	3.9
15–64 year olds	'000	1.8	0.5	1.1	0.3	0.2	0.1	0.1	0.2	4.3
Non-Indigenous students total	'000	39.3	62.5	22.2	12.5	18.6	3.4	4.3	0.7	163.5
18–24 year olds	'000	12.8	23.7	6.6	4.3	4.0	0.6	1.3	0.1	53.3
20–64 year olds	'000	34.6	53.1	18.1	10.1	17.5	3.3	4.0	0.7	141.5
15–64 year olds	'000	39.1	62.2	22.1	12.4	18.6	3.4	4.3	0.7	162.8
<b>Participation rate by age (e)</b>										
All students total	%	0.6	1.1	0.6	0.6	1.2	0.7	1.2	0.4	0.8
18–24 year olds	%	1.9	4.3	1.9	1.8	2.6	1.3	3.0	0.6	2.5
20–64 year olds	%	0.8	1.5	0.8	0.7	1.8	1.2	1.7	0.6	1.1
15–64 year olds	%	0.8	1.6	0.9	0.8	1.8	1.1	1.7	0.5	1.1
Aboriginal and Torres Strait Islander students total	%	0.8	1.0	0.6	0.3	0.6	0.5	1.7	0.3	0.6
18–24 year olds	%	1.6	2.3	1.3	0.7	1.1	0.8	3.4	0.2	1.2
20–64 year olds	%	1.6	1.7	1.0	0.4	1.1	0.9	3.0	0.4	1.1
15–64 year olds	%	1.4	1.6	1.0	0.4	1.0	0.8	2.6	0.4	1.0
Non-Indigenous students total	%	0.5	1.1	0.5	0.5	1.1	0.7	1.1	0.4	0.7
18–24 year olds	%	1.9	4.3	1.5	1.8	2.6	1.4	3.0	0.9	2.5
20–64 year olds	%	0.8	1.5	0.7	0.7	1.8	1.2	1.7	0.6	1.0
15–64 year olds	%	0.8	1.6	0.7	0.7	1.7	1.1	1.6	0.6	1.1

TABLE 5A.18

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>Number of students by age</b>										
All students total	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
18–24 year olds	'000	14.6	28.5	9.4	4.9	3.6	0.7	1.5	0.1	63.3
20–64 year olds	'000	45.0	70.8	27.8	13.2	14.9	3.8	4.9	0.8	181.1
15–64 year olds	'000	50.1	82.0	33.4	15.8	15.9	4.0	5.3	0.8	207.1
Aboriginal and Torres Strait Islander students total	'000	1.8	0.5	1.3	0.3	0.2	0.1	0.1	0.2	4.5
18–24 year olds	'000	0.4	0.2	0.3	0.1	–	–	–	–	1.1
20–64 year olds	'000	1.7	0.5	1.1	0.2	0.2	0.1	0.1	0.2	4.0
15–64 year olds	'000	1.8	0.5	1.3	0.3	0.2	0.1	0.1	0.2	4.4
Non-Indigenous students total	'000	47.2	80.6	27.3	13.1	15.4	3.8	4.9	0.6	192.9
18–24 year olds	'000	14.0	28.0	7.0	4.4	3.5	0.6	1.4	0.1	59.0
20–64 year olds	'000	41.8	69.2	23.2	10.8	14.3	3.6	4.5	0.6	168.1
15–64 year olds	'000	46.8	80.2	27.1	13.1	15.3	3.8	4.9	0.6	191.8
<b>Participation rate by age (e)</b>										
All students total	%	0.7	1.5	0.7	0.7	1.0	0.8	1.4	0.3	0.9
18–24 year olds	%	2.1	5.1	2.1	2.0	2.3	1.5	3.4	0.5	2.9
20–64 year olds	%	1.0	2.1	1.0	0.9	1.5	1.3	2.0	0.5	1.3
15–64 year olds	%	1.0	2.2	1.1	0.9	1.5	1.2	2.0	0.5	1.4
Aboriginal and Torres Strait Islander students total	%	0.8	1.1	0.7	0.3	0.6	0.5	1.2	0.2	0.7
18–24 year olds	%	1.5	2.6	1.2	0.7	1.0	0.9	2.3	0.1	1.2
20–64 year olds	%	1.6	1.9	1.2	0.5	1.0	1.0	2.3	0.4	1.2
15–64 year olds	%	1.4	1.8	1.1	0.5	0.9	0.9	1.9	0.4	1.1
Non-Indigenous students total	%	0.7	1.4	0.6	0.6	1.0	0.8	1.3	0.4	0.9
18–24 year olds	%	2.1	5.1	1.7	1.9	2.3	1.5	3.2	0.8	2.8
20–64 year olds	%	1.0	2.0	0.9	0.7	1.5	1.3	1.9	0.5	1.3
15–64 year olds	%	1.0	2.1	0.9	0.8	1.4	1.2	1.9	0.5	1.3



TABLE 5A.18

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>										
<b>Number of students by age</b>										
All students total	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
18–24 year olds	'000	15.4	28.5	9.9	5.5	3.0	0.6	1.9	0.1	64.9
20–64 year olds	'000	47.8	66.3	30.5	14.9	11.4	3.3	5.3	0.6	180.0
15–64 year olds	'000	53.3	78.2	36.5	17.6	12.4	3.5	5.8	0.6	207.9
Aboriginal and Torres Strait Islander students total	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
18–24 year olds	'000	0.3	0.2	0.3	0.1	–	–	–	–	1.0
20–64 year olds	'000	1.4	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.7
15–64 year olds	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
Non-Indigenous students total	'000	49.8	76.1	29.1	14.4	11.7	3.3	4.8	0.5	189.7
18–24 year olds	'000	14.8	27.9	7.4	4.9	2.9	0.6	1.5	0.1	60.0
20–64 year olds	'000	44.1	64.1	24.9	11.9	10.7	3.1	4.4	0.5	163.7
15–64 year olds	'000	49.4	75.7	28.8	14.3	11.6	3.3	4.8	0.5	188.5
<b>Participation rate by age (e)</b>										
All students total	%	0.7	1.4	0.8	0.8	0.8	0.7	1.6	0.3	0.9
18–24 year olds	%	2.2	5.1	2.2	2.3	1.9	1.4	4.1	0.4	2.9
20–64 year olds	%	1.1	2.0	1.1	1.0	1.2	1.1	2.2	0.4	1.3
15–64 year olds	%	1.1	2.1	1.2	1.1	1.1	1.0	2.2	0.4	1.4
Aboriginal and Torres Strait Islander students total	%	0.7	1.0	0.7	0.4	0.6	0.4	1.4	0.2	0.6
18–24 year olds	%	1.3	2.4	1.1	0.7	1.0	0.4	2.8	0.2	1.1
20–64 year olds	%	1.4	1.7	1.2	0.7	1.0	0.7	2.5	0.4	1.1
15–64 year olds	%	1.2	1.6	1.1	0.6	0.9	0.6	2.2	0.3	1.0
Non-Indigenous students total	%	0.7	1.4	0.7	0.6	0.7	0.7	1.3	0.3	0.9
18–24 year olds	%	2.2	5.1	1.8	2.1	1.9	1.4	3.5	0.5	2.8
20–64 year olds	%	1.0	1.9	1.0	0.8	1.1	1.1	1.9	0.4	1.2
15–64 year olds	%	1.1	2.0	1.0	0.9	1.1	1.0	1.9	0.4	1.3

TABLE 5A.18

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
<b>Number of students by age</b>										
All students total	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
18–24 year olds	'000	16.7	24.8	9.7	5.3	3.1	0.6	2.0	0.1	62.3
20–64 year olds	'000	44.1	54.2	27.5	13.1	10.0	2.7	6.0	0.6	158.1
15–64 year olds	'000	50.5	65.0	33.1	15.9	11.1	2.9	6.6	0.6	185.5
Aboriginal and Torres Strait Islander students total	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
18–24 year olds	'000	0.3	0.1	0.3	0.1	–	–	–	–	0.9
20–64 year olds	'000	1.2	0.4	1.0	0.2	0.2	0.1	0.1	0.1	3.2
15–64 year olds	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
Non-Indigenous students total	'000	47.5	62.6	26.4	13.0	10.2	2.7	5.5	0.5	168.3
18–24 year olds	'000	16.1	24.2	7.4	4.7	2.9	0.6	1.7	0.1	57.7
20–64 year olds	'000	41.0	51.7	22.3	10.4	9.2	2.5	5.0	0.4	142.5
15–64 year olds	'000	47.2	62.2	26.2	12.9	10.2	2.7	5.4	0.5	167.3
<b>Participation rate by age (e)</b>										
All students total	%	0.7	1.2	0.8	0.7	0.7	0.6	1.8	0.3	0.8
18–24 year olds	%	2.4	4.4	2.2	2.3	2.0	1.3	4.5	0.4	2.8
20–64 year olds	%	1.0	1.6	1.0	0.9	1.0	0.9	2.6	0.4	1.2
15–64 year olds	%	1.1	1.8	1.1	1.0	1.0	0.9	2.5	0.4	1.2
Aboriginal and Torres Strait Islander students total	%	0.6	0.9	0.6	0.3	0.6	0.3	1.7	0.2	0.5
18–24 year olds	%	1.2	2.0	1.1	0.6	0.8	0.5	3.0	0.2	1.0
20–64 year olds	%	1.2	1.6	1.1	0.5	1.0	0.6	2.7	0.3	1.0
15–64 year olds	%	1.1	1.5	1.0	0.5	0.9	0.5	2.6	0.3	0.9
Non-Indigenous students total	%	0.7	1.2	0.6	0.6	0.6	0.6	1.5	0.3	0.8
18–24 year olds	%	2.4	4.4	1.8	2.1	1.9	1.3	3.9	0.6	2.7
20–64 year olds	%	1.0	1.6	0.9	0.8	1.0	0.9	2.2	0.4	1.1
15–64 year olds	%	1.0	1.7	0.9	0.9	1.0	0.8	2.1	0.4	1.2

TABLE 5A.18

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>										
<b>Number of students by age</b>										
All students total	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
18–24 year olds	'000	17.1	23.3	9.3	5.2	2.6	0.6	2.1	0.1	60.2
20–64 year olds	'000	33.1	46.3	22.0	11.4	7.5	2.5	5.0	0.5	128.2
15–64 year olds	'000	40.2	56.9	27.4	14.3	8.4	2.6	5.7	0.5	156.1
Aboriginal and Torres Strait Islander students total	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
18–24 year olds	'000	0.2	0.1	0.2	0.1	–	–	–	–	0.7
20–64 year olds	'000	0.8	0.3	0.8	0.2	0.2	0.1	–	0.1	2.4
15–64 year olds	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
Non-Indigenous students total	'000	38.9	55.6	21.6	12.0	7.7	2.5	5.2	0.4	143.9
18–24 year olds	'000	16.7	22.8	7.0	4.7	2.5	0.6	1.9	0.1	56.2
20–64 year olds	'000	31.7	44.8	18.0	9.3	6.8	2.3	4.5	0.4	117.8
15–64 year olds	'000	38.7	55.2	21.4	11.9	7.7	2.5	5.2	0.4	143.0
<b>Participation rate by age (e)</b>										
All students total	%	0.6	1.1	0.6	0.6	0.5	0.5	1.6	0.2	0.7
18–24 year olds	%	2.5	4.2	2.1	2.2	1.7	1.3	4.8	0.4	2.7
20–64 year olds	%	0.8	1.4	0.8	0.8	0.8	0.8	2.2	0.3	1.0
15–64 year olds	%	0.9	1.6	0.9	0.9	0.8	0.8	2.3	0.3	1.1
Aboriginal and Torres Strait Islander students total	%	0.4	0.9	0.5	0.2	0.5	0.2	0.9	0.1	0.4
18–24 year olds	%	1.0	2.1	0.9	0.5	0.8	0.4	2.5	0.1	0.8
20–64 year olds	%	0.8	1.6	0.9	0.4	0.9	0.5	1.4	0.3	0.8
15–64 year olds	%	0.7	1.5	0.8	0.4	0.8	0.4	1.5	0.2	0.7
Non-Indigenous students total	%	0.6	1.0	0.5	0.6	0.5	0.5	1.5	0.2	0.7
18–24 year olds	%	2.5	4.1	1.7	2.1	1.6	1.3	4.5	0.5	2.7
20–64 year olds	%	0.8	1.4	0.7	0.7	0.7	0.8	2.0	0.3	0.9
15–64 year olds	%	0.8	1.5	0.8	0.8	0.7	0.8	2.1	0.3	1.0

TABLE 5A.18

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

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year. Courses at 'Diploma and above' are included in the group of courses denoted as at 'Certificate III and above' in table 5A.17.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.
- (f) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (g) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.
- Nil or rounded to zero.

*Source:* NCVER unpublished, National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0.

TABLE 5A.19

Table 5A.19 **Government real recurrent expenditure per annual hour (2013 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2013	14.07	9.36	17.40	14.87	11.09	16.71	17.28	23.85	12.60
2012	12.65	10.88	15.19	14.63	10.57	14.17	18.29	21.19	12.53
2011	12.77	11.36	15.08	16.93	14.11	16.85	16.77	28.93	13.47
2010	12.83	11.68	15.94	14.10	14.63	17.72	17.98	27.15	13.58
2009	13.21	12.58	18.10	14.62	15.53	16.90	17.47	27.64	14.42
2008	13.67	13.36	18.01	14.27	15.60	16.43	19.39	30.30	14.78
2007	14.39	13.52	18.19	15.82	17.41	17.36	18.83	28.37	15.38
2006	15.06	14.69	16.85	17.12	18.71	17.83	18.74	29.13	15.97
2005	14.95	14.96	18.61	18.33	18.09	18.28	20.16	30.90	16.40
2004	16.93	14.27	19.42	17.86	19.29	17.75	18.41	30.82	17.03

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.
- (d) Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- (e) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

Table 5A.19 **Government real recurrent expenditure per annual hour (2013 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

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

(g) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.

(h) Excludes ACT payroll tax estimate.

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

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2013 dollars)**  
**(\$ per hour) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2013	17.98	11.13	20.10	18.74	12.42	21.33	20.28	30.26	15.23
2012	16.36	12.87	17.84	18.76	12.04	17.72	21.83	27.71	15.28
2011	16.36	13.77	17.34	21.50	16.80	21.47	20.67	39.19	16.55
2010	16.52	15.13	18.94	17.84	17.06	22.73	22.22	35.71	17.13
2009	16.95	16.69	21.84	18.70	18.18	20.84	21.51	38.25	18.35
2008	17.62	17.91	21.78	18.75	18.11	19.96	23.59	41.89	18.93
2007	18.70	18.67	22.59	21.12	20.04	22.60	23.46	38.09	20.04
2006	19.57	21.66	20.99	23.23	22.19	22.45	23.50	40.93	21.23
2005	19.54	22.07	24.23	25.43	21.77	23.35	25.00	42.09	22.07
2004	22.75	20.89	25.94	24.39	22.91	22.78	22.72	44.61	23.18

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2013 dollars)**  
**(\$ per hour) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
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(f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.

(g) Excludes ACT payroll tax estimate.

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



TABLE 5A.21

Table 5A.21 Value of physical non-current assets and user cost of capital, 2013 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
<b>Value of physical non-current assets</b>										
Land	\$m	731.8	695.5	401.4	288.4	154.5	21.7	46.4	11.1	2 350.7
Buildings	\$m	3 581.0	1 971.1	1 079.4	789.4	560.0	261.8	149.7	172.4	8 564.7
Plant, equipment and motor vehicles	\$m	142.5	121.4	268.3	31.0	17.8	9.5	7.9	3.6	602.0
Other	\$m	–	46.2	7.8	82.4	127.8	–	1.6	5.4	271.1
<b>Total physical non-current assets</b>	<b>\$m</b>	<b>4 455.3</b>	<b>2 834.1</b>	<b>1 757.0</b>	<b>1 191.2</b>	<b>860.1</b>	<b>292.9</b>	<b>205.5</b>	<b>192.4</b>	<b>11 788.5</b>
<b>User cost of capital</b>										
Land	\$m	58.5	55.6	32.1	23.1	12.4	1.7	3.7	0.9	188.1
Buildings	\$m	286.5	157.7	86.4	63.2	44.8	20.9	12.0	13.8	685.2
Plant, equipment and motor vehicles	\$m	11.4	9.7	21.5	2.5	1.4	0.8	0.6	0.3	48.2
Other	\$m	–	3.7	0.6	6.6	10.2	–	0.1	0.4	21.7
<b>Total user cost of capital</b>	<b>\$m</b>	<b>356.4</b>	<b>226.7</b>	<b>140.6</b>	<b>95.3</b>	<b>68.8</b>	<b>23.4</b>	<b>16.4</b>	<b>15.4</b>	<b>943.1</b>
Capital charge (c)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
<b>User cost of capital per annual hour (e)</b>										
Land	\$	0.49	0.31	0.57	0.52	0.30	0.23	0.64	0.21	0.41
Buildings	\$	2.38	0.87	1.53	1.43	1.10	2.73	2.05	3.34	1.49
Plant, equipment and motor vehicles	\$	0.09	0.05	0.38	0.06	0.03	0.10	0.11	0.07	0.10
Other	\$	–	0.02	0.01	0.15	0.25	–	0.02	0.10	0.05
<b>Total per annual hour</b>	<b>\$</b>	<b>2.96</b>	<b>1.25</b>	<b>2.48</b>	<b>2.15</b>	<b>1.69</b>	<b>3.05</b>	<b>2.81</b>	<b>3.73</b>	<b>2.05</b>
Annual hours (d)	million hours	120.82	180.81	56.07	43.73	41.11	7.67	5.96	3.99	460.14
Course mix weight	index	0.995	0.999	1.010	1.011	0.991	1.001	0.981	1.036	1.000

TABLE 5A.21

Table 5A.21 Value of physical non-current assets and user cost of capital, 2013 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
<b>User cost of capital per hour of government funded load pass</b>										
Land	\$	0.62	0.37	0.66	0.66	0.34	0.29	0.75	0.27	0.49
Buildings	\$	3.05	1.04	1.76	1.80	1.23	3.48	2.40	4.24	1.80
Plant, equipment and motor vehicles	\$	0.12	0.06	0.44	0.07	0.04	0.13	0.13	0.09	0.13
Other	\$	–	0.02	0.01	0.19	0.28	–	0.03	0.13	0.06
<b>Total per hour of government funded load pass</b>	<b>\$</b>	<b>3.79</b>	<b>1.49</b>	<b>2.87</b>	<b>2.72</b>	<b>1.89</b>	<b>3.90</b>	<b>3.30</b>	<b>4.73</b>	<b>2.48</b>
Load pass annual hours (f)	million hours	94.04	151.94	49.00	35.10	36.38	6.01	4.98	3.25	380.71

- (a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.
- (b) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.
- (c) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (d) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.
- (e) User cost of capital per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- (f) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- Nil or rounded to zero.

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

TABLE 5A.22

Table 5A.22 **Government real user cost of capital (2013 dollars) (\$ million) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2013	356.4	226.7	140.6	95.3	68.8	23.4	16.4	15.4	943.1
2012	337.7	233.7	148.4	88.4	63.5	23.3	16.8	14.9	926.6
2011	253.6	218.7	154.5	81.5	51.7	24.3	18.0	15.8	818.2
2010	268.0	226.6	163.1	86.1	56.7	20.8	32.9	16.6	870.7
2009	263.7	213.1	157.0	86.1	54.6	20.3	31.7	15.0	841.3
2008	275.3	208.9	157.8	96.0	44.2	20.3	31.9	14.6	849.0
2007	281.2	214.4	136.1	88.0	46.4	18.3	12.4	15.9	812.8
2006	238.9	209.1	119.1	78.5	48.0	18.7	12.8	13.8	739.0
2005	249.0	217.1	110.1	68.4	47.7	19.8	13.3	14.5	740.0
2004	263.3	221.8	115.1	64.8	49.8	20.3	13.9	14.6	763.7

(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) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

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

Source: NCVER unpublished, National financial collection.

TABLE 5A.23

Table 5A.23 Total government costs per annual hour (\$ per hour) (2013 dollars) (a), (b), (c), (d), (e)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
<b>2013</b>										
Recurrent expenditure	\$/annual hour	14.07	9.36	17.40	14.87	11.09	16.71	17.28	23.85	12.60
User cost of capital	\$/annual hour	2.96	1.25	2.48	2.15	1.69	3.05	2.81	3.73	2.05
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>17.03</b>	<b>10.62</b>	<b>19.88</b>	<b>17.02</b>	<b>12.78</b>	<b>19.76</b>	<b>20.09</b>	<b>27.58</b>	<b>14.65</b>
<b>2012</b>										
Recurrent expenditure	\$/annual hour	12.65	10.88	15.19	14.63	10.57	14.17	18.29	21.19	12.53
User cost of capital	\$/annual hour	2.50	1.27	2.28	1.98	2.03	2.60	2.84	3.28	1.94
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>15.15</b>	<b>12.16</b>	<b>17.47</b>	<b>16.61</b>	<b>12.60</b>	<b>16.77</b>	<b>21.13</b>	<b>24.46</b>	<b>14.47</b>
<b>2011</b>										
Recurrent expenditure	\$/annual hour	12.77	11.36	15.08	16.93	14.11	16.85	16.77	28.93	13.47
User cost of capital	\$/annual hour	1.92	1.52	2.21	1.83	2.01	2.78	2.78	3.64	1.88
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>14.70</b>	<b>12.88</b>	<b>17.29</b>	<b>18.75</b>	<b>16.12</b>	<b>19.62</b>	<b>19.55</b>	<b>32.57</b>	<b>15.35</b>
<b>2010</b>										
Recurrent expenditure	\$/annual hour	12.83	11.68	15.94	14.10	14.63	17.72	17.98	27.15	13.58
User cost of capital	\$/annual hour	2.09	2.02	2.62	1.99	2.37	2.62	5.21	3.85	2.24
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>14.92</b>	<b>13.71</b>	<b>18.56</b>	<b>16.09</b>	<b>16.99</b>	<b>20.34</b>	<b>23.20</b>	<b>30.99</b>	<b>15.82</b>
<b>2009</b>										
Recurrent expenditure	\$/annual hour	13.21	12.58	18.10	14.62	15.53	16.90	17.47	27.64	14.42
User cost of capital	\$/annual hour	2.20	2.21	2.85	2.15	2.34	2.79	5.29	3.64	2.39
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>15.41</b>	<b>14.79</b>	<b>20.95</b>	<b>16.78</b>	<b>17.87</b>	<b>19.69</b>	<b>22.75</b>	<b>31.28</b>	<b>16.81</b>
<b>2008</b>										
Recurrent expenditure	\$/annual hour	13.67	13.36	18.01	14.27	15.60	16.43	19.39	30.30	14.78
User cost of capital	\$/annual hour	2.38	2.33	3.08	2.72	2.15	2.74	6.16	3.81	2.58
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>16.05</b>	<b>15.70</b>	<b>21.09</b>	<b>17.00</b>	<b>17.75</b>	<b>19.17</b>	<b>25.56</b>	<b>34.11</b>	<b>17.36</b>

TABLE 5A.23

Table 5A.23 **Total government costs per annual hour (\$ per hour) (2013 dollars) (a), (b), (c), (d), (e)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
<b>2007</b>										
Recurrent expenditure	\$/annual hour	14.39	13.52	18.19	15.82	17.41	17.36	18.83	28.37	15.38
User cost of capital	\$/annual hour	2.50	2.46	2.79	2.62	2.22	2.61	2.29	4.13	2.55
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>16.89</b>	<b>15.98</b>	<b>20.98</b>	<b>18.44</b>	<b>19.63</b>	<b>19.97</b>	<b>21.12</b>	<b>32.50</b>	<b>17.92</b>
<b>2006</b>										
Recurrent expenditure	\$/annual hour	15.06	14.69	16.85	17.12	18.71	17.83	18.74	29.13	15.97
User cost of capital	\$/annual hour	2.17	2.63	2.50	2.44	2.54	2.86	2.29	3.59	2.43
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>17.24</b>	<b>17.31</b>	<b>19.34</b>	<b>19.56</b>	<b>21.25</b>	<b>20.69</b>	<b>21.04</b>	<b>32.72</b>	<b>18.40</b>
<b>2005</b>										
Recurrent expenditure	\$/annual hour	14.95	14.96	18.61	18.33	18.09	18.28	20.16	30.90	16.40
User cost of capital	\$/annual hour	2.23	2.80	2.41	2.18	2.45	3.17	2.51	3.86	2.46
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>17.18</b>	<b>17.75</b>	<b>21.02</b>	<b>20.51</b>	<b>20.54</b>	<b>21.45</b>	<b>22.68</b>	<b>34.76</b>	<b>18.86</b>
<b>2004</b>										
Recurrent expenditure	\$/annual hour	16.93	14.27	19.42	17.86	19.29	17.75	18.41	30.82	17.03
User cost of capital	\$/annual hour	2.58	2.83	2.73	2.14	2.64	3.26	2.45	3.98	2.66
<b>Total government costs</b>	<b>\$/annual hour</b>	<b>19.51</b>	<b>17.10</b>	<b>22.15</b>	<b>20.01</b>	<b>21.93</b>	<b>21.01</b>	<b>20.86</b>	<b>34.81</b>	<b>19.69</b>

- (a) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.
- (b) Recurrent expenditure per annual hour and user cost of capital per annual hour are weighted (using course mix weights) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. Refer tables 5A.19 and 5A.21 for more information on the weighting of these data.

Table 5A.23 **Total government costs per annual hour (\$ per hour) (2013 dollars) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
(c) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.									
(d) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.									
(e) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).									
(f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. See footnotes for table 5A.1 for more information.									
(g) Excludes ACT payroll tax estimate.									
<i>Source:</i> NCVET unpublished, National financial and VET provider collections.									

TABLE 5A.24

Table 5A.24 Total government costs per hour of government funded load pass (\$ per hour) (2013 dollars) (a), (b), (c)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Recurrent expenditure	\$/load pass	17.98	11.13	20.10	18.74	12.42	21.33	20.28	30.26	15.23
User cost of capital	\$/load pass	3.79	1.49	2.87	2.72	1.89	3.90	3.30	4.73	2.48
<b>Total government costs</b>	<b>\$/load pass</b>	<b>21.77</b>	<b>12.63</b>	<b>22.97</b>	<b>21.45</b>	<b>14.31</b>	<b>25.22</b>	<b>23.58</b>	<b>34.99</b>	<b>17.71</b>
<b>2012</b>										
Recurrent expenditure	\$/load pass	16.36	12.87	17.84	18.76	12.04	17.72	21.83	27.71	15.28
User cost of capital	\$/load pass	3.24	1.51	2.68	2.53	2.31	3.25	3.39	4.29	2.36
<b>Total government costs</b>	<b>\$/load pass</b>	<b>19.60</b>	<b>14.38</b>	<b>20.51</b>	<b>21.29</b>	<b>14.35</b>	<b>20.97</b>	<b>25.21</b>	<b>32.00</b>	<b>17.64</b>
<b>2011</b>										
Recurrent expenditure	\$/load pass	16.36	13.77	17.34	21.50	16.80	21.47	20.67	39.19	16.55
User cost of capital	\$/load pass	2.46	1.85	2.55	2.32	2.40	3.54	3.43	4.92	2.31
<b>Total government costs</b>	<b>\$/load pass</b>	<b>18.82</b>	<b>15.62</b>	<b>19.88</b>	<b>23.82</b>	<b>19.20</b>	<b>25.00</b>	<b>24.10</b>	<b>44.11</b>	<b>18.86</b>
<b>2010</b>										
Recurrent expenditure	\$/load pass	16.52	15.13	18.94	17.84	17.06	22.73	22.22	35.71	17.13
User cost of capital	\$/load pass	2.69	2.62	3.11	2.52	2.76	3.36	6.44	5.06	2.83
<b>Total government costs</b>	<b>\$/load pass</b>	<b>19.21</b>	<b>17.75</b>	<b>22.05</b>	<b>20.35</b>	<b>19.82</b>	<b>26.09</b>	<b>28.66</b>	<b>40.77</b>	<b>19.95</b>
<b>2009</b>										
Recurrent expenditure	\$/load pass	16.95	16.69	21.84	18.70	18.18	20.84	21.51	38.25	18.35
User cost of capital	\$/load pass	2.83	2.93	3.44	2.75	2.74	3.44	6.51	5.04	3.04
<b>Total government costs</b>	<b>\$/load pass</b>	<b>19.78</b>	<b>19.61</b>	<b>25.28</b>	<b>21.45</b>	<b>20.92</b>	<b>24.27</b>	<b>28.02</b>	<b>43.29</b>	<b>21.39</b>
<b>2008</b>										
Recurrent expenditure	\$/load pass	17.62	17.91	21.78	18.75	18.11	19.96	23.59	41.89	18.93
User cost of capital	\$/load pass	3.07	3.13	3.72	3.58	2.49	3.33	7.50	5.26	3.31
<b>Total government costs</b>	<b>\$/load pass</b>	<b>20.69</b>	<b>21.03</b>	<b>25.50</b>	<b>22.33</b>	<b>20.61</b>	<b>23.29</b>	<b>31.08</b>	<b>47.15</b>	<b>22.24</b>

TABLE 5A.24

Table 5A.24 Total government costs per hour of government funded load pass (\$ per hour) (2013 dollars) (a), (b), (c)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
<b>2007</b>										
Recurrent expenditure	\$/load pass	18.70	18.67	22.59	21.12	20.04	22.60	23.46	38.09	20.04
User cost of capital	\$/load pass	3.25	3.40	3.46	3.50	2.55	3.40	2.85	5.55	3.32
<b>Total government costs</b>	<b>\$/load pass</b>	<b>21.95</b>	<b>22.07</b>	<b>26.05</b>	<b>24.62</b>	<b>22.60</b>	<b>25.99</b>	<b>26.32</b>	<b>43.63</b>	<b>23.36</b>
<b>2006</b>										
Recurrent expenditure	\$/load pass	19.57	21.66	20.99	23.23	22.19	22.45	23.50	40.93	21.23
User cost of capital	\$/load pass	2.82	3.87	3.11	3.31	3.02	3.60	2.88	5.04	3.23
<b>Total government costs</b>	<b>\$/load pass</b>	<b>22.39</b>	<b>25.54</b>	<b>24.10</b>	<b>26.55</b>	<b>25.21</b>	<b>26.05</b>	<b>26.38</b>	<b>45.97</b>	<b>24.46</b>
<b>2005</b>										
Recurrent expenditure	\$/load pass	19.54	22.07	24.23	25.43	21.77	23.35	25.00	42.09	22.07
User cost of capital	\$/load pass	2.92	4.12	3.14	3.02	2.95	4.05	3.12	5.26	3.31
<b>Total government costs</b>	<b>\$/load pass</b>	<b>22.46</b>	<b>26.19</b>	<b>27.37</b>	<b>28.46</b>	<b>24.72</b>	<b>27.39</b>	<b>28.11</b>	<b>47.35</b>	<b>25.37</b>
<b>2004</b>										
Recurrent expenditure	\$/load pass	22.75	20.89	25.94	24.39	22.91	22.78	22.72	44.61	23.18
User cost of capital	\$/load pass	3.47	4.15	3.64	2.93	3.13	4.18	3.03	5.77	3.62
<b>Total government costs</b>	<b>\$/load pass</b>	<b>26.22</b>	<b>25.04</b>	<b>29.58</b>	<b>27.32</b>	<b>26.04</b>	<b>26.96</b>	<b>25.74</b>	<b>50.38</b>	<b>26.80</b>

- (a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (b) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

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



TABLE 5A.25

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	86.7 ± 0.8	86.5 ± 1.6	87.9 ± 1.1	90.0 ± 0.8	89.6 ± 1.1	87.9 ± 1.7	91.2 ± 1.6	91.8 ± 2.0	87.5 ± 0.6
Employed after training	73.6 ± 1.0	76.4 ± 1.9	80.3 ± 1.3	80.6 ± 1.1	78.7 ± 1.5	76.5 ± 2.3	84.0 ± 2.3	86.6 ± 2.4	77.0 ± 0.7
In further study after training	37.6 ± 1.2	34.9 ± 2.2	30.0 ± 1.4	36.3 ± 1.4	37.2 ± 1.8	36.2 ± 2.5	37.4 ± 3.0	35.3 ± 3.3	35.3 ± 0.8
At TAFE	58.8 ± 1.9	35.8 ± 3.7	44.2 ± 2.7	54.8 ± 2.4	49.6 ± 3.0	53.2 ± 4.3	42.7 ± 5.1	30.0 ± 5.2	47.6 ± 1.5
At University	20.1 ± 1.6	30.9 ± 3.6	21.1 ± 2.1	18.8 ± 1.8	12.8 ± 2.0	15.5 ± 3.0	25.7 ± 4.8	30.6 ± 5.4	23.0 ± 1.3
At private provider or other registered provider	21.1 ± 1.6	33.3 ± 3.8	34.7 ± 2.8	26.4 ± 2.4	37.5 ± 2.9	31.3 ± 3.9	31.6 ± 4.5	39.3 ± 5.5	29.5 ± 1.4
<b>2012</b>									
Employed or in further study	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8
Employed after training	76.2 ± 1.6	74.2 ± 2.6	77.3 ± 2.5	81.8 ± 2.2	79.5 ± 2.8	76.0 ± 4.3	83.5 ± 3.9	79.6 ± 4.2	76.9 ± 1.0
In further study after training	39.1 ± 1.9	36.6 ± 2.8	32.4 ± 2.8	38.9 ± 2.6	35.2 ± 3.4	38.2 ± 5.0	35.3 ± 5.1	33.9 ± 4.9	36.8 ± 1.2
At TAFE	57.7 ± 3.1	36.9 ± 4.4	39.8 ± 5.0	57.4 ± 4.3	47.4 ± 5.8	66.4 ± 8.2	52.8 ± 8.8	29.1 ± 7.6	48.6 ± 2.0
At University	22.3 ± 2.6	22.8 ± 3.8	22.4 ± 3.9	20.4 ± 3.5	18.6 ± 5.2	10.5 ± 5.5	19.3 ± 7.2	29.8 ± 8.6	21.7 ± 1.6
At private provider or other registered provider	20.0 ± 2.5	40.3 ± 5.0	37.8 ± 5.2	22.2 ± 3.7	34.0 ± 5.8	23.1 ± 7.4	27.9 ± 7.8	41.1 ± 8.7	29.7 ± 1.9
<b>2011</b>									
Employed or in further study	88.2 ± 0.8	88.5 ± 1.0	85.6 ± 0.9	90.0 ± 0.8	85.8 ± 1.3	88.0 ± 1.7	91.7 ± 1.9	88.0 ± 2.9	87.9 ± 0.4
Employed after training	76.0 ± 1.0	79.6 ± 1.2	77.5 ± 1.0	80.4 ± 1.1	75.8 ± 1.6	76.9 ± 2.3	86.0 ± 2.3	80.3 ± 3.5	77.9 ± 0.5
In further study after training	38.8 ± 1.2	34.4 ± 1.2	29.1 ± 1.1	36.2 ± 1.3	34.7 ± 1.8	37.7 ± 2.6	35.2 ± 3.4	34.5 ± 4.0	35.2 ± 0.6
At TAFE	62.4 ± 1.9	46.0 ± 2.2	37.5 ± 2.2	58.0 ± 2.2	53.8 ± 3.2	59.8 ± 4.3	40.1 ± 5.8	33.3 ± 6.8	52.9 ± 1.0
At University	19.1 ± 1.5	27.2 ± 1.8	27.0 ± 2.0	18.2 ± 1.7	14.0 ± 2.2	11.6 ± 2.8	27.8 ± 5.2	30.2 ± 6.2	21.7 ± 0.8
At private provider or other registered provider	18.6 ± 1.6	26.8 ± 2.0	35.5 ± 2.2	23.9 ± 2.0	32.2 ± 2.9	28.6 ± 4.0	32.0 ± 5.8	36.5 ± 6.6	25.4 ± 0.9

TABLE 5A.25

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	86.7 ± 1.3	89.1 ± 1.5	85.4 ± 1.5	89.3 ± 1.5	85.3 ± 2.9	87.6 ± 2.5	94.5 ± 2.1	88.9 ± 2.8	87.3 ± 0.7
Employed after training	72.7 ± 1.6	78.7 ± 1.8	76.5 ± 1.8	79.4 ± 1.9	77.6 ± 3.3	77.0 ± 3.1	88.2 ± 2.9	81.6 ± 3.2	76.3 ± 0.8
In further study after training	38.3 ± 1.8	36.2 ± 2.3	28.8 ± 2.0	36.8 ± 2.3	32.9 ± 3.6	34.9 ± 3.5	36.6 ± 4.8	35.5 ± 4.9	35.3 ± 1.0
At TAFE	61.1 ± 2.9	52.5 ± 3.9	45.5 ± 4.0	59.5 ± 3.9	57.7 ± 6.2	57.1 ± 6.8	37.9 ± 7.0	34.8 ± 7.5	55.6 ± 1.7
At University	22.3 ± 2.5	27.2 ± 3.5	26.8 ± 3.4	15.3 ± 2.7	21.2 ± 5.0	11.9 ± 4.6	24.2 ± 6.6	31.9 ± 8.8	22.9 ± 1.4
At private provider or other registered provider	16.6 ± 2.3	20.3 ± 3.4	27.6 ± 3.9	25.2 ± 3.6	21.1 ± 5.0	31.1 ± 6.7	37.9 ± 8.1	33.3 ± 7.8	21.5 ± 1.4
<b>2009</b>									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	88.9 ± 0.8	90.1 ± 0.9	88.3 ± 1.6	91.2 ± 2.1	92.4 ± 1.8	90.8 ± 2.1	89.2 ± 0.4
Employed after training	75.4 ± 1.0	80.3 ± 1.2	81.2 ± 1.1	79.9 ± 1.2	78.5 ± 1.7	80.6 ± 3.1	85.8 ± 2.3	84.5 ± 2.8	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.3 ± 1.2	37.1 ± 1.5	34.6 ± 2.1	36.1 ± 3.8	37.6 ± 3.2	38.0 ± 4.0	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.7 ± 2.4	47.4 ± 2.5	57.6 ± 2.6	60.0 ± 3.5	59.8 ± 6.3	41.0 ± 5.1	23.6 ± 5.0	57.4 ± 1.1
At University	21.2 ± 1.5	30.4 ± 2.2	24.5 ± 2.2	19.0 ± 2.0	15.8 ± 2.5	11.6 ± 4.2	23.6 ± 4.4	32.0 ± 5.6	22.7 ± 0.9
At private provider or other registered provider	14.7 ± 1.3	16.9 ± 1.7	28.1 ± 2.3	23.4 ± 2.3	24.2 ± 3.1	28.6 ± 6.1	35.4 ± 5.0	44.4 ± 6.0	19.9 ± 0.8

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

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

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.26

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	83.6 ± 3.9	86.9 ± 9.3	73.1 ± 7.0	81.6 ± 5.4	89.4 ± 7.6	87.7 ± 6.3	75.9 ± 12.9	86.4 ± 5.9	81.5 ± 2.8
Employed after training	67.4 ± 5.0	73.5 ± 19.8	60.7 ± 7.4	67.9 ± 6.7	73.2 ± 10.8	71.6 ± 9.0	63.4 ± 14.8	78.2 ± 7.1	67.2 ± 3.5
In further study after training	38.0 ± 5.2	65.9 ± 19.2	28.9 ± 6.2	40.8 ± 7.0	48.1 ± 12.1	37.3 ± 9.4	47.3 ± 15.1	34.7 ± 8.0	38.9 ± 4.0
At TAFE	69.3 ± 8.0	44.2 ± 41.3	48.8 ± 12.1	49.5 ± 11.2	45.5 ± 17.7	76.5 ± 12.2	40.0 ± 21.8	36.1 ± 13.9	55.8 ± 7.2
At University	13.2 ± 5.9	6.8 ± 8.0	11.9 ± 7.4	10.7 ± 6.8	np	np	31.3 ± 22.0	23.8 ± 11.6	12.1 ± 3.4
At private provider or other registered provider	17.5 ± 6.7	48.9 ± 39.6	39.4 ± 12.1	39.8 ± 11.1	42.7 ± 18.2	18.7 ± 11.2	28.7 ± 19.1	40.0 ± 13.3	32.1 ± 7.0
<b>2012</b>									
Employed or in further study	87.5 ± 5.2	41.0 ± 24.1	75.2 ± 12.8	84.9 ± 10.2	80.7 ± 12.3	83.7 ± 15.9	73.9 ± 30.9	83.9 ± 9.4	78.9 ± 5.6
Employed after training	70.4 ± 9.0	35.6 ± 22.5	68.4 ± 13.1	70.3 ± 13.3	64.8 ± 15.2	51.4 ± 20.2	np	73.2 ± 12.1	65.5 ± 6.0
In further study after training	42.0 ± 10.0	21.0 ± 16.8	37.1 ± 13.6	36.3 ± 13.8	34.9 ± 14.9	54.2 ± 20.0	np	31.5 ± 13.0	37.6 ± 5.8
At TAFE	59.0 ± 14.8	67.9 ± 33.6	45.8 ± 22.9	55.4 ± 23.5	np	62.5 ± 26.9	np	29.4 ± 21.8	52.0 ± 9.4
At University	18.6 ± 11.7	np	18.8 ± 15.6	np	np	np	–	np	16.5 ± 6.6
At private provider or other registered provider	22.4 ± 12.7	np	35.4 ± 24.4	35.7 ± 23.0	57.0 ± 24.9	np	np	51.3 ± 24.8	31.4 ± 9.1
<b>2011</b>									
Employed or in further study	84.3 ± 4.4	72.3 ± 12.5	76.0 ± 4.6	79.5 ± 7.3	73.8 ± 8.0	79.0 ± 9.8	86.7 ± 14.6	79.8 ± 9.4	79.4 ± 2.6
Employed after training	72.1 ± 5.3	58.7 ± 11.9	65.1 ± 5.2	66.3 ± 8.5	60.4 ± 9.0	60.8 ± 11.9	80.3 ± 16.9	69.5 ± 11.0	67.2 ± 3.0
In further study after training	34.1 ± 5.6	34.8 ± 9.8	27.4 ± 5.1	39.2 ± 8.4	41.8 ± 9.2	42.3 ± 11.7	43.7 ± 20.7	28.3 ± 10.1	33.5 ± 2.9
At TAFE	69.1 ± 9.1	69.2 ± 14.9	41.3 ± 11.3	47.8 ± 14.0	44.7 ± 14.5	65.9 ± 16.4	np	55.4 ± 20.7	56.3 ± 5.2
At University	12.3 ± 6.5	np	16.5 ± 7.3	12.8 ± 8.6	np	np	np	32.3 ± 19.8	13.0 ± 3.4
At private provider or other registered provider	18.5 ± 7.6	29.0 ± 14.8	42.2 ± 10.7	39.4 ± 14.5	47.7 ± 14.7	24.3 ± 14.6	np	12.4 ± 10.7	30.7 ± 4.8

TABLE 5A.26

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	84.1 ± 7.0	83.4 ± 13.0	73.5 ± 9.2	72.9 ± 11.9	71.2 ± 15.7	<i>93.2 ± 67.4</i>	97.0 ± 5.9	88.2 ± 7.1	79.6 ± 4.1
Employed after training	64.9 ± 9.3	76.3 ± 14.2	57.5 ± 10.4	60.8 ± 11.9	66.8 ± 16.5	85.4 ± 8.6	86.4 ± 13.9	78.4 ± 8.5	65.8 ± 4.8
In further study after training	45.7 ± 10.0	45.9 ± 19.6	34.9 ± 10.1	33.3 ± 10.2	<i>21.5 ± 14.6</i>	30.2 ± 12.1	<i>44.2 ± 27.0</i>	28.5 ± 10.7	37.4 ± 5.0
At TAFE	64.2 ± 15.7	<i>41.6 ± 29.4</i>	55.8 ± 18.7	45.8 ± 16.5	<i>58.9 ± 36.2</i>	97.2 ± 5.5	np	np	57.1 ± 8.7
At University	<i>20.2 ± 13.3</i>	np	<i>20.4 ± 16.8</i>	np	np	–	np	np	17.3 ± 7.3
At private provider or other registered provider	<i>15.7 ± 13.0</i>	np	<i>23.8 ± 16.5</i>	45.3 ± 16.4	np	np	np	46.7 ± 20.3	25.6 ± 7.7
<b>2009</b>									
Employed or in further study	86.1 ± 5.2	86.7 ± 8.9	82.2 ± 5.3	79.8 ± 7.0	80.0 ± 12.0	83.4 ± 13.8	84.7 ± 16.8	88.9 ± 5.2	84.2 ± 2.8
Employed after training	73.3 ± 6.4	80.7 ± 9.4	68.5 ± 6.6	71.8 ± 8.0	77.7 ± 12.3	65.2 ± 17.6	74.4 ± 18.7	80.2 ± 8.6	73.0 ± 3.4
In further study after training	40.8 ± 7.5	41.3 ± 12.6	35.7 ± 6.6	38.3 ± 9.2	<i>22.3 ± 12.4</i>	53.0 ± 19.2	<i>25.5 ± 17.3</i>	43.2 ± 11.9	38.9 ± 3.8
At TAFE	67.1 ± 10.5	46.9 ± 18.1	43.3 ± 12.9	52.7 ± 15.6	<i>46.7 ± 30.7</i>	<i>52.9 ± 27.7</i>	np	22.2 ± 10.5	52.8 ± 6.2
At University	<i>15.3 ± 8.1</i>	<i>20.4 ± 14.4</i>	<i>22.6 ± 11.4</i>	<i>18.0 ± 10.6</i>	np	np	np	np	16.6 ± 4.5
At private provider or other registered provider	17.6 ± 8.5	<i>32.7 ± 17.9</i>	34.1 ± 11.5	<i>29.3 ± 15.5</i>	np	np	np	72.3 ± 11.3	30.5 ± 5.6

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

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

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

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

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

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

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

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.27

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	86.7 ± 0.8	86.3 ± 1.6	88.8 ± 1.0	90.3 ± 0.8	89.6 ± 1.1	87.8 ± 1.8	91.8 ± 1.6	93.0 ± 2.1	87.6 ± 0.6
Employed after training	73.6 ± 1.1	76.1 ± 2.0	81.3 ± 1.2	80.9 ± 1.1	78.6 ± 1.5	76.7 ± 2.4	84.7 ± 2.3	88.6 ± 2.5	77.1 ± 0.8
In further study after training	37.6 ± 1.2	34.9 ± 2.2	30.2 ± 1.5	36.2 ± 1.4	37.1 ± 1.8	35.9 ± 2.6	37.2 ± 3.0	35.0 ± 3.7	35.3 ± 0.9
At TAFE	58.3 ± 2.0	35.8 ± 3.7	43.6 ± 2.8	54.8 ± 2.5	50.1 ± 3.0	51.2 ± 4.6	42.6 ± 5.3	29.3 ± 5.6	47.2 ± 1.5
At University	20.5 ± 1.7	31.5 ± 3.7	21.7 ± 2.2	19.3 ± 1.9	13.0 ± 2.1	16.8 ± 3.3	25.7 ± 5.0	32.7 ± 6.1	23.6 ± 1.4
At private provider or other registered provider	21.2 ± 1.7	32.7 ± 3.8	34.7 ± 2.9	25.9 ± 2.4	36.9 ± 3.0	31.9 ± 4.1	31.7 ± 4.6	38.0 ± 6.2	29.3 ± 1.5
<b>2012</b>									
Employed or in further study	88.7 ± 1.2	86.2 ± 2.1	86.2 ± 2.2	92.4 ± 1.6	88.4 ± 2.3	88.0 ± 3.4	91.9 ± 2.7	87.8 ± 3.5	88.0 ± 0.8
Employed after training	76.3 ± 1.6	74.9 ± 2.6	77.7 ± 2.6	82.2 ± 2.2	79.9 ± 2.8	77.4 ± 4.4	84.1 ± 3.9	80.2 ± 4.5	77.3 ± 1.0
In further study after training	38.8 ± 2.0	36.8 ± 2.9	32.2 ± 2.8	39.2 ± 2.7	35.0 ± 3.5	38.0 ± 5.2	35.0 ± 5.1	34.8 ± 5.3	36.7 ± 1.2
At TAFE	57.8 ± 3.2	36.8 ± 4.5	39.3 ± 5.2	57.7 ± 4.4	48.4 ± 6.0	66.8 ± 8.7	52.3 ± 9.0	28.7 ± 8.1	48.5 ± 2.0
At University	22.6 ± 2.7	23.2 ± 3.9	22.7 ± 4.1	21.1 ± 3.6	18.6 ± 5.4	10.6 ± 5.9	19.1 ± 7.3	31.5 ± 9.5	22.1 ± 1.6
At private provider or other registered provider	19.6 ± 2.6	40.0 ± 5.0	38.0 ± 5.4	21.2 ± 3.8	33.0 ± 5.9	22.6 ± 7.7	28.6 ± 8.0	39.7 ± 9.3	29.4 ± 2.0
<b>2011</b>									
Employed or in further study	88.3 ± 0.8	88.6 ± 1.0	86.1 ± 0.9	90.5 ± 0.8	86.2 ± 1.3	88.6 ± 1.7	92.2 ± 1.8	90.2 ± 2.5	88.1 ± 0.4
Employed after training	76.0 ± 1.0	79.7 ± 1.2	78.0 ± 1.0	80.9 ± 1.1	76.2 ± 1.7	77.7 ± 2.3	86.4 ± 2.3	83.4 ± 3.1	78.2 ± 0.5
In further study after training	39.2 ± 1.2	34.3 ± 1.3	29.2 ± 1.1	36.0 ± 1.3	34.3 ± 1.8	37.6 ± 2.8	34.8 ± 3.5	35.7 ± 4.2	35.3 ± 0.6
At TAFE	62.4 ± 2.0	45.8 ± 2.3	37.5 ± 2.2	58.6 ± 2.3	55.0 ± 3.3	59.0 ± 4.5	41.3 ± 6.0	29.7 ± 6.7	53.1 ± 1.0
At University	19.3 ± 1.6	27.4 ± 1.9	27.2 ± 2.1	18.5 ± 1.7	14.4 ± 2.4	12.1 ± 3.0	27.0 ± 5.3	29.7 ± 6.3	21.9 ± 0.8
At private provider or other registered provider	18.4 ± 1.6	26.8 ± 2.1	35.3 ± 2.2	22.9 ± 1.9	30.6 ± 2.9	28.9 ± 4.2	31.7 ± 6.0	40.6 ± 7.3	25.0 ± 0.9

TABLE 5A.27

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	86.7 ± 1.3	89.2 ± 1.5	85.8 ± 1.5	90.0 ± 1.5	86.1 ± 2.9	87.0 ± 2.7	94.6 ± 2.2	89.0 ± 3.1	87.6 ± 0.7
Employed after training	72.8 ± 1.6	78.8 ± 1.9	77.3 ± 1.8	80.3 ± 1.9	78.0 ± 3.4	76.2 ± 3.4	88.4 ± 2.9	82.2 ± 3.6	76.7 ± 0.9
In further study after training	38.0 ± 1.8	36.1 ± 2.3	28.4 ± 2.0	36.9 ± 2.4	33.5 ± 3.7	35.4 ± 3.7	36.2 ± 4.9	37.3 ± 5.6	35.1 ± 1.0
At TAFE	60.7 ± 3.0	52.6 ± 4.0	45.1 ± 4.1	60.0 ± 4.0	57.8 ± 6.3	54.5 ± 7.2	37.2 ± 7.4	33.7 ± 8.2	55.4 ± 1.7
At University	22.5 ± 2.6	27.7 ± 3.6	27.2 ± 3.5	15.7 ± 2.8	21.5 ± 5.1	12.8 ± 4.9	23.5 ± 6.5	35.2 ± 9.8	23.3 ± 1.5
At private provider or other registered provider	16.8 ± 2.4	19.7 ± 3.4	27.7 ± 4.0	24.2 ± 3.7	20.7 ± 5.1	32.8 ± 7.2	39.3 ± 8.3	31.0 ± 8.2	21.4 ± 1.5
<b>2009</b>									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	89.1 ± 0.9	90.5 ± 1.0	88.3 ± 1.6	91.7 ± 2.1	92.5 ± 1.9	91.0 ± 2.4	89.3 ± 0.4
Employed after training	75.3 ± 1.0	80.2 ± 1.2	81.6 ± 1.1	80.2 ± 1.2	78.4 ± 1.7	81.2 ± 3.2	85.9 ± 2.3	85.2 ± 2.9	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.0 ± 1.3	37.0 ± 1.6	35.1 ± 2.2	35.0 ± 3.9	37.6 ± 3.3	37.6 ± 4.3	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.9 ± 2.4	47.8 ± 2.6	57.9 ± 2.7	60.1 ± 3.6	60.9 ± 6.6	41.6 ± 5.3	24.0 ± 5.7	57.7 ± 1.1
At University	21.3 ± 1.6	30.6 ± 2.3	24.7 ± 2.2	19.1 ± 2.1	15.7 ± 2.5	12.4 ± 4.6	23.8 ± 4.6	38.8 ± 6.6	22.9 ± 0.9
At private provider or other registered provider	14.6 ± 1.4	16.5 ± 1.7	27.5 ± 2.3	23.0 ± 2.3	24.1 ± 3.1	26.7 ± 6.2	34.6 ± 5.1	37.2 ± 6.6	19.4 ± 0.8

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

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

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.28

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	85.2 ± 1.1	84.7 ± 2.0	88.0 ± 1.3	89.4 ± 1.0	88.6 ± 1.4	100.0	90.7 ± 1.8	100.0	86.3 ± 0.8
Employed after training	70.4 ± 1.4	73.9 ± 2.5	79.6 ± 1.7	78.9 ± 1.4	76.7 ± 1.8	100.0	83.1 ± 2.4	86.4 ± 15.8	74.7 ± 1.0
In further study after training	38.7 ± 1.5	36.8 ± 2.7	30.4 ± 1.9	36.7 ± 1.6	37.7 ± 2.1	–	37.9 ± 3.1	30.8 ± 24.2	36.5 ± 1.1
At TAFE	60.9 ± 2.5	35.0 ± 4.5	41.4 ± 3.5	54.2 ± 2.7	48.4 ± 3.5	na	44.0 ± 5.4	np	47.1 ± 1.9
At University	20.5 ± 2.1	32.8 ± 4.5	25.1 ± 3.0	21.3 ± 2.3	13.3 ± 2.4	na	24.2 ± 4.9	np	24.9 ± 1.8
At private provider or other registered provider	18.6 ± 2.0	32.2 ± 4.5	33.5 ± 3.7	24.5 ± 2.4	38.3 ± 3.5	na	31.8 ± 4.8	np	28.1 ± 1.8
<b>2012</b>									
Employed or in further study	87.9 ± 1.5	85.2 ± 2.6	85.0 ± 3.0	92.1 ± 1.8	86.3 ± 3.1	np	91.3 ± 3.0	np	87.1 ± 1.0
Employed after training	74.7 ± 2.0	73.4 ± 3.3	76.3 ± 3.3	80.3 ± 2.7	76.0 ± 3.7	np	83.0 ± 4.3	np	75.5 ± 1.3
In further study after training	39.1 ± 2.3	36.2 ± 3.4	33.7 ± 3.7	40.0 ± 3.2	36.5 ± 4.3	np	35.9 ± 5.5	np	37.3 ± 1.5
At TAFE	57.8 ± 3.8	38.4 ± 5.4	38.7 ± 6.5	55.8 ± 5.1	47.8 ± 7.4	np	55.0 ± 9.5	np	48.9 ± 2.4
At University	23.6 ± 3.3	26.0 ± 4.9	24.9 ± 5.3	22.2 ± 4.2	19.0 ± 7.2	–	18.0 ± 7.6	–	23.7 ± 2.1
At private provider or other registered provider	18.6 ± 2.9	35.6 ± 5.9	36.5 ± 6.8	22.0 ± 4.3	33.2 ± 7.0	–	27.1 ± 8.3	np	27.4 ± 2.3
<b>2011</b>									
Employed or in further study	87.8 ± 0.9	87.4 ± 1.2	84.8 ± 1.2	89.5 ± 1.1	84.5 ± 1.7	67.9 ± 16.1	90.5 ± 2.4	90.3 ± 18.3	87.2 ± 0.5
Employed after training	74.8 ± 1.3	77.6 ± 1.4	75.4 ± 1.5	78.1 ± 1.5	73.4 ± 2.1	52.1 ± 16.9	84.6 ± 2.8	79.5 ± 25.9	76.1 ± 0.7
In further study after training	39.7 ± 1.5	36.0 ± 1.5	31.0 ± 1.6	37.9 ± 1.7	35.2 ± 2.2	34.7 ± 16.1	35.1 ± 3.9	np	36.6 ± 0.8
At TAFE	61.5 ± 2.4	46.1 ± 2.6	36.9 ± 3.0	57.6 ± 2.8	51.2 ± 3.9	49.0 ± 28.9	37.1 ± 6.5	np	52.4 ± 1.3
At University	20.6 ± 1.9	28.3 ± 2.2	28.9 ± 2.8	20.6 ± 2.2	14.4 ± 2.7	np	28.4 ± 6.1	np	23.3 ± 1.1
At private provider or other registered provider	17.9 ± 1.9	25.6 ± 2.4	34.2 ± 3.0	21.8 ± 2.4	34.4 ± 3.6	np	34.5 ± 6.8	–	24.3 ± 1.1



TABLE 5A.28

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	84.8 ± 1.7	88.2 ± 1.9	83.5 ± 2.2	89.3 ± 2.0	84.4 ± 3.5	58.6 ± 16.5	94.1 ± 2.5	90.9 ± 17.8	86.0 ± 0.9
Employed after training	70.0 ± 2.1	77.6 ± 2.4	74.2 ± 2.6	78.6 ± 2.5	75.8 ± 4.1	46.7 ± 16.9	87.1 ± 3.3	np	74.3 ± 1.1
In further study after training	38.5 ± 2.3	37.3 ± 2.9	29.5 ± 2.7	35.6 ± 3.0	32.0 ± 4.3	29.4 ± 15.3	37.3 ± 5.4	np	35.8 ± 1.3
At TAFE	59.2 ± 3.8	52.3 ± 4.9	41.9 ± 5.3	53.4 ± 5.2	52.5 ± 7.7	np	40.6 ± 8.2	np	53.4 ± 2.2
At University	24.3 ± 3.3	29.2 ± 4.4	31.4 ± 5.0	18.8 ± 3.7	27.7 ± 6.8	np	20.1 ± 6.4	np	25.8 ± 2.0
At private provider or other registered provider	16.5 ± 3.0	18.5 ± 4.0	26.6 ± 5.3	27.8 ± 5.0	19.8 ± 5.9	np	39.3 ± 8.9	–	20.8 ± 1.9
<b>2009</b>									
Employed or in further study	87.1 ± 1.0	89.0 ± 1.1	87.8 ± 1.3	90.1 ± 1.3	86.5 ± 2.1	68.3 ± 23.6	91.9 ± 2.1	77.4 ± 27.1	88.0 ± 0.6
Employed after training	73.3 ± 1.3	78.9 ± 1.5	79.6 ± 1.6	78.5 ± 1.6	75.8 ± 2.1	56.7 ± 25.5	84.9 ± 2.6	67.5 ± 27.7	76.6 ± 0.7
In further study after training	40.1 ± 1.5	35.8 ± 1.7	29.4 ± 1.8	39.4 ± 2.1	35.0 ± 2.6	np	38.3 ± 3.6	41.8 ± 26.3	36.9 ± 0.8
At TAFE	63.3 ± 2.3	50.8 ± 3.0	44.7 ± 3.7	56.6 ± 3.4	59.9 ± 4.3	np	39.7 ± 5.7	np	56.5 ± 1.4
At University	23.3 ± 2.0	34.6 ± 2.9	28.3 ± 3.3	20.5 ± 2.6	17.3 ± 3.1	np	23.7 ± 5.0	78.6 ± 27.8	25.5 ± 1.2
At private provider or other registered provider	13.5 ± 1.7	14.5 ± 2.0	27.0 ± 3.3	22.8 ± 2.9	22.8 ± 3.8	np	36.5 ± 5.6	–	18.0 ± 1.1

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

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

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

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

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

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

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

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

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.29

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	89.0 ± 1.4	89.5 ± 2.6	88.0 ± 2.2	92.5 ± 2.1	88.9 ± 3.3	87.7 ± 2.2	94.7 ± 4.7	100.0	89.1 ± 1.1
Employed after training	77.9 ± 1.8	80.1 ± 3.4	80.5 ± 2.6	83.5 ± 3.0	82.7 ± 4.0	76.5 ± 2.8	90.3 ± 6.5	95.5 ± 9.0	79.6 ± 1.4
In further study after training	35.7 ± 2.1	31.4 ± 3.9	30.5 ± 3.0	41.2 ± 4.9	33.0 ± 4.8	37.5 ± 3.1	29.9 ± 10.7	np	33.5 ± 1.7
At TAFE	55.9 ± 3.6	38.1 ± 7.0	46.2 ± 5.9	50.6 ± 8.8	54.2 ± 8.8	50.4 ± 5.3	41.8 ± 22.0	–	47.8 ± 3.0
At University	20.1 ± 3.0	25.8 ± 6.8	16.7 ± 4.1	11.2 ± 3.9	14.0 ± 6.5	16.0 ± 3.8	26.1 ± 20.5	np	20.5 ± 2.6
At private provider or other registered provider	24.1 ± 3.2	36.1 ± 7.6	37.1 ± 6.2	38.2 ± 9.9	31.8 ± 8.2	33.5 ± 4.8	32.1 ± 18.2	np	31.8 ± 3.0
<b>2012</b>									
Employed or in further study	90.2 ± 2.2	85.9 ± 4.2	84.5 ± 4.8	92.7 ± 4.0	88.3 ± 6.6	87.0 ± 4.5	98.7 ± 2.5	np	87.7 ± 1.8
Employed after training	80.0 ± 3.0	75.0 ± 5.2	75.3 ± 5.6	85.4 ± 5.3	84.8 ± 7.0	75.0 ± 5.6	95.2 ± 7.3	np	77.9 ± 2.2
In further study after training	38.6 ± 3.9	37.9 ± 5.7	25.9 ± 5.3	37.6 ± 7.8	34.9 ± 9.1	36.2 ± 6.3	30.3 ± 18.1	–	35.5 ± 2.5
At TAFE	57.4 ± 6.5	34.8 ± 8.6	40.8 ± 11.3	59.9 ± 12.6	55.4 ± 14.5	69.4 ± 10.5	54.0 ± 31.0	na	48.5 ± 4.4
At University	19.9 ± 5.2	16.6 ± 6.3	23.2 ± 9.8	24.1 ± 11.5	19.8 ± 12.1	10.9 ± 7.1	np	na	19.0 ± 3.3
At private provider or other registered provider	22.7 ± 5.8	48.6 ± 9.9	36.0 ± 11.6	16.0 ± 8.6	24.8 ± 12.7	19.7 ± 9.3	np	na	32.5 ± 4.7
<b>2011</b>									
Employed or in further study	88.7 ± 1.6	90.8 ± 1.8	85.0 ± 1.7	90.0 ± 1.9	88.4 ± 3.0	90.5 ± 2.2	95.7 ± 2.8	np	88.8 ± 0.8
Employed after training	77.9 ± 2.0	83.9 ± 2.2	76.6 ± 2.1	81.7 ± 2.4	80.2 ± 4.1	79.4 ± 3.0	90.7 ± 4.3	np	79.8 ± 1.0
In further study after training	37.3 ± 2.4	31.9 ± 2.5	28.5 ± 2.2	33.8 ± 2.8	34.6 ± 4.9	39.2 ± 3.8	34.9 ± 7.9	np	33.8 ± 1.2
At TAFE	63.3 ± 4.0	43.9 ± 4.5	34.2 ± 4.4	52.7 ± 5.1	58.6 ± 8.9	53.6 ± 6.1	51.4 ± 13.8	np	52.0 ± 2.2
At University	17.7 ± 3.1	25.8 ± 3.8	25.6 ± 4.0	15.6 ± 3.5	13.3 ± 6.3	13.5 ± 4.2	20.3 ± 10.9	–	20.2 ± 1.7
At private provider or other registered provider	19.0 ± 3.4	30.2 ± 4.4	40.3 ± 4.6	31.8 ± 4.9	28.1 ± 7.8	32.8 ± 5.8	28.3 ± 11.9	–	27.8 ± 2.0

TABLE 5A.29

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	90.6 ± 2.1	90.9 ± 2.5	86.5 ± 3.0	89.8 ± 3.4	87.5 ± 6.3	90.4 ± 3.3	95.3 ± 3.7	np	89.7 ± 1.2
Employed after training	77.3 ± 2.9	80.8 ± 3.2	77.9 ± 3.7	80.4 ± 4.5	82.4 ± 7.1	79.7 ± 4.6	91.7 ± 5.3	np	79.1 ± 1.6
In further study after training	38.5 ± 3.6	34.0 ± 4.1	27.8 ± 4.0	38.6 ± 5.7	36.8 ± 10.4	37.4 ± 5.3	30.5 ± 10.3	–	35.1 ± 2.0
At TAFE	59.0 ± 5.8	49.7 ± 7.2	48.3 ± 8.4	72.3 ± 8.3	78.3 ± 12.7	55.6 ± 9.5	29.0 ± 14.9	na	57.3 ± 3.4
At University	21.3 ± 4.7	26.7 ± 6.7	21.1 ± 6.1	12.3 ± 6.2	np	11.1 ± 5.1	40.0 ± 19.2	na	20.0 ± 2.7
At private provider or other registered provider	19.7 ± 5.0	23.6 ± 6.8	30.6 ± 7.9	15.4 ± 6.4	20.8 ± 12.7	33.3 ± 9.2	31.0 ± 19.2	na	22.7 ± 3.0
<b>2009</b>									
Employed or in further study	91.4 ± 1.4	90.9 ± 1.4	89.2 ± 1.8	91.0 ± 2.1	93.0 ± 2.5	93.1 ± 2.6	94.0 ± 4.1	90.9 ± 17.5	91.1 ± 0.7
Employed after training	77.8 ± 2.2	83.4 ± 2.0	81.5 ± 2.2	81.7 ± 2.8	85.2 ± 3.4	83.8 ± 3.9	88.1 ± 5.2	48.0 ± 36.3	80.9 ± 1.1
In further study after training	40.4 ± 2.5	32.2 ± 2.3	29.9 ± 2.6	34.5 ± 3.6	32.7 ± 4.7	36.1 ± 5.4	34.7 ± 7.9	np	35.6 ± 1.3
At TAFE	64.2 ± 3.7	54.5 ± 4.3	45.2 ± 5.1	59.2 ± 6.4	63.4 ± 8.3	67.0 ± 9.0	47.6 ± 13.7	np	59.0 ± 2.2
At University	18.9 ± 3.1	23.0 ± 3.8	25.0 ± 4.7	19.1 ± 5.4	13.5 ± 5.2	13.1 ± 6.3	20.9 ± 10.2	np	20.1 ± 1.8
At private provider or other registered provider	16.9 ± 2.8	22.5 ± 3.6	29.8 ± 4.8	21.7 ± 5.4	23.1 ± 7.8	19.9 ± 7.9	31.4 ± 13.7	–	20.9 ± 1.8

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

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

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

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

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

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

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

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

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.30

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	89.5 ± 2.1	93.6 ± 3.2	87.7 ± 3.0	90.5 ± 2.3	93.4 ± 2.6	88.1 ± 3.0	100.0	91.4 ± 2.6	90.4 ± 1.2
Employed after training	80.0 ± 2.8	89.2 ± 4.2	81.8 ± 3.3	85.4 ± 2.6	81.3 ± 4.0	76.5 ± 4.2	72.7 ± 41.2	85.5 ± 3.1	82.9 ± 1.5
In further study after training	35.1 ± 3.4	27.2 ± 7.3	27.6 ± 3.3	31.2 ± 3.4	37.6 ± 5.0	34.4 ± 4.5	np	34.8 ± 4.0	31.7 ± 1.9
At TAFE	59.3 ± 6.0	40.5 ± 15.2	50.3 ± 6.9	62.3 ± 6.3	53.1 ± 8.3	59.2 ± 7.9	np	28.4 ± 6.3	51.7 ± 3.7
At University	18.6 ± 4.8	19.8 ± 12.6	14.5 ± 4.3	13.5 ± 3.6	9.1 ± 4.6	14.2 ± 5.3	np	32.5 ± 6.7	17.0 ± 2.7
At private provider or other registered provider	22.1 ± 5.4	39.7 ± 16.3	35.2 ± 7.0	24.3 ± 6.1	37.8 ± 8.2	26.6 ± 6.8	np	39.1 ± 6.7	31.3 ± 3.7
<b>2012</b>									
Employed or in further study	92.2 ± 3.3	88.1 ± 6.6	88.6 ± 5.1	88.4 ± 6.8	91.3 ± 5.6	88.4 ± 5.3	np	86.4 ± 4.1	89.4 ± 2.2
Employed after training	77.6 ± 6.8	79.4 ± 8.2	82.3 ± 5.8	80.3 ± 7.7	82.6 ± 7.2	78.0 ± 7.0	np	76.5 ± 5.4	80.0 ± 2.8
In further study after training	40.5 ± 8.3	35.7 ± 9.7	37.0 ± 7.1	32.0 ± 7.5	27.8 ± 9.3	37.0 ± 8.3	–	33.0 ± 6.0	35.6 ± 3.4
At TAFE	59.5 ± 12.1	29.8 ± 15.1	39.8 ± 11.4	66.0 ± 15.2	57.3 ± 20.5	63.0 ± 14.2	na	24.5 ± 8.6	47.6 ± 5.9
At University	20.7 ± 9.7	15.7 ± 10.8	17.6 ± 8.1	8.1 ± 5.7	17.7 ± 13.2	np	na	32.3 ± 11.3	17.7 ± 4.1
At private provider or other registered provider	19.9 ± 9.4	54.5 ± 17.6	42.6 ± 12.0	25.8 ± 15.6	25.0 ± 22.6	26.0 ± 12.6	na	43.1 ± 11.1	34.6 ± 6.0
<b>2011</b>									
Employed or in further study	89.6 ± 2.1	91.2 ± 2.6	87.9 ± 1.7	91.0 ± 2.4	85.2 ± 3.3	86.0 ± 2.8	100.0	86.7 ± 3.8	88.7 ± 1.0
Employed after training	78.2 ± 2.8	84.9 ± 3.5	82.3 ± 2.0	83.6 ± 3.0	75.8 ± 4.1	74.8 ± 3.6	92.9 ± 10.5	78.3 ± 4.3	80.2 ± 1.2
In further study after training	37.0 ± 3.3	26.5 ± 4.3	25.1 ± 2.3	33.1 ± 3.7	34.9 ± 4.7	36.1 ± 4.0	36.4 ± 22.7	35.6 ± 4.8	31.9 ± 1.5
At TAFE	67.1 ± 5.2	52.2 ± 8.8	39.1 ± 5.2	70.9 ± 6.1	61.0 ± 8.3	67.8 ± 6.5	59.6 ± 32.6	29.6 ± 7.5	57.4 ± 2.7
At University	15.2 ± 4.1	18.0 ± 7.8	25.4 ± 4.6	11.9 ± 4.3	13.0 ± 6.4	9.4 ± 4.1	np	29.3 ± 7.2	17.6 ± 2.1
At private provider or other registered provider	17.6 ± 4.3	29.8 ± 8.1	35.5 ± 5.1	17.3 ± 5.1	26.0 ± 7.3	22.8 ± 5.8	–	41.1 ± 8.1	24.9 ± 2.3

TABLE 5A.30

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	88.1 ± 3.5	90.6 ± 4.0	87.3 ± 3.3	87.7 ± 5.1	86.2 ± 8.0	90.3 ± 3.2	100.0	87.7 ± 4.1	88.2 ± 1.7
Employed after training	75.4 ± 4.9	79.1 ± 6.9	77.0 ± 4.3	81.5 ± 6.4	78.2 ± 8.7	80.3 ± 4.1	97.0 ± 5.9	81.4 ± 5.0	77.7 ± 2.3
In further study after training	36.7 ± 5.3	35.8 ± 8.5	28.6 ± 4.9	38.6 ± 7.7	31.8 ± 10.0	33.7 ± 5.3	<i>48.9 ± 29.5</i>	32.8 ± 7.4	33.5 ± 2.6
At TAFE	77.3 ± 7.4	63.7 ± 16.5	49.1 ± 10.1	57.1 ± 12.8	65.4 ± 16.2	65.6 ± 9.9	np	23.1 ± 10.6	61.6 ± 4.7
At University	14.9 ± 6.7	<i>11.3 ± 9.8</i>	24.1 ± 9.0	<i>6.2 ± 7.2</i>	np	<i>7.9 ± 5.4</i>	np	38.4 ± 14.1	16.8 ± 3.7
At private provider or other registered provider	<i>7.8 ± 3.9</i>	<i>25.0 ± 14.9</i>	26.8 ± 9.4	36.7 ± 11.7	<i>22.3 ± 15.6</i>	26.4 ± 9.7	np	38.5 ± 12.9	21.5 ± 3.9
<b>2009</b>									
Employed or in further study	90.9 ± 1.9	87.8 ± 3.7	89.9 ± 1.6	88.8 ± 3.0	91.0 ± 4.1	90.0 ± 3.4	95.1 ± 9.4	88.0 ± 3.4	90.0 ± 1.0
Employed after training	79.9 ± 2.6	79.6 ± 5.4	83.0 ± 2.1	79.7 ± 3.6	81.8 ± 5.8	78.6 ± 5.1	91.1 ± 11.9	82.1 ± 3.8	80.8 ± 1.4
In further study after training	39.0 ± 3.4	34.0 ± 4.7	27.0 ± 2.5	29.6 ± 4.3	35.3 ± 7.7	36.0 ± 5.9	<i>37.5 ± 21.7</i>	39.6 ± 5.6	33.9 ± 1.7
At TAFE	65.5 ± 5.2	62.1 ± 8.0	51.9 ± 5.4	59.9 ± 8.6	61.6 ± 14.1	55.3 ± 9.8	np	27.1 ± 7.4	58.6 ± 3.0
At University	16.6 ± 4.1	16.5 ± 6.1	17.9 ± 4.2	16.0 ± 6.0	<i>12.7 ± 7.9</i>	<i>9.5 ± 6.1</i>	np	38.4 ± 8.3	16.9 ± 2.2
At private provider or other registered provider	18.0 ± 4.1	21.3 ± 7.0	30.2 ± 5.0	24.1 ± 8.2	<i>25.7 ± 12.9</i>	35.2 ± 9.8	np	34.5 ± 8.1	24.6 ± 2.6

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

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

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

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

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

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

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

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.



TABLE 5A.31

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	88.0 ± 6.4	99.1 ± 2.0	87.1 ± 6.0	91.7 ± 2.3	95.9 ± 3.2	89.4 ± 7.6	np	91.9 ± 3.5	90.7 ± 2.1
Employed after training	79.7 ± 7.6	99.1 ± 2.0	83.2 ± 6.2	86.3 ± 3.1	93.7 ± 4.0	75.8 ± 11.2	np	89.8 ± 3.8	85.9 ± 2.3
In further study after training	37.9 ± 10.6	8.6 ± 12.7	32.3 ± 6.6	32.4 ± 4.0	39.1 ± 9.1	36.0 ± 12.0	np	36.2 ± 6.2	34.2 ± 3.1
At TAFE	48.6 ± 17.7	np	53.7 ± 12.3	59.4 ± 7.7	48.7 ± 14.9	55.2 ± 20.9	–	34.9 ± 10.1	51.4 ± 5.5
At University	14.5 ± 13.0	np	10.3 ± 5.0	12.0 ± 5.2	14.4 ± 11.5	np	–	24.4 ± 8.8	14.0 ± 3.6
At private provider or other registered provider	36.9 ± 19.2	np	36.0 ± 12.3	28.6 ± 7.2	36.9 ± 14.4	29.5 ± 19.1	np	40.7 ± 10.6	34.6 ± 5.5
<b>2012</b>									
Employed or in further study	91.3 ± 7.3	np	92.4 ± 6.2	95.1 ± 3.8	90.7 ± 7.3	100.0	np	90.5 ± 5.1	93.0 ± 2.5
Employed after training	76.6 ± 19.7	np	85.2 ± 10.6	90.8 ± 5.9	86.7 ± 8.5	75.9 ± 26.2	np	87.8 ± 5.5	86.4 ± 4.4
In further study after training	48.3 ± 21.0	–	36.1 ± 16.2	38.9 ± 9.9	36.1 ± 14.8	82.6 ± 23.5	–	35.5 ± 8.8	39.7 ± 6.3
At TAFE	59.2 ± 28.9	na	54.1 ± 30.7	62.3 ± 16.5	26.9 ± 19.7	np	na	39.5 ± 14.4	52.3 ± 10.8
At University	np	na	np	10.2 ± 9.5	np	np	na	22.7 ± 11.2	9.7 ± 4.5
At private provider or other registered provider	37.9 ± 29.0	na	40.4 ± 30.7	27.5 ± 15.5	60.9 ± 22.5	np	na	37.8 ± 14.4	38.0 ± 10.7
<b>2011</b>									
Employed or in further study	84.4 ± 9.5	100.0	86.9 ± 3.5	92.8 ± 2.7	92.5 ± 4.2	91.5 ± 7.4	na	90.9 ± 4.2	89.8 ± 1.9
Employed after training	73.5 ± 10.8	90.0 ± 14.6	82.5 ± 4.2	89.1 ± 3.1	84.5 ± 5.7	82.7 ± 9.7	na	84.5 ± 6.1	84.1 ± 2.3
In further study after training	40.2 ± 11.8	59.5 ± 33.1	29.6 ± 5.0	33.9 ± 4.6	33.4 ± 7.3	35.6 ± 12.3	na	32.4 ± 7.3	33.5 ± 2.9
At TAFE	73.2 ± 17.8	np	53.6 ± 10.3	59.0 ± 8.3	63.2 ± 12.3	62.2 ± 19.9	na	40.3 ± 13.8	58.2 ± 5.2
At University	16.5 ± 14.0	–	15.2 ± 7.0	11.7 ± 4.9	8.7 ± 6.3	np	na	31.6 ± 12.2	14.8 ± 3.6
At private provider or other registered provider	np	np	31.2 ± 9.9	29.4 ± 7.8	28.1 ± 11.6	28.0 ± 18.1	na	28.2 ± 11.3	27.0 ± 4.7

TABLE 5A.31

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	95.1 ± 6.4	83.0 ± 30.9	90.3 ± 4.8	92.2 ± 3.3	90.3 ± 9.6	100.0	na	91.9 ± 5.4	91.8 ± 2.5
Employed after training	83.3 ± 11.2	87.2 ± 24.1	87.5 ± 5.0	84.6 ± 6.2	88.7 ± 9.8	86.7 ± 13.1	na	84.5 ± 6.3	86.0 ± 3.3
In further study after training	39.0 ± 16.0	np	28.5 ± 8.2	37.6 ± 8.0	37.3 ± 16.1	<i>20.6 ± 16.4</i>	na	37.0 ± 10.1	33.8 ± 5.0
At TAFE	66.9 ± 25.3	np	53.7 ± 16.6	72.1 ± 12.7	43.2 ± 24.6	np	na	57.6 ± 14.8	61.2 ± 8.8
At University	np	–	np	<i>12.3 ± 9.5</i>	np	–	na	<i>22.2 ± 14.6</i>	13.8 ± 5.9
At private provider or other registered provider	np	–	<i>28.3 ± 16.2</i>	<i>15.6 ± 10.3</i>	<i>37.5 ± 24.9</i>	np	na	<i>20.2 ± 11.4</i>	<i>25.1 ± 8.4</i>
<b>2009</b>									
Employed or in further study	89.8 ± 5.5	94.6 ± 4.7	93.0 ± 2.5	91.9 ± 2.6	95.7 ± 4.0	95.5 ± 6.2	np	94.6 ± 3.2	92.7 ± 1.5
Employed after training	75.4 ± 8.3	81.8 ± 11.9	87.3 ± 3.5	87.3 ± 3.3	94.2 ± 4.3	87.0 ± 13.0	np	89.9 ± 4.8	85.7 ± 2.3
In further study after training	37.2 ± 10.1	30.1 ± 10.8	32.3 ± 5.0	34.2 ± 4.8	33.9 ± 8.9	<i>30.5 ± 18.4</i>	np	31.4 ± 10.8	33.7 ± 3.0
At TAFE	87.9 ± 8.9	64.2 ± 23.4	63.0 ± 9.7	61.0 ± 8.9	45.6 ± 15.4	np	np	<i>18.7 ± 11.4</i>	62.5 ± 5.4
At University	np	np	<i>13.1 ± 7.3</i>	11.0 ± 4.7	np	–	–	<i>14.4 ± 9.7</i>	8.8 ± 2.8
At private provider or other registered provider	np	<i>30.1 ± 23.7</i>	23.9 ± 8.0	28.0 ± 8.8	51.0 ± 15.7	np	–	66.9 ± 14.6	28.6 ± 5.0

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

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

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

(d) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in those jurisdictions. Some data for NSW, Victoria, SA, Tasmania and the ACT are not published due to 5 or fewer responses.

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

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

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(g)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.								
(h)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).								
	<b>na</b> Not available. – Nil or rounded to zero. <b>np</b> Not published.								

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.32

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	74.7 ± 3.2	71.7 ± 7.4	72.5 ± 5.1	82.0 ± 3.7	78.3 ± 5.2	71.2 ± 6.8	71.7 ± 8.2	79.6 ± 9.8	74.2 ± 2.6
Employed after training	50.9 ± 3.7	54.9 ± 7.8	58.6 ± 5.4	60.8 ± 5.0	56.0 ± 6.0	50.3 ± 7.4	57.2 ± 9.1	73.3 ± 10.7	54.8 ± 2.8
In further study after training	41.4 ± 3.6	30.6 ± 6.9	32.7 ± 5.0	46.9 ± 5.1	45.9 ± 6.0	38.4 ± 7.3	35.2 ± 8.9	32.9 ± 11.1	37.4 ± 2.6
At TAFE	67.1 ± 5.2	51.4 ± 12.9	43.2 ± 8.8	59.3 ± 7.6	54.4 ± 8.9	66.3 ± 11.4	47.8 ± 16.3	23.3 ± 16.3	57.2 ± 4.0
At University	14.3 ± 3.8	13.0 ± 5.6	19.7 ± 6.9	10.6 ± 4.5	10.9 ± 5.2	14.9 ± 8.3	21.7 ± 13.7	26.0 ± 17.0	14.2 ± 2.3
At private provider or other registered provider	18.7 ± 4.4	35.5 ± 12.2	37.1 ± 9.2	30.0 ± 7.3	34.7 ± 8.6	18.8 ± 9.5	30.5 ± 14.6	50.8 ± 20.3	28.6 ± 3.8
<b>2012</b>									
Employed or in further study	77.9 ± 4.4	66.8 ± 9.8	68.0 ± 9.9	80.1 ± 11.0	75.8 ± 10.2	76.6 ± 13.6	80.0 ± 12.8	75.5 ± 16.4	73.1 ± 3.8
Employed after training	53.1 ± 5.9	48.1 ± 10.2	52.5 ± 10.3	51.0 ± 10.6	57.6 ± 11.7	42.3 ± 15.8	61.3 ± 16.3	60.4 ± 18.1	51.9 ± 4.1
In further study after training	44.1 ± 5.9	33.4 ± 9.4	29.4 ± 8.8	52.3 ± 10.6	34.5 ± 10.5	40.9 ± 15.4	53.0 ± 16.8	45.0 ± 18.0	38.5 ± 3.9
At TAFE	73.2 ± 7.9	42.1 ± 16.5	38.3 ± 15.6	73.6 ± 10.7	42.2 ± 16.1	91.1 ± 16.3	61.0 ± 23.4	np	58.4 ± 6.2
At University	12.3 ± 6.0	15.1 ± 9.9	13.3 ± 10.3	15.0 ± 8.5	25.9 ± 13.7	–	np	np	14.2 ± 3.8
At private provider or other registered provider	14.6 ± 6.2	42.8 ± 17.4	48.4 ± 17.2	11.4 ± 7.4	31.9 ± 15.8	np	27.9 ± 20.9	47.1 ± 27.0	27.4 ± 6.2
<b>2011</b>									
Employed or in further study	73.6 ± 3.4	71.4 ± 5.2	66.5 ± 3.8	75.7 ± 4.6	70.0 ± 4.5	74.0 ± 7.1	72.6 ± 9.2	70.3 ± 17.8	71.5 ± 1.9
Employed after training	48.5 ± 3.8	54.5 ± 5.2	51.1 ± 4.0	55.6 ± 5.2	49.2 ± 5.0	52.4 ± 8.4	58.5 ± 10.2	65.8 ± 17.7	51.3 ± 2.0
In further study after training	44.0 ± 3.7	33.2 ± 4.5	28.9 ± 3.7	39.4 ± 5.1	33.9 ± 4.8	43.7 ± 8.2	28.1 ± 8.8	26.6 ± 13.1	37.0 ± 1.9
At TAFE	74.1 ± 4.9	52.7 ± 8.0	44.3 ± 7.7	59.4 ± 8.5	53.9 ± 8.7	61.8 ± 11.6	43.6 ± 17.4	46.2 ± 25.7	61.6 ± 3.1
At University	15.2 ± 4.0	18.9 ± 6.6	15.5 ± 5.4	12.1 ± 5.0	6.2 ± 4.0	11.2 ± 7.1	20.4 ± 14.4	np	14.7 ± 2.3
At private provider or other registered provider	10.8 ± 3.6	28.4 ± 6.6	40.1 ± 7.7	28.5 ± 8.3	39.9 ± 8.5	27.0 ± 10.9	36.0 ± 17.2	np	23.7 ± 2.7

TABLE 5A.32

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	71.6 ± 5.5	76.9 ± 5.6	63.6 ± 7.6	81.8 ± 8.1	72.3 ± 10.3	71.7 ± 13.3	81.3 ± 16.1	92.0 ± 9.4	72.5 ± 3.1
Employed after training	49.8 ± 5.8	59.4 ± 6.8	44.5 ± 7.6	67.3 ± 9.8	56.2 ± 12.2	52.8 ± 13.6	62.0 ± 17.1	77.4 ± 15.1	53.5 ± 3.3
In further study after training	39.4 ± 5.7	34.0 ± 6.9	30.4 ± 7.3	38.5 ± 10.1	32.1 ± 11.9	33.9 ± 12.1	36.2 ± 17.4	46.0 ± 19.9	35.7 ± 3.2
At TAFE	68.7 ± 8.9	48.5 ± 11.7	44.3 ± 14.0	63.7 ± 15.7	76.2 ± 20.4	62.0 ± 21.1	21.5 ± 18.4	np	59.2 ± 5.6
At University	15.4 ± 7.1	22.1 ± 9.4	26.7 ± 14.2	7.8 ± 7.7	np	np	np	np	17.6 ± 4.6
At private provider or other registered provider	15.9 ± 7.3	29.5 ± 12.4	29.0 ± 13.9	28.5 ± 15.0	12.4 ± 10.9	32.6 ± 21.2	53.7 ± 26.1	np	23.2 ± 5.0
<b>2009</b>									
Employed or in further study	74.7 ± 3.5	76.3 ± 4.2	76.1 ± 4.1	82.9 ± 4.5	73.5 ± 7.3	81.3 ± 10.1	83.1 ± 8.9	81.0 ± 12.2	76.4 ± 2.0
Employed after training	45.4 ± 4.3	60.1 ± 5.0	60.2 ± 4.8	63.2 ± 5.8	55.8 ± 7.9	54.0 ± 13.3	70.6 ± 10.0	78.3 ± 13.0	54.7 ± 2.3
In further study after training	44.7 ± 4.2	37.8 ± 4.7	35.5 ± 4.8	42.7 ± 6.1	33.7 ± 7.6	44.5 ± 13.5	46.5 ± 11.4	36.4 ± 16.7	40.5 ± 2.3
At TAFE	73.8 ± 5.6	60.0 ± 7.7	46.9 ± 8.4	72.3 ± 8.4	59.0 ± 13.1	39.9 ± 20.1	32.8 ± 14.6	np	63.3 ± 3.6
At University	12.0 ± 4.5	19.4 ± 6.4	15.3 ± 6.4	8.6 ± 5.1	11.4 ± 7.9	np	16.7 ± 9.0	np	13.6 ± 2.6
At private provider or other registered provider	14.2 ± 4.2	20.6 ± 6.1	37.8 ± 8.4	19.0 ± 7.5	29.6 ± 12.1	49.5 ± 22.3	50.5 ± 16.9	45.3 ± 27.7	23.1 ± 3.1

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

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

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

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

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

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

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

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.33

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed or in further study	78.4 ± 2.1	81.7 ± 3.8	82.7 ± 3.3	82.9 ± 2.4	82.2 ± 3.6	86.7 ± 6.8	86.6 ± 4.4	92.1 ± 3.9	81.0 ± 1.6
Employed after training	59.1 ± 2.5	68.3 ± 4.5	69.5 ± 3.9	68.5 ± 2.9	64.0 ± 4.5	66.4 ± 9.6	76.0 ± 5.7	83.8 ± 5.4	65.3 ± 2.0
In further study after training	39.2 ± 2.5	35.6 ± 4.8	32.8 ± 3.9	35.2 ± 3.0	40.7 ± 4.6	42.5 ± 10.1	38.4 ± 6.3	37.8 ± 7.7	36.9 ± 2.0
At TAFE	65.2 ± 3.9	27.9 ± 6.8	49.3 ± 7.0	60.0 ± 5.2	50.7 ± 7.4	46.9 ± 15.0	50.3 ± 11.0	30.5 ± 11.8	48.3 ± 3.4
At University	20.1 ± 3.3	34.5 ± 8.2	25.5 ± 6.1	18.5 ± 4.2	16.2 ± 5.4	22.9 ± 12.7	17.6 ± 8.1	31.6 ± 11.9	25.4 ± 3.3
At private provider or other registered provider	14.7 ± 3.0	37.6 ± 8.5	25.1 ± 6.6	21.5 ± 4.5	33.1 ± 7.3	30.2 ± 14.0	32.0 ± 9.9	37.9 ± 12.6	26.3 ± 3.5
<b>2012</b>									
Employed or in further study	82.6 ± 3.0	83.3 ± 4.3	77.3 ± 7.7	88.4 ± 3.4	80.7 ± 8.0	69.8 ± 18.5	83.2 ± 8.3	82.4 ± 8.7	82.7 ± 2.1
Employed after training	63.5 ± 3.7	65.8 ± 5.9	64.5 ± 8.3	72.4 ± 4.9	67.4 ± 8.7	48.9 ± 19.2	70.5 ± 12.1	74.9 ± 9.9	65.5 ± 2.7
In further study after training	40.0 ± 3.8	34.4 ± 5.9	33.3 ± 7.8	45.6 ± 5.9	33.4 ± 8.3	35.7 ± 18.0	31.8 ± 12.0	33.9 ± 11.8	37.4 ± 2.7
At TAFE	59.4 ± 5.9	36.9 ± 9.3	50.5 ± 13.6	57.9 ± 8.9	52.7 ± 15.0	79.0 ± 25.9	43.1 ± 22.1	30.9 ± 19.4	51.1 ± 4.4
At University	27.8 ± 5.7	24.0 ± 8.5	30.8 ± 12.5	25.0 ± 8.1	21.7 ± 11.6	np	31.5 ± 25.8	53.7 ± 21.7	26.4 ± 3.8
At private provider or other registered provider	12.7 ± 3.8	39.0 ± 10.8	18.7 ± 11.6	17.1 ± 6.9	25.5 ± 13.8	np	25.4 ± 19.7	15.4 ± 12.9	22.5 ± 4.3
<b>2011</b>									
Employed or in further study	81.7 ± 1.8	82.7 ± 2.1	79.2 ± 2.8	84.4 ± 2.2	77.6 ± 4.8	78.5 ± 7.8	87.5 ± 5.4	82.9 ± 9.2	81.8 ± 1.1
Employed after training	61.9 ± 2.3	68.0 ± 2.5	66.7 ± 3.3	66.5 ± 2.9	62.3 ± 5.5	58.0 ± 9.5	80.4 ± 6.6	74.7 ± 10.3	65.0 ± 1.3
In further study after training	40.7 ± 2.4	35.4 ± 2.5	32.2 ± 3.3	43.7 ± 3.1	36.8 ± 5.3	39.5 ± 9.4	37.9 ± 8.6	26.7 ± 9.4	38.3 ± 1.3
At TAFE	63.4 ± 3.7	47.5 ± 4.1	41.5 ± 6.0	62.0 ± 4.7	61.3 ± 8.5	68.9 ± 13.9	32.5 ± 13.9	34.5 ± 22.3	56.5 ± 2.2
At University	23.0 ± 3.2	33.8 ± 4.0	31.6 ± 5.7	20.1 ± 3.8	12.7 ± 5.5	np	42.0 ± 15.2	33.1 ± 16.9	25.6 ± 1.9
At private provider or other registered provider	13.6 ± 2.7	18.7 ± 3.5	27.0 ± 5.6	17.9 ± 3.7	26.0 ± 7.3	20.1 ± 12.3	25.5 ± 12.8	32.4 ± 18.1	17.9 ± 1.7

TABLE 5A.33

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Employed or in further study	78.5 ± 3.1	82.5 ± 4.0	77.7 ± 4.8	81.4 ± 4.4	84.1 ± 7.2	79.4 ± 11.5	93.5 ± 3.6	84.7 ± 6.5	80.3 ± 1.9
Employed after training	57.2 ± 3.6	67.3 ± 4.7	62.3 ± 5.5	66.4 ± 4.9	68.0 ± 8.8	64.1 ± 14.1	86.5 ± 5.9	76.3 ± 8.2	62.5 ± 2.2
In further study after training	38.2 ± 3.6	39.5 ± 4.9	36.4 ± 5.7	42.2 ± 5.4	38.4 ± 8.7	32.3 ± 12.9	30.5 ± 10.0	33.4 ± 11.7	38.4 ± 2.2
At TAFE	60.1 ± 5.7	46.5 ± 7.8	50.0 ± 9.9	64.8 ± 8.0	49.9 ± 12.1	49.2 ± 24.6	45.6 ± 19.3	18.5 ± 15.9	55.2 ± 3.6
At University	25.7 ± 5.0	33.0 ± 7.6	26.3 ± 8.5	16.4 ± 6.2	30.3 ± 9.0	np	32.9 ± 18.2	46.3 ± 22.6	27.0 ± 3.2
At private provider or other registered provider	14.2 ± 4.4	20.6 ± 7.2	23.7 ± 9.1	18.8 ± 6.6	19.8 ± 11.3	np	21.5 ± 17.3	35.2 ± 19.5	17.9 ± 3.0
<b>2009</b>									
Employed or in further study	80.4 ± 1.8	83.3 ± 2.4	82.9 ± 3.3	83.6 ± 3.0	82.2 ± 5.8	88.7 ± 10.6	86.3 ± 5.3	83.3 ± 7.6	81.9 ± 1.2
Employed after training	59.9 ± 2.2	68.4 ± 2.9	69.5 ± 4.1	64.5 ± 3.9	63.6 ± 5.7	72.3 ± 17.1	80.6 ± 6.0	75.8 ± 8.3	64.0 ± 1.4
In further study after training	43.4 ± 2.3	37.6 ± 3.0	33.9 ± 4.2	43.2 ± 4.2	39.3 ± 6.9	34.2 ± 17.5	31.2 ± 7.9	30.3 ± 9.0	40.5 ± 1.5
At TAFE	62.8 ± 3.4	52.9 ± 5.1	48.0 ± 7.6	59.5 ± 6.5	64.8 ± 9.4	75.2 ± 26.7	51.0 ± 15.1	29.3 ± 14.8	59.1 ± 2.4
At University	26.4 ± 3.2	34.9 ± 5.1	30.1 ± 7.2	23.8 ± 5.8	13.6 ± 6.1	np	21.3 ± 11.9	38.1 ± 16.0	27.3 ± 2.2
At private provider or other registered provider	10.8 ± 2.3	12.1 ± 3.1	21.9 ± 6.1	16.7 ± 5.2	21.6 ± 7.9	np	27.7 ± 13.3	32.5 ± 17.4	13.6 ± 1.6

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

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

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

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

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

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



Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).

**np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.34

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed	43.1 ± 2.8	45.7 ± 5.5	52.5 ± 4.2	55.8 ± 3.9	42.2 ± 4.5	49.9 ± 6.5	57.5 ± 9.7	53.6 ± 11.2	46.6 ± 2.2
Unemployed	47.9 ± 2.8	47.3 ± 5.5	42.1 ± 4.2	36.6 ± 3.8	50.0 ± 4.5	42.5 ± 6.5	32.8 ± 9.2	38.9 ± 11.0	45.9 ± 2.2
Not in the labour force	8.9 ± 1.5	7.0 ± 2.7	5.2 ± 1.6	6.7 ± 1.9	7.7 ± 2.2	7.5 ± 3.3	9.7 ± 5.5	7.5 ± 5.5	7.4 ± 1.1
<b>2012</b>									
Employed	50.1 ± 4.7	51.6 ± 7.1	52.5 ± 7.6	51.8 ± 7.9	46.6 ± 8.8	56.4 ± 12.2	53.6 ± 17.1	52.5 ± 14.9	51.1 ± 3.1
Unemployed	40.3 ± 4.6	37.2 ± 6.7	42.1 ± 7.5	43.1 ± 7.9	41.7 ± 8.4	35.7 ± 11.7	41.2 ± 16.6	40.4 ± 14.8	40.1 ± 3.0
Not in the labour force	9.6 ± 2.7	11.2 ± 4.2	5.4 ± 2.8	5.1 ± 2.9	11.7 ± 5.5	np	np	np	8.8 ± 1.7
<b>2011</b>									
Employed	45.6 ± 3.0	55.7 ± 3.9	51.3 ± 2.8	51.9 ± 4.0	47.9 ± 3.9	52.6 ± 7.2	56.6 ± 12.7	49.7 ± 14.7	50.1 ± 1.6
Unemployed	45.9 ± 3.0	35.8 ± 3.8	42.2 ± 2.8	38.2 ± 3.9	45.3 ± 3.9	38.6 ± 7.1	37.4 ± 12.3	33.5 ± 13.9	41.9 ± 1.5
Not in the labour force	8.3 ± 1.5	8.3 ± 1.9	6.3 ± 1.3	9.4 ± 2.4	6.6 ± 1.8	8.0 ± 3.7	4.9 ± 4.5	16.8 ± 12.2	7.8 ± 0.8
<b>2010</b>									
Employed	46.4 ± 4.5	55.0 ± 5.9	44.6 ± 6.0	51.1 ± 8.2	42.8 ± 8.9	53.0 ± 10.1	73.7 ± 15.6	68.1 ± 18.6	48.6 ± 2.7
Unemployed	43.8 ± 4.4	36.6 ± 5.8	45.7 ± 6.1	42.1 ± 8.2	49.7 ± 9.2	42.4 ± 10.0	20.4 ± 13.5	25.7 ± 15.9	42.5 ± 2.7
Not in the labour force	9.7 ± 2.9	8.0 ± 2.7	9.6 ± 3.2	6.8 ± 4.3	7.3 ± 4.9	4.2 ± 3.9	np	np	8.7 ± 1.5
<b>2009</b>									
Employed	48.3 ± 3.3	53.6 ± 4.2	53.5 ± 4.3	54.3 ± 5.9	51.4 ± 6.4	61.8 ± 9.6	63.8 ± 12.8	47.1 ± 18.1	51.5 ± 2.0
Unemployed	39.7 ± 3.2	37.1 ± 4.2	35.6 ± 4.1	31.7 ± 5.4	33.1 ± 6.4	29.3 ± 9.0	23.2 ± 10.2	43.9 ± 17.9	37.0 ± 1.9
Not in the labour force	11.6 ± 2.1	8.6 ± 2.5	9.9 ± 2.6	13.8 ± 4.3	15.0 ± 4.1	8.1 ± 5.1	12.9 ± 9.4	np	11.0 ± 1.2
<b>2008</b>									
Employed	49.1 ± 5.6	66.6 ± 6.7	64.6 ± 8.0	59.1 ± 11.9	72.6 ± 13.4	49.0 ± 15.4	45.7 ± 19.8	69.4 ± 18.2	57.3 ± 3.5
Unemployed	39.5 ± 5.5	28.5 ± 6.4	28.2 ± 7.9	34.0 ± 11.3	22.4 ± 12.5	42.9 ± 15.2	31.7 ± 16.9	28.4 ± 17.8	34.0 ± 3.4
Not in the labour force	10.3 ± 3.1	4.9 ± 2.5	6.6 ± 3.2	6.9 ± 5.9	np	np	22.6 ± 17.7	np	8.2 ± 1.7

TABLE 5A.34

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2007</b>									
Employed	53.9 ± 3.7	62.0 ± 4.5	68.7 ± 4.5	59.6 ± 6.3	67.0 ± 6.7	62.4 ± 8.9	54.0 ± 16.2	57.7 ± 19.2	59.2 ± 2.2
Unemployed	36.8 ± 3.6	31.4 ± 4.3	22.5 ± 3.9	30.5 ± 5.9	25.0 ± 6.3	30.6 ± 8.5	32.6 ± 14.9	37.6 ± 19.6	32.3 ± 2.1
Not in the labour force	8.9 ± 2.1	6.3 ± 2.1	8.3 ± 2.8	9.6 ± 3.8	7.0 ± 3.2	6.9 ± 4.5	13.3 ± 10.3	np	8.2 ± 1.2
<b>2006</b>									
Employed	55.6 ± 6.2	61.6 ± 6.4	62.2 ± 6.8	65.3 ± 8.2	60.4 ± 9.8	68.4 ± 16.2	72.3 ± 16.0	69.7 ± 17.5	59.1 ± 3.6
Unemployed	31.7 ± 5.7	29.5 ± 6.0	29.4 ± 6.3	28.4 ± 7.5	30.8 ± 9.5	29.0 ± 16.3	19.0 ± 11.1	27.7 ± 17.2	30.4 ± 3.3
Not in the labour force	12.7 ± 4.1	8.6 ± 3.5	8.2 ± 2.7	6.3 ± 4.5	8.8 ± 5.2	np	np	np	10.3 ± 2.2
<b>2005</b>									
Employed	50.4 ± 4.6	59.2 ± 4.4	59.8 ± 4.3	58.5 ± 5.0	63.1 ± 6.0	59.5 ± 9.9	54.6 ± 12.2	63.3 ± 12.8	55.1 ± 2.5
Unemployed	40.7 ± 4.4	30.4 ± 4.1	32.5 ± 4.2	32.9 ± 4.9	28.9 ± 5.7	29.6 ± 9.1	40.1 ± 12.2	20.3 ± 10.9	36.0 ± 2.4
Not in the labour force	8.4 ± 2.3	8.8 ± 2.6	7.2 ± 2.0	8.3 ± 2.5	8.0 ± 3.1	10.1 ± 6.2	np	16.4 ± 8.2	8.3 ± 1.3

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

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

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

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

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

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

**np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.35

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed	43.2 ± 12.5	22.6 ± 24.2	32.8 ± 12.3	57.4 ± 15.5	34.7 ± 23.8	43.0 ± 23.5	np	50.2 ± 18.8	39.1 ± 7.1
Unemployed	46.4 ± 12.4	64.3 ± 34.1	59.9 ± 13.3	34.2 ± 14.8	59.7 ± 24.1	54.3 ± 23.8	np	45.3 ± 18.7	52.4 ± 7.6
Not in the labour force	10.4 ± 7.5	np	7.3 ± 7.3	np	np	np	np	np	8.6 ± 3.9
<b>2012</b>									
Employed	38.4 ± 18.8	26.4 ± 30.0	45.1 ± 26.3	36.2 ± 30.4	np	np	–	59.7 ± 25.9	40.3 ± 12.9
Unemployed	39.2 ± 22.5	72.5 ± 30.4	50.0 ± 26.0	63.8 ± 30.4	np	np	np	np	50.8 ± 13.4
Not in the labour force	22.4 ± 16.3	np	np	–	np	np	–	np	8.4 ± 5.0
<b>2011</b>									
Employed	47.8 ± 14.3	45.7 ± 21.1	34.9 ± 9.6	59.5 ± 17.4	30.7 ± 13.2	35.9 ± 26.7	np	42.7 ± 24.9	42.5 ± 6.2
Unemployed	46.5 ± 14.3	49.1 ± 22.2	57.3 ± 10.0	36.0 ± 17.2	58.6 ± 14.6	60.8 ± 27.5	np	np	49.8 ± 6.3
Not in the labour force	np	np	7.8 ± 5.4	np	np	np	–	np	7.5 ± 3.1
<b>2010</b>									
Employed	32.8 ± 20.1	np	32.6 ± 24.0	30.4 ± 16.7	np	72.2 ± 18.2	np	np	33.1 ± 9.7
Unemployed	45.7 ± 21.5	57.9 ± 37.5	62.5 ± 24.3	64.1 ± 19.1	np	np	np	np	56.8 ± 10.6
Not in the labour force	np	np	np	np	np	np	–	–	9.4 ± 7.1
<b>2009</b>									
Employed	46.7 ± 16.2	72.2 ± 23.1	41.2 ± 20.0	49.3 ± 27.9	71.5 ± 26.2	58.6 ± 31.3	–	np	52.7 ± 9.6
Unemployed	45.5 ± 16.3	np	53.8 ± 20.2	43.6 ± 27.5	np	np	–	np	42.0 ± 9.6
Not in the labour force	np	np	np	np	–	–	np	–	5.3 ± 3.7
<b>2008</b>									
Employed	np	np	78.6 ± 16.7	np	np	np	na	86.5 ± 24.7	37.3 ± 15.7
Unemployed	67.1 ± 29.3	np	20.0 ± 16.2	np	np	–	na	np	50.3 ± 17.8
Not in the labour force	np	–	np	np	np	–	na	–	np

TABLE 5A.35

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2007</b>									
Employed	55.1 ± 18.6	np	68.2 ± 20.1	33.7 ± 26.7	np	np	na	np	53.6 ± 10.9
Unemployed	38.6 ± 18.3	np	29.8 ± 20.1	50.4 ± 27.8	np	np	na	np	39.4 ± 10.8
Not in the labour force	np	np	np	np	np	–	na	–	7.0 ± 4.7
<b>2006</b>									
Employed	np	np	44.7 ± 17.6	np	np	np	np	np	49.3 ± 16.3
Unemployed	44.2 ± 37.6	np	27.1 ± 17.1	58.0 ± 31.0	np	np	–	np	42.4 ± 15.6
Not in the labour force	–	–	np	–	–	np	–	np	np
<b>2005</b>									
Employed	50.2 ± 21.7	np	54.0 ± 16.8	48.6 ± 28.4	np	np	–	91.3 ± 12.7	51.5 ± 11.5
Unemployed	44.9 ± 20.9	np	46.0 ± 16.8	38.8 ± 26.6	np	np	np	np	43.5 ± 11.1
Not in the labour force	np	np	–	np	np	–	–	–	4.4 ± 3.0

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

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

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

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

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

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.36

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed	43.1 ± 2.9	45.9 ± 5.5	55.1 ± 4.3	55.7 ± 4.1	42.4 ± 4.6	50.5 ± 6.8	58.0 ± 10.2	56.1 ± 13.7	47.0 ± 2.3
Unemployed	47.9 ± 2.9	47.1 ± 5.5	39.9 ± 4.3	36.9 ± 3.9	49.7 ± 4.6	41.6 ± 6.7	32.6 ± 9.7	34.3 ± 13.1	45.6 ± 2.3
Not in the labour force	8.8 ± 1.6	6.9 ± 2.8	4.9 ± 1.5	6.5 ± 2.0	7.8 ± 2.2	7.8 ± 3.6	9.4 ± 5.6	np	7.3 ± 1.1
<b>2012</b>									
Employed	50.7 ± 4.8	52.8 ± 7.2	53.2 ± 7.9	53.0 ± 8.1	45.9 ± 9.1	57.1 ± 12.9	57.3 ± 17.3	50.2 ± 17.9	51.8 ± 3.2
Unemployed	40.5 ± 4.7	35.6 ± 6.7	41.3 ± 7.8	41.4 ± 8.2	42.5 ± 8.7	37.1 ± 12.6	37.1 ± 16.7	42.5 ± 17.8	39.4 ± 3.1
Not in the labour force	8.7 ± 2.7	11.5 ± 4.4	5.4 ± 3.0	5.6 ± 3.1	11.6 ± 5.7	np	np	np	8.8 ± 1.7
<b>2011</b>									
Employed	45.2 ± 3.1	56.0 ± 4.0	52.7 ± 2.9	51.9 ± 4.2	49.3 ± 4.1	53.6 ± 7.3	55.9 ± 13.2	55.1 ± 16.5	50.5 ± 1.6
Unemployed	46.0 ± 3.1	35.6 ± 3.9	40.9 ± 2.9	37.6 ± 4.0	44.7 ± 4.1	37.0 ± 7.1	37.8 ± 12.7	36.8 ± 15.5	41.4 ± 1.6
Not in the labour force	8.7 ± 1.6	8.3 ± 2.0	6.3 ± 1.4	10.0 ± 2.6	5.8 ± 1.7	8.5 ± 4.0	5.2 ± 4.8	np	7.8 ± 0.8
<b>2010</b>									
Employed	46.8 ± 4.6	55.2 ± 6.1	45.4 ± 6.2	54.4 ± 8.8	46.4 ± 9.5	51.2 ± 10.9	74.5 ± 15.8	49.5 ± 23.1	49.3 ± 2.8
Unemployed	43.8 ± 4.6	36.3 ± 5.9	44.5 ± 6.3	38.6 ± 8.6	45.8 ± 9.6	44.6 ± 10.8	19.4 ± 13.5	39.5 ± 20.2	41.8 ± 2.8
Not in the labour force	9.4 ± 2.9	8.1 ± 2.7	10.0 ± 3.3	7.1 ± 4.6	7.7 ± 5.3	4.2 ± 4.2	np	np	8.7 ± 1.6
<b>2009</b>									
Employed	48.6 ± 3.3	53.2 ± 4.3	54.3 ± 4.5	54.8 ± 6.1	50.8 ± 6.5	62.2 ± 10.0	64.5 ± 12.8	41.9 ± 20.1	51.6 ± 2.0
Unemployed	39.5 ± 3.2	37.3 ± 4.2	34.8 ± 4.2	31.2 ± 5.5	33.1 ± 6.5	27.6 ± 9.1	23.5 ± 10.3	45.3 ± 20.7	36.8 ± 2.0
Not in the labour force	11.4 ± 2.0	8.9 ± 2.6	10.2 ± 2.7	13.9 ± 4.4	15.6 ± 4.3	9.2 ± 5.7	12.0 ± 9.3	np	11.1 ± 1.2
<b>2008</b>									
Employed	50.5 ± 5.7	66.8 ± 6.7	62.9 ± 8.4	61.9 ± 11.7	74.9 ± 13.6	47.3 ± 15.8	45.7 ± 19.8	66.0 ± 21.4	57.9 ± 3.6
Unemployed	38.2 ± 5.6	28.2 ± 6.5	29.3 ± 8.4	31.3 ± 11.0	22.4 ± 13.1	44.3 ± 15.6	31.7 ± 16.9	31.3 ± 20.9	33.4 ± 3.5
Not in the labour force	10.3 ± 3.1	5.0 ± 2.6	7.0 ± 3.5	np	np	np	22.6 ± 17.7	np	8.1 ± 1.7

TABLE 5A.36

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2007</b>									
Employed	53.7 ± 3.8	62.2 ± 4.6	68.6 ± 4.6	60.8 ± 6.5	68.2 ± 6.7	64.7 ± 9.2	54.0 ± 16.2	56.6 ± 18.0	59.3 ± 2.3
Unemployed	37.0 ± 3.7	31.3 ± 4.4	22.0 ± 4.0	29.5 ± 6.0	24.5 ± 6.3	27.9 ± 8.7	32.6 ± 14.9	38.1 ± 18.9	32.1 ± 2.2
Not in the labour force	9.1 ± 2.2	6.2 ± 2.1	8.7 ± 3.0	9.3 ± 3.9	6.3 ± 3.1	7.5 ± 4.8	13.3 ± 10.3	np	8.3 ± 1.3
<b>2006</b>									
Employed	56.1 ± 6.3	61.4 ± 6.5	63.7 ± 7.1	67.3 ± 8.6	62.5 ± 10.0	69.8 ± 17.4	69.3 ± 17.0	77.7 ± 19.9	59.9 ± 3.7
Unemployed	30.9 ± 5.8	29.5 ± 6.1	29.8 ± 6.7	25.9 ± 7.8	28.1 ± 9.5	29.2 ± 17.4	21.1 ± 11.9	np	29.8 ± 3.4
Not in the labour force	12.9 ± 4.2	8.8 ± 3.5	6.3 ± 2.7	6.9 ± 4.9	9.3 ± 5.5	np	np	–	10.2 ± 2.3
<b>2005</b>									
Employed	50.5 ± 4.7	59.7 ± 4.5	60.3 ± 4.5	58.8 ± 5.1	63.8 ± 6.1	58.9 ± 10.5	57.8 ± 12.3	51.9 ± 15.1	55.3 ± 2.6
Unemployed	40.3 ± 4.5	30.1 ± 4.1	31.8 ± 4.3	32.8 ± 5.0	28.2 ± 5.8	29.3 ± 9.5	36.6 ± 12.1	25.0 ± 13.7	35.6 ± 2.5
Not in the labour force	8.6 ± 2.4	8.7 ± 2.6	7.4 ± 2.1	8.1 ± 2.6	8.0 ± 3.2	11.0 ± 6.7	np	23.1 ± 11.1	8.4 ± 1.3

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.37

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Employed	90.2 ± 0.9	88.8 ± 1.7	90.1 ± 1.1	89.8 ± 1.0	92.1 ± 1.2	89.7 ± 2.2	92.3 ± 2.0	93.6 ± 2.0	89.9 ± 0.7
Unemployed	5.8 ± 0.7	7.8 ± 1.5	6.3 ± 0.9	5.9 ± 0.8	4.7 ± 0.9	5.9 ± 1.7	4.9 ± 1.7	3.5 ± 1.5	6.4 ± 0.6
Not in the labour force	3.9 ± 0.6	3.2 ± 0.9	3.6 ± 0.6	4.2 ± 0.6	3.2 ± 0.8	4.4 ± 1.4	2.8 ± 1.2	2.9 ± 1.3	3.6 ± 0.4
<b>2012</b>									
Employed	90.1 ± 1.3	87.6 ± 2.5	89.5 ± 2.2	92.4 ± 1.7	93.1 ± 1.8	90.3 ± 3.5	93.3 ± 3.1	90.3 ± 3.6	90.0 ± 0.9
Unemployed	5.7 ± 1.1	7.2 ± 2.1	6.4 ± 1.8	4.3 ± 1.4	4.5 ± 1.5	6.1 ± 2.8	4.3 ± 2.5	4.7 ± 2.2	5.9 ± 0.8
Not in the labour force	4.2 ± 0.8	5.1 ± 1.5	4.1 ± 1.4	3.2 ± 1.0	2.3 ± 1.0	3.6 ± 2.2	2.4 ± 2.0	5.0 ± 3.0	4.1 ± 0.5
<b>2011</b>									
Employed	90.3 ± 0.8	89.4 ± 1.0	88.7 ± 0.9	90.6 ± 0.9	89.4 ± 1.4	89.1 ± 2.0	94.1 ± 1.8	91.1 ± 2.5	89.9 ± 0.4
Unemployed	5.7 ± 0.7	6.0 ± 0.8	7.4 ± 0.8	4.8 ± 0.7	6.8 ± 1.1	5.8 ± 1.5	2.4 ± 1.2	4.3 ± 1.8	6.0 ± 0.3
Not in the labour force	3.9 ± 0.5	4.4 ± 0.6	3.7 ± 0.5	4.4 ± 0.6	3.6 ± 0.9	5.1 ± 1.4	3.4 ± 1.4	4.6 ± 1.8	4.1 ± 0.3
<b>2010</b>									
Employed	87.2 ± 1.5	89.6 ± 1.6	87.4 ± 1.7	89.1 ± 1.8	88.9 ± 2.9	88.5 ± 3.2	92.0 ± 2.9	90.9 ± 2.9	88.3 ± 0.8
Unemployed	7.5 ± 1.2	6.0 ± 1.3	7.4 ± 1.3	6.5 ± 1.4	5.7 ± 2.0	5.8 ± 2.6	4.0 ± 2.2	4.8 ± 1.9	6.8 ± 0.6
Not in the labour force	4.9 ± 0.9	4.1 ± 1.0	4.9 ± 1.1	4.2 ± 1.1	5.2 ± 2.2	5.5 ± 1.9	4.1 ± 1.9	4.3 ± 2.2	4.7 ± 0.5
<b>2009</b>									
Employed	88.7 ± 0.9	90.1 ± 1.0	89.4 ± 1.0	88.5 ± 1.2	89.5 ± 1.8	89.9 ± 3.1	92.6 ± 1.9	92.0 ± 2.5	89.3 ± 0.5
Unemployed	6.7 ± 0.7	6.0 ± 0.8	6.2 ± 0.8	6.6 ± 0.9	6.6 ± 1.6	6.9 ± 2.8	3.8 ± 1.4	5.3 ± 2.2	6.3 ± 0.4
Not in the labour force	4.5 ± 0.6	3.8 ± 0.6	4.2 ± 0.6	4.7 ± 0.8	3.6 ± 0.9	3.1 ± 1.4	3.5 ± 1.4	2.7 ± 1.2	4.2 ± 0.3

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

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

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

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



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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.38

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Highly relevant	58.5 ± 1.5	49.9 ± 2.9	60.4 ± 1.9	59.6 ± 1.8	58.1 ± 2.2	62.3 ± 3.0	52.2 ± 3.5	58.1 ± 4.0	56.2 ± 1.1
Some relevance	25.8 ± 1.4	28.8 ± 2.7	25.2 ± 1.7	23.4 ± 1.5	26.9 ± 2.0	24.7 ± 2.6	29.8 ± 3.2	27.9 ± 3.5	26.5 ± 1.0
Very little relevance	6.8 ± 0.7	8.8 ± 1.7	6.0 ± 0.9	7.2 ± 0.9	6.8 ± 1.1	5.7 ± 1.5	9.0 ± 2.0	6.5 ± 2.0	7.3 ± 0.6
Not relevant at all	9.0 ± 0.9	12.6 ± 2.0	8.5 ± 1.1	9.7 ± 1.0	8.3 ± 1.2	7.3 ± 1.6	9.0 ± 2.1	7.5 ± 2.2	10.0 ± 0.7
<b>2012</b>									
Highly relevant	58.6 ± 2.5	50.3 ± 3.6	55.2 ± 3.7	61.9 ± 3.1	55.6 ± 4.3	62.3 ± 6.2	53.5 ± 6.6	60.4 ± 6.4	56.0 ± 1.5
Some relevance	25.2 ± 2.2	30.8 ± 3.4	24.6 ± 3.3	21.3 ± 2.7	28.3 ± 3.7	21.3 ± 5.1	29.1 ± 5.9	25.1 ± 5.7	26.3 ± 1.4
Very little relevance	7.0 ± 1.3	6.1 ± 1.7	7.9 ± 2.2	7.0 ± 1.6	6.4 ± 1.8	5.1 ± 2.8	7.8 ± 3.6	7.6 ± 3.1	6.8 ± 0.8
Not relevant at all	9.2 ± 1.3	12.9 ± 2.6	12.3 ± 2.4	9.8 ± 1.7	9.7 ± 2.9	11.3 ± 4.1	9.7 ± 3.6	7.0 ± 3.2	10.8 ± 0.9
<b>2011</b>									
Highly relevant	57.0 ± 1.5	56.8 ± 1.6	59.1 ± 1.5	59.7 ± 1.6	57.3 ± 2.3	58.9 ± 3.5	57.2 ± 4.1	62.4 ± 5.2	57.8 ± 0.7
Some relevance	26.1 ± 1.4	26.2 ± 1.4	23.2 ± 1.3	24.0 ± 1.4	25.4 ± 2.0	24.4 ± 3.0	26.9 ± 3.6	22.8 ± 4.5	25.2 ± 0.7
Very little relevance	7.2 ± 0.8	7.6 ± 0.8	7.4 ± 0.8	6.3 ± 0.8	6.8 ± 1.1	5.6 ± 1.8	8.1 ± 2.2	6.3 ± 2.6	7.2 ± 0.4
Not relevant at all	9.7 ± 0.9	9.4 ± 0.9	10.3 ± 0.9	10.0 ± 1.0	10.5 ± 1.4	11.1 ± 2.2	7.8 ± 2.4	8.5 ± 2.6	9.8 ± 0.4
<b>2010</b>									
Highly relevant	56.6 ± 2.4	55.7 ± 2.8	57.3 ± 2.9	60.1 ± 3.0	56.7 ± 5.0	59.7 ± 5.0	54.3 ± 6.2	65.4 ± 7.0	57.1 ± 1.3
Some relevance	25.4 ± 2.1	26.0 ± 2.5	25.0 ± 2.6	21.6 ± 2.6	25.1 ± 4.4	24.4 ± 4.5	29.5 ± 5.8	23.0 ± 6.6	25.0 ± 1.1
Very little relevance	7.3 ± 1.3	7.6 ± 1.5	7.0 ± 1.4	7.2 ± 1.7	6.7 ± 2.3	6.5 ± 2.7	6.1 ± 2.5	4.5 ± 2.4	7.2 ± 0.7
Not relevant at all	10.7 ± 1.4	10.7 ± 1.8	10.7 ± 1.8	11.1 ± 1.8	11.5 ± 3.3	9.4 ± 2.7	10.2 ± 3.5	7.2 ± 3.1	10.7 ± 0.8
<b>2009</b>									
Highly relevant	56.0 ± 1.6	54.3 ± 1.7	60.8 ± 1.7	59.6 ± 2.0	52.6 ± 2.5	59.9 ± 4.7	55.6 ± 4.1	64.1 ± 5.0	56.7 ± 0.8
Some relevance	25.7 ± 1.4	27.9 ± 1.6	22.5 ± 1.4	23.3 ± 1.8	26.9 ± 2.3	27.1 ± 4.2	26.3 ± 3.5	22.8 ± 4.1	25.5 ± 0.7
Very little relevance	8.1 ± 0.9	7.6 ± 0.9	7.1 ± 0.9	6.8 ± 1.0	8.8 ± 1.4	5.7 ± 2.2	7.0 ± 2.0	4.7 ± 2.0	7.6 ± 0.4
Not relevant at all	10.3 ± 0.9	10.2 ± 1.1	9.6 ± 1.0	10.3 ± 1.2	11.7 ± 1.6	7.3 ± 2.4	11.1 ± 2.6	8.4 ± 3.0	10.2 ± 0.5

TABLE 5A.38

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) Numbers may not add to 100 due to rounding.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.39

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Obtained a job	28.4 ± 1.4	31.7 ± 2.7	31.8 ± 1.8	34.2 ± 1.7	25.4 ± 2.0	31.5 ± 3.0	26.6 ± 3.4	27.0 ± 3.8	30.3 ± 1.0
An increase in earnings	23.7 ± 1.4	21.2 ± 2.3	30.7 ± 1.8	27.7 ± 1.7	21.5 ± 1.9	25.6 ± 2.8	24.0 ± 3.2	33.9 ± 4.0	24.5 ± 0.9
A promotion (or increased status at work)	34.2 ± 1.5	29.8 ± 2.7	35.3 ± 1.9	34.0 ± 1.7	34.7 ± 2.1	32.6 ± 2.9	40.1 ± 3.5	41.0 ± 4.0	33.2 ± 1.0
Change of job or new job	15.7 ± 1.1	18.4 ± 2.4	20.7 ± 1.6	19.8 ± 1.4	13.4 ± 1.5	18.0 ± 2.5	15.3 ± 2.5	21.4 ± 3.4	17.7 ± 0.9
Ability to start own business	7.1 ± 0.8	8.2 ± 1.6	9.1 ± 1.1	7.4 ± 0.9	5.5 ± 1.0	5.7 ± 1.6	4.0 ± 1.6	8.1 ± 2.3	7.6 ± 0.6
At least one benefit	77.4 ± 1.3	73.8 ± 2.6	78.6 ± 1.6	78.6 ± 1.4	74.2 ± 1.9	78.4 ± 2.4	74.3 ± 3.0	75.0 ± 3.4	76.3 ± 0.9
<b>2012</b>									
Obtained a job	32.5 ± 2.4	33.7 ± 3.3	39.3 ± 3.7	37.9 ± 3.2	29.4 ± 4.1	39.6 ± 6.4	30.6 ± 6.6	37.4 ± 6.5	34.5 ± 1.4
An increase in earnings	28.4 ± 2.3	27.0 ± 3.3	33.9 ± 3.5	34.3 ± 3.2	29.1 ± 4.2	39.2 ± 6.4	30.6 ± 6.2	36.0 ± 6.2	30.1 ± 1.4
A promotion (or increased status at work)	34.9 ± 2.4	27.4 ± 3.2	34.2 ± 3.5	35.7 ± 3.2	34.6 ± 4.1	34.6 ± 6.3	41.0 ± 6.6	37.1 ± 6.2	33.1 ± 1.4
Change of job or new job	19.3 ± 1.9	18.6 ± 2.7	26.1 ± 3.4	23.9 ± 2.8	18.2 ± 3.2	22.2 ± 5.4	19.1 ± 5.3	19.4 ± 5.1	20.8 ± 1.2
Ability to start own business	8.8 ± 1.4	9.4 ± 1.9	8.8 ± 2.2	8.2 ± 1.7	6.1 ± 1.8	5.8 ± 2.8	7.3 ± 3.5	10.2 ± 4.1	8.6 ± 0.8
At least one benefit	77.7 ± 2.0	74.7 ± 3.3	82.4 ± 2.7	81.5 ± 2.4	79.7 ± 3.6	83.3 ± 4.7	76.0 ± 5.5	78.9 ± 5.2	78.5 ± 1.2
<b>2011</b>									
Obtained a job	30.2 ± 1.5	35.4 ± 1.6	39.0 ± 1.5	36.0 ± 1.6	31.0 ± 2.1	35.2 ± 3.4	28.1 ± 3.9	34.1 ± 5.5	33.9 ± 0.7
An increase in earnings	25.0 ± 1.4	28.0 ± 1.4	31.8 ± 1.5	32.4 ± 1.6	25.7 ± 2.0	32.5 ± 3.3	29.5 ± 3.9	36.5 ± 5.2	28.3 ± 0.7
A promotion (or increased status at work)	32.6 ± 1.5	28.8 ± 1.4	29.7 ± 1.4	32.5 ± 1.6	31.9 ± 2.1	31.2 ± 3.3	39.3 ± 4.1	37.0 ± 5.2	31.3 ± 0.7
Change of job or new job	18.4 ± 1.2	17.1 ± 1.1	20.5 ± 1.2	19.5 ± 1.3	18.9 ± 1.8	20.5 ± 2.8	16.0 ± 2.9	22.8 ± 4.6	18.7 ± 0.6
Ability to start own business	7.8 ± 0.8	8.1 ± 0.8	9.3 ± 0.9	7.7 ± 0.9	6.0 ± 1.2	6.5 ± 1.8	6.5 ± 2.2	5.6 ± 2.2	7.9 ± 0.4
At least one benefit	78.3 ± 1.2	79.6 ± 1.3	82.7 ± 1.1	79.9 ± 1.3	75.6 ± 2.0	80.9 ± 2.8	79.5 ± 3.3	82.1 ± 4.1	79.6 ± 0.6

TABLE 5A.39

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Obtained a job	34.3 ± 2.3	35.3 ± 2.7	42.3 ± 2.8	38.9 ± 3.1	36.4 ± 4.8	34.6 ± 4.4	29.9 ± 5.9	37.0 ± 7.0	36.7 ± 1.2
An increase in earnings	29.3 ± 2.3	29.4 ± 2.7	38.4 ± 2.7	37.5 ± 3.1	30.1 ± 4.9	40.4 ± 5.0	33.9 ± 5.9	41.6 ± 7.6	32.6 ± 1.2
A promotion (or increased status at work)	31.0 ± 2.3	29.5 ± 2.6	29.3 ± 2.6	33.0 ± 3.0	31.1 ± 4.7	37.7 ± 5.0	37.9 ± 6.4	36.7 ± 7.8	31.0 ± 1.2
Change of job or new job	19.2 ± 2.0	17.7 ± 2.2	22.2 ± 2.5	21.2 ± 2.5	18.5 ± 3.9	21.2 ± 3.9	17.9 ± 4.9	27.4 ± 7.2	19.8 ± 1.1
Ability to start own business	8.6 ± 1.4	7.1 ± 1.4	8.5 ± 1.5	9.5 ± 1.9	4.9 ± 1.9	6.4 ± 1.9	10.9 ± 4.4	11.3 ± 5.1	8.1 ± 0.7
At least one benefit	75.3 ± 2.1	76.8 ± 2.4	80.5 ± 2.2	79.7 ± 2.4	77.4 ± 4.6	84.3 ± 3.4	76.8 ± 4.9	74.4 ± 6.9	77.6 ± 1.1
<b>2009</b>									
Obtained a job	32.4 ± 1.5	35.3 ± 1.7	39.7 ± 1.7	39.0 ± 2.1	32.2 ± 2.3	35.8 ± 4.5	29.8 ± 3.7	36.5 ± 6.0	35.0 ± 0.8
An increase in earnings	29.7 ± 1.5	28.2 ± 1.5	38.9 ± 1.7	33.6 ± 2.0	29.8 ± 2.4	35.1 ± 4.5	35.0 ± 3.9	32.0 ± 5.3	31.7 ± 0.8
A promotion (or increased status at work)	30.9 ± 1.5	30.6 ± 1.6	33.5 ± 1.7	30.9 ± 2.0	30.6 ± 2.4	33.9 ± 4.6	39.2 ± 4.1	34.5 ± 5.3	31.5 ± 0.8
Change of job or new job	17.2 ± 1.2	18.0 ± 1.3	20.6 ± 1.4	18.5 ± 1.6	21.9 ± 2.2	19.4 ± 3.7	19.8 ± 3.5	22.3 ± 5.5	18.7 ± 0.7
Ability to start own business	6.8 ± 0.8	6.6 ± 0.9	7.0 ± 0.8	7.9 ± 1.2	3.5 ± 0.9	5.7 ± 2.0	6.5 ± 2.0	7.0 ± 2.9	6.6 ± 0.4
At least one benefit	77.4 ± 1.3	78.2 ± 1.4	83.0 ± 1.2	80.0 ± 1.6	77.7 ± 2.0	83.2 ± 3.3	78.6 ± 3.3	83.3 ± 3.6	79.1 ± 0.7

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

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

(c) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.40

Table 5A.40 **Aboriginal and Torres Strait Islander VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Obtained a job	31.2 ± 7.5	42.0 ± 32.8	44.1 ± 9.4	42.1 ± 9.5	43.8 ± 15.3	32.6 ± 11.4	22.2 ± 17.6	33.2 ± 10.0	37.7 ± 5.3
An increase in earnings	25.8 ± 7.4	38.2 ± 30.3	31.4 ± 8.4	31.5 ± 9.0	23.7 ± 13.1	34.7 ± 12.1	22.4 ± 17.6	34.4 ± 10.1	29.9 ± 4.8
A promotion (or increased status at work)	35.0 ± 7.8	44.4 ± 36.8	37.0 ± 9.1	37.6 ± 9.6	35.5 ± 14.4	32.2 ± 10.9	32.5 ± 19.4	39.7 ± 10.2	37.0 ± 5.9
Change of job or new job	27.4 ± 7.3	59.9 ± 30.3	25.4 ± 8.4	25.1 ± 8.5	17.3 ± 11.9	23.8 ± 10.0	np	17.6 ± 7.7	28.6 ± 6.4
Ability to start own business	8.8 ± 4.8	17.4 ± 25.6	11.3 ± 6.7	7.6 ± 4.9	np	11.9 ± 7.2	np	4.6 ± 3.9	10.0 ± 3.8
At least one benefit	82.1 ± 5.2	91.7 ± 8.2	81.1 ± 7.8	76.9 ± 7.4	76.0 ± 13.0	81.6 ± 8.9	78.4 ± 16.5	77.2 ± 9.4	81.6 ± 3.4
<b>2012</b>									
Obtained a job	35.6 ± 14.1	53.3 ± 31.8	37.4 ± 17.8	53.3 ± 18.4	42.9 ± 22.0	np	np	33.6 ± 17.1	40.3 ± 8.2
An increase in earnings	24.3 ± 12.1	6.7 ± 6.6	41.3 ± 18.4	31.6 ± 16.0	43.4 ± 22.4	np	np	48.1 ± 18.8	30.7 ± 7.6
A promotion (or increased status at work)	36.5 ± 13.3	7.2 ± 6.7	46.7 ± 18.4	39.9 ± 17.6	34.3 ± 19.9	np	np	46.0 ± 18.8	37.5 ± 7.9
Change of job or new job	13.9 ± 6.2	np	18.0 ± 13.2	32.8 ± 18.5	31.0 ± 18.8	np	np	np	19.1 ± 5.4
Ability to start own business	7.9 ± 6.0	–	np	np	–	–	np	np	4.8 ± 3.0
At least one benefit	68.6 ± 12.8	65.0 ± 31.4	87.4 ± 11.1	86.3 ± 10.9	86.3 ± 13.3	67.0 ± 32.7	np	81.8 ± 14.2	77.4 ± 6.9
<b>2011</b>									
Obtained a job	47.3 ± 8.5	49.4 ± 14.1	41.4 ± 7.6	50.5 ± 10.6	46.0 ± 12.3	36.6 ± 15.0	40.6 ± 26.4	44.7 ± 16.9	45.5 ± 4.4
An increase in earnings	31.8 ± 8.1	16.3 ± 9.9	34.5 ± 7.4	48.2 ± 10.6	31.2 ± 11.4	32.5 ± 14.6	np	32.5 ± 14.6	33.4 ± 4.2
A promotion (or increased status at work)	32.3 ± 7.9	26.9 ± 12.2	28.3 ± 7.0	32.4 ± 10.0	39.3 ± 11.8	35.6 ± 14.6	27.9 ± 23.1	35.4 ± 15.0	31.6 ± 4.0
Change of job or new job	19.1 ± 6.6	19.7 ± 11.0	21.0 ± 6.0	25.1 ± 9.5	21.7 ± 9.4	21.7 ± 12.7	np	14.8 ± 10.8	20.3 ± 3.4
Ability to start own business	8.4 ± 4.6	np	5.6 ± 3.4	5.4 ± 4.7	np	np	np	8.2 ± 6.9	6.9 ± 2.2
At least one benefit	77.7 ± 7.0	73.5 ± 11.7	77.6 ± 6.8	85.6 ± 7.6	88.0 ± 7.3	76.7 ± 12.9	88.0 ± 15.5	84.9 ± 10.1	79.4 ± 3.6

TABLE 5A.40

Table 5A.40 **Aboriginal and Torres Strait Islander VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
Obtained a job	38.8 ± 13.8	40.0 ± 25.2	54.7 ± 17.5	52.7 ± 16.7	np	34.9 ± 18.5	np	27.6 ± 18.7	42.0 ± 7.5
An increase in earnings	26.5 ± 13.1	27.9 ± 23.9	34.8 ± 17.3	48.9 ± 18.4	32.1 ± 26.7	57.8 ± 18.7	np	23.8 ± 18.6	33.5 ± 7.3
A promotion (or increased status at work)	42.1 ± 14.8	20.5 ± 15.5	30.0 ± 15.8	31.2 ± 15.5	np	30.2 ± 18.9	np	np	32.0 ± 7.3
Change of job or new job	29.4 ± 13.0	np	12.0 ± 8.6	46.3 ± 18.4	np	35.1 ± 18.9	np	30.4 ± 22.0	27.2 ± 6.7
Ability to start own business	np	np	np	np	–	np	np	np	3.3 ± 2.0
At least one benefit	74.9 ± 11.7	64.8 ± 23.9	83.0 ± 12.2	87.4 ± 10.0	48.5 ± 27.1	94.5 ± 8.1	np	51.0 ± 21.4	74.5 ± 6.2
<b>2009</b>									
Obtained a job	38.7 ± 10.2	29.7 ± 14.7	38.1 ± 9.8	55.4 ± 12.1	33.6 ± 19.3	27.0 ± 20.1	np	46.4 ± 21.8	39.0 ± 5.4
An increase in earnings	36.8 ± 10.6	11.7 ± 8.9	36.2 ± 9.8	49.3 ± 12.5	33.1 ± 18.4	40.3 ± 23.2	np	32.7 ± 14.0	35.5 ± 5.3
A promotion (or increased status at work)	46.2 ± 10.6	41.3 ± 16.8	45.9 ± 10.2	25.7 ± 11.0	23.0 ± 14.1	np	np	30.0 ± 14.1	38.7 ± 5.3
Change of job or new job	23.7 ± 8.6	np	22.8 ± 8.5	20.9 ± 8.6	20.6 ± 15.8	np	np	25.6 ± 22.1	20.5 ± 4.4
Ability to start own business	np	np	8.8 ± 5.4	np	–	np	np	np	6.1 ± 2.1
At least one benefit	88.8 ± 7.8	80.2 ± 12.2	84.4 ± 7.0	86.6 ± 7.6	69.8 ± 18.5	87.4 ± 13.8	72.2 ± 23.6	93.4 ± 5.9	85.7 ± 3.9

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

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

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

(d) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.41

Table 5A.41 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9
2012	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2
2011	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6
2010	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0
2009	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6
2008	63.9 ± 2.0	70.1 ± 2.3	70.6 ± 2.4	68.3 ± 3.1	75.2 ± 4.5	68.0 ± 4.4	65.2 ± 4.6	65.4 ± 5.2	67.6 ± 1.1
2007	62.5 ± 1.3	67.8 ± 1.5	72.3 ± 1.4	70.0 ± 1.7	69.3 ± 2.0	69.4 ± 3.6	69.8 ± 3.4	67.1 ± 4.3	66.9 ± 0.7
2006	63.6 ± 2.4	68.0 ± 2.2	70.2 ± 2.4	70.3 ± 2.4	69.8 ± 3.3	68.8 ± 4.8	71.4 ± 4.1	65.6 ± 5.8	66.8 ± 1.3
2005	63.4 ± 1.6	69.1 ± 1.5	70.0 ± 1.5	66.9 ± 1.5	72.8 ± 1.7	71.4 ± 3.6	66.9 ± 3.3	71.6 ± 3.5	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.



TABLE 5A.42

Table 5A.42 **VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e)**

	<i>LOTE</i>	<i>Disability</i>	<i>Remote &amp; Very Remote</i>	<i>All graduates</i>
2013	51.9 ± 2.1	42.3 ± 2.8	68.3 ± 3.1	60.3 ± 0.9
2012	53.9 ± 2.8	44.2 ± 4.1	74.1 ± 5.4	62.3 ± 1.2
2011	53.6 ± 1.4	41.9 ± 2.0	70.0 ± 2.7	63.5 ± 0.6
2010	50.6 ± 2.3	41.9 ± 3.3	69.9 ± 4.9	61.4 ± 1.0
2009	52.5 ± 1.5	44.8 ± 2.3	71.7 ± 2.8	64.0 ± 0.6
2008	57.2 ± 2.8	47.6 ± 3.9	73.9 ± 5.2	67.6 ± 1.1
2007	56.5 ± 1.8	49.4 ± 2.6	72.3 ± 3.0	66.9 ± 0.7
2006	56.9 ± 3.1	52.7 ± 4.3	68.7 ± 5.2	66.8 ± 1.3
2005	56.9 ± 2.2	50.1 ± 3.0	69.8 ± 3.8	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.43

Table 5A.43 **Proportion of Aboriginal and Torres Strait Islander VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013	54.4 ± 5.4	69.8 ± 20.7	50.7 ± 7.2	57.1 ± 7.1	58.4 ± 12.0	57.4 ± 9.8	53.6 ± 15.5	63.7 ± 8.4	55.9 ± 3.7
2012	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	np	63.2 ± 13.4	52.8 ± 6.2
2011	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
2010	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
2009	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
2008	49.9 ± 13.9	85.6 ± 10.6	63.6 ± 14.0	53.3 ± 16.3	55.0 ± 33.3	84.3 ± 12.5	np	59.1 ± 14.5	59.0 ± 7.2
2007	60.4 ± 8.4	55.8 ± 19.1	71.2 ± 8.3	64.9 ± 10.0	57.1 ± 17.1	42.7 ± 18.8	54.2 ± 23.5	65.7 ± 12.7	62.5 ± 4.5
2006	52.6 ± 18.1	59.6 ± 24.2	64.9 ± 10.0	64.4 ± 14.8	61.0 ± 23.5	72.4 ± 17.4	82.4 ± 20.3	54.6 ± 15.6	59.5 ± 8.2
2005	55.6 ± 11.6	62.6 ± 14.1	69.3 ± 6.8	64.5 ± 10.4	62.6 ± 16.2	62.2 ± 18.8	np	73.3 ± 9.4	60.9 ± 6.4

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2005 – 13.5%; 2006 – 11.8%; 2007 – 8.5%; 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%; 2013 – 3.6%.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

**np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.44

Table 5A.44 **Proportion of non-Indigenous VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013	58.8 ± 1.2	57.6 ± 2.3	65.6 ± 1.5	65.1 ± 1.4	60.6 ± 1.8	61.8 ± 2.6	65.5 ± 2.9	68.3 ± 3.5	60.5 ± 0.9
2012	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
2011	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
2010	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
2009	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
2008	64.4 ± 2.0	70.0 ± 2.3	70.7 ± 2.4	68.8 ± 3.1	75.4 ± 4.6	67.5 ± 4.6	65.9 ± 4.7	66.5 ± 5.8	67.9 ± 1.1
2007	62.5 ± 1.3	68.0 ± 1.5	72.4 ± 1.4	70.2 ± 1.7	69.5 ± 2.1	70.4 ± 3.7	70.1 ± 3.4	67.3 ± 4.4	67.0 ± 0.7
2006	64.0 ± 2.5	68.1 ± 2.2	70.4 ± 2.5	70.5 ± 2.4	70.0 ± 3.4	68.5 ± 5.0	70.9 ± 4.2	67.6 ± 6.2	67.1 ± 1.3
2005	63.7 ± 1.6	69.2 ± 1.5	69.9 ± 1.6	67.0 ± 1.5	73.0 ± 1.8	71.8 ± 3.7	67.1 ± 3.3	71.2 ± 3.8	66.9 ± 0.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	14.6 ± 4.2	6.3 ± 5.5	16.3 ± 5.4	20.8 ± 6.1	10.8 ± 7.6	12.9 ± 6.4	21.1 ± 14.0	15.4 ± 6.8	14.8 ± 2.4
Employed at a higher skill level after training	8.3 ± 3.1	6.6 ± 5.0	7.2 ± 3.0	8.1 ± 3.9	8.8 ± 7.4	11.1 ± 5.9	12.6 ± 9.9	7.1 ± 4.3	8.0 ± 1.7
Received a job-related benefit	51.8 ± 5.4	67.2 ± 21.4	47.7 ± 7.2	51.7 ± 7.1	58.0 ± 12.0	55.7 ± 9.8	49.0 ± 15.5	60.5 ± 8.6	53.0 ± 3.8
Total with improved employment status after training	54.4 ± 5.4	69.8 ± 20.7	50.7 ± 7.2	57.1 ± 7.1	58.4 ± 12.0	57.4 ± 9.8	53.6 ± 15.5	63.7 ± 8.4	55.9 ± 3.7
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	12.1 ± 0.8	12.9 ± 1.5	12.9 ± 1.1	13.0 ± 1.0	10.9 ± 1.2	13.2 ± 1.9	9.6 ± 1.9	8.5 ± 2.2	12.4 ± 0.6
Employed at a higher skill level after training	10.8 ± 0.9	10.1 ± 1.4	12.5 ± 1.1	13.0 ± 1.0	10.4 ± 1.1	11.6 ± 1.8	13.8 ± 2.4	11.9 ± 3.0	11.1 ± 0.6
Received a job-related benefit	55.7 ± 1.2	53.4 ± 2.3	62.6 ± 1.6	61.5 ± 1.4	57.5 ± 1.8	58.7 ± 2.7	61.4 ± 3.0	64.5 ± 3.7	57.0 ± 0.9
Total with improved employment status after training	58.8 ± 1.2	57.6 ± 2.3	65.6 ± 1.5	65.1 ± 1.4	60.6 ± 1.8	61.8 ± 2.6	65.5 ± 2.9	68.3 ± 3.5	60.5 ± 0.9
<b>All graduates (f)</b>									
Not employed before training to employed after training	12.1 ± 0.8	12.7 ± 1.5	13.0 ± 1.1	13.3 ± 1.0	10.9 ± 1.2	13.0 ± 1.8	10.0 ± 1.9	9.8 ± 2.2	12.4 ± 0.6
Employed at a higher skill level after training	10.6 ± 0.8	10.0 ± 1.4	12.1 ± 1.1	12.7 ± 1.0	10.4 ± 1.1	11.7 ± 1.7	13.7 ± 2.3	11.0 ± 2.6	10.9 ± 0.6
Received a job-related benefit	55.5 ± 1.2	53.6 ± 2.3	61.8 ± 1.5	61.1 ± 1.4	57.6 ± 1.8	58.5 ± 2.5	60.8 ± 2.9	63.3 ± 3.4	56.8 ± 0.9
Total with improved employment status after training	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	14.8 ± 8.1	16.7 ± 16.1	22.6 ± 12.7	12.2 ± 9.0	np	23.0 ± 16.7	–	17.5 ± 9.3	16.5 ± 4.9
Employed at a higher skill level after training	9.0 ± 7.9	np	7.6 ± 6.5	12.5 ± 8.9	np	–	np	9.7 ± 7.8	8.1 ± 3.7
Received a job-related benefit	48.4 ± 10.2	23.9 ± 17.9	56.4 ± 14.0	60.8 ± 14.1	55.5 ± 15.9	41.3 ± 19.7	np	60.2 ± 13.5	50.4 ± 6.2
Total with improved employment status after training	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	np	63.2 ± 13.4	52.8 ± 6.2
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	13.5 ± 1.4	14.6 ± 2.1	17.5 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	15.6 ± 4.1	11.9 ± 3.8	11.8 ± 3.5	14.3 ± 0.9
Employed at a higher skill level after training	12.2 ± 1.4	10.5 ± 1.7	13.3 ± 2.0	15.9 ± 2.1	11.9 ± 2.2	14.4 ± 3.9	14.4 ± 4.0	12.8 ± 3.8	12.4 ± 0.8
Received a job-related benefit	57.0 ± 2.0	53.9 ± 2.9	62.0 ± 3.0	64.0 ± 2.7	62.6 ± 3.5	64.8 ± 5.1	62.0 ± 5.2	61.4 ± 5.5	58.5 ± 1.2
Total with improved employment status after training	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
<b>All graduates (f)</b>									
Not employed before training to employed after training	13.5 ± 1.3	14.5 ± 2.1	17.6 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	16.2 ± 3.9	11.6 ± 3.7	12.7 ± 3.3	14.3 ± 0.9
Employed at a higher skill level after training	12.1 ± 1.4	10.3 ± 1.7	13.0 ± 2.0	15.7 ± 2.1	11.8 ± 2.1	13.4 ± 3.6	14.3 ± 4.0	12.4 ± 3.4	12.2 ± 0.8
Received a job-related benefit	56.7 ± 1.9	53.3 ± 2.9	61.8 ± 2.9	64.0 ± 2.6	62.1 ± 3.4	63.0 ± 4.9	61.4 ± 5.2	61.3 ± 5.0	58.2 ± 1.2
Total with improved employment status after training	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	13.9 ± 4.3	18.1 ± 7.4	20.4 ± 4.6	22.5 ± 7.1	13.1 ± 5.6	8.9 ± 6.5	19.2 ± 15.8	14.1 ± 7.0	16.8 ± 2.3
Employed at a higher skill level after training	11.9 ± 4.0	11.2 ± 6.3	10.6 ± 3.4	9.3 ± 4.2	11.1 ± 5.6	11.0 ± 7.0	np	10.3 ± 6.7	11.0 ± 2.0
Received a job-related benefit	55.4 ± 6.1	44.6 ± 11.0	49.1 ± 5.5	54.0 ± 8.5	51.9 ± 9.2	44.7 ± 11.6	61.2 ± 21.0	55.9 ± 11.6	52.1 ± 3.2
Total with improved employment status after training	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	12.3 ± 0.8	14.2 ± 1.0	16.7 ± 1.0	13.1 ± 1.0	14.4 ± 1.3	13.2 ± 1.9	7.9 ± 2.0	10.9 ± 2.9	13.7 ± 0.4
Employed at a higher skill level after training	12.2 ± 0.9	14.3 ± 0.9	15.3 ± 0.9	15.5 ± 1.1	13.8 ± 1.3	16.7 ± 2.2	16.1 ± 2.8	13.8 ± 3.1	14.0 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.7 ± 1.4	62.9 ± 1.2	61.5 ± 1.3	56.2 ± 1.9	61.7 ± 2.8	66.1 ± 3.3	64.3 ± 4.2	60.1 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
<b>All graduates (f)</b>									
Not employed before training to employed after training	12.4 ± 0.8	14.1 ± 1.0	16.9 ± 0.9	13.3 ± 1.0	14.3 ± 1.3	12.9 ± 1.8	8.0 ± 1.9	11.7 ± 2.7	13.8 ± 0.4
Employed at a higher skill level after training	12.1 ± 0.8	14.2 ± 0.9	14.9 ± 0.9	15.2 ± 1.0	13.6 ± 1.3	16.3 ± 2.1	15.7 ± 2.7	13.0 ± 2.8	13.8 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.4 ± 1.3	62.2 ± 1.2	61.0 ± 1.3	56.1 ± 1.8	60.9 ± 2.7	65.6 ± 3.3	62.2 ± 4.2	59.8 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	9.4 ± 5.2	np	13.0 ± 7.7	17.8 ± 6.8	np	26.2 ± 11.8	np	20.8 ± 15.0	11.8 ± 3.0
Employed at a higher skill level after training	13.8 ± 7.2	18.2 ± 14.7	15.7 ± 7.8	9.0 ± 5.6	np	13.9 ± 12.1	np	np	12.8 ± 3.6
Received a job-related benefit	49.9 ± 9.8	52.8 ± 19.1	46.5 ± 10.7	54.1 ± 11.8	33.5 ± 18.2	77.8 ± 11.1	55.6 ± 26.8	38.8 ± 15.6	49.1 ± 5.2
Total with improved employment status after training	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	12.9 ± 1.3	15.1 ± 1.7	13.5 ± 1.7	12.9 ± 1.8	12.3 ± 2.6	15.1 ± 3.2	10.7 ± 3.6	8.0 ± 2.9	13.4 ± 0.7
Employed at a higher skill level after training	12.9 ± 1.4	15.2 ± 1.7	16.8 ± 1.7	17.6 ± 2.0	13.4 ± 2.9	18.0 ± 3.2	16.2 ± 3.9	18.8 ± 5.0	15.0 ± 0.8
Received a job-related benefit	52.8 ± 1.9	59.0 ± 2.3	59.6 ± 2.1	60.8 ± 2.4	59.1 ± 4.2	61.5 ± 3.9	64.6 ± 4.6	63.5 ± 5.5	57.3 ± 1.0
Total with improved employment status after training	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
<b>All graduates (f)</b>									
Not employed before training to employed after training	12.8 ± 1.2	15.0 ± 1.7	13.4 ± 1.6	13.1 ± 1.8	11.8 ± 2.5	15.9 ± 3.1	10.4 ± 3.5	10.2 ± 3.6	13.4 ± 0.7
Employed at a higher skill level after training	12.8 ± 1.3	15.2 ± 1.7	16.7 ± 1.7	17.2 ± 2.0	12.9 ± 2.7	17.8 ± 3.1	16.7 ± 4.0	16.6 ± 4.2	14.8 ± 0.7
Received a job-related benefit	52.7 ± 1.8	58.8 ± 2.2	59.0 ± 2.1	60.5 ± 2.3	57.7 ± 4.1	62.8 ± 3.7	64.2 ± 4.5	59.5 ± 5.5	57.0 ± 1.0
Total with improved employment status after training	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	12.4 ± 4.9	20.9 ± 9.7	10.8 ± 4.1	12.9 ± 6.6	23.4 ± 12.9	32.3 ± 17.6	np	7.8 ± 5.3	14.1 ± 2.7
Employed at a higher skill level after training	17.0 ± 6.2	10.5 ± 6.9	13.5 ± 5.3	21.6 ± 8.6	14.3 ± 11.2	np	np	7.3 ± 5.2	14.7 ± 3.0
Received a job-related benefit	61.8 ± 7.6	68.0 ± 11.0	56.7 ± 7.2	62.4 ± 8.8	57.2 ± 15.2	54.3 ± 18.5	52.2 ± 21.0	72.4 ± 9.6	61.2 ± 3.9
Total with improved employment status after training	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	12.5 ± 0.9	12.7 ± 1.0	13.3 ± 0.9	12.4 ± 1.1	11.5 ± 1.4	15.2 ± 2.9	9.6 ± 2.2	9.1 ± 2.5	12.6 ± 0.5
Employed at a higher skill level after training	15.4 ± 0.9	16.7 ± 1.1	20.1 ± 1.2	19.7 ± 1.4	17.8 ± 1.5	20.1 ± 3.4	21.1 ± 3.1	20.8 ± 3.9	17.4 ± 0.5
Received a job-related benefit	55.7 ± 1.2	61.3 ± 1.4	65.3 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	65.1 ± 3.9	63.3 ± 3.2	65.3 ± 4.0	59.9 ± 0.6
Total with improved employment status after training	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
<b>All graduates (f)</b>									
Not employed before training to employed after training	12.4 ± 0.8	12.8 ± 1.0	13.2 ± 0.9	12.3 ± 1.1	11.7 ± 1.3	15.9 ± 2.9	9.4 ± 2.2	8.8 ± 2.3	12.6 ± 0.4
Employed at a higher skill level after training	15.4 ± 0.9	16.6 ± 1.1	19.9 ± 1.2	19.8 ± 1.4	17.7 ± 1.5	19.4 ± 3.3	20.9 ± 3.0	18.2 ± 3.4	17.3 ± 0.5
Received a job-related benefit	55.9 ± 1.2	61.3 ± 1.4	64.9 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	64.5 ± 3.8	63.1 ± 3.2	67.0 ± 3.7	59.9 ± 0.6
Total with improved employment status after training	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6

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



Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. <b>np</b> Not published.									

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Major cities	no.	56.1 ± 1.6	55.7 ± 2.8	64.0 ± 2.0	63.2 ± 1.7	58.6 ± 2.1	100.0 ± 0.0	63.4 ± 3.1	77.8 ± 20.0	58.3 ± 1.2
Inner regional	no.	61.9 ± 2.1	61.0 ± 4.2	65.7 ± 3.1	69.1 ± 3.9	64.8 ± 4.9	59.5 ± 3.2	77.2 ± 8.9	70.1 ± 31.8	62.6 ± 1.7
Outer regional	no.	63.7 ± 3.4	67.3 ± 7.4	65.5 ± 3.8	70.0 ± 3.4	63.1 ± 5.0	65.4 ± 4.5	56.1 ± 37.7	66.1 ± 4.1	65.6 ± 2.0
Remote and very remote	no.	66.2 ± 9.2	89.5 ± 14.9	66.7 ± 7.3	67.7 ± 4.0	73.9 ± 8.1	57.3 ± 12.6	np	68.7 ± 5.9	68.3 ± 3.1
All students	no.	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9
<b>2012</b>										
Major cities	no.	59.2 ± 2.3	57.4 ± 3.6	64.7 ± 3.7	65.8 ± 3.1	61.5 ± 4.2	np	65.3 ± 5.4	np	60.7 ± 1.5
Inner regional	no.	63.9 ± 3.8	60.7 ± 5.7	65.6 ± 6.0	68.9 ± 7.6	69.5 ± 11.3	65.3 ± 6.2	64.9 ± 20.0	np	63.9 ± 2.6
Outer regional	no.	59.6 ± 8.6	60.7 ± 9.5	69.0 ± 6.9	68.5 ± 8.0	66.4 ± 9.2	66.6 ± 8.1	np	65.9 ± 5.9	65.0 ± 3.4
Remote and very remote	no.	61.9 ± 21.4	na	76.1 ± 13.1	79.2 ± 7.4	75.7 ± 12.2	68.3 ± 28.0	np	65.8 ± 8.7	74.1 ± 5.4
All students	no.	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2
<b>2011</b>										
Major cities	no.	59.6 ± 1.5	63.2 ± 1.6	64.5 ± 1.7	61.9 ± 1.7	57.6 ± 2.3	46.2 ± 16.9	68.9 ± 3.6	np	61.6 ± 0.8
Inner regional	no.	63.8 ± 2.4	69.1 ± 2.7	65.3 ± 2.3	66.5 ± 2.8	65.9 ± 4.7	65.8 ± 3.7	72.0 ± 7.0	np	66.0 ± 1.2
Outer regional	no.	59.7 ± 3.4	68.2 ± 5.2	70.1 ± 2.4	70.3 ± 3.6	62.1 ± 4.7	62.8 ± 4.0	85.4 ± 14.6	61.9 ± 5.0	65.2 ± 1.5
Remote and very remote	no.	53.4 ± 11.7	80.4 ± 21.7	70.5 ± 4.9	75.2 ± 4.0	68.5 ± 7.5	70.3 ± 11.7	na	71.0 ± 7.2	70.0 ± 2.7
All students	no.	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6
<b>2010</b>										
Major cities	no.	55.7 ± 2.4	62.6 ± 2.8	59.9 ± 2.9	64.1 ± 2.9	58.7 ± 5.1	42.3 ± 16.8	67.5 ± 5.0	np	59.5 ± 1.3
Inner regional	no.	62.0 ± 3.4	64.7 ± 3.8	64.7 ± 4.2	67.0 ± 5.2	69.4 ± 9.7	65.7 ± 5.4	61.0 ± 12.0	np	64.1 ± 1.9
Outer regional	no.	60.5 ± 5.5	62.5 ± 8.1	62.3 ± 5.0	62.2 ± 8.8	64.9 ± 10.3	69.4 ± 4.9	93.9 ± 8.7	65.9 ± 7.6	62.8 ± 2.7
Remote and very remote	no.	64.8 ± 16.3	np	72.8 ± 8.0	70.4 ± 7.5	67.1 ± 16.4	68.1 ± 23.9	na	66.3 ± 11.5	69.9 ± 4.9
All students	no.	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		NSW	Vic	Qld (g)	WA	SA (h)	Tas	ACT	NT	Aust
<b>2009</b>										
Major cities	no.	58.7 ± 1.5	63.7 ± 1.7	66.8 ± 1.8	63.8 ± 2.0	61.8 ± 2.4	np	66.1 ± 3.5	53.7 ± 27.9	62.1 ± 0.8
Inner regional	no.	62.8 ± 2.5	67.8 ± 2.4	68.9 ± 2.7	68.7 ± 3.4	69.8 ± 4.4	70.9 ± 4.9	71.3 ± 7.2	34.2 ± 29.9	66.3 ± 1.3
Outer regional	no.	62.2 ± 3.4	69.2 ± 5.6	70.6 ± 2.5	68.3 ± 4.1	68.5 ± 6.9	66.7 ± 5.8	49.0 ± 22.4	65.8 ± 5.3	66.4 ± 1.7
Remote and very remote	no.	63.1 ± 9.5	71.5 ± 12.5	76.2 ± 4.4	71.6 ± 4.5	77.1 ± 7.5	50.5 ± 19.7	np	79.9 ± 7.2	71.7 ± 2.8
All students	no.	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6

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

(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

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

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

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

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

**np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	11.6 ± 4.0	7.5 ± 7.2	17.1 ± 6.1	17.1 ± 6.6	12.8 ± 8.9	8.5 ± 5.6	23.9 ± 16.8	11.3 ± 6.1	13.5 ± 2.6
Employed at a higher skill level after training	9.1 ± 3.5	8.4 ± 7.2	6.9 ± 2.9	6.1 ± 3.7	np	12.3 ± 7.0	np	7.8 ± 5.2	8.4 ± 1.8
Received a job-related benefit	52.3 ± 5.9	76.7 ± 16.8	51.1 ± 7.7	53.0 ± 8.3	58.9 ± 12.8	59.3 ± 11.1	57.3 ± 16.9	62.0 ± 9.3	55.3 ± 4.1
Total with improved employment status after training	55.2 ± 5.8	80.3 ± 14.9	54.4 ± 7.7	57.4 ± 8.3	59.4 ± 12.8	60.3 ± 11.0	63.5 ± 16.5	64.4 ± 9.1	58.3 ± 4.0
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	11.0 ± 0.8	12.5 ± 1.7	12.0 ± 1.2	10.7 ± 1.0	10.6 ± 1.2	12.4 ± 2.0	8.8 ± 2.0	6.7 ± 2.0	11.6 ± 0.6
Employed at a higher skill level after training	10.5 ± 0.9	10.1 ± 1.5	12.3 ± 1.2	12.5 ± 1.1	10.4 ± 1.2	11.5 ± 2.0	13.1 ± 2.5	11.8 ± 3.1	10.9 ± 0.6
Received a job-related benefit	56.8 ± 1.3	54.9 ± 2.5	63.8 ± 1.6	62.7 ± 1.5	58.6 ± 1.9	61.1 ± 2.9	61.8 ± 3.1	66.8 ± 3.8	58.3 ± 0.9
Total with improved employment status after training	59.4 ± 1.3	58.9 ± 2.5	66.5 ± 1.6	65.8 ± 1.5	61.5 ± 1.9	63.9 ± 2.8	65.9 ± 3.0	69.5 ± 3.7	61.4 ± 0.9
<b>All graduates (f)</b>									
Not employed before training to employed after training	11.0 ± 0.8	12.4 ± 1.6	12.3 ± 1.2	10.9 ± 1.0	10.6 ± 1.2	12.0 ± 1.9	9.3 ± 2.0	7.4 ± 2.0	11.6 ± 0.6
Employed at a higher skill level after training	10.4 ± 0.9	10.0 ± 1.5	11.9 ± 1.1	12.2 ± 1.1	10.4 ± 1.2	11.7 ± 1.9	13.1 ± 2.4	11.1 ± 2.8	10.8 ± 0.6
Received a job-related benefit	56.6 ± 1.3	55.2 ± 2.5	63.1 ± 1.6	62.2 ± 1.5	58.7 ± 1.9	61.0 ± 2.8	61.6 ± 3.1	65.5 ± 3.5	58.2 ± 0.9
Total with improved employment status after training	59.2 ± 1.2	59.1 ± 2.4	65.8 ± 1.6	65.5 ± 1.5	61.6 ± 1.9	63.6 ± 2.7	65.8 ± 3.0	68.1 ± 3.4	61.3 ± 0.9

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	6.5 ± 3.5	20.7 ± 20.7	21.2 ± 15.3	9.5 ± 6.8	np	np	–	13.4 ± 10.6	12.8 ± 4.8
Employed at a higher skill level after training	9.5 ± 10.0	np	10.0 ± 8.6	17.0 ± 12.1	np	–	np	np	9.5 ± 4.7
Received a job-related benefit	49.3 ± 11.1	31.3 ± 24.8	63.7 ± 16.0	62.4 ± 15.6	52.9 ± 17.4	46.0 ± 24.2	np	67.5 ± 16.6	53.6 ± 7.1
Total with improved employment status after training	50.0 ± 11.1	32.3 ± 25.2	70.2 ± 14.5	57.5 ± 17.1	52.9 ± 17.4	50.9 ± 24.3	np	71.9 ± 16.2	55.2 ± 7.1
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	12.5 ± 1.4	14.2 ± 2.4	15.9 ± 2.8	11.9 ± 1.9	11.6 ± 2.6	15.2 ± 4.5	11.4 ± 4.0	9.3 ± 3.9	13.4 ± 1.0
Employed at a higher skill level after training	11.9 ± 1.5	10.6 ± 1.9	13.9 ± 2.4	14.9 ± 2.3	11.4 ± 2.3	14.8 ± 4.4	13.0 ± 4.1	13.2 ± 4.4	12.3 ± 0.9
Received a job-related benefit	57.9 ± 2.1	54.9 ± 3.3	64.4 ± 3.4	67.7 ± 2.7	64.4 ± 3.8	65.8 ± 5.6	62.2 ± 5.5	66.0 ± 6.2	60.0 ± 1.3
Total with improved employment status after training	61.5 ± 2.1	60.4 ± 3.2	67.9 ± 3.3	70.5 ± 2.6	66.9 ± 3.7	67.3 ± 5.5	65.3 ± 5.4	69.8 ± 5.9	63.9 ± 1.3
<b>All graduates (f)</b>									
Not employed before training to employed after training	12.2 ± 1.4	14.2 ± 2.4	16.1 ± 2.8	11.8 ± 1.8	11.6 ± 2.6	15.5 ± 4.4	11.1 ± 3.9	10.0 ± 3.6	13.3 ± 1.0
Employed at a higher skill level after training	11.8 ± 1.5	10.4 ± 1.8	13.7 ± 2.3	14.9 ± 2.2	11.5 ± 2.3	14.0 ± 4.2	12.9 ± 4.0	12.4 ± 4.0	12.1 ± 0.9
Received a job-related benefit	57.7 ± 2.1	54.4 ± 3.2	64.4 ± 3.3	67.6 ± 2.6	63.8 ± 3.7	64.5 ± 5.5	61.5 ± 5.5	66.3 ± 5.8	59.8 ± 1.3
Total with improved employment status after training	61.0 ± 2.1	59.8 ± 3.2	68.2 ± 3.2	70.0 ± 2.6	66.3 ± 3.6	66.4 ± 5.4	64.6 ± 5.3	70.4 ± 5.5	63.5 ± 1.3

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	10.4 ± 4.2	18.9 ± 8.5	20.0 ± 5.5	21.4 ± 8.3	13.0 ± 5.9	np	np	12.8 ± 8.3	14.9 ± 2.5
Employed at a higher skill level after training	12.4 ± 4.7	14.4 ± 8.0	10.9 ± 4.0	11.5 ± 5.6	9.6 ± 5.1	np	np	8.6 ± 7.3	11.5 ± 2.3
Received a job-related benefit	57.0 ± 6.8	51.6 ± 11.0	52.7 ± 6.5	62.4 ± 9.3	57.3 ± 9.8	48.8 ± 13.7	73.6 ± 23.8	62.8 ± 13.5	56.2 ± 3.6
Total with improved employment status after training	58.4 ± 6.7	56.8 ± 10.9	57.1 ± 6.5	65.9 ± 9.1	59.6 ± 9.6	50.0 ± 13.7	69.2 ± 24.8	63.3 ± 13.5	58.9 ± 3.5
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	11.0 ± 0.9	13.3 ± 1.1	15.2 ± 1.0	10.1 ± 0.9	13.8 ± 1.4	12.2 ± 2.0	7.3 ± 2.1	8.2 ± 3.1	12.3 ± 0.5
Employed at a higher skill level after training	12.2 ± 0.9	15.0 ± 1.0	15.9 ± 1.1	14.6 ± 1.1	13.8 ± 1.4	17.1 ± 2.5	16.3 ± 2.9	15.4 ± 3.8	14.1 ± 0.5
Received a job-related benefit	58.5 ± 1.3	63.6 ± 1.5	65.6 ± 1.4	63.4 ± 1.4	57.4 ± 2.0	63.2 ± 3.1	67.1 ± 3.5	71.0 ± 4.6	61.8 ± 0.7
Total with improved employment status after training	61.5 ± 1.3	66.8 ± 1.4	68.9 ± 1.3	66.7 ± 1.4	61.7 ± 2.0	66.2 ± 3.0	71.2 ± 3.4	72.8 ± 4.5	65.1 ± 0.6
<b>All graduates (f)</b>									
Not employed before training to employed after training	11.0 ± 0.8	13.3 ± 1.1	15.3 ± 1.0	10.4 ± 0.9	13.8 ± 1.3	12.0 ± 1.9	7.2 ± 2.0	9.3 ± 3.0	12.4 ± 0.5
Employed at a higher skill level after training	12.1 ± 0.9	14.9 ± 1.0	15.6 ± 1.1	14.4 ± 1.1	13.6 ± 1.4	16.6 ± 2.4	16.1 ± 2.9	13.8 ± 3.4	13.9 ± 0.5
Received a job-related benefit	58.4 ± 1.3	63.4 ± 1.4	65.0 ± 1.3	63.2 ± 1.4	57.5 ± 2.0	62.5 ± 3.0	67.0 ± 3.5	69.0 ± 4.7	61.6 ± 0.6
Total with improved employment status after training	61.5 ± 1.2	66.6 ± 1.4	68.4 ± 1.3	66.5 ± 1.4	61.7 ± 1.9	65.5 ± 2.9	70.6 ± 3.4	70.5 ± 4.6	64.8 ± 0.6

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	8.8 ± 6.0	np	13.0 ± 9.7	np	np	18.1 ± 14.1	np	np	9.8 ± 3.5
Employed at a higher skill level after training	14.6 ± 8.7	np	16.1 ± 9.5	np	np	17.7 ± 16.2	np	np	12.9 ± 4.3
Received a job-related benefit	51.9 ± 11.2	62.5 ± 19.2	53.0 ± 12.7	61.6 ± 16.0	38.7 ± 21.0	86.8 ± 11.0	61.1 ± 27.7	41.9 ± 18.1	53.8 ± 6.2
Total with improved employment status after training	54.8 ± 11.1	66.6 ± 18.2	57.7 ± 12.5	66.1 ± 15.6	39.0 ± 21.2	87.0 ± 10.9	61.1 ± 27.7	47.6 ± 14.3	57.0 ± 6.1
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	11.6 ± 1.3	14.0 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.6 ± 2.7	14.5 ± 3.5	10.1 ± 3.9	6.9 ± 3.1	12.1 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.5	15.2 ± 1.9	18.3 ± 2.1	18.1 ± 2.4	11.8 ± 2.7	18.8 ± 3.5	16.3 ± 4.1	19.6 ± 6.0	15.0 ± 0.9
Received a job-related benefit	53.8 ± 2.0	60.1 ± 2.5	63.4 ± 2.4	65.6 ± 2.7	58.2 ± 4.7	63.7 ± 4.3	64.3 ± 5.0	70.6 ± 6.4	59.0 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	64.0 ± 2.4	65.9 ± 2.4	68.0 ± 2.6	62.1 ± 4.7	66.3 ± 4.2	67.8 ± 5.0	72.2 ± 6.2	62.7 ± 1.1
<b>All graduates (f)</b>									
Not employed before training to employed after training	11.5 ± 1.3	13.9 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.2 ± 2.6	14.8 ± 3.4	9.7 ± 3.8	8.5 ± 4.0	12.0 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.4	15.1 ± 1.9	18.1 ± 2.1	17.7 ± 2.4	11.4 ± 2.6	18.8 ± 3.5	17.0 ± 4.2	16.8 ± 5.0	14.8 ± 0.8
Received a job-related benefit	53.8 ± 2.0	60.0 ± 2.4	63.0 ± 2.4	65.4 ± 2.6	57.1 ± 4.6	65.2 ± 4.0	64.0 ± 4.8	65.7 ± 6.5	58.8 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	63.9 ± 2.4	65.6 ± 2.3	67.9 ± 2.6	61.0 ± 4.6	67.6 ± 4.0	67.4 ± 4.9	68.0 ± 6.1	62.5 ± 1.1

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>									
<b>Aboriginal and Torres Strait Islander graduates</b>									
Not employed before training to employed after training	12.0 ± 5.4	np	7.3 ± 4.2	11.8 ± 8.3	21.1 ± 13.9	28.7 ± 17.7	np	np	11.3 ± 2.9
Employed at a higher skill level after training	16.7 ± 6.9	10.4 ± 7.7	13.8 ± 6.5	26.4 ± 11.2	np	np	np	5.8 ± 5.2	14.9 ± 3.5
Received a job-related benefit	62.3 ± 8.6	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 10.0	56.9 ± 16.7	53.6 ± 19.3	48.5 ± 21.9	82.7 ± 10.2	63.1 ± 4.5
Total with improved employment status after training	65.5 ± 8.2	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 9.9	63.1 ± 16.3	53.6 ± 19.3	48.5 ± 21.9	81.9 ± 10.2	64.6 ± 4.3
<b>Non-Indigenous graduates</b>									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.3 ± 1.1	9.6 ± 1.2	11.0 ± 1.5	14.6 ± 3.1	8.0 ± 2.2	7.2 ± 2.6	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.3 ± 1.2	20.9 ± 1.4	20.8 ± 1.7	17.8 ± 1.7	19.4 ± 3.6	20.4 ± 3.3	23.2 ± 5.0	17.6 ± 0.6
Received a job-related benefit	57.2 ± 1.3	62.1 ± 1.5	70.0 ± 1.5	66.2 ± 1.8	60.5 ± 2.2	64.5 ± 4.2	65.0 ± 3.4	72.3 ± 4.7	61.8 ± 0.7
Total with improved employment status after training	60.8 ± 1.3	65.8 ± 1.5	72.1 ± 1.5	69.2 ± 1.7	65.0 ± 2.2	67.3 ± 4.1	67.1 ± 3.3	75.9 ± 4.4	65.2 ± 0.7
<b>All graduates (f)</b>									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.2 ± 1.0	9.6 ± 1.2	11.1 ± 1.5	15.2 ± 3.0	7.9 ± 2.1	6.5 ± 2.2	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.1 ± 1.2	20.7 ± 1.4	21.0 ± 1.7	17.6 ± 1.7	18.8 ± 3.5	20.1 ± 3.2	19.5 ± 4.2	17.5 ± 0.6
Received a job-related benefit	57.3 ± 1.3	62.0 ± 1.5	69.5 ± 1.5	66.3 ± 1.8	60.5 ± 2.2	63.9 ± 4.1	64.6 ± 3.3	74.7 ± 4.3	61.8 ± 0.7
Total with improved employment status after training	61.0 ± 1.3	65.7 ± 1.5	71.6 ± 1.4	69.1 ± 1.7	65.1 ± 2.2	66.5 ± 4.0	66.6 ± 3.2	77.4 ± 4.0	65.2 ± 0.7

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



Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

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

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

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

(f) All graduates includes those for whom Indigenous status is unknown.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	14.9 ± 2.3	17.0 ± 4.9	24.5 ± 4.5	21.4 ± 2.8	16.3 ± 3.3	17.1 ± 4.2	19.1 ± 7.2	17.6 ± 6.7	17.9 ± 1.8
Employed at a higher skill level after training	5.2 ± 1.6	9.2 ± 4.1	7.3 ± 2.2	10.7 ± 2.0	5.4 ± 2.0	6.8 ± 3.0	7.6 ± 4.6	7.0 ± 4.1	7.5 ± 1.4
Received a job-related benefit	33.3 ± 3.0	38.0 ± 6.3	40.7 ± 5.0	48.0 ± 3.3	36.5 ± 4.3	39.2 ± 5.4	33.5 ± 8.4	51.8 ± 8.4	38.2 ± 2.3
Total with improved employment status after training	37.2 ± 3.1	42.4 ± 6.4	47.3 ± 5.1	54.6 ± 3.3	40.8 ± 4.4	42.3 ± 5.5	41.1 ± 8.7	58.7 ± 8.4	43.0 ± 2.4
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	12.2 ± 1.0	13.3 ± 1.9	12.7 ± 1.4	12.6 ± 1.2	11.0 ± 1.4	13.1 ± 2.3	10.2 ± 2.4	8.5 ± 2.4	12.5 ± 0.7
Employed at a higher skill level after training	12.1 ± 1.1	10.2 ± 1.8	13.3 ± 1.5	12.9 ± 1.2	11.1 ± 1.4	13.3 ± 2.3	14.0 ± 2.9	12.2 ± 3.1	11.7 ± 0.7
Received a job-related benefit	59.7 ± 1.5	54.8 ± 2.9	66.7 ± 1.8	63.6 ± 1.7	61.0 ± 2.2	65.1 ± 3.1	63.6 ± 3.6	66.4 ± 3.9	60.0 ± 1.1
Total with improved employment status after training	62.6 ± 1.4	59.1 ± 2.8	69.0 ± 1.8	66.9 ± 1.6	63.9 ± 2.2	68.4 ± 3.0	67.5 ± 3.5	69.7 ± 3.7	63.3 ± 1.1
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.1 ± 1.6	7.7 ± 1.8	7.4 ± 1.5	7.6 ± 1.8	4.9 ± 1.8	5.7 ± 3.2	6.9 ± 3.7	np	8.1 ± 0.8
Employed at a higher skill level after training	9.4 ± 1.6	9.9 ± 2.0	11.3 ± 1.7	14.4 ± 2.9	12.9 ± 2.8	12.6 ± 4.6	15.1 ± 4.8	9.1 ± 10.8	10.7 ± 0.9
Received a job-related benefit	55.6 ± 2.7	59.9 ± 4.1	58.0 ± 2.9	64.6 ± 3.4	66.6 ± 4.0	60.4 ± 6.9	63.0 ± 5.9	61.4 ± 10.7	59.2 ± 1.7
Total with improved employment status after training	58.8 ± 2.7	63.4 ± 4.1	60.8 ± 2.9	67.1 ± 3.4	68.7 ± 3.9	61.3 ± 6.8	66.6 ± 5.7	61.9 ± 10.8	62.2 ± 1.7

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	14.3 ± 3.5	19.5 ± 6.3	25.9 ± 6.2	18.6 ± 5.7	15.4 ± 5.8	16.4 ± 6.8	9.1 ± 7.7	19.2 ± 6.3	19.0 ± 2.5
Employed at a higher skill level after training	7.5 ± 3.3	9.4 ± 3.7	7.4 ± 3.7	14.7 ± 5.2	9.6 ± 4.7	8.2 ± 5.2	np	6.0 ± 4.5	8.9 ± 1.7
Received a job-related benefit	38.3 ± 5.1	41.8 ± 7.1	42.7 ± 6.8	47.3 ± 7.7	40.9 ± 8.3	42.6 ± 9.7	36.8 ± 13.6	42.2 ± 8.7	41.6 ± 3.0
Total with improved employment status after training	44.7 ± 5.3	46.9 ± 7.2	52.1 ± 6.9	52.9 ± 7.7	44.6 ± 8.4	45.6 ± 9.7	39.8 ± 13.7	48.1 ± 8.7	47.9 ± 3.0
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	14.5 ± 1.8	14.5 ± 2.6	16.7 ± 3.1	11.7 ± 2.0	12.7 ± 3.2	17.2 ± 5.3	14.6 ± 5.5	10.2 ± 4.1	14.5 ± 1.1
Employed at a higher skill level after training	13.8 ± 1.9	9.8 ± 2.1	13.9 ± 2.5	16.6 ± 2.6	12.7 ± 2.8	15.7 ± 5.0	15.7 ± 5.6	17.0 ± 5.0	13.1 ± 1.0
Received a job-related benefit	61.1 ± 2.4	55.9 ± 3.8	68.6 ± 3.5	68.1 ± 2.9	67.2 ± 4.0	69.9 ± 6.0	67.2 ± 6.4	72.8 ± 5.8	62.8 ± 1.5
Total with improved employment status after training	64.2 ± 2.4	61.1 ± 3.7	71.2 ± 3.4	71.0 ± 2.9	69.3 ± 4.0	72.9 ± 5.7	69.7 ± 6.2	76.5 ± 5.4	66.3 ± 1.5
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.3 ± 2.2	9.7 ± 3.0	8.5 ± 2.9	10.3 ± 3.6	7.0 ± 3.7	np	6.2 ± 4.1	–	9.5 ± 1.3
Employed at a higher skill level after training	10.2 ± 2.5	12.6 ± 3.8	18.1 ± 5.4	13.2 ± 3.7	10.8 ± 4.5	12.3 ± 9.6	15.0 ± 6.5	np	12.3 ± 1.7
Received a job-related benefit	55.7 ± 4.0	55.9 ± 5.6	61.6 ± 5.5	65.0 ± 5.7	63.3 ± 8.5	71.4 ± 12.2	62.7 ± 10.3	60.2 ± 21.1	58.3 ± 2.4
Total with improved employment status after training	59.2 ± 3.9	60.6 ± 5.4	65.2 ± 5.4	68.0 ± 5.6	67.1 ± 8.3	71.4 ± 12.2	67.1 ± 10.1	60.2 ± 21.1	62.1 ± 2.4

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	15.6 ± 2.3	18.6 ± 2.6	23.2 ± 2.2	20.1 ± 2.8	21.1 ± 3.1	15.4 ± 3.6	14.9 ± 8.0	17.3 ± 5.2	19.0 ± 1.1
Employed at a higher skill level after training	6.4 ± 1.5	10.0 ± 1.6	8.3 ± 1.5	11.9 ± 2.2	7.0 ± 1.9	9.3 ± 3.1	8.1 ± 4.6	5.5 ± 2.7	8.4 ± 0.7
Received a job-related benefit	39.0 ± 3.0	47.9 ± 3.4	44.1 ± 2.6	47.8 ± 3.4	36.0 ± 3.9	44.0 ± 5.2	37.3 ± 9.1	37.4 ± 7.0	43.0 ± 1.4
Total with improved employment status after training	44.5 ± 3.0	54.2 ± 3.4	50.8 ± 2.6	53.2 ± 3.4	42.7 ± 4.0	49.0 ± 5.2	45.6 ± 9.6	43.9 ± 7.3	49.0 ± 1.4
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	12.2 ± 1.0	15.1 ± 1.4	17.2 ± 1.2	12.8 ± 1.1	14.9 ± 1.7	12.8 ± 2.3	7.0 ± 2.4	9.4 ± 3.4	13.9 ± 0.6
Employed at a higher skill level after training	14.1 ± 1.1	15.3 ± 1.2	17.7 ± 1.3	15.5 ± 1.3	14.6 ± 1.7	19.2 ± 2.9	15.8 ± 3.8	17.4 ± 4.2	15.4 ± 0.6
Received a job-related benefit	61.8 ± 1.5	65.9 ± 1.8	68.4 ± 1.4	64.7 ± 1.6	58.2 ± 2.4	66.8 ± 3.3	68.9 ± 4.3	75.0 ± 4.6	64.4 ± 0.7
Total with improved employment status after training	65.0 ± 1.4	68.5 ± 1.8	71.8 ± 1.4	68.3 ± 1.5	62.6 ± 2.3	69.8 ± 3.2	72.4 ± 4.1	75.7 ± 4.5	67.6 ± 0.7
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.2 ± 1.5	8.3 ± 1.4	6.8 ± 1.5	6.9 ± 1.6	5.1 ± 2.0	6.3 ± 3.4	7.2 ± 3.1	np	8.3 ± 0.7
Employed at a higher skill level after training	10.3 ± 1.6	14.3 ± 1.8	13.3 ± 1.9	17.9 ± 2.5	17.5 ± 3.4	17.9 ± 6.0	18.8 ± 4.8	np	13.5 ± 0.9
Received a job-related benefit	56.5 ± 2.6	60.7 ± 2.4	63.0 ± 2.8	61.3 ± 3.1	71.7 ± 3.9	71.1 ± 7.1	70.3 ± 5.4	67.5 ± 16.8	61.0 ± 1.3
Total with improved employment status after training	59.4 ± 2.5	64.7 ± 2.3	65.6 ± 2.7	64.5 ± 3.0	73.3 ± 3.8	72.5 ± 7.0	73.5 ± 5.2	68.8 ± 16.8	64.0 ± 1.3

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	13.4 ± 2.7	18.1 ± 3.9	16.3 ± 3.9	16.8 ± 4.1	19.0 ± 5.6	18.3 ± 6.1	19.4 ± 10.9	13.7 ± 8.0	16.1 ± 1.6
Employed at a higher skill level after training	8.3 ± 2.5	13.7 ± 3.4	9.4 ± 2.6	9.9 ± 3.3	9.2 ± 4.5	10.7 ± 4.8	np	11.8 ± 5.9	10.0 ± 1.3
Received a job-related benefit	32.0 ± 3.9	40.8 ± 4.9	41.7 ± 4.9	45.9 ± 5.1	44.9 ± 7.0	51.4 ± 7.4	43.0 ± 12.3	35.8 ± 8.5	39.6 ± 2.1
Total with improved employment status after training	39.7 ± 4.0	48.4 ± 5.0	45.9 ± 4.9	51.9 ± 5.4	49.8 ± 7.0	54.3 ± 7.4	53.1 ± 11.9	42.7 ± 9.1	46.0 ± 2.1
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	13.3 ± 1.6	16.2 ± 2.3	13.8 ± 2.0	13.2 ± 2.3	10.5 ± 2.9	17.3 ± 4.1	10.1 ± 4.6	9.3 ± 3.9	13.7 ± 0.9
Employed at a higher skill level after training	14.3 ± 1.8	16.3 ± 2.3	19.5 ± 2.4	19.0 ± 2.6	13.5 ± 3.5	21.3 ± 4.5	18.0 ± 5.4	18.8 ± 5.6	16.5 ± 1.0
Received a job-related benefit	58.8 ± 2.3	64.4 ± 2.8	65.0 ± 2.5	65.1 ± 2.9	59.5 ± 5.3	67.0 ± 4.8	69.1 ± 5.9	68.6 ± 6.7	62.4 ± 1.3
Total with improved employment status after training	63.8 ± 2.2	68.0 ± 2.7	67.8 ± 2.5	68.7 ± 2.8	62.9 ± 5.2	69.4 ± 4.7	71.2 ± 5.7	70.9 ± 6.4	66.2 ± 1.2
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.6 ± 2.4	8.5 ± 2.8	8.2 ± 3.2	6.4 ± 3.4	7.7 ± 7.2	np	5.4 ± 3.1	–	8.7 ± 1.4
Employed at a higher skill level after training	11.6 ± 2.8	13.7 ± 3.6	16.1 ± 3.9	21.8 ± 5.3	15.1 ± 8.1	15.0 ± 6.5	18.1 ± 7.3	np	14.4 ± 1.7
Received a job-related benefit	48.9 ± 4.3	59.6 ± 4.9	59.7 ± 5.0	64.5 ± 5.8	67.8 ± 12.4	66.6 ± 9.7	64.1 ± 9.1	71.3 ± 39.4	57.1 ± 2.4
Total with improved employment status after training	53.2 ± 4.3	63.9 ± 4.8	64.2 ± 4.6	68.3 ± 5.7	70.7 ± 12.0	67.1 ± 9.7	65.8 ± 9.0	71.3 ± 39.4	61.2 ± 2.4

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	14.4 ± 2.0	16.3 ± 2.7	18.0 ± 2.1	12.9 ± 2.0	16.5 ± 3.0	17.9 ± 6.3	18.9 ± 6.3	12.7 ± 4.4	15.5 ± 1.0
Employed at a higher skill level after training	7.0 ± 1.3	10.5 ± 2.0	9.9 ± 1.8	14.8 ± 2.3	9.2 ± 2.4	16.7 ± 5.7	11.5 ± 5.6	13.4 ± 5.1	9.9 ± 0.8
Received a job-related benefit	38.5 ± 2.5	48.6 ± 3.4	44.9 ± 2.8	45.1 ± 3.1	45.0 ± 4.0	58.5 ± 7.5	41.1 ± 7.8	46.9 ± 7.0	43.8 ± 1.4
Total with improved employment status after training	44.5 ± 2.6	53.1 ± 3.5	52.0 ± 2.9	52.8 ± 3.1	51.9 ± 4.0	60.8 ± 7.4	52.8 ± 8.0	53.1 ± 6.9	49.9 ± 1.4
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	12.1 ± 1.0	13.0 ± 1.3	12.5 ± 1.1	12.8 ± 1.5	10.3 ± 1.7	16.2 ± 3.6	8.8 ± 3.0	7.3 ± 2.8	12.3 ± 0.6
Employed at a higher skill level after training	18.0 ± 1.3	18.3 ± 1.4	23.3 ± 1.6	20.6 ± 1.9	19.5 ± 2.0	21.8 ± 4.6	21.1 ± 4.2	20.1 ± 4.4	19.5 ± 0.7
Received a job-related benefit	62.6 ± 1.5	67.3 ± 1.7	72.9 ± 1.5	66.9 ± 1.9	63.0 ± 2.6	66.7 ± 4.9	69.2 ± 4.1	75.7 ± 4.3	66.1 ± 0.8
Total with improved employment status after training	66.3 ± 1.4	70.3 ± 1.7	75.3 ± 1.4	70.6 ± 1.8	67.6 ± 2.5	69.8 ± 4.7	70.0 ± 3.9	78.0 ± 4.2	69.5 ± 0.8
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.9 ± 1.8	9.9 ± 1.7	10.0 ± 2.2	9.3 ± 2.4	9.1 ± 3.2	10.0 ± 6.1	4.3 ± 2.5	np	10.0 ± 1.0
Employed at a higher skill level after training	15.0 ± 2.1	16.7 ± 2.2	19.3 ± 2.9	25.8 ± 3.7	25.4 ± 4.8	14.0 ± 7.2	26.9 ± 6.1	21.6 ± 15.9	18.0 ± 1.2
Received a job-related benefit	51.1 ± 3.0	55.9 ± 3.0	59.2 ± 3.7	65.2 ± 3.9	70.3 ± 5.0	67.3 ± 9.3	63.3 ± 6.3	72.5 ± 17.6	56.7 ± 1.6
Total with improved employment status after training	55.9 ± 3.0	62.0 ± 3.0	63.2 ± 3.6	68.5 ± 3.8	72.6 ± 4.9	68.0 ± 9.3	68.1 ± 6.0	73.8 ± 17.4	61.4 ± 1.6

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

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. <b>np</b> Not published.									

Source NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	12.5 ± 2.4	18.7 ± 6.9	23.1 ± 5.1	12.5 ± 3.0	17.9 ± 4.1	13.4 ± 5.1	20.7 ± 8.6	10.7 ± 6.3	16.6 ± 2.3
Employed at a higher skill level after training	4.8 ± 1.8	7.1 ± 5.0	6.1 ± 2.5	9.4 ± 2.7	3.9 ± 2.0	np	7.7 ± 5.0	6.9 ± 4.8	5.9 ± 1.6
Received a job-related benefit	33.0 ± 3.4	37.8 ± 8.3	39.1 ± 5.7	44.3 ± 4.4	36.3 ± 5.0	34.7 ± 7.1	36.0 ± 9.7	63.7 ± 9.9	37.1 ± 2.8
Total with improved employment status after training	36.2 ± 3.4	42.8 ± 8.3	46.3 ± 5.9	50.3 ± 4.4	40.5 ± 5.1	36.7 ± 7.2	43.1 ± 9.9	66.2 ± 9.8	41.8 ± 2.8
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	11.1 ± 1.0	13.2 ± 2.1	12.5 ± 1.4	11.5 ± 1.2	10.7 ± 1.5	13.1 ± 2.4	9.8 ± 2.5	7.3 ± 2.2	12.0 ± 0.8
Employed at a higher skill level after training	11.8 ± 1.1	10.4 ± 2.0	13.0 ± 1.5	12.4 ± 1.3	11.1 ± 1.5	13.2 ± 2.4	12.5 ± 3.0	12.0 ± 3.2	11.6 ± 0.8
Received a job-related benefit	60.5 ± 1.5	55.9 ± 3.1	67.6 ± 1.9	64.5 ± 1.8	61.4 ± 2.3	66.0 ± 3.2	63.7 ± 3.8	66.3 ± 4.0	61.0 ± 1.2
Total with improved employment status after training	63.0 ± 1.5	59.9 ± 3.1	69.8 ± 1.8	67.4 ± 1.7	64.2 ± 2.3	69.1 ± 3.1	67.8 ± 3.6	69.2 ± 3.9	64.0 ± 1.1
<b>Diploma and Above</b>									
Not employed before training to employed after training	9.9 ± 1.7	7.1 ± 1.6	6.6 ± 1.5	7.4 ± 1.9	4.8 ± 1.8	5.8 ± 3.2	6.0 ± 3.5	np	7.7 ± 0.8
Employed at a higher skill level after training	9.0 ± 1.6	10.2 ± 2.0	11.1 ± 1.8	13.5 ± 2.5	12.8 ± 2.8	12.9 ± 4.7	15.4 ± 4.9	9.2 ± 10.8	10.6 ± 0.9
Received a job-related benefit	56.5 ± 2.7	60.5 ± 4.2	59.3 ± 3.1	65.0 ± 3.5	66.8 ± 4.0	61.6 ± 6.9	63.2 ± 5.9	61.2 ± 10.8	59.9 ± 1.7
Total with improved employment status after training	59.2 ± 2.7	63.9 ± 4.1	61.8 ± 3.1	67.7 ± 3.5	69.0 ± 3.9	62.5 ± 6.9	66.8 ± 5.7	61.6 ± 10.8	62.8 ± 1.7



TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	13.6 ± 4.7	22.9 ± 9.6	26.4 ± 9.0	14.9 ± 6.3	15.4 ± 7.3	11.4 ± 7.7	np	18.7 ± 9.9	19.2 ± 3.7
Employed at a higher skill level after training	4.2 ± 2.6	7.8 ± 4.4	7.6 ± 5.5	10.7 ± 5.8	10.6 ± 6.2	np	–	np	7.1 ± 2.0
Received a job-related benefit	39.9 ± 6.6	41.5 ± 9.9	39.9 ± 9.7	54.2 ± 9.3	39.6 ± 10.1	37.8 ± 12.8	33.7 ± 15.8	46.0 ± 14.0	41.5 ± 4.1
Total with improved employment status after training	44.0 ± 6.6	47.1 ± 10.0	50.5 ± 9.8	57.2 ± 9.1	44.6 ± 10.3	40.4 ± 12.9	37.1 ± 16.1	54.0 ± 14.0	47.5 ± 4.1
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	13.1 ± 1.8	14.3 ± 2.8	15.5 ± 3.4	11.9 ± 2.2	12.8 ± 3.4	17.7 ± 5.7	13.7 ± 5.7	8.8 ± 4.2	13.7 ± 1.2
Employed at a higher skill level after training	13.7 ± 2.1	10.1 ± 2.3	14.0 ± 2.8	16.0 ± 2.9	11.9 ± 2.9	15.9 ± 5.4	14.4 ± 5.7	16.0 ± 5.3	13.1 ± 1.1
Received a job-related benefit	61.2 ± 2.6	56.6 ± 4.2	70.7 ± 3.9	69.5 ± 3.1	68.4 ± 4.2	70.7 ± 6.3	66.7 ± 6.8	72.6 ± 6.2	63.6 ± 1.6
Total with improved employment status after training	64.4 ± 2.6	62.1 ± 4.1	73.1 ± 3.8	71.9 ± 3.0	70.3 ± 4.2	72.8 ± 6.1	69.0 ± 6.5	76.1 ± 5.8	67.0 ± 1.6
<b>Diploma and Above</b>									
Not employed before training to employed after training	9.6 ± 2.1	8.6 ± 2.9	7.6 ± 3.0	9.5 ± 3.6	6.1 ± 3.5	np	6.2 ± 4.2	–	8.7 ± 1.3
Employed at a higher skill level after training	10.3 ± 2.6	12.9 ± 3.9	18.6 ± 5.9	13.4 ± 4.0	10.8 ± 4.6	12.6 ± 9.8	15.1 ± 6.6	np	12.4 ± 1.7
Received a job-related benefit	55.9 ± 4.1	55.8 ± 5.6	63.9 ± 5.8	68.4 ± 5.7	63.6 ± 8.7	70.6 ± 12.5	62.5 ± 10.3	60.2 ± 21.1	58.9 ± 2.5
Total with improved employment status after training	59.5 ± 4.0	60.6 ± 5.5	66.6 ± 5.7	70.4 ± 5.6	66.6 ± 8.5	70.6 ± 12.5	66.9 ± 10.2	60.2 ± 21.1	62.5 ± 2.5

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	12.2 ± 2.6	17.9 ± 3.9	23.5 ± 3.0	15.1 ± 3.2	23.2 ± 3.9	14.2 ± 4.7	18.7 ± 12.0	13.7 ± 7.2	17.3 ± 1.4
Employed at a higher skill level after training	5.8 ± 1.8	11.1 ± 2.4	7.0 ± 1.9	8.2 ± 2.5	6.4 ± 2.2	6.7 ± 3.7	10.1 ± 6.6	np	7.4 ± 0.9
Received a job-related benefit	36.5 ± 3.6	48.6 ± 4.7	41.6 ± 3.5	46.6 ± 4.3	35.9 ± 4.6	38.8 ± 6.8	40.9 ± 12.6	45.1 ± 11.8	41.3 ± 1.8
Total with improved employment status after training	41.4 ± 3.7	54.2 ± 4.7	48.9 ± 3.6	51.6 ± 4.3	43.3 ± 4.7	43.6 ± 6.9	51.9 ± 13.2	49.7 ± 12.0	47.1 ± 1.8
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	11.2 ± 1.1	14.7 ± 1.5	16.1 ± 1.3	10.6 ± 1.1	14.2 ± 1.7	12.4 ± 2.4	5.6 ± 2.2	8.7 ± 3.6	12.9 ± 0.6
Employed at a higher skill level after training	13.9 ± 1.2	15.9 ± 1.3	18.2 ± 1.4	15.0 ± 1.4	14.1 ± 1.8	19.1 ± 3.1	15.3 ± 3.9	17.0 ± 4.3	15.5 ± 0.6
Received a job-related benefit	63.1 ± 1.6	67.5 ± 1.9	70.4 ± 1.6	66.6 ± 1.7	58.0 ± 2.5	67.3 ± 3.5	68.4 ± 4.6	75.5 ± 4.8	65.7 ± 0.8
Total with improved employment status after training	65.9 ± 1.5	69.7 ± 1.8	73.2 ± 1.5	69.7 ± 1.6	62.2 ± 2.5	70.2 ± 3.5	71.6 ± 4.4	76.2 ± 4.7	68.5 ± 0.8
<b>Diploma and Above</b>									
Not employed before training to employed after training	9.5 ± 1.5	8.1 ± 1.4	5.7 ± 1.4	5.9 ± 1.4	5.2 ± 2.0	6.3 ± 3.4	6.9 ± 3.1	np	7.7 ± 0.7
Employed at a higher skill level after training	10.1 ± 1.6	14.4 ± 1.8	13.8 ± 2.1	16.8 ± 2.5	17.3 ± 3.4	17.9 ± 6.0	19.1 ± 4.9	np	13.4 ± 0.9
Received a job-related benefit	56.6 ± 2.6	61.2 ± 2.4	65.7 ± 2.9	62.0 ± 3.1	71.9 ± 3.9	71.1 ± 7.1	70.9 ± 5.5	67.5 ± 16.8	61.6 ± 1.3
Total with improved employment status after training	59.3 ± 2.6	65.3 ± 2.3	67.9 ± 2.8	65.0 ± 3.1	73.4 ± 3.8	72.5 ± 7.0	73.8 ± 5.3	68.8 ± 16.8	64.6 ± 1.3

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	12.8 ± 3.5	15.9 ± 5.0	12.4 ± 5.6	11.2 ± 4.6	21.2 ± 7.2	16.1 ± 8.1	20.8 ± 14.9	np	14.3 ± 2.1
Employed at a higher skill level after training	6.1 ± 2.8	10.9 ± 4.4	8.8 ± 3.9	6.8 ± 3.4	5.2 ± 3.2	10.8 ± 6.6	np	17.4 ± 12.4	7.9 ± 1.6
Received a job-related benefit	30.0 ± 4.8	37.4 ± 6.3	36.9 ± 7.3	49.3 ± 7.6	42.6 ± 8.7	55.0 ± 10.0	44.6 ± 16.3	49.8 ± 15.3	37.1 ± 2.8
Total with improved employment status after training	37.6 ± 5.0	44.3 ± 6.5	39.9 ± 7.3	53.7 ± 7.5	48.5 ± 8.9	58.6 ± 9.7	57.6 ± 15.1	51.5 ± 15.2	43.3 ± 2.9
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	11.5 ± 1.6	15.3 ± 2.4	13.1 ± 2.2	12.3 ± 2.5	9.4 ± 2.7	17.1 ± 4.3	9.7 ± 4.9	8.8 ± 4.0	12.6 ± 0.9
Employed at a higher skill level after training	14.1 ± 1.9	16.5 ± 2.5	20.5 ± 2.7	19.4 ± 3.0	12.6 ± 3.3	21.3 ± 4.6	18.2 ± 5.6	17.0 ± 5.8	16.5 ± 1.1
Received a job-related benefit	59.4 ± 2.5	65.1 ± 3.0	68.9 ± 2.8	67.6 ± 3.2	58.4 ± 5.6	67.3 ± 5.0	67.6 ± 6.3	68.2 ± 7.1	63.5 ± 1.4
Total with improved employment status after training	63.5 ± 2.4	68.2 ± 2.9	71.1 ± 2.7	69.8 ± 3.1	61.5 ± 5.6	69.8 ± 4.9	69.9 ± 6.1	70.8 ± 6.8	66.7 ± 1.3
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.7 ± 2.6	8.8 ± 2.9	6.4 ± 2.9	5.7 ± 3.5	8.1 ± 7.7	np	4.7 ± 2.9	–	8.5 ± 1.4
Employed at a higher skill level after training	11.8 ± 2.9	14.0 ± 3.7	16.4 ± 4.3	20.2 ± 5.7	13.1 ± 7.4	15.2 ± 6.6	17.9 ± 7.3	np	14.2 ± 1.8
Received a job-related benefit	50.0 ± 4.5	59.7 ± 5.0	60.7 ± 5.4	70.3 ± 6.0	66.3 ± 12.8	66.6 ± 9.8	63.6 ± 9.2	70.8 ± 40.0	58.1 ± 2.5
Total with improved employment status after training	54.0 ± 4.4	64.0 ± 4.9	64.8 ± 4.9	72.0 ± 5.9	70.8 ± 12.3	67.1 ± 9.9	65.3 ± 9.1	70.8 ± 40.0	61.9 ± 2.5

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>									
<b>Certificate level I/II</b>									
Not employed before training to employed after training	10.9 ± 2.3	14.0 ± 3.2	13.4 ± 3.2	6.6 ± 2.3	14.5 ± 3.7	14.8 ± 7.2	12.6 ± 4.6	10.8 ± 7.0	12.0 ± 1.3
Employed at a higher skill level after training	4.7 ± 1.4	8.8 ± 2.4	7.0 ± 2.4	15.3 ± 3.8	9.0 ± 3.0	14.2 ± 6.2	10.4 ± 6.3	12.1 ± 11.0	8.0 ± 1.0
Received a job-related benefit	36.9 ± 3.2	46.9 ± 4.4	48.6 ± 4.6	54.7 ± 4.9	44.2 ± 4.9	55.5 ± 9.0	47.5 ± 9.0	66.1 ± 13.8	44.1 ± 1.9
Total with improved employment status after training	41.2 ± 3.3	50.2 ± 4.3	52.0 ± 4.6	57.8 ± 4.9	49.7 ± 5.0	57.7 ± 8.9	52.2 ± 9.0	70.3 ± 12.3	48.0 ± 1.9
<b>Certificate level III/IV</b>									
Not employed before training to employed after training	11.0 ± 1.1	12.6 ± 1.4	11.3 ± 1.2	10.5 ± 1.6	10.5 ± 1.8	16.6 ± 3.8	8.4 ± 3.1	6.0 ± 2.5	11.3 ± 0.6
Employed at a higher skill level after training	17.9 ± 1.4	19.1 ± 1.6	23.0 ± 1.7	20.9 ± 2.2	18.6 ± 2.1	21.4 ± 4.8	19.4 ± 4.4	20.6 ± 4.7	19.5 ± 0.8
Received a job-related benefit	63.8 ± 1.6	68.0 ± 1.9	75.5 ± 1.6	68.8 ± 2.1	63.1 ± 2.8	66.1 ± 5.2	69.1 ± 4.3	76.3 ± 4.6	67.3 ± 0.9
Total with improved employment status after training	67.0 ± 1.6	70.7 ± 1.8	76.9 ± 1.6	71.5 ± 2.0	67.9 ± 2.7	69.3 ± 5.0	69.4 ± 4.1	78.9 ± 4.4	70.1 ± 0.8
<b>Diploma and Above</b>									
Not employed before training to employed after training	10.5 ± 1.9	9.5 ± 1.7	9.5 ± 2.4	8.9 ± 2.5	8.9 ± 3.2	9.2 ± 6.0	4.3 ± 2.6	np	9.6 ± 1.0
Employed at a higher skill level after training	14.7 ± 2.2	16.9 ± 2.3	20.5 ± 3.1	26.5 ± 4.0	25.4 ± 4.9	14.2 ± 7.3	26.5 ± 6.1	21.6 ± 15.9	18.1 ± 1.2
Received a job-related benefit	51.7 ± 3.1	56.6 ± 3.1	60.7 ± 3.9	67.3 ± 4.1	70.7 ± 5.1	67.5 ± 9.4	63.1 ± 6.4	72.5 ± 17.6	57.6 ± 1.7
Total with improved employment status after training	56.4 ± 3.1	62.7 ± 3.0	64.4 ± 3.9	70.3 ± 4.0	73.0 ± 4.9	68.2 ± 9.4	67.5 ± 6.1	73.8 ± 17.4	62.2 ± 1.6

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

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. <b>np</b> Not published.									

Source NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.50

Table 5A.50 Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Reported as Aboriginal and Torres Strait Islander	68.3	73.9	85.5	73.3	85.4	74.5	81.2	69.2	74.1
Reported as non-Indigenous	79.2	83.4	89.8	82.5	87.1	80.3	84.8	84.7	83.2
Not reported	81.5	82.1	87.7	79.9	89.4	87.9	84.9	80.9	84.6
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
<b>2012</b>									
Reported as Aboriginal and Torres Strait Islander	68.5	73.1	83.4	72.6	84.8	73.7	76.0	68.3	73.9
Reported as non-Indigenous	79.5	83.5	89.5	81.3	86.5	81.8	80.8	82.1	83.0
Not reported	80.6	80.4	87.5	79.6	86.7	81.0	91.7	87.7	83.4
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
<b>2011</b>									
Reported as Aboriginal and Torres Strait Islander	69.1	71.5	84.6	70.0	79.1	72.9	72.3	66.7	73.2
Reported as non-Indigenous	79.9	82.2	90.3	81.2	84.3	81.1	82.3	79.7	82.6
Not reported	89.1	89.9	88.4	80.5	72.6	86.3	89.9	83.9	86.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
<b>2010</b>									
Reported as Aboriginal and Torres Strait Islander	68.4	64.8	81.4	68.2	81.7	69.6	72.8	70.1	71.6
Reported as non-Indigenous	79.4	78.2	88.4	80.5	87.0	79.3	82.5	80.8	80.9
Not reported	88.7	83.4	85.4	80.6	87.0	87.7	84.4	76.8	84.3
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7

TABLE 5A.50

Table 5A.50 Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>									
Reported as Aboriginal and Torres Strait Islander	67.1	62.2	82.1	66.9	83.7	74.0	72.4	64.4	70.2
Reported as non-Indigenous	78.8	77.0	87.6	80.2	86.5	82.0	82.0	77.7	80.2
Not reported	81.4	79.2	83.2	76.0	88.1	94.4	83.5	86.2	81.2
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
<b>2008</b>									
Reported as Aboriginal and Torres Strait Islander	67.1	63.4	79.7	63.2	79.7	77.9	71.6	62.1	68.9
Reported as non-Indigenous	78.8	76.7	86.6	79.3	87.1	81.9	81.3	78.7	80.0
Not reported	77.2	78.5	81.6	70.5	88.1	87.9	83.4	80.0	77.6
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4
<b>2007</b>									
Reported as Aboriginal and Torres Strait Islander	66.2	60.7	73.6	60.9	77.1	71.0	77.6	65.8	67.0
Reported as non-Indigenous	78.6	75.6	84.2	78.2	88.5	78.9	79.4	78.9	79.2
Not reported	76.4	78.2	79.4	69.1	85.5	83.3	82.3	75.5	76.3
All students	77.9	75.5	83.2	75.8	87.9	78.6	79.6	73.6	78.5
<b>2006</b>									
Reported as Aboriginal and Torres Strait Islander	66.3	64.3	72.1	58.1	76.9	72.9	72.1	61.0	66.0
Reported as non-Indigenous	78.5	76.5	82.5	76.8	87.9	80.3	78.7	77.2	79.1
Not reported	77.9	73.1	75.9	71.5	90.6	90.4	75.9	70.5	76.5
All students	77.9	76.2	81.3	74.8	87.7	80.2	78.3	70.4	78.3

TABLE 5A.50

Table 5A.50 Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2005</b>									
Reported as Aboriginal and Torres Strait Islander	66.2	63.6	73.1	57.0	75.5	73.0	73.7	62.8	66.2
Reported as non-Indigenous	78.6	76.5	81.1	75.9	87.0	79.8	79.1	79.0	78.7
Not reported	78.1	74.7	75.1	71.0	89.8	93.3	85.4	71.4	76.9
All students	78.0	76.2	80.1	73.9	86.8	79.8	79.4	72.2	78.0
<b>2004</b>									
Reported as Aboriginal and Torres Strait Islander	65.3	60.3	68.3	56.0	72.5	73.0	68.3	60.1	63.8
Reported as non-Indigenous	77.9	76.4	78.1	75.5	87.5	79.5	79.9	72.9	78.0
Not reported	78.3	74.3	77.5	71.9	89.5	90.9	80.5	82.5	77.1
All students	77.5	76.0	77.5	73.5	87.0	79.6	79.8	68.1	77.3

- (a) Government funded activity is based on funding source codes 01, 02, 11, 13, 15. It excludes activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded.
- (b) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

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

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



Table 5A.50 **Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(d)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(e)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.51

Table 5A.51 Load pass rates by region (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Major cities	78.3	82.5	88.6	80.6	85.6	77.1	84.0	78.3	82.2
Inner regional	79.4	84.6	90.4	83.0	90.8	78.1	88.0	88.9	83.8
Outer regional	78.8	89.0	89.7	87.1	91.6	83.2	92.0	81.3	86.1
Remote and very remote	77.1	89.0	92.4	82.0	92.7	88.8	95.1	78.4	85.0
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
<b>2012</b>									
Major cities	78.1	82.5	88.3	79.6	85.5	79.8	80.9	90.6	81.9
Inner regional	79.9	84.1	90.0	81.9	89.0	80.0	84.1	86.2	83.5
Outer regional	80.4	89.5	89.6	83.8	89.2	83.4	87.0	79.4	85.9
Remote and very remote	81.3	88.5	89.3	83.1	88.3	87.4	91.3	76.5	84.2
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
<b>2011</b>									
Major cities	79.3	81.7	88.7	79.7	82.4	75.5	82.9	75.1	81.8
Inner regional	80.2	82.3	91.0	82.1	84.6	79.3	87.0	76.9	82.9
Outer regional	80.7	87.7	91.1	83.1	85.2	83.3	84.2	77.4	85.4
Remote and very remote	79.0	86.4	91.0	81.8	80.0	86.4	79.7	71.5	82.3
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
<b>2010</b>									
Major cities	78.4	77.1	85.9	78.3	85.8	93.6	81.7	90.1	79.5
Inner regional	80.1	80.0	89.1	80.8	88.3	76.4	84.4	89.6	81.7
Outer regional	80.4	81.9	89.3	83.2	89.4	81.2	88.4	78.1	83.7
Remote and very remote	77.9	88.3	89.9	84.2	87.4	84.8	87.2	74.3	83.7
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7

TABLE 5A.51

Table 5A.51 **Load pass rates by region (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>									
Major cities	77.5	75.7	84.7	77.1	85.5	99.3	81.3	82.8	78.6
Inner regional	79.7	79.0	88.4	80.5	88.5	78.6	84.1	84.1	81.2
Outer regional	79.5	79.8	88.4	83.0	90.3	84.1	84.2	73.7	82.8
Remote and very remote	79.0	83.3	90.0	83.3	88.1	90.7	94.3	71.1	82.9
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8

- (a) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (b) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these areas throughout Australia studying in the jurisdiction.
- (c) In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (e) Additional information is provided in footnotes to table 5A.50.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.52

Table 5A.52 Load pass rates by disability status (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Reported as having a disability	70.5	72.7	83.4	72.1	85.3	70.2	77.8	66.7	74.0
Reported as not having a disability	79.4	84.2	91.8	82.6	87.3	81.3	85.3	79.2	83.6
Not reported disability	83.6	79.6	85.6	78.0	–	90.0	90.4	91.6	84.0
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
<b>2012</b>									
Reported as having a disability	71.6	73.4	83.3	69.6	84.2	71.7	76.1	73.5	74.3
Reported as not having a disability	79.6	84.2	90.7	81.6	86.6	82.5	81.7	76.7	83.3
Not reported disability	83.6	–	86.4	78.4	–	90.2	90.4	89.4	84.5
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
<b>2011</b>									
Reported as having a disability	71.0	72.4	84.3	68.6	80.9	71.0	74.8	65.9	73.4
Reported as not having a disability	80.2	82.9	91.6	81.4	83.7	81.7	83.7	74.4	82.9
Not reported disability	90.7	86.0	86.9	79.7	–	91.5	93.7	86.5	85.7
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
<b>2010</b>									
Reported as having a disability	70.6	68.1	80.3	68.3	80.6	69.1	76.4	67.1	71.4
Reported as not having a disability	79.7	78.8	89.6	80.8	87.3	79.2	82.9	76.5	81.3
Not reported disability	83.7	82.9	84.4	78.6	82.8	92.3	96.5	84.5	83.0
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
<b>2009</b>									
Reported as having a disability	70.2	66.4	77.9	66.7	80.2	70.5	75.3	64.2	70.6
Reported as not having a disability	79.1	77.2	88.2	80.3	87.2	82.2	83.3	73.0	80.5
Not reported disability	75.3	84.8	83.4	75.0	83.1	94.7	78.0	75.4	80.8
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8

Table 5A.52 **Load pass rates by disability status (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(b)	People with 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: 2009 – 12.9%; 2010 – 13.5%; 2011 – 13.1%; 2012 – 10.5%; 2013 – 9.4%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.50. – Nil or rounded to zero.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.53

Table 5A.53 Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Language other than English	76.3	81.0	83.7	79.8	79.2	60.2	82.2	65.3	79.0
English	79.5	84.3	89.7	82.7	89.7	81.7	85.2	85.8	84.2
Not reported	76.0	78.7	90.5	77.4	80.6	84.7	84.2	79.9	80.1
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
<b>2012</b>									
Language other than English	76.5	79.7	82.7	76.6	83.4	63.9	81.7	63.8	78.3
English	79.9	84.5	89.3	81.5	87.9	82.7	81.6	82.5	83.9
Not reported	77.0	76.5	89.3	79.6	79.3	81.9	79.8	80.4	79.7
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
<b>2011</b>									
Language other than English	76.5	76.5	80.6	75.8	81.2	63.2	79.5	60.8	76.6
English	80.5	83.5	90.2	81.6	83.6	82.1	84.1	80.3	83.6
Not reported	79.2	86.3	90.6	79.5	86.3	79.3	82.7	76.5	83.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
<b>2010</b>									
Language other than English	75.1	71.3	75.3	74.2	86.9	63.6	81.7	64.0	74.2
English	80.2	79.7	88.5	81.2	86.9	80.1	84.0	82.6	82.2
Not reported	79.8	80.7	83.4	78.2	83.4	82.1	77.3	74.0	79.9
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
<b>2009</b>									
Language other than English	74.8	69.2	73.1	71.3	86.9	60.7	78.8	59.2	73.0
English	79.6	78.7	87.6	81.0	86.3	83.3	82.9	78.6	81.6
Not reported	76.8	75.4	83.2	74.7	88.6	80.0	74.6	72.0	77.5
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8

Table 5A.53 **Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(b)	People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7% 2013 – 6.6%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.50.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.54

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
All	no.	79 595	161 984	63 413	28 400	21 083	7 257	5 198	3 507	370 437
Aboriginal and Torres Strait Islander	no.	3 846	1 461	3 760	1 939	885	384	185	1 199	13 659
Non-Indigenous	no.	74 905	158 760	53 025	24 149	19 531	6 797	3 824	2 267	343 258
<b>AQF VET course enrolments for all students</b>										
All	no.	532 834	728 007	355 709	184 503	152 963	50 406	32 803	24 980	2 062 205
Aboriginal and Torres Strait Islander	no.	30 606	9 284	23 500	17 084	7 834	2 537	848	10 426	102 119
Non-Indigenous	no.	492 832	709 853	288 288	139 595	141 704	47 092	29 758	14 351	1 863 473
<b>Proportion</b>										
All	%	14.9	22.3	17.8	15.4	13.8	14.4	15.8	14.0	18.0
Aboriginal and Torres Strait Islander	%	12.6	15.7	16.0	11.3	11.3	15.1	21.8	11.5	13.4
Non-Indigenous	%	15.2	22.4	18.4	17.3	13.8	14.4	12.9	15.8	18.4
<b>2011</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
All	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020
Aboriginal and Torres Strait Islander	no.	3 244	1 230	3 586	1 948	922	296	153	1 105	12 484
Non-Indigenous	no.	66 647	109 928	51 792	25 473	18 373	6 510	3 229	2 218	284 170
<b>AQF VET course enrolments for all students</b>										
All	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
Aboriginal and Torres Strait Islander	no.	28 233	8 009	24 731	17 001	5 943	2 402	701	10 590	97 610
Non-Indigenous	no.	463 924	598 695	282 506	137 799	103 723	50 735	23 128	14 432	1 674 942



TABLE 5A.54

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
All	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5
Aboriginal and Torres Strait Islander	%	11.5	15.4	14.5	11.5	15.5	12.3	21.8	10.4	12.8
Non-Indigenous	%	14.4	18.4	18.3	18.5	17.7	12.8	14.0	15.4	17.0
<b>2010</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
All	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261
Aboriginal and Torres Strait Islander	no.	2 834	665	3 230	1 712	486	295	182	939	10 343
Non-Indigenous	no.	62 789	71 969	46 529	26 350	10 255	6 244	3 233	1 846	229 215
<b>AQF VET course enrolments for all students</b>										
All	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319
Aboriginal and Torres Strait Islander	no.	26 142	6 971	21 091	16 462	5 729	2 272	746	10 114	89 527
Non-Indigenous	no.	440 933	478 526	266 618	136 062	89 128	54 585	23 593	14 668	1 504 113
<b>Proportion</b>										
All	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9
Aboriginal and Torres Strait Islander	%	10.8	9.5	15.3	10.4	8.5	13.0	24.4	9.3	11.6
Non-Indigenous	%	14.2	15.0	17.5	19.4	11.5	11.4	13.7	12.6	15.2
<b>2009</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
All	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720
Aboriginal and Torres Strait Islander	no.	2 392	580	2 552	1 537	532	251	142	783	8 769
Non-Indigenous	no.	58 074	56 810	43 219	22 117	16 599	5 912	4 237	1 710	208 678

TABLE 5A.54

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>AQF VET course enrolments for all students</b>										
All	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
Aboriginal and Torres Strait Islander	no.	21 302	6 455	17 934	14 483	4 650	1 822	584	10 556	77 786
Non-Indigenous	no.	403 484	428 208	245 613	125 269	78 223	46 408	23 863	14 321	1 365 389
<b>Proportion</b>										
All	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6
Aboriginal and Torres Strait Islander	%	11.2	9.0	14.2	10.6	11.4	13.8	24.3	7.4	11.3
Non-Indigenous	%	14.4	13.3	17.6	17.7	21.2	12.7	17.8	11.9	15.3
<b>2008</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
All	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655
Aboriginal and Torres Strait Islander	no.	2 170	545	2 109	1 260	538	227	70	559	7 478
Non-Indigenous	no.	52 945	49 727	39 364	19 201	15 447	6 253	3 228	1 601	187 766
<b>AQF VET course enrolments for all students</b>										
All	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043
Aboriginal and Torres Strait Islander	no.	20 438	6 651	16 583	12 824	4 181	1 902	445	10 406	73 430
Non-Indigenous	no.	381 275	396 461	252 411	113 145	80 083	50 454	21 459	13 888	1 309 176
<b>Proportion</b>										
All	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6
Aboriginal and Torres Strait Islander	%	10.6	8.2	12.7	9.8	12.9	11.9	15.7	5.4	10.2
Non-Indigenous	%	13.9	12.5	15.6	17.0	19.3	12.4	15.0	11.5	14.3

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

(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.									
(d)	In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.									

Source: NCVER (unpublished) National VET provider collection.

TABLE 5A.55

Table 5A.55 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
All	no.	58 188	121 767	41 098	16 899	17 151	5 051	4 228	2 386	266 768
Aboriginal and Torres Strait Islander	no.	2 490	1 018	2 273	1 225	696	206	107	872	8 887
Non-Indigenous	no.	55 019	119 297	34 934	14 915	15 878	4 795	3 309	1 484	249 631
<b>AQF VET course enrolments for students aged 20–64 years</b>										
All	no.	358 230	531 424	243 063	130 059	116 479	38 499	26 682	18 725	1 463 161
Aboriginal and Torres Strait Islander	no.	17 963	6 223	15 369	12 558	5 551	1 621	582	7 835	67 702
Non-Indigenous	no.	333 276	518 116	199 195	97 257	108 051	36 286	24 505	10 738	1 327 424
<b>Proportion</b>										
All	%	16.2	22.9	16.9	13.0	14.7	13.1	15.8	12.7	18.2
Aboriginal and Torres Strait Islander	%	13.9	16.4	14.8	9.8	12.5	12.7	18.4	11.1	13.1
Non-Indigenous	%	16.5	23.0	17.5	15.3	14.7	13.2	13.5	13.8	18.8
<b>2011</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
All	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
Aboriginal and Torres Strait Islander	no.	2 154	896	2 433	1 097	716	184	112	789	8 381
Non-Indigenous	no.	49 400	81 661	37 280	15 895	14 939	4 580	2 769	1 599	208 123
<b>AQF VET course enrolments for students aged 20–64 years</b>										
All	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
Aboriginal and Torres Strait Islander	no.	16 526	5 344	16 442	12 087	4 264	1 510	487	7 937	64 597
Non-Indigenous	no.	308 911	431 304	202 321	94 153	75 365	38 626	18 620	10 783	1 180 083

TABLE 5A.55

Table 5A.55 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
All	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1
Aboriginal and Torres Strait Islander	%	13.0	16.8	14.8	9.1	16.8	12.2	23.0	9.9	13.0
Non-Indigenous	%	16.0	18.9	18.4	16.9	19.8	11.9	14.9	14.8	17.6
<b>2010</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
All	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
Aboriginal and Torres Strait Islander	no.	1 861	466	2 111	894	402	163	108	701	6 706
Non-Indigenous	no.	45 606	52 742	31 148	16 655	8 324	4 354	2 445	1 369	162 643
<b>AQF VET course enrolments for students aged 20–64 years</b>										
All	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Aboriginal and Torres Strait Islander	no.	15 293	4 541	14 180	11 744	4 105	1 425	466	7 398	59 152
Non-Indigenous	no.	290 065	341 775	185 849	92 912	64 006	41 119	18 899	10 724	1 045 349
<b>Proportion</b>										
All	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0
Aboriginal and Torres Strait Islander	%	12.2	10.3	14.9	7.6	9.8	11.4	23.2	9.5	11.3
Non-Indigenous	%	15.7	15.4	16.8	17.9	13.0	10.6	12.9	12.8	15.6
<b>2009</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
All	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
Aboriginal and Torres Strait Islander	no.	1 654	411	1 505	846	422	166	97	548	5 649
Non-Indigenous	no.	41 165	41 078	26 617	13 673	12 845	4 201	3 102	1 125	143 806

TABLE 5A.55

Table 5A.55 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>AQF VET course enrolments for students aged 20–64 years</b>										
All	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Aboriginal and Torres Strait Islander	no.	12 554	4 407	11 341	10 136	3 232	1 198	421	7 389	50 678
Non-Indigenous	no.	259 238	311 283	169 971	82 998	55 294	34 224	18 667	10 168	941 843
<b>Proportion</b>										
All	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5
Aboriginal and Torres Strait Islander	%	13.2	9.3	13.3	8.3	13.1	13.9	23.0	7.4	11.1
Non-Indigenous	%	15.9	13.2	15.7	16.5	23.2	12.3	16.6	11.1	15.3
<b>2008</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
All	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
Aboriginal and Torres Strait Islander	no.	1 466	377	1 332	716	390	176	49	399	4 905
Non-Indigenous	no.	37 044	35 028	27 324	12 218	11 583	4 744	2 575	1 048	131 564
<b>AQF VET course enrolments for students aged 20–64 years</b>										
All	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Aboriginal and Torres Strait Islander	no.	11 870	4 660	10 207	8 754	2 965	1 356	321	7 426	47 559
Non-Indigenous	no.	240 067	283 135	175 823	71 922	56 598	38 993	16 496	9 758	892 792
<b>Proportion</b>										
All	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9
Aboriginal and Torres Strait Islander	%	12.4	8.1	13.0	8.2	13.2	13.0	15.3	5.4	10.3
Non-Indigenous	%	15.4	12.4	15.5	17.0	20.5	12.2	15.6	10.7	14.7

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

(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.

**Table 5A.55 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.									
(d)	In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.									

*Source:* NCVER (unpublished) National VET provider collection.

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
Major cities	no.	47 079	108 409	35 113	19 306	14 271	36	4 293	35	228 542
Inner regional	no.	20 942	38 941	14 655	2 933	2 505	4 389	423	25	84 813
Outer regional	no.	7 160	9 875	9 631	2 940	3 039	2 460	112	1 975	37 192
Remote and very remote	no.	1 151	347	2 874	2 179	883	305	16	1 285	9 040
Remote	no.	904	301	1 679	1 389	688	293	12	793	6 059
Very remote	no.	247	46	1 195	790	195	12	4	492	2 981
Outside Australia	no.	1 701	2 972	798	932	275	57	211	65	7 011
Not known	no.	1 562	1 440	342	110	110	10	143	122	3 839
All students	no.	79 595	161 984	63 413	28 400	21 083	7 257	5 198	3 507	370 437
<b>AQF VET course enrolments for all students</b>										
Major cities	no.	323 134	483 680	184 794	116 221	101 365	419	26 620	167	1 236 400
Inner regional	no.	132 738	181 256	81 004	20 451	18 801	29 501	2 314	129	466 194
Outer regional	no.	51 400	43 853	58 402	20 443	22 133	17 293	521	11 283	225 328
Remote and very remote	no.	8 920	1 797	19 912	21 697	6 579	2 771	67	11 386	73 129
Remote	no.	6 616	1 469	10 837	12 902	4 900	2 591	41	6 067	45 423
Very remote	no.	2 304	328	9 075	8 795	1 679	180	26	5 319	27 706
Outside Australia	no.	7 112	13 990	8 258	4 742	2 045	322	1 942	255	38 666
Not known	no.	9 530	3 431	3 339	949	2 040	100	1 339	1 760	22 488
All students	no.	532 834	728 007	355 709	184 503	152 963	50 406	32 803	24 980	2 062 205



TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
Major cities	%	14.6	22.4	19.0	16.6	14.1	8.6	16.1	21.0	18.5
Inner regional	%	15.8	21.5	18.1	14.3	13.3	14.9	18.3	19.4	18.2
Outer regional	%	13.9	22.5	16.5	14.4	13.7	14.2	21.5	17.5	16.5
Remote and very remote	%	12.9	19.3	14.4	10.0	13.4	11.0	23.9	11.3	12.4
Remote	%	13.7	20.5	15.5	10.8	14.0	11.3	29.3	13.1	13.3
Very remote	%	10.7	14.0	13.2	9.0	11.6	6.7	15.4	9.2	10.8
Outside Australia	%	23.9	21.2	9.7	19.7	13.4	17.7	10.9	25.5	18.1
Not known	%	16.4	42.0	10.2	11.6	5.4	10.0	10.7	6.9	17.1
All students	%	14.9	22.3	17.8	15.4	13.8	14.4	15.8	14.0	18.0

**2011****AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	43 855	73 319	36 209	20 187	12 309	36	4 007	67	189 989
Inner regional	no.	17 679	27 978	15 174	2 863	2 167	4 258	372	22	70 513
Outer regional	no.	5 819	7 896	9 825	2 875	2 803	2 268	42	1 740	33 268
Remote and very remote	no.	727	312	3 051	2 237	866	289	8	1 342	8 832
Remote	no.	563	255	1 663	1 379	682	281	5	865	5 693
Very remote	no.	164	57	1 388	858	184	8	np	477	3 139
Outside Australia	no.	1 475	3 522	825	1 111	240	56	310	145	7 684
Not known	no.	1 292	1 165	306	119	1 666	7	135	44	4 734
All students	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>AQF VET course enrolments for all students</b>										
Major cities	no.	302 951	395 434	187 280	118 253	61 884	581	23 719	202	1 090 304
Inner regional	no.	124 360	160 409	84 808	20 391	12 714	32 012	1 980	77	436 751
Outer regional	no.	48 449	43 630	60 469	20 349	16 433	18 138	399	10 650	218 517
Remote and very remote	no.	7 362	2 328	21 354	20 852	4 927	3 045	33	13 622	73 523
Remote	no.	5 594	2 109	11 213	12 158	3 687	2 806	32	7 430	45 029
Very remote	no.	1 768	219	10 141	8 694	1 240	239	np	6 192	28 494
Outside Australia	no.	7 769	18 510	9 294	6 586	2 115	471	1 878	341	46 964
Not known	no.	12 157	2 105	4 480	1 006	15 791	106	1 501	366	37 512
All students	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
<b>Proportion</b>										
Major cities	%	14.5	18.5	19.3	17.1	19.9	6.2	16.9	33.2	17.4
Inner regional	%	14.2	17.4	17.9	14.0	17.0	13.3	18.8	28.6	16.1
Outer regional	%	12.0	18.1	16.2	14.1	17.1	12.5	10.5	16.3	15.2
Remote and very remote	%	9.9	13.4	14.3	10.7	17.6	9.5	24.2	9.9	12.0
Remote	%	10.1	12.1	14.8	11.3	18.5	10.0	15.6	11.6	12.6
Very remote	%	9.3	26.0	13.7	9.9	14.8	3.3	np	7.7	11.0
Outside Australia	%	19.0	19.0	8.9	16.9	11.3	11.9	16.5	42.5	16.4
Not known	%	10.6	55.3	6.8	11.8	10.6	6.6	9.0	12.0	12.6
All students	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
Major cities	no.	37 962	46 489	28 115	17 590	6 949	133	3 587	34	140 859
Inner regional	no.	16 228	19 148	14 060	6 191	1 564	3 296	660	21	61 168
Outer regional	no.	8 948	4 487	11 479	2 882	2 067	2 887	57	1 424	34 231
Remote and very remote	no.	930	269	3 258	2 580	572	290	3	1 213	9 115
Remote	no.	768	229	1 681	1 009	426	273	1	386	4 773
Very remote	no.	162	40	1 577	1 571	146	17	2	827	4 342
Outside Australia	no.	1 960	2 727	1 377	1 322	84	93	238	108	7 909
Not known	no.	609	1 457	158	145	217	18	362	13	2 979
All students	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261
<b>AQF VET course enrolments for all students</b>										
Major cities	no.	272 281	302 733	158 919	101 394	62 638	2 520	21 909	268	922 662
Inner regional	no.	108 082	135 212	72 532	35 099	14 450	28 655	4 775	152	398 957
Outer regional	no.	72 041	34 651	74 833	19 968	14 943	23 911	580	11 095	252 022
Remote and very remote	no.	9 761	2 054	24 461	22 019	5 997	2 447	34	12 991	79 764
Remote	no.	8 139	1 750	12 737	6 857	4 167	2 295	26	3 755	39 726
Very remote	no.	1 622	304	11 724	15 162	1 830	152	8	9 236	40 038
Outside Australia	no.	9 648	19 359	12 480	6 041	3 067	627	1 909	395	53 526
Not known	no.	6 319	3 911	911	825	5 463	284	563	112	18 388
All students	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
Major cities	%	13.9	15.4	17.7	17.3	11.1	5.3	16.4	12.7	15.3
Inner regional	%	15.0	14.2	19.4	17.6	10.8	11.5	13.8	13.8	15.3
Outer regional	%	12.4	12.9	15.3	14.4	13.8	12.1	9.8	12.8	13.6
Remote and very remote	%	9.5	13.1	13.3	11.7	9.5	11.9	8.8	9.3	11.4
Remote	%	9.4	13.1	13.2	14.7	10.2	11.9	3.8	10.3	12.0
Very remote	%	10.0	13.2	13.5	10.4	8.0	11.2	25.0	9.0	10.8
Outside Australia	%	20.3	14.1	11.0	21.9	2.7	14.8	12.5	27.3	14.8
Not known	%	9.6	37.3	17.3	17.6	4.0	6.3	64.3	11.6	16.2
All students	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9

**2009****AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	35 667	34 882	25 374	14 782	11 323	307	4 031	35	126 401
Inner regional	no.	15 019	16 680	12 056	5 426	2 750	3 007	864	13	55 815
Outer regional	no.	7 859	4 198	11 004	2 582	2 414	2 664	93	1 338	32 152
Remote and very remote	no.	925	194	2 863	1 938	649	226	10	1 064	7 869
Remote	no.	792	138	1 585	743	504	201	6	422	4 391
Very remote	no.	133	56	1 278	1 195	145	25	4	642	3 478
Outside Australia	no.	1 594	2 559	1 410	1 176	210	114	232	74	7 369
Not known	no.	156	469	69	132	239	22	23	4	1 114
All students	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>AQF VET course enrolments for all students</b>										
Major cities	no.	251 707	267 948	151 428	98 461	59 484	2 100	20 258	202	851 588
Inner regional	no.	96 464	121 044	66 324	33 857	13 543	23 939	4 447	112	359 730
Outer regional	no.	64 408	31 471	70 124	18 042	13 615	20 145	621	11 027	229 453
Remote and very remote	no.	9 646	1 824	23 473	19 478	5 309	2 284	46	13 635	75 695
Remote	no.	7 866	1 590	12 584	6 091	3 692	2 076	28	4 187	38 114
Very remote	no.	1 780	234	10 889	13 387	1 617	208	18	9 448	37 581
Outside Australia	no.	9 540	20 772	12 720	6 270	2 256	725	1 896	295	54 474
Not known	no.	5 383	3 670	710	797	1 391	325	99	81	12 456
All students	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
<b>Proportion</b>										
Major cities	%	14.2	13.0	16.8	15.0	19.0	14.6	19.9	17.3	14.8
Inner regional	%	15.6	13.8	18.2	16.0	20.3	12.6	19.4	11.6	15.5
Outer regional	%	12.2	13.3	15.7	14.3	17.7	13.2	15.0	12.1	14.0
Remote and very remote	%	9.6	10.6	12.2	9.9	12.2	9.9	21.7	7.8	10.4
Remote	%	10.1	8.7	12.6	12.2	13.7	9.7	21.4	10.1	11.5
Very remote	%	7.5	23.9	11.7	8.9	9.0	12.0	22.2	6.8	9.3
Outside Australia	%	16.7	12.3	11.1	18.8	9.3	15.7	12.2	25.1	13.5
Not known	%	2.9	12.8	9.7	16.6	17.2	6.8	23.2	4.9	8.9
All students	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
<b>AQF VET qualifications completed by all students at a higher education level than their previous highest education level</b>										
Major cities	no.	32 106	29 897	22 980	11 880	10 775	57	2 622	49	110 366
Inner regional	no.	13 618	15 937	10 360	4 415	2 343	3 222	599	22	50 516
Outer regional	no.	7 858	3 663	9 889	2 239	2 221	2 902	77	1 111	29 960
Remote and very remote	no.	981	160	3 031	1 778	768	241	6	931	7 896
Remote	no.	809	147	1 702	809	644	208	5	392	4 716
Very remote	no.	172	13	1 329	969	124	33	1	539	3 180
Outside Australia	no.	1 200	1 461	807	686	208	120	175	43	4 700
Not known	no.	30	781	117	78	169	25	7	10	1 217
All students	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655
<b>AQF VET course enrolments for all students</b>										
Major cities	no.	244 700	249 938	152 395	89 325	56 142	1 003	18 104	240	811 847
Inner regional	no.	91 068	118 258	64 596	30 116	12 582	26 645	3 906	112	347 283
Outer regional	no.	59 089	29 247	69 030	17 990	12 801	22 197	448	10 435	221 237
Remote and very remote	no.	9 023	1 666	23 857	18 878	5 091	2 521	35	13 446	74 517
Remote	no.	7 347	1 443	12 966	6 076	3 694	2 225	28	4 400	38 179
Very remote	no.	1 676	223	10 891	12 802	1 397	296	7	9 046	36 338
Outside Australia	no.	8 457	18 434	8 966	5 156	1 773	712	1 283	214	44 995
Not known	no.	3 584	2 079	1 213	478	1 469	201	75	65	9 164
All students	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
Major cities	%	13.1	12.0	15.1	13.3	19.2	5.7	14.5	20.4	13.6
Inner regional	%	15.0	13.5	16.0	14.7	18.6	12.1	15.3	19.6	14.5
Outer regional	%	13.3	12.5	14.3	12.4	17.4	13.1	17.2	10.6	13.5
Remote and very remote	%	10.9	9.6	12.7	9.4	15.1	9.6	17.1	6.9	10.6
Remote	%	11.0	10.2	13.1	13.3	17.4	9.3	17.9	8.9	12.4
Very remote	%	10.3	5.8	12.2	7.6	8.9	11.1	14.3	6.0	8.8
Outside Australia	%	14.2	7.9	9.0	13.3	11.7	16.9	13.6	20.1	10.4
Not known	%	0.8	37.6	9.6	16.3	11.5	12.4	9.3	15.4	13.3
All students	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (c) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

**np** Not published.

Source: NCVET (unpublished) National VET provider collection.



TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
Major cities	no.	35 144	82 016	22 523	11 025	11 724	31	3 469	30	165 962
Inner regional	no.	14 803	28 094	9 354	1 672	1 987	3 134	341	22	59 407
Outer regional	no.	4 955	7 613	6 397	1 759	2 357	1 603	100	1 300	26 084
Remote and very remote	no.	819	281	1 876	1 544	714	220	14	887	6 355
Remote	no.	622	239	1 071	916	547	216	10	497	4 118
Very remote	no.	197	42	805	628	167	4	4	390	2 237
Outside Australia	no.	1 236	2 679	763	851	274	57	201	63	6 124
Not known	no.	1 231	1 084	185	48	95	6	103	84	2 836
All students	no.	58 188	121 767	41 098	16 899	17 151	5 051	4 228	2 386	266 768
<b>AQF VET course enrolments for students aged 20–64 years</b>										
Major cities	no.	222 487	359 027	126 890	79 758	80 197	393	21 590	150	890 492
Inner regional	no.	85 057	125 721	53 561	14 027	13 223	23 007	1 731	87	316 414
Outer regional	no.	33 327	30 335	39 663	14 408	15 088	12 549	417	8 214	154 001
Remote and very remote	no.	6 052	1 322	13 629	16 764	4 676	2 168	60	8 758	53 429
Remote	no.	4 386	1 043	7 234	9 739	3 498	2 021	34	4 563	32 518
Very remote	no.	1 666	279	6 395	7 025	1 178	147	26	4 195	20 911
Outside Australia	no.	6 186	12 479	6 978	4 369	1 918	307	1 802	229	34 268
Not known	no.	5 121	2 540	2 342	733	1 377	75	1 082	1 287	14 557
All students	no.	358 230	531 424	243 063	130 059	116 479	38 499	26 682	18 725	1 463 161

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
Major cities	%	15.8	22.8	17.8	13.8	14.6	7.9	16.1	20.0	18.6
Inner regional	%	17.4	22.3	17.5	11.9	15.0	13.6	19.7	25.3	18.8
Outer regional	%	14.9	25.1	16.1	12.2	15.6	12.8	24.0	15.8	16.9
Remote and very remote	%	13.5	21.3	13.8	9.2	15.3	10.1	23.3	10.1	11.9
Remote	%	14.2	22.9	14.8	9.4	15.6	10.7	29.4	10.9	12.7
Very remote	%	11.8	15.1	12.6	8.9	14.2	2.7	15.4	9.3	10.7
Outside Australia	%	20.0	21.5	10.9	19.5	14.3	18.6	11.2	27.5	17.9
Not known	%	24.0	42.7	7.9	6.5	6.9	8.0	9.5	6.5	19.5
All students	%	16.2	22.9	16.9	13.0	14.7	13.1	15.8	12.7	18.2

**2011****AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level**

Major cities	no.	33 120	54 377	24 892	11 572	10 344	33	3 218	63	137 619
Inner regional	no.	12 421	20 184	10 395	1 772	1 768	3 062	287	20	49 909
Outer regional	no.	4 086	6 080	6 809	1 712	2 148	1 501	40	1 253	23 629
Remote and very remote	no.	522	229	2 134	1 500	688	179	8	894	6 154
Remote	no.	395	181	1 124	879	534	173	5	519	3 810
Very remote	no.	127	48	1 010	621	154	6	np	375	2 344
Outside Australia	no.	1 231	3 138	729	1 015	230	49	285	143	6 820
Not known	no.	1 017	1 016	176	48	1 140	5	92	40	3 534
All students	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>AQF VET course enrolments for students aged 20–64 years</b>										
Major cities	no.	205 661	287 760	128 570	79 632	48 246	549	19 140	193	769 751
Inner regional	no.	78 328	111 713	56 406	13 861	8 820	24 725	1 427	71	295 351
Outer regional	no.	30 965	29 962	41 979	14 008	11 249	13 002	277	7 521	148 963
Remote and very remote	no.	4 846	1 371	14 803	15 763	3 507	2 264	29	10 504	53 087
Remote	no.	3 596	1 182	7 797	8 851	2 614	2 086	28	5 591	31 745
Very remote	no.	1 250	189	7 006	6 912	893	178	np	4 913	21 342
Outside Australia	no.	6 902	16 708	7 892	6 046	1 870	433	1 693	325	41 869
Not known	no.	7 018	1 550	3 352	756	9 417	92	969	286	23 440
All students	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
<b>Proportion</b>										
Major cities	%	16.1	18.9	19.4	14.5	21.4	6.0	16.8	32.6	17.9
Inner regional	%	15.9	18.1	18.4	12.8	20.0	12.4	20.1	28.2	16.9
Outer regional	%	13.2	20.3	16.2	12.2	19.1	11.5	14.4	16.7	15.9
Remote and very remote	%	10.8	16.7	14.4	9.5	19.6	7.9	27.6	8.5	11.6
Remote	%	11.0	15.3	14.4	9.9	20.4	8.3	17.9	9.3	12.0
Very remote	%	10.2	25.4	14.4	9.0	17.2	3.4	np	7.6	11.0
Outside Australia	%	17.8	18.8	9.2	16.8	12.3	11.3	16.8	44.0	16.3
Not known	%	14.5	65.5	5.3	6.3	12.1	5.4	9.5	14.0	15.1
All students	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
Major cities	no.	27 811	34 048	18 637	10 387	5 770	117	2 769	32	99 571
Inner regional	no.	11 353	13 456	9 305	3 462	1 223	2 376	479	17	41 671
Outer regional	no.	6 384	3 184	7 335	1 667	1 571	1 849	48	1 073	23 111
Remote and very remote	no.	689	232	2 078	1 714	460	204	2	863	6 242
Remote	no.	557	198	1 018	671	339	192	1	237	3 213
Very remote	no.	132	34	1 060	1 043	121	12	1	626	3 029
Outside Australia	no.	1 625	2 506	1 028	1 147	73	81	217	98	6 775
Not known	no.	468	1 329	54	76	184	12	241	8	2 372
All students	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
<b>AQF VET course enrolments for students aged 20–64 years</b>										
Major cities	no.	182 828	218 025	110 908	68 413	46 577	2 367	17 521	245	646 884
Inner regional	no.	67 424	92 969	48 861	22 355	9 062	21 914	3 627	122	266 334
Outer regional	no.	46 022	23 209	50 581	13 600	9 796	16 869	412	7 676	168 165
Remote and very remote	no.	6 316	1 402	16 241	16 517	4 224	1 836	27	9 818	56 381
Remote	no.	5 110	1 133	8 205	4 728	2 873	1 724	21	2 704	26 498
Very remote	no.	1 206	269	8 036	11 789	1 351	112	6	7 114	29 883
Outside Australia	no.	8 478	17 446	10 140	5 515	2 742	558	1 719	375	46 973
Not known	no.	2 481	3 102	633	458	3 148	235	408	77	10 542
All students	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
Major cities	%	15.2	15.6	16.8	15.2	12.4	4.9	15.8	13.1	15.4
Inner regional	%	16.8	14.5	19.0	15.5	13.5	10.8	13.2	13.9	15.6
Outer regional	%	13.9	13.7	14.5	12.3	16.0	11.0	11.7	14.0	13.7
Remote and very remote	%	10.9	16.5	12.8	10.4	10.9	11.1	7.4	8.8	11.1
Remote	%	10.9	17.5	12.4	14.2	11.8	11.1	4.8	8.8	12.1
Very remote	%	10.9	12.6	13.2	8.8	9.0	10.7	16.7	8.8	10.1
Outside Australia	%	19.2	14.4	10.1	20.8	2.7	14.5	12.6	26.1	14.4
Not known	%	18.9	42.8	8.5	16.6	5.8	5.1	59.1	10.4	22.5
All students	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0

**2009****AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level**

Major cities	no.	25 186	24 872	15 513	8 387	8 979	264	2 966	31	86 198
Inner regional	no.	10 335	11 970	7 018	2 920	1 948	2 194	623	9	37 017
Outer regional	no.	5 574	3 121	6 543	1 394	1 741	1 752	71	898	21 094
Remote and very remote	no.	745	163	1 634	1 332	525	170	10	693	5 272
Remote	no.	633	107	897	484	406	147	6	228	2 908
Very remote	no.	112	56	737	848	119	23	4	465	2 364
Outside Australia	no.	1 334	2 274	1 191	1 013	203	102	188	68	6 373
Not known	no.	126	410	43	52	191	18	14	1	855
All students	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>AQF VET course enrolments for students aged 20–64 years</b>										
Major cities	no.	163 730	196 545	104 439	65 156	43 244	1 898	15 780	184	590 976
Inner regional	no.	58 754	84 374	43 629	21 165	8 475	17 978	3 358	93	237 826
Outer regional	no.	40 634	21 656	46 043	11 693	9 002	13 865	446	7 272	150 611
Remote and very remote	no.	6 434	1 224	15 008	13 977	3 688	1 794	39	10 079	52 243
Remote	no.	5 130	1 031	7 760	3 950	2 523	1 621	21	3 008	25 044
Very remote	no.	1 304	193	7 248	10 027	1 165	173	18	7 071	27 199
Outside Australia	no.	8 338	18 134	10 119	5 524	1 983	671	1 666	273	46 708
Not known	no.	1 449	2 700	495	429	975	252	52	54	6 406
All students	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
<b>Proportion</b>										
Major cities	%	15.4	12.7	14.9	12.9	20.8	13.9	18.8	16.8	14.6
Inner regional	%	17.6	14.2	16.1	13.8	23.0	12.2	18.6	9.7	15.6
Outer regional	%	13.7	14.4	14.2	11.9	19.3	12.6	15.9	12.3	14.0
Remote and very remote	%	11.6	13.3	10.9	9.5	14.2	9.5	25.6	6.9	10.1
Remote	%	12.3	10.4	11.6	12.3	16.1	9.1	28.6	7.6	11.6
Very remote	%	8.6	29.0	10.2	8.5	10.2	13.3	22.2	6.6	8.7
Outside Australia	%	16.0	12.5	11.8	18.3	10.2	15.2	11.3	24.9	13.6
Not known	%	8.7	15.2	8.7	12.1	19.6	7.1	26.9	1.9	13.3
All students	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
<b>AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level</b>										
Major cities	no.	22 443	21 028	15 712	7 521	8 178	53	2 093	46	77 074
Inner regional	no.	9 279	10 999	6 811	2 583	1 675	2 451	476	18	34 292
Outer regional	no.	5 456	2 552	6 431	1 332	1 599	2 163	62	764	20 359
Remote and very remote	no.	739	130	1 918	1 177	568	188	3	577	5 300
Remote	no.	615	119	1 098	522	477	157	2	188	3 178
Very remote	no.	124	11	820	655	91	31	1	389	2 122
Outside Australia	no.	972	1 320	719	566	202	108	135	40	4 062
Not known	no.	22	710	88	38	137	21	5	8	1 029
All students	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
<b>AQF VET course enrolments for students aged 20–64 years</b>										
Major cities	no.	156 663	180 374	107 242	55 995	40 541	942	13 990	220	555 967
Inner regional	no.	54 187	81 911	42 956	17 541	7 788	20 739	2 882	92	228 096
Outer regional	no.	35 944	20 190	45 135	11 335	8 550	16 588	300	6 939	144 981
Remote and very remote	no.	5 766	1 139	15 731	13 094	3 649	2 023	26	9 858	51 286
Remote	no.	4 603	942	8 395	3 841	2 610	1 762	19	2 932	25 104
Very remote	no.	1 163	197	7 336	9 253	1 039	261	7	6 926	26 182
Outside Australia	no.	7 115	15 556	6 955	4 406	1 568	655	1 103	203	37 561
Not known	no.	293	1 579	789	251	960	167	60	46	4 145
All students	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion</b>										
Major cities	%	14.3	11.7	14.7	13.4	20.2	5.6	15.0	20.9	13.9
Inner regional	%	17.1	13.4	15.9	14.7	21.5	11.8	16.5	19.6	15.0
Outer regional	%	15.2	12.6	14.2	11.8	18.7	13.0	20.7	11.0	14.0
Remote and very remote	%	12.8	11.4	12.2	9.0	15.6	9.3	11.5	5.9	10.3
Remote	%	13.4	12.6	13.1	13.6	18.3	8.9	10.5	6.4	12.7
Very remote	%	10.7	5.6	11.2	7.1	8.8	11.9	14.3	5.6	8.1
Outside Australia	%	13.7	8.5	10.3	12.8	12.9	16.5	12.2	19.7	10.8
Not known	%	7.5	45.0	11.2	15.1	14.3	12.6	8.3	17.4	24.8
All students	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (c) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.



Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

**np** Not published.

*Source:* NCVET (unpublished) National VET provider collection.

TABLE 5A.58

Table 5A.58 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only) (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
AQF VET qualifications completed at a higher education level (a)	no.	66 292	139 174	50 584	20 008	17 023	5 329	4 712	2 029	305 151
AQF VET course completions for all students	no.	363 515	524 918	265 769	123 104	104 141	34 228	28 959	13 629	1 458 263
Proportion completed at a higher level	%	18.2	26.5	19.0	16.3	16.3	15.6	16.3	14.9	20.9
<b>2011</b>										
AQF VET qualifications completed at a higher education level (a)	no.	60 126	92 819	50 238	20 751	16 469	5 051	4 361	2 076	251 891
AQF VET course completions for all students	no.	348 313	448 325	268 992	123 847	79 686	35 845	25 580	13 231	1 343 819
Proportion completed at a higher level	%	17.3	20.7	18.7	16.8	20.7	14.1	17.0	15.7	18.7
<b>2010</b>										
AQF VET qualifications completed at a higher education level (a)	no.	55 911	60 341	43 483	21 799	8 733	4 892	4 362	1 724	201 245
AQF VET course completions for all students	no.	322 798	346 831	249 414	118 257	71 979	34 980	25 448	13 015	1 182 722
Proportion completed at a higher level	%	17.3	17.4	17.4	18.4	12.1	14.0	17.1	13.2	17.0
<b>2009</b>										
AQF VET qualifications completed at a higher education level (a)	no.	50 831	47 475	38 040	18 379	13 420	4 685	4 747	1 434	179 011
AQF VET course completions for all students	no.	289 401	307 484	237 049	109 573	63 598	30 919	23 230	11 985	1 073 239
Proportion completed at a higher level	%	17.6	15.4	16.0	16.8	21.1	15.2	20.4	12.0	16.7
<b>2008</b>										
AQF VET qualifications completed at a higher education level (a)	no.	45 413	39 736	36 014	15 397	11 557	5 042	3 124	1 256	157 539
AQF VET course completions for all students	no.	268 772	283 036	232 867	96 968	56 506	32 824	19 750	11 862	1 002 585

TABLE 5A.58

Table 5A.58 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only) (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion completed at a higher level	%	16.9	14.0	15.5	15.9	20.5	15.4	15.8	10.6	15.7

- (a) AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only).
- (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).
- (c) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.59

Table 5A.59 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a percent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
AQF VET qualifications completed at a higher education level (a)	no.	52 039	112 496	37 291	14 898	14 831	4 387	3 958	1 766	241 666
AQF VET course completions for all students	no.	289 283	415 015	194 230	93 646	87 728	28 761	23 805	11 615	1 144 083
Proportion completed at a higher level	%	18.0	27.1	19.2	15.9	16.9	15.3	16.6	15.2	21.1
<b>2011</b>										
AQF VET qualifications completed at a higher education level (a)	no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
AQF VET course completions for all students	no.	273 613	351 599	199 093	94 323	65 390	29 722	20 840	11 127	1 045 707
Proportion completed at a higher level	%	17.4	21.6	19.4	16.7	22.1	14.0	17.7	16.6	19.3
<b>2010</b>										
AQF VET qualifications completed at a higher education level (a)	no.	43 297	49 534	32 777	16 452	7 704	3 994	3 603	1 533	158 894
AQF VET course completions for all students	no.	250 487	269 105	182 183	89 008	58 026	28 448	20 790	10 791	908 838
Proportion completed at a higher level	%	17.3	18.4	18.0	18.5	13.3	14.0	17.3	14.2	17.5
<b>2009</b>										
AQF VET qualifications completed at a higher education level (a)	no.	38 253	38 270	28 721	13 333	11 689	3 986	3 678	1 232	139 162
AQF VET course completions for all students	no.	217 889	238 701	169 822	79 865	50 483	25 107	18 637	9 793	810 297
Proportion completed at a higher level	%	17.6	16.0	16.9	16.7	23.2	15.9	19.7	12.6	17.2
<b>2008</b>										
AQF VET qualifications completed at a higher education level (a)	no.	33 790	31 753	28 826	11 279	9 992	4 190	2 600	1 099	123 529
AQF VET course completions for all students	no.	198 880	214 916	170 501	67 142	44 415	27 158	15 738	9 751	748 501

TABLE 5A.59

Table 5A.59 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a percent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion completed at a higher level	%	17.0	14.8	16.9	16.8	22.5	15.4	16.5	11.3	16.5

- (a) AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only).
- (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).
- (c) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.60

Table 5A.60 **Estimated completion rates and load pass rates for qualifications at certificate I and above, commencing 2008–12 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
Estimated qualification completion rate	%	38.0	36.8	32.0	34.3	37.9	25.2	31.5	30.7	35.8
Subject load pass rate	%	79.5	83.4	88.8	81.2	86.8	82.2	81.1	77.7	83.1
<b>2011</b>										
Estimated qualification completion rate	%	38.8	34.4	35.8	36.1	35.3	23.4	40.3	27.3	35.6
Subject load pass rate	%	80.4	82.5	89.5	81.2	84.1	81.6	82.6	75.4	82.9
<b>2010</b>										
Estimated qualification completion rate	%	38.6	31.5	33.0	35.0	32.3	20.1	44.7	22.6	33.7
Subject load pass rate	%	80.2	77.9	87.7	80.5	87.2	80.3	81.8	76.7	81.2
<b>2009</b>										
Estimated qualification completion rate	%	36.6	29.4	28.1	33.5	37.8	25.6	46.5	18.2	32.1
Subject load pass rate	%	79.9	77.7	87.2	79.6	87.2	83.3	81.9	73.6	80.9
<b>2008</b>										
Estimated qualification completion rate	%	36.3	24.7	25.5	27.3	36.5	19.4	40.4	16.5	28.9
Subject load pass rate	%	79.9	77.3	86.7	77.5	87.3	80.9	81.5	72.4	80.4

(a) The estimated qualification completion rates for all years are computed using data from the National VET Provider Collection. The estimated rates may change slightly from the rates published in the previous year due to the reporting of additional qualification/course completions for previous years in the current collection.

(b) The relatively large decrease in completion rates for the Australian Capital Territory in 2012 is due to changes in the name encryption of some students across collection years, leading to a mismatch between qualification completions and enrolments.

Source: NCVET (2014); *Australian vocational education and training statistics: The likelihood of completing a VET qualification*, Adelaide.

TABLE 5A.61

Table 5A.61 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	68.6 ± 1.1	64.6 ± 2.2	73.3 ± 1.4	73.2 ± 1.2	68.0 ± 1.7	71.5 ± 2.3	69.3 ± 2.8	78.9 ± 2.9	68.6 ± 0.8
Partly helped achieve main reason	%	14.7 ± 0.8	15.2 ± 1.6	13.1 ± 1.0	13.3 ± 1.0	14.3 ± 1.2	15.1 ± 1.8	15.2 ± 2.1	11.6 ± 2.3	14.4 ± 0.6
Did not help achieve main reason	%	6.2 ± 0.5	10.7 ± 1.5	7.3 ± 0.8	6.0 ± 0.6	7.3 ± 0.9	5.6 ± 1.1	4.4 ± 1.1	5.5 ± 1.5	7.9 ± 0.5
Did not know yet	%	10.5 ± 0.7	9.4 ± 1.3	6.3 ± 0.7	7.5 ± 0.7	10.4 ± 1.1	7.8 ± 1.3	11.0 ± 2.0	4.0 ± 1.4	9.1 ± 0.5
<b>2012</b>										
Helped achieve main reason	%	71.4 ± 1.7	67.7 ± 2.8	75.1 ± 2.5	76.8 ± 2.2	69.9 ± 3.3	74.0 ± 4.5	71.6 ± 4.7	76.5 ± 4.5	71.7 ± 1.1
Partly helped achieve main reason	%	12.3 ± 1.2	14.2 ± 2.0	12.6 ± 1.9	11.3 ± 1.7	13.0 ± 2.2	11.8 ± 3.3	16.3 ± 3.8	11.4 ± 3.3	12.8 ± 0.8
Did not help achieve main reason	%	6.3 ± 0.9	9.7 ± 2.0	6.8 ± 1.5	4.7 ± 1.0	6.5 ± 1.6	6.8 ± 2.7	5.4 ± 2.5	5.4 ± 2.6	7.1 ± 0.7
Did not know yet	%	10.0 ± 1.2	8.4 ± 1.6	5.5 ± 1.2	7.2 ± 1.2	10.6 ± 2.5	7.4 ± 2.6	6.7 ± 2.4	6.7 ± 2.7	8.4 ± 0.7
<b>2011</b>										
Helped achieve main reason	%	70.0 ± 1.1	71.6 ± 1.2	73.0 ± 1.1	74.4 ± 1.1	68.2 ± 1.7	71.6 ± 2.4	70.3 ± 3.1	82.5 ± 3.3	71.5 ± 0.5
Partly helped achieve main reason	%	14.1 ± 0.8	14.4 ± 0.9	12.6 ± 0.8	12.6 ± 0.9	13.8 ± 1.3	14.3 ± 1.9	15.1 ± 2.5	10.4 ± 2.7	13.6 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.6 ± 0.6	7.6 ± 0.6	5.4 ± 0.6	8.1 ± 0.9	6.4 ± 1.3	5.1 ± 1.5	2.5 ± 1.2	6.0 ± 0.3
Did not know yet	%	10.6 ± 0.7	8.5 ± 0.7	6.8 ± 0.6	7.6 ± 0.7	9.9 ± 1.1	7.7 ± 1.4	9.4 ± 1.9	4.6 ± 1.8	8.8 ± 0.3
<b>2010</b>										
Helped achieve main reason	%	69.6 ± 1.7	70.3 ± 2.0	74.0 ± 1.9	76.4 ± 2.0	71.2 ± 3.5	72.6 ± 3.5	77.0 ± 4.0	83.3 ± 3.4	71.9 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.2	12.1 ± 1.4	11.6 ± 1.4	11.2 ± 1.5	12.4 ± 2.6	12.6 ± 2.7	10.5 ± 2.9	7.4 ± 2.7	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.2	4.7 ± 1.0	6.7 ± 1.8	6.2 ± 2.1	4.6 ± 1.9	4.7 ± 2.2	6.5 ± 0.5
Did not know yet	%	10.0 ± 1.0	10.7 ± 1.3	7.2 ± 1.0	7.7 ± 1.2	9.7 ± 2.3	8.6 ± 2.1	7.9 ± 2.6	4.7 ± 1.6	9.2 ± 0.6
<b>2009</b>										
Helped achieve main reason	%	69.7 ± 1.1	72.1 ± 1.3	78.1 ± 1.1	75.6 ± 1.3	69.2 ± 2.0	72.0 ± 3.3	73.6 ± 2.9	80.7 ± 3.2	72.4 ± 0.6
Partly helped achieve main reason	%	14.6 ± 0.9	13.0 ± 1.0	11.3 ± 0.8	11.8 ± 1.0	13.8 ± 1.5	14.2 ± 2.6	13.1 ± 2.3	11.1 ± 2.6	13.3 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.5	5.8 ± 0.7	4.4 ± 0.5	4.4 ± 0.7	7.1 ± 1.1	5.2 ± 1.7	4.0 ± 1.3	2.5 ± 1.3	5.4 ± 0.3
Did not know yet	%	10.2 ± 0.7	9.0 ± 0.8	6.2 ± 0.7	8.1 ± 0.8	9.8 ± 1.1	8.6 ± 2.1	9.2 ± 1.9	5.6 ± 1.6	8.9 ± 0.4

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

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

Table 5A.61 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b), (c)**

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

Source: NCVET unpublished, *Student Outcomes Survey*.



TABLE 5A.62

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, Aboriginal and Torres Strait Islander graduates (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	76.8 ± 4.3	68.5 ± 23.0	71.6 ± 6.6	76.0 ± 6.1	84.8 ± 8.3	70.9 ± 8.9	43.9 ± 14.9	77.2 ± 7.6	74.2 ± 3.3
Partly helped achieve main reason	%	10.7 ± 2.9	24.9 ± 22.3	13.7 ± 5.0	12.3 ± 4.8	4.8 ± 4.2	16.8 ± 7.4	31.4 ± 13.9	10.0 ± 5.8	13.2 ± 2.7
Did not help achieve main reason	%	7.9 ± 2.8	5.4 ± 5.3	11.0 ± 5.1	7.6 ± 3.7	np	5.9 ± 4.5	np	6.1 ± 4.0	7.9 ± 1.9
Did not know yet	%	4.6 ± 2.2	np	3.8 ± 2.1	4.0 ± 2.8	8.1 ± 6.6	6.5 ± 4.6	17.3 ± 12.5	6.7 ± 4.5	4.7 ± 1.2
<b>2012</b>										
Helped achieve main reason	%	67.6 ± 9.7	59.2 ± 28.9	74.3 ± 12.5	74.5 ± 12.6	73.1 ± 15.3	54.0 ± 20.1	80.7 ± 27.0	83.3 ± 10.3	70.1 ± 6.0
Partly helped achieve main reason	%	14.3 ± 7.1	28.1 ± 30.9	15.8 ± 10.7	5.1 ± 6.1	14.7 ± 12.6	25.6 ± 18.7	np	np	14.7 ± 5.1
Did not help achieve main reason	%	8.6 ± 5.7	11.7 ± 14.8	6.8 ± 7.9	8.1 ± 7.9	np	np	np	–	8.1 ± 3.4
Did not know yet	%	9.4 ± 6.7	np	3.1 ± 3.1	12.3 ± 9.5	np	np	–	9.6 ± 7.8	7.1 ± 3.1
<b>2011</b>										
Helped achieve main reason	%	79.9 ± 4.8	73.2 ± 11.2	72.7 ± 4.9	81.7 ± 6.3	73.4 ± 8.1	65.8 ± 10.9	53.0 ± 21.0	86.0 ± 7.6	76.6 ± 2.6
Partly helped achieve main reason	%	7.3 ± 2.7	8.0 ± 4.9	12.3 ± 3.5	8.7 ± 4.4	7.8 ± 4.1	11.0 ± 6.7	24.2 ± 18.2	7.7 ± 5.9	9.3 ± 1.6
Did not help achieve main reason	%	6.5 ± 2.9	10.9 ± 6.4	8.2 ± 3.0	4.3 ± 3.3	11.1 ± 5.5	11.7 ± 7.4	np	np	7.4 ± 1.6
Did not know yet	%	6.3 ± 3.3	np	6.8 ± 3.0	5.3 ± 3.9	7.7 ± 5.7	11.5 ± 7.2	np	np	6.7 ± 1.8
<b>2010</b>										
Helped achieve main reason	%	79.3 ± 6.9	74.7 ± 15.3	80.8 ± 8.0	86.7 ± 7.2	70.0 ± 15.6	84.5 ± 12.7	56.3 ± 27.7	92.6 ± 6.1	79.7 ± 3.8
Partly helped achieve main reason	%	10.3 ± 4.8	19.8 ± 14.4	6.1 ± 4.1	6.6 ± 5.6	np	np	np	np	9.1 ± 2.5
Did not help achieve main reason	%	4.9 ± 3.9	np	7.2 ± 6.1	np	25.8 ± 15.2	–	np	–	6.7 ± 2.6
Did not know yet	%	5.5 ± 3.7	np	5.9 ± 4.4	np	–	np	np	np	4.4 ± 1.8
<b>2009</b>										
Helped achieve main reason	%	77.2 ± 6.3	70.5 ± 10.3	77.6 ± 5.8	78.9 ± 7.2	78.1 ± 11.9	62.6 ± 17.0	80.8 ± 15.9	77.3 ± 6.8	76.2 ± 3.2
Partly helped achieve main reason	%	11.3 ± 5.3	17.3 ± 6.9	8.8 ± 4.0	8.1 ± 5.5	8.1 ± 7.0	27.3 ± 15.6	np	10.4 ± 5.0	11.4 ± 2.5
Did not help achieve main reason	%	4.3 ± 2.5	7.9 ± 7.0	5.0 ± 2.8	4.0 ± 3.1	12.1 ± 9.8	np	np	–	5.0 ± 1.6
Did not know yet	%	7.3 ± 3.5	np	8.5 ± 3.9	8.9 ± 4.5	np	np	np	np	7.4 ± 1.8

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, Aboriginal and Torres Strait Islander graduates (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.63

Table 5A.63 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	68.4 ± 1.1	65.2 ± 2.2	73.4 ± 1.4	73.3 ± 1.3	67.4 ± 1.7	71.7 ± 2.4	70.2 ± 2.9	79.1 ± 3.1	68.7 ± 0.9
Partly helped achieve main reason	%	14.6 ± 0.9	15.1 ± 1.6	13.1 ± 1.1	13.2 ± 1.0	14.6 ± 1.3	14.7 ± 1.9	14.7 ± 2.2	11.9 ± 2.5	14.4 ± 0.6
Did not help achieve main reason	%	6.1 ± 0.6	10.5 ± 1.5	7.2 ± 0.8	5.9 ± 0.6	7.4 ± 1.0	5.6 ± 1.2	4.4 ± 1.1	5.5 ± 1.6	7.8 ± 0.6
Did not know yet	%	10.9 ± 0.8	9.2 ± 1.3	6.3 ± 0.7	7.6 ± 0.7	10.6 ± 1.1	7.9 ± 1.4	10.7 ± 2.1	3.5 ± 1.4	9.1 ± 0.5
<b>2012</b>										
Helped achieve main reason	%	71.5 ± 1.8	68.3 ± 2.8	75.8 ± 2.6	77.2 ± 2.2	69.5 ± 3.4	75.8 ± 4.5	71.5 ± 4.8	75.2 ± 5.1	72.0 ± 1.1
Partly helped achieve main reason	%	12.1 ± 1.3	14.0 ± 2.0	12.0 ± 1.9	11.3 ± 1.7	13.0 ± 2.3	10.0 ± 3.0	16.3 ± 3.9	12.4 ± 3.8	12.6 ± 0.8
Did not help achieve main reason	%	6.3 ± 1.0	9.6 ± 2.1	6.7 ± 1.6	4.6 ± 1.0	6.6 ± 1.6	6.8 ± 2.9	5.3 ± 2.5	6.3 ± 3.0	7.1 ± 0.7
Did not know yet	%	10.1 ± 1.2	8.1 ± 1.6	5.6 ± 1.3	6.9 ± 1.2	10.9 ± 2.6	7.4 ± 2.7	7.0 ± 2.5	6.2 ± 2.9	8.3 ± 0.7
<b>2011</b>										
Helped achieve main reason	%	69.6 ± 1.1	71.6 ± 1.2	73.2 ± 1.1	74.5 ± 1.2	67.9 ± 1.8	72.0 ± 2.5	71.1 ± 3.2	81.1 ± 3.7	71.4 ± 0.6
Partly helped achieve main reason	%	14.3 ± 0.9	14.4 ± 0.9	12.4 ± 0.8	12.6 ± 0.9	14.0 ± 1.4	14.6 ± 2.0	14.2 ± 2.5	11.4 ± 3.1	13.7 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.5 ± 0.6	7.6 ± 0.7	5.3 ± 0.6	8.0 ± 0.9	5.8 ± 1.3	5.1 ± 1.6	2.8 ± 1.3	6.0 ± 0.3
Did not know yet	%	10.8 ± 0.7	8.5 ± 0.8	6.8 ± 0.6	7.5 ± 0.7	10.1 ± 1.2	7.6 ± 1.5	9.6 ± 2.0	4.7 ± 2.1	8.9 ± 0.3
<b>2010</b>										
Helped achieve main reason	%	69.4 ± 1.7	70.5 ± 2.1	73.7 ± 2.0	75.8 ± 2.1	70.9 ± 3.7	71.9 ± 3.7	78.0 ± 4.0	82.0 ± 3.8	71.6 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.3	11.8 ± 1.4	11.9 ± 1.4	11.4 ± 1.6	12.9 ± 2.7	12.5 ± 2.7	9.7 ± 2.9	7.5 ± 3.0	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.3	4.8 ± 1.0	5.7 ± 1.7	6.7 ± 2.3	4.3 ± 1.9	5.7 ± 2.7	6.5 ± 0.5
Did not know yet	%	10.2 ± 1.1	10.9 ± 1.4	7.1 ± 1.0	8.0 ± 1.3	10.5 ± 2.4	8.9 ± 2.2	7.9 ± 2.7	4.8 ± 1.6	9.4 ± 0.6
<b>2009</b>										
Helped achieve main reason	%	69.6 ± 1.1	72.3 ± 1.3	78.4 ± 1.1	75.6 ± 1.4	68.8 ± 2.0	72.4 ± 3.4	73.6 ± 3.0	81.3 ± 3.7	72.5 ± 0.6
Partly helped achieve main reason	%	14.5 ± 0.9	12.9 ± 1.0	11.2 ± 0.9	11.9 ± 1.0	14.1 ± 1.6	13.5 ± 2.7	13.2 ± 2.4	11.4 ± 3.0	13.2 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.6	5.8 ± 0.7	4.3 ± 0.5	4.5 ± 0.7	7.0 ± 1.2	5.1 ± 1.8	4.0 ± 1.3	3.1 ± 1.7	5.4 ± 0.3
Did not know yet	%	10.4 ± 0.7	9.0 ± 0.8	6.0 ± 0.7	8.0 ± 0.9	10.1 ± 1.2	9.0 ± 2.2	9.2 ± 2.0	4.2 ± 1.8	9.0 ± 0.4

**Table 5A.63 Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.64

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	65.7 ± 1.5	62.7 ± 2.7	70.9 ± 1.9	71.4 ± 1.5	65.2 ± 2.0	np	68.1 ± 3.0	78.4 ± 20.6	66.0 ± 1.1
Partly helped achieve main reason	%	15.6 ± 1.1	15.8 ± 2.0	13.7 ± 1.4	14.0 ± 1.2	15.4 ± 1.5	np	15.5 ± 2.3	np	15.2 ± 0.8
Did not help achieve main reason	%	6.6 ± 0.7	11.9 ± 1.9	8.3 ± 1.2	6.6 ± 0.8	8.0 ± 1.2	–	4.9 ± 1.2	np	8.8 ± 0.7
Did not know yet	%	12.0 ± 1.0	9.6 ± 1.6	7.1 ± 1.0	7.9 ± 0.9	11.4 ± 1.4	np	11.5 ± 2.2	np	10.0 ± 0.7
<b>2012</b>										
Helped achieve main reason	%	69.0 ± 2.2	65.7 ± 3.4	73.3 ± 3.4	74.4 ± 2.7	68.5 ± 4.0	np	72.7 ± 5.0	np	69.5 ± 1.4
Partly helped achieve main reason	%	13.1 ± 1.5	15.1 ± 2.5	13.8 ± 2.7	12.8 ± 2.1	13.3 ± 2.8	–	16.3 ± 4.2	–	13.8 ± 1.0
Did not help achieve main reason	%	6.9 ± 1.2	10.0 ± 2.5	7.1 ± 2.1	4.7 ± 1.2	6.5 ± 1.9	–	4.3 ± 2.4	–	7.4 ± 0.9
Did not know yet	%	11.0 ± 1.5	9.2 ± 2.1	5.8 ± 1.6	8.1 ± 1.5	11.6 ± 2.7	np	6.7 ± 2.5	np	9.3 ± 0.9
<b>2011</b>										
Helped achieve main reason	%	68.1 ± 1.4	69.9 ± 1.5	70.4 ± 1.6	72.5 ± 1.5	66.1 ± 2.1	38.6 ± 16.6	70.2 ± 3.6	88.4 ± 21.5	69.3 ± 0.7
Partly helped achieve main reason	%	15.1 ± 1.0	15.2 ± 1.1	13.5 ± 1.2	13.4 ± 1.2	14.3 ± 1.6	19.8 ± 12.6	14.0 ± 2.7	np	14.5 ± 0.5
Did not help achieve main reason	%	5.5 ± 0.6	6.0 ± 0.8	8.7 ± 1.0	5.8 ± 0.8	8.8 ± 1.1	23.6 ± 13.8	5.9 ± 1.9	–	6.5 ± 0.4
Did not know yet	%	11.3 ± 0.9	8.9 ± 0.9	7.4 ± 0.9	8.4 ± 0.9	10.8 ± 1.5	18.0 ± 12.3	9.9 ± 2.2	–	9.6 ± 0.4
<b>2010</b>										
Helped achieve main reason	%	66.4 ± 2.2	68.1 ± 2.6	71.3 ± 2.7	75.7 ± 2.7	68.7 ± 4.3	41.9 ± 17.1	76.0 ± 4.6	90.9 ± 17.8	69.0 ± 1.2
Partly helped achieve main reason	%	15.0 ± 1.7	12.2 ± 1.8	13.0 ± 1.9	11.3 ± 2.0	13.6 ± 3.3	np	10.9 ± 3.3	–	13.4 ± 0.9
Did not help achieve main reason	%	7.2 ± 1.3	7.6 ± 1.5	7.6 ± 1.8	4.9 ± 1.3	6.7 ± 2.0	28.4 ± 16.0	5.0 ± 2.2	–	7.1 ± 0.7
Did not know yet	%	11.4 ± 1.4	12.1 ± 1.8	8.2 ± 1.4	8.1 ± 1.7	11.0 ± 2.9	19.0 ± 14.8	8.1 ± 3.0	np	10.6 ± 0.8
<b>2009</b>										
Helped achieve main reason	%	66.6 ± 1.4	70.6 ± 1.7	76.1 ± 1.7	74.7 ± 1.8	67.3 ± 2.4	63.6 ± 26.8	73.0 ± 3.3	91.0 ± 16.8	70.0 ± 0.8
Partly helped achieve main reason	%	16.1 ± 1.1	13.0 ± 1.2	12.2 ± 1.3	11.8 ± 1.3	13.8 ± 1.8	np	13.2 ± 2.6	–	14.0 ± 0.6
Did not help achieve main reason	%	6.1 ± 0.7	6.8 ± 1.0	4.7 ± 0.8	5.2 ± 0.9	8.5 ± 1.5	np	4.5 ± 1.5	–	6.2 ± 0.4
Did not know yet	%	11.2 ± 0.9	9.6 ± 1.1	7.0 ± 1.0	8.4 ± 1.1	10.3 ± 1.4	np	9.3 ± 2.1	np	9.8 ± 0.5

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
	– Nil or rounded to zero. <b>np</b> Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	71.7 ± 1.9	68.1 ± 4.0	74.8 ± 2.8	76.6 ± 3.8	70.9 ± 4.5	70.8 ± 2.9	73.3 ± 9.7	87.8 ± 16.9	71.1 ± 1.7
Partly helped achieve main reason	%	14.3 ± 1.5	14.5 ± 3.0	13.0 ± 2.2	12.0 ± 3.4	13.1 ± 3.3	15.1 ± 2.2	13.8 ± 7.6	np	14.0 ± 1.2
Did not help achieve main reason	%	5.3 ± 0.9	8.1 ± 2.6	6.8 ± 1.7	3.8 ± 1.3	6.6 ± 2.5	5.8 ± 1.5	np	–	6.5 ± 1.0
Did not know yet	%	8.7 ± 1.2	9.4 ± 2.4	5.4 ± 1.2	7.5 ± 1.9	9.4 ± 3.0	8.3 ± 1.7	12.1 ± 6.9	np	8.4 ± 1.0
<b>2012</b>										
Helped achieve main reason	%	76.8 ± 3.3	70.7 ± 5.5	73.5 ± 5.4	79.0 ± 6.0	70.8 ± 11.2	75.2 ± 5.8	69.3 ± 18.9	np	74.0 ± 2.4
Partly helped achieve main reason	%	10.6 ± 2.3	12.2 ± 4.0	12.4 ± 3.9	8.8 ± 4.3	11.2 ± 5.9	13.5 ± 4.6	np	–	11.6 ± 1.7
Did not help achieve main reason	%	4.7 ± 1.7	9.7 ± 4.2	8.0 ± 3.5	5.1 ± 2.8	6.3 ± 5.2	5.6 ± 3.2	np	–	7.1 ± 1.6
Did not know yet	%	7.9 ± 2.2	7.4 ± 2.7	6.1 ± 3.0	7.1 ± 3.6	11.7 ± 10.8	5.7 ± 2.9	np	–	7.4 ± 1.4
<b>2011</b>										
Helped achieve main reason	%	71.2 ± 2.2	75.3 ± 2.3	72.2 ± 2.2	74.4 ± 2.6	71.3 ± 4.4	73.4 ± 3.3	70.2 ± 7.5	np	72.8 ± 1.1
Partly helped achieve main reason	%	12.6 ± 1.6	12.5 ± 1.7	13.4 ± 1.7	13.2 ± 2.0	11.4 ± 3.0	14.2 ± 2.6	18.5 ± 6.5	np	12.9 ± 0.8
Did not help achieve main reason	%	5.3 ± 1.1	4.5 ± 1.1	7.4 ± 1.2	5.7 ± 1.3	7.7 ± 2.6	6.0 ± 1.8	np	–	5.7 ± 0.6
Did not know yet	%	10.8 ± 1.5	7.7 ± 1.5	7.0 ± 1.2	6.6 ± 1.4	9.6 ± 3.0	6.5 ± 1.8	8.7 ± 4.4	–	8.6 ± 0.7
<b>2010</b>										
Helped achieve main reason	%	73.2 ± 3.1	74.7 ± 3.5	74.1 ± 3.9	80.5 ± 4.3	75.4 ± 9.0	75.6 ± 4.9	83.6 ± 7.0	np	74.8 ± 1.7
Partly helped achieve main reason	%	13.5 ± 2.4	12.3 ± 2.7	11.1 ± 2.9	10.8 ± 3.6	10.9 ± 6.2	13.1 ± 4.0	5.6 ± 4.2	–	12.3 ± 1.3
Did not help achieve main reason	%	5.5 ± 1.4	5.5 ± 1.8	9.1 ± 2.5	3.0 ± 1.7	6.8 ± 5.8	4.3 ± 2.6	np	–	5.9 ± 0.9
Did not know yet	%	7.7 ± 1.9	7.5 ± 2.0	5.7 ± 2.0	5.7 ± 2.3	6.9 ± 5.0	7.0 ± 2.1	8.3 ± 5.3	–	7.0 ± 1.0
<b>2009</b>										
Helped achieve main reason	%	72.8 ± 2.3	75.0 ± 2.3	79.3 ± 2.3	75.8 ± 3.2	72.4 ± 4.5	72.3 ± 4.9	77.7 ± 6.9	83.1 ± 20.2	74.6 ± 1.2
Partly helped achieve main reason	%	13.6 ± 1.9	13.2 ± 1.8	10.4 ± 1.7	12.0 ± 2.3	14.1 ± 3.8	14.7 ± 4.1	12.0 ± 5.5	np	12.9 ± 1.0
Did not help achieve main reason	%	4.2 ± 1.0	4.2 ± 1.1	4.5 ± 1.1	4.1 ± 1.6	3.8 ± 1.7	3.2 ± 1.7	np	–	4.1 ± 0.6
Did not know yet	%	9.4 ± 1.4	7.7 ± 1.4	5.8 ± 1.4	8.1 ± 2.0	9.7 ± 2.6	9.8 ± 3.2	8.6 ± 4.8	np	8.3 ± 0.7

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data the ACT and the NT are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(c)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(e)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent). – Nil or rounded to zero. <b>np</b> Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.



TABLE 5A.66

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	76.7 ± 2.9	72.9 ± 7.2	78.3 ± 3.2	76.2 ± 3.2	75.0 ± 4.4	73.0 ± 3.9	87.4 ± 17.9	78.9 ± 3.5	76.1 ± 1.8
Partly helped achieve main reason	%	10.4 ± 2.1	12.1 ± 5.0	11.1 ± 2.6	12.7 ± 2.5	12.7 ± 3.5	14.9 ± 3.2	np	11.5 ± 2.7	11.7 ± 1.3
Did not help achieve main reason	%	6.1 ± 1.7	7.8 ± 5.0	5.5 ± 1.6	5.6 ± 1.7	4.8 ± 2.0	5.7 ± 1.9	–	6.4 ± 1.9	6.1 ± 1.1
Did not know yet	%	6.8 ± 1.6	7.2 ± 4.1	5.0 ± 1.5	5.5 ± 1.5	7.5 ± 2.7	6.4 ± 2.2	–	3.2 ± 1.7	6.2 ± 1.0
<b>2012</b>										
Helped achieve main reason	%	77.8 ± 6.6	77.0 ± 7.9	80.6 ± 5.8	87.4 ± 4.5	73.6 ± 9.4	72.3 ± 7.5	np	75.8 ± 5.6	78.4 ± 2.8
Partly helped achieve main reason	%	8.7 ± 4.4	13.1 ± 6.7	9.6 ± 4.6	5.1 ± 2.6	13.7 ± 6.2	9.1 ± 4.4	–	11.4 ± 3.9	10.0 ± 2.1
Did not help achieve main reason	%	6.4 ± 3.5	6.6 ± 4.1	5.1 ± 3.2	4.4 ± 3.2	3.8 ± 2.7	8.3 ± 4.8	–	5.9 ± 3.4	5.7 ± 1.5
Did not know yet	%	7.1 ± 4.3	3.4 ± 2.9	4.7 ± 2.8	3.1 ± 1.9	8.9 ± 7.9	10.3 ± 5.2	np	7.0 ± 3.4	5.9 ± 1.6
<b>2011</b>										
Helped achieve main reason	%	76.6 ± 2.8	74.4 ± 4.3	78.0 ± 2.1	79.7 ± 3.1	70.4 ± 4.4	71.1 ± 3.7	87.9 ± 14.0	82.8 ± 3.9	76.6 ± 1.3
Partly helped achieve main reason	%	12.1 ± 2.2	13.8 ± 3.4	10.6 ± 1.6	9.7 ± 2.2	14.1 ± 3.6	14.2 ± 2.9	np	9.9 ± 3.0	11.8 ± 1.0
Did not help achieve main reason	%	4.4 ± 1.2	4.9 ± 1.9	6.2 ± 1.2	3.7 ± 1.4	8.1 ± 2.4	6.0 ± 1.9	–	2.9 ± 1.7	5.2 ± 0.6
Did not know yet	%	6.9 ± 1.7	6.9 ± 2.3	5.1 ± 1.2	6.8 ± 2.0	7.4 ± 2.2	8.7 ± 2.3	np	4.3 ± 2.2	6.4 ± 0.7
<b>2010</b>										
Helped achieve main reason	%	77.9 ± 4.5	72.9 ± 6.6	77.2 ± 4.4	72.4 ± 7.2	76.6 ± 8.6	76.2 ± 4.8	69.6 ± 28.9	82.8 ± 5.0	76.7 ± 2.3
Partly helped achieve main reason	%	8.0 ± 2.5	10.7 ± 4.6	9.7 ± 2.8	13.1 ± 5.0	8.8 ± 4.7	12.9 ± 4.1	np	8.4 ± 4.3	9.8 ± 1.4
Did not help achieve main reason	%	5.4 ± 2.7	6.9 ± 3.1	5.7 ± 2.7	7.1 ± 4.2	8.2 ± 5.6	2.6 ± 1.2	np	6.1 ± 3.7	5.8 ± 1.4
Did not know yet	%	8.7 ± 3.2	9.5 ± 5.1	7.3 ± 2.7	7.4 ± 5.5	6.4 ± 5.5	8.3 ± 2.7	np	2.7 ± 2.1	7.8 ± 1.5
<b>2009</b>										
Helped achieve main reason	%	77.1 ± 3.0	74.8 ± 5.1	79.7 ± 2.3	76.7 ± 3.8	76.8 ± 7.3	73.1 ± 4.6	69.2 ± 20.6	78.8 ± 4.9	77.1 ± 1.5
Partly helped achieve main reason	%	9.3 ± 1.9	13.1 ± 4.0	10.8 ± 1.7	12.0 ± 3.0	12.3 ± 7.0	13.5 ± 3.6	np	14.2 ± 4.2	11.1 ± 1.1
Did not help achieve main reason	%	5.7 ± 1.8	3.2 ± 1.4	4.2 ± 1.1	2.4 ± 1.3	3.9 ± 2.5	5.9 ± 2.7	np	2.7 ± 1.6	4.6 ± 0.8
Did not know yet	%	8.0 ± 1.8	9.0 ± 3.7	5.4 ± 1.3	8.9 ± 2.7	7.0 ± 3.3	7.4 ± 2.9	np	4.3 ± 2.6	7.2 ± 0.9

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data for SA and the ACT are not published due to 5 or fewer responses.

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

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

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.67

Table 5A.67 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	78.3 ± 8.6	91.7 ± 13.5	82.4 ± 6.1	81.2 ± 3.3	84.2 ± 6.0	73.4 ± 10.8	np	77.9 ± 5.5	81.1 ± 2.5
Partly helped achieve main reason	%	9.5 ± 6.6	np	11.1 ± 5.3	9.1 ± 2.6	3.8 ± 2.5	14.5 ± 9.1	np	12.5 ± 4.6	9.4 ± 2.0
Did not help achieve main reason	%	5.4 ± 3.5	–	2.6 ± 1.9	3.6 ± 1.5	5.2 ± 3.8	np	–	3.7 ± 2.4	3.8 ± 1.0
Did not know yet	%	6.8 ± 5.3	np	3.9 ± 3.4	6.0 ± 1.9	6.8 ± 4.2	9.2 ± 6.6	–	6.0 ± 2.8	5.8 ± 1.5
<b>2012</b>										
Helped achieve main reason	%	74.5 ± 20.3	np	87.9 ± 8.7	82.8 ± 7.8	76.7 ± 12.7	71.9 ± 28.1	np	77.2 ± 8.0	81.3 ± 4.8
Partly helped achieve main reason	%	21.1 ± 20.4	–	7.8 ± 7.1	8.7 ± 5.2	15.1 ± 11.1	np	–	12.1 ± 6.6	11.2 ± 4.0
Did not help achieve main reason	%	np	–	np	4.0 ± 4.6	np	np	–	4.7 ± 3.8	4.3 ± 2.4
Did not know yet	%	np	–	np	4.5 ± 4.7	np	np	–	6.0 ± 4.0	3.2 ± 1.9
<b>2011</b>										
Helped achieve main reason	%	72.8 ± 9.7	77.9 ± 17.7	83.6 ± 4.0	81.3 ± 3.6	79.6 ± 6.8	76.4 ± 11.3	na	81.9 ± 6.2	80.8 ± 2.3
Partly helped achieve main reason	%	10.1 ± 6.1	np	6.2 ± 2.4	9.2 ± 2.5	10.5 ± 4.8	12.4 ± 8.9	na	11.2 ± 5.4	8.8 ± 1.6
Did not help achieve main reason	%	7.1 ± 6.2	np	4.3 ± 2.1	3.4 ± 1.5	3.0 ± 2.3	np	na	1.9 ± 1.7	4.0 ± 1.2
Did not know yet	%	10.0 ± 6.0	np	5.8 ± 2.8	6.0 ± 2.5	6.8 ± 5.2	np	na	5.0 ± 3.3	6.4 ± 1.5
<b>2010</b>										
Helped achieve main reason	%	87.2 ± 10.3	78.7 ± 36.5	84.6 ± 7.0	74.4 ± 8.0	82.4 ± 11.4	71.7 ± 23.7	na	88.8 ± 6.7	82.2 ± 4.1
Partly helped achieve main reason	%	np	np	7.9 ± 5.5	8.5 ± 4.2	9.4 ± 7.9	np	na	6.9 ± 5.7	7.7 ± 2.7
Did not help achieve main reason	%	np	–	np	6.3 ± 4.7	np	np	na	np	4.7 ± 2.3
Did not know yet	%	–	–	4.5 ± 4.0	10.9 ± 6.4	np	np	na	np	5.4 ± 2.5
<b>2009</b>										
Helped achieve main reason	%	71.8 ± 8.6	71.6 ± 10.6	86.3 ± 3.5	81.7 ± 3.7	74.0 ± 8.0	65.1 ± 20.1	np	87.5 ± 7.2	79.7 ± 2.5
Partly helped achieve main reason	%	15.8 ± 6.7	13.1 ± 5.6	8.4 ± 2.8	10.1 ± 2.9	15.8 ± 6.6	np	–	4.5 ± 3.4	11.5 ± 1.9
Did not help achieve main reason	%	7.4 ± 5.1	np	1.7 ± 1.3	2.2 ± 1.2	np	np	–	np	3.4 ± 1.2
Did not know yet	%	5.1 ± 3.6	11.5 ± 9.1	3.7 ± 1.9	6.0 ± 2.3	8.2 ± 4.9	np	–	np	5.4 ± 1.3

**Table 5A.67 Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Some data are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent $\pm$ 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 are based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a> >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <a href="http://www.ncver.edu.au/publications/2501.html">http://www.ncver.edu.au/publications/2501.html</a> ). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.68

Table 5A.68 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	55.6 ± 3.7	49.6 ± 7.9	56.4 ± 5.4	68.6 ± 4.6	55.5 ± 6.0	57.5 ± 7.4	50.8 ± 9.2	62.4 ± 11.5	54.9 ± 2.9
Partly helped achieve main reason	%	19.8 ± 2.9	16.9 ± 5.6	17.1 ± 3.9	13.3 ± 3.2	18.2 ± 4.6	15.2 ± 5.4	21.0 ± 7.4	15.2 ± 8.4	17.8 ± 2.1
Did not help achieve main reason	%	11.0 ± 2.3	14.1 ± 6.3	15.1 ± 4.1	8.5 ± 2.6	12.3 ± 3.9	11.0 ± 4.6	9.3 ± 4.6	19.2 ± 9.4	12.5 ± 2.2
Did not know yet	%	13.6 ± 2.6	19.3 ± 6.7	11.4 ± 3.3	9.6 ± 3.1	14.0 ± 4.4	16.2 ± 5.6	18.8 ± 7.6	np	14.8 ± 2.3
<b>2012</b>										
Helped achieve main reason	%	58.6 ± 5.9	53.5 ± 10.3	67.4 ± 9.4	66.7 ± 9.3	55.7 ± 11.9	53.3 ± 15.8	53.4 ± 17.0	70.5 ± 17.4	59.4 ± 4.1
Partly helped achieve main reason	%	15.8 ± 4.3	14.7 ± 7.3	14.8 ± 6.7	14.5 ± 7.4	21.5 ± 9.9	18.8 ± 11.5	29.1 ± 16.4	27.1 ± 17.2	16.1 ± 2.9
Did not help achieve main reason	%	13.9 ± 4.8	21.4 ± 9.2	12.4 ± 7.5	7.6 ± 4.4	8.6 ± 5.4	12.4 ± 10.0	np	np	14.3 ± 3.3
Did not know yet	%	11.7 ± 3.4	10.4 ± 6.3	5.4 ± 3.0	11.2 ± 5.2	14.3 ± 7.3	15.5 ± 11.9	np	–	10.2 ± 2.2
<b>2011</b>										
Helped achieve main reason	%	57.1 ± 3.7	56.5 ± 5.0	52.8 ± 4.0	60.5 ± 5.0	57.5 ± 4.9	57.4 ± 8.3	52.6 ± 10.2	74.1 ± 14.4	56.5 ± 2.0
Partly helped achieve main reason	%	17.9 ± 3.0	19.0 ± 3.8	18.6 ± 3.1	17.1 ± 3.9	13.0 ± 3.6	19.8 ± 6.9	22.2 ± 8.8	np	17.7 ± 1.5
Did not help achieve main reason	%	9.6 ± 2.1	12.4 ± 3.7	16.5 ± 3.1	8.9 ± 3.0	15.8 ± 3.2	10.2 ± 4.9	11.2 ± 5.9	np	12.2 ± 1.3
Did not know yet	%	15.4 ± 2.6	12.0 ± 3.3	12.2 ± 2.7	13.4 ± 3.3	13.6 ± 3.4	12.5 ± 5.0	14.0 ± 6.6	np	13.6 ± 1.4
<b>2010</b>										
Helped achieve main reason	%	60.2 ± 5.5	61.1 ± 6.8	61.3 ± 7.7	64.5 ± 9.9	66.2 ± 11.6	58.5 ± 13.5	73.9 ± 14.8	84.1 ± 16.5	61.9 ± 3.2
Partly helped achieve main reason	%	15.3 ± 3.9	11.7 ± 4.0	10.8 ± 4.3	18.1 ± 7.7	15.0 ± 8.8	15.5 ± 8.5	np	np	13.7 ± 2.1
Did not help achieve main reason	%	10.5 ± 3.7	9.7 ± 4.1	17.7 ± 7.1	np	11.8 ± 8.3	np	np	np	11.1 ± 2.3
Did not know yet	%	14.1 ± 3.6	17.4 ± 5.6	10.2 ± 3.7	12.5 ± 6.8	7.0 ± 5.8	19.7 ± 12.8	np	np	13.4 ± 2.1
<b>2009</b>										
Helped achieve main reason	%	58.8 ± 4.1	59.0 ± 4.8	67.9 ± 4.6	63.8 ± 6.0	59.8 ± 6.8	53.3 ± 12.8	68.7 ± 10.4	76.5 ± 14.0	60.9 ± 2.2
Partly helped achieve main reason	%	17.0 ± 3.1	19.2 ± 3.8	13.2 ± 3.1	15.6 ± 4.5	18.3 ± 6.1	24.1 ± 10.5	13.2 ± 7.9	14.1 ± 11.2	17.1 ± 1.7
Did not help achieve main reason	%	8.8 ± 2.2	10.5 ± 2.9	8.5 ± 2.8	7.2 ± 3.3	9.7 ± 3.4	10.3 ± 8.3	8.1 ± 4.1	np	9.1 ± 1.3
Did not know yet	%	15.4 ± 3.0	11.3 ± 3.3	10.4 ± 3.0	13.4 ± 4.0	12.2 ± 3.9	12.4 ± 7.0	10.1 ± 7.4	np	12.9 ± 1.5

Table 5A.68 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

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

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

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.69

Table 5A.69 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Helped achieve main reason	%	61.7 ± 2.5	59.7 ± 4.8	70.4 ± 3.7	65.9 ± 3.0	60.2 ± 4.6	65.1 ± 9.6	62.5 ± 6.1	79.3 ± 6.2	62.4 ± 2.0
Partly helped achieve main reason	%	17.6 ± 1.9	17.8 ± 3.8	13.6 ± 2.7	16.5 ± 2.4	19.6 ± 3.7	18.3 ± 7.5	17.7 ± 4.8	11.2 ± 5.2	17.2 ± 1.6
Did not help achieve main reason	%	7.9 ± 1.3	12.4 ± 3.4	9.0 ± 2.4	8.7 ± 1.7	9.6 ± 2.9	6.9 ± 4.9	6.9 ± 3.1	3.2 ± 2.3	9.8 ± 1.4
Did not know yet	%	12.9 ± 1.7	10.1 ± 2.8	7.1 ± 1.9	8.9 ± 1.8	10.6 ± 2.8	9.7 ± 6.1	12.9 ± 4.4	6.2 ± 3.4	10.7 ± 1.2
<b>2012</b>										
Helped achieve main reason	%	66.6 ± 3.6	59.9 ± 6.1	67.3 ± 8.2	71.7 ± 5.1	69.9 ± 7.9	78.5 ± 15.7	59.9 ± 12.4	80.2 ± 10.7	65.1 ± 2.8
Partly helped achieve main reason	%	12.4 ± 2.1	17.4 ± 4.3	17.8 ± 6.9	13.7 ± 3.9	11.2 ± 5.3	15.1 ± 12.0	25.3 ± 11.3	13.0 ± 9.5	14.9 ± 1.9
Did not help achieve main reason	%	8.3 ± 2.0	11.5 ± 4.9	9.5 ± 5.3	5.5 ± 2.4	6.8 ± 4.2	–	np	np	9.0 ± 2.0
Did not know yet	%	12.7 ± 2.6	11.2 ± 4.1	5.3 ± 3.0	9.1 ± 3.1	12.2 ± 5.4	np	12.4 ± 8.3	np	11.0 ± 1.8
<b>2011</b>										
Helped achieve main reason	%	61.2 ± 2.3	62.9 ± 2.6	66.1 ± 3.3	68.4 ± 2.8	61.0 ± 5.3	58.1 ± 9.5	70.7 ± 7.7	80.1 ± 9.2	63.4 ± 1.3
Partly helped achieve main reason	%	17.4 ± 1.8	17.8 ± 2.2	14.6 ± 2.4	13.9 ± 2.1	16.2 ± 4.4	20.7 ± 7.5	11.3 ± 4.9	8.8 ± 6.7	16.5 ± 1.0
Did not help achieve main reason	%	7.3 ± 1.2	7.6 ± 1.3	9.3 ± 2.1	8.4 ± 1.7	9.5 ± 2.7	10.1 ± 5.4	6.0 ± 4.0	np	7.8 ± 0.7
Did not know yet	%	14.1 ± 1.6	11.7 ± 1.7	10.0 ± 2.1	9.3 ± 1.7	13.4 ± 3.6	11.1 ± 5.9	12.0 ± 5.8	9.4 ± 7.1	12.3 ± 0.9
<b>2010</b>										
Helped achieve main reason	%	62.1 ± 3.5	64.8 ± 4.7	67.8 ± 5.6	69.8 ± 5.2	58.5 ± 9.8	40.8 ± 13.9	71.3 ± 10.8	86.1 ± 7.8	64.0 ± 2.2
Partly helped achieve main reason	%	16.9 ± 2.7	14.3 ± 3.4	16.3 ± 4.5	12.8 ± 3.6	18.4 ± 8.2	23.2 ± 12.1	6.5 ± 5.1	7.4 ± 6.0	15.7 ± 1.7
Did not help achieve main reason	%	7.7 ± 2.0	7.8 ± 2.5	7.2 ± 3.1	6.0 ± 2.5	6.2 ± 3.7	19.7 ± 12.8	9.5 ± 8.3	np	7.5 ± 1.2
Did not know yet	%	13.4 ± 2.3	13.1 ± 3.1	8.6 ± 3.0	11.4 ± 3.6	16.9 ± 6.8	16.3 ± 9.8	12.8 ± 8.0	np	12.7 ± 1.5
<b>2009</b>										
Helped achieve main reason	%	60.4 ± 2.3	64.9 ± 3.1	70.7 ± 4.1	69.1 ± 3.9	69.0 ± 5.8	61.5 ± 17.5	65.4 ± 8.0	77.0 ± 8.1	63.9 ± 1.5
Partly helped achieve main reason	%	18.4 ± 1.8	15.3 ± 2.3	14.8 ± 3.3	16.1 ± 3.1	11.0 ± 3.0	16.9 ± 12.2	17.3 ± 6.7	12.7 ± 6.6	16.5 ± 1.1
Did not help achieve main reason	%	7.6 ± 1.2	8.6 ± 2.0	6.0 ± 1.9	4.6 ± 1.8	11.5 ± 4.5	np	6.3 ± 3.8	np	7.7 ± 0.9
Did not know yet	%	13.6 ± 1.5	11.3 ± 1.9	8.5 ± 2.6	10.3 ± 2.5	8.5 ± 2.9	np	11.0 ± 4.9	6.8 ± 4.7	11.9 ± 1.0

Table 5A.69 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

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

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.



TABLE 5A.70

Table 5A.70 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	88.7 ± 0.8	85.4 ± 1.6	87.8 ± 1.1	89.1 ± 0.9	88.4 ± 1.2	89.2 ± 1.5	85.7 ± 2.1	88.3 ± 2.3	87.5 ± 0.6
Seeking employment related outcomes	%	88.2 ± 0.9	86.2 ± 1.8	87.4 ± 1.2	88.7 ± 1.0	88.2 ± 1.3	88.9 ± 1.7	84.6 ± 2.4	88.2 ± 2.5	87.4 ± 0.7
Seeking further study outcomes	%	91.0 ± 3.3	84.1 ± 8.0	82.9 ± 6.0	92.5 ± 2.7	81.6 ± 9.3	99.3 ± 1.5	93.5 ± 7.3	74.4 ± 21.8	87.7 ± 2.7
Seeking personal development outcomes	%	90.2 ± 1.9	81.7 ± 4.9	92.1 ± 2.4	90.2 ± 2.3	91.4 ± 2.8	89.2 ± 4.2	89.4 ± 6.0	90.1 ± 6.0	87.3 ± 2.0
<b>2012</b>										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.2 ± 1.8	91.9 ± 1.3	90.1 ± 2.0	91.5 ± 2.7	84.5 ± 4.3	84.9 ± 3.9	89.2 ± 0.7
Seeking employment related outcomes	%	89.4 ± 1.3	87.1 ± 2.2	89.4 ± 2.0	91.4 ± 1.6	89.4 ± 2.2	91.1 ± 3.0	83.7 ± 4.8	85.6 ± 4.3	88.9 ± 0.8
Seeking further study outcomes	%	89.3 ± 6.5	87.6 ± 7.2	90.8 ± 5.3	93.9 ± 5.1	100	100	100	89.0 ± 20.4	90.7 ± 3.2
Seeking personal development outcomes	%	92.2 ± 2.6	87.9 ± 5.9	88.2 ± 5.5	94.7 ± 2.9	93.1 ± 4.6	89.6 ± 8.4	90.5 ± 8.3	80.6 ± 10.2	90.3 ± 2.1
<b>2011</b>										
Satisfied with the quality of their training	%	89.8 ± 0.7	87.5 ± 0.9	88.9 ± 0.8	88.6 ± 0.9	90.6 ± 1.0	89.1 ± 1.7	87.1 ± 2.3	88.6 ± 2.7	89.0 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.2 ± 1.0	88.5 ± 0.9	88.4 ± 1.0	90.0 ± 1.2	88.8 ± 2.0	87.2 ± 2.6	87.9 ± 3.4	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.8	89.5 ± 3.1	89.8 ± 3.8	91.8 ± 2.8	94.0 ± 4.3	97.3 ± 5.3	84.7 ± 13.4	75.0 ± 21.0	91.4 ± 1.5
Seeking personal development outcomes	%	89.3 ± 2.2	88.7 ± 2.5	89.7 ± 2.0	88.5 ± 2.5	92.1 ± 2.9	88.1 ± 4.7	87.8 ± 5.7	91.7 ± 4.6	89.3 ± 1.0
<b>2010</b>										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.4 ± 1.5	89.0 ± 1.3	88.9 ± 1.7	88.7 ± 2.5	87.9 ± 2.7	88.4 ± 3.1	88.9 ± 3.6	88.6 ± 0.6
Seeking employment related outcomes	%	89.7 ± 1.3	85.8 ± 1.7	88.9 ± 1.5	89.2 ± 1.9	88.1 ± 3.0	87.3 ± 3.1	86.8 ± 3.8	87.6 ± 4.5	88.4 ± 0.7
Seeking further study outcomes	%	90.7 ± 5.5	85.3 ± 7.1	86.8 ± 7.9	86.8 ± 6.4	88.7 ± 12.6	94.9 ± 9.8	96.0 ± 7.7	87.6 ± 16.8	88.5 ± 3.2
Seeking personal development outcomes	%	89.3 ± 3.1	87.5 ± 4.6	90.4 ± 3.2	88.7 ± 4.7	90.4 ± 6.0	89.6 ± 7.0	93.7 ± 6.6	94.3 ± 5.6	89.4 ± 1.7
<b>2009</b>										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.7 ± 1.0	87.1 ± 0.9	87.8 ± 1.1	89.2 ± 1.4	87.8 ± 2.4	85.8 ± 2.4	86.8 ± 3.9	88.7 ± 0.4
Seeking employment related outcomes	%	90.1 ± 0.9	87.3 ± 1.1	86.3 ± 1.1	86.9 ± 1.3	88.8 ± 1.6	86.9 ± 2.8	87.0 ± 2.5	86.4 ± 4.8	88.2 ± 0.5
Seeking further study outcomes	%	89.7 ± 3.0	88.1 ± 4.4	89.9 ± 3.9	90.4 ± 3.9	93.6 ± 5.2	89.9 ± 18.5	88.2 ± 11.0	85.9 ± 19.4	89.7 ± 1.8
Seeking personal development outcomes	%	91.8 ± 1.9	88.3 ± 2.7	90.7 ± 2.0	89.8 ± 2.4	90.4 ± 3.6	93.0 ± 5.6	80.7 ± 7.6	86.4 ± 7.4	90.3 ± 1.1

TABLE 5A.70

Table 5A.70 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.2 ± 1.8	86.0 ± 1.9	86.8 ± 2.2	91.9 ± 2.4	88.6 ± 3.4	87.7 ± 3.0	84.8 ± 5.5	88.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	85.2 ± 2.1	85.5 ± 2.3	86.4 ± 2.7	92.8 ± 2.4	88.7 ± 3.9	87.9 ± 3.6	85.5 ± 7.4	87.7 ± 0.9
Seeking further study outcomes	%	92.8 ± 4.9	83.7 ± 8.3	90.7 ± 5.6	82.5 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	77.0 ± 25.0	89.4 ± 3.1
Seeking personal development outcomes	%	88.4 ± 3.6	92.5 ± 3.4	86.0 ± 4.6	91.1 ± 4.5	80.3 ± 11.7	87.3 ± 9.7	88.8 ± 6.4	82.7 ± 8.3	88.5 ± 2.0
<b>2007</b>										
Satisfied with the quality of their training	%	89.1 ± 0.9	87.7 ± 1.1	88.1 ± 1.0	87.1 ± 1.3	89.3 ± 1.4	88.9 ± 2.6	83.6 ± 2.9	86.8 ± 3.4	88.3 ± 0.5
Seeking employment related outcomes	%	89.1 ± 1.1	87.2 ± 1.2	88.1 ± 1.2	86.4 ± 1.6	88.5 ± 1.6	88.5 ± 2.9	82.9 ± 3.4	87.4 ± 4.4	88.1 ± 0.6
Seeking further study outcomes	%	89.4 ± 3.5	87.5 ± 4.3	87.4 ± 6.2	90.7 ± 4.2	94.4 ± 6.7	95.0 ± 9.6	95.1 ± 7.0	78.3 ± 17.1	89.2 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.5 ± 3.3	87.0 ± 3.2	88.6 ± 3.7	91.2 ± 3.8	91.3 ± 6.9	80.8 ± 8.6	86.6 ± 6.0	88.8 ± 1.3
<b>2006</b>										
Satisfied with the quality of their training	%	87.1 ± 1.7	86.5 ± 1.8	88.3 ± 1.6	87.9 ± 1.8	85.3 ± 2.6	87.3 ± 3.3	85.1 ± 3.2	83.3 ± 5.2	87.0 ± 0.9
Seeking employment related outcomes	%	87.1 ± 2.0	85.8 ± 2.1	88.8 ± 1.9	88.7 ± 2.1	85.3 ± 2.9	86.4 ± 3.8	83.8 ± 3.8	79.3 ± 7.1	86.9 ± 1.0
Seeking further study outcomes	%	87.9 ± 5.7	92.6 ± 4.5	85.5 ± 8.2	86.7 ± 6.0	82.0 ± 17.1	87.5 ± 16.6	78.9 ± 18.1	92.3 ± 15.2	87.7 ± 3.3
Seeking personal development outcomes	%	85.0 ± 4.7	86.9 ± 4.1	88.4 ± 4.5	85.4 ± 5.1	93.1 ± 4.9	94.3 ± 5.6	89.3 ± 6.9	89.7 ± 6.7	86.6 ± 2.6
<b>2005</b>										
Satisfied with the quality of their training	%	87.1 ± 1.3	86.7 ± 1.1	86.2 ± 1.2	86.2 ± 1.2	86.6 ± 1.4	86.4 ± 2.9	84.0 ± 2.7	84.5 ± 3.3	86.7 ± 0.7
Seeking employment related outcomes	%	86.2 ± 1.6	85.9 ± 1.4	86.3 ± 1.3	85.4 ± 1.5	86.5 ± 1.5	85.7 ± 3.4	82.2 ± 3.3	83.6 ± 4.1	86.0 ± 0.8
Seeking further study outcomes	%	89.5 ± 4.3	87.1 ± 4.8	88.5 ± 4.2	87.4 ± 3.4	83.8 ± 7.9	81.3 ± 20.3	80.7 ± 13.1	90.7 ± 12.5	88.1 ± 2.2
Seeking personal development outcomes	%	88.0 ± 2.9	89.8 ± 2.4	86.8 ± 3.1	86.2 ± 3.0	86.5 ± 4.3	86.6 ± 9.0	89.7 ± 6.1	90.9 ± 6.7	87.9 ± 1.6

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.71

Table 5A.71 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	92.0 ± 2.6	91.3 ± 7.3	89.9 ± 4.3	93.0 ± 3.7	90.5 ± 7.4	93.8 ± 4.0	80.3 ± 12.4	92.1 ± 4.7	91.3 ± 1.8
Seeking employment related outcomes	%	91.6 ± 3.2	91.5 ± 7.6	89.7 ± 5.1	93.1 ± 4.2	88.5 ± 9.3	93.4 ± 4.6	76.4 ± 15.1	92.3 ± 4.5	90.8 ± 2.2
Seeking further study outcomes	%	90.8 ± 10.6	np	93.6 ± 10.8	100	na	np	na	np	92.7 ± 6.7
Seeking personal development outcomes	%	93.5 ± 4.5	81.3 ± 26.3	92.8 ± 6.0	93.9 ± 7.8	97.6 ± 4.7	96.0 ± 7.9	92.1 ± 15.5	90.4 ± 17.5	93.4 ± 2.9
<b>2012</b>										
Satisfied with the quality of their training	%	91.4 ± 5.4	97.0 ± 3.0	94.0 ± 4.2	98.6 ± 1.7	89.3 ± 10.9	88.0 ± 13.1	100	94.8 ± 6.2	93.5 ± 2.5
Seeking employment related outcomes	%	90.3 ± 6.4	96.6 ± 3.5	92.2 ± 5.6	98.3 ± 2.1	91.3 ± 10.8	77.7 ± 22.7	100	98.1 ± 3.7	92.7 ± 3.0
Seeking further study outcomes	%	100	np	100	np	np	np	np	np	100
Seeking personal development outcomes	%	95.9 ± 4.8	100	98.6 ± 2.9	100	np	100	np	78.9 ± 26.9	95.0 ± 4.8
<b>2011</b>										
Satisfied with the quality of their training	%	93.3 ± 3.3	87.6 ± 6.8	91.4 ± 3.5	90.0 ± 5.1	90.4 ± 5.1	88.4 ± 7.5	94.2 ± 10.9	95.4 ± 4.2	91.7 ± 1.8
Seeking employment related outcomes	%	92.3 ± 4.3	85.5 ± 8.8	90.8 ± 4.4	90.1 ± 5.4	89.3 ± 6.2	87.6 ± 9.0	100	94.0 ± 5.9	90.9 ± 2.3
Seeking further study outcomes	%	100	np	91.4 ± 16.4	100	np	np	–	np	92.9 ± 8.3
Seeking personal development outcomes	%	95.6 ± 4.4	93.5 ± 9.2	92.9 ± 6.2	88.8 ± 14.4	94.0 ± 8.4	93.7 ± 12.2	np	98.1 ± 3.8	93.9 ± 3.1
<b>2010</b>										
Satisfied with the quality of their training	%	90.3 ± 4.6	82.5 ± 15.4	89.1 ± 7.7	89.7 ± 8.5	94.6 ± 8.3	84.1 ± 14.9	93.6 ± 9.8	99.0 ± 2.0	89.9 ± 3.2
Seeking employment related outcomes	%	88.8 ± 5.9	87.2 ± 12.6	89.9 ± 8.7	90.7 ± 9.9	98.2 ± 2.1	83.1 ± 16.6	89.9 ± 15.8	98.6 ± 2.7	90.2 ± 3.5
Seeking further study outcomes	%	93.7 ± 9.9	np	np	np	–	na	na	na	69.6 ± 28.6
Seeking personal development outcomes	%	93.5 ± 8.7	55.9 ± 54.9	96.4 ± 5.9	89.1 ± 19.6	100	np	100	100	92.8 ± 6.7
<b>2009</b>										
Satisfied with the quality of their training	%	93.1 ± 3.6	87.4 ± 10.9	90.3 ± 4.1	92.8 ± 4.4	88.8 ± 10.7	85.7 ± 12.1	86.3 ± 14.9	85.8 ± 15.0	90.6 ± 2.4
Seeking employment related outcomes	%	93.8 ± 3.9	81.3 ± 15.3	91.0 ± 4.8	92.9 ± 4.7	89.7 ± 12.5	81.6 ± 15.5	83.4 ± 17.8	84.7 ± 18.9	90.2 ± 3.0
Seeking further study outcomes	%	np	np	100	100	np	np	np	np	95.1 ± 8.0
Seeking personal development outcomes	%	90.7 ± 10.5	100	85.2 ± 13.8	90.9 ± 13.1	np	np	np	87.4 ± 16.7	91.2 ± 5.4

TABLE 5A.71

Table 5A.71 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	88.3 ± 7.6	91.8 ± 7.2	91.6 ± 7.7	87.2 ± 11.2	100	78.1 ± 20.2	np	96.1 ± 5.7	89.3 ± 4.0
Seeking employment related outcomes	%	87.0 ± 10.9	88.5 ± 9.9	89.4 ± 9.9	81.7 ± 18.5	100	76.7 ± 24.0	np	100	87.5 ± 5.6
Seeking further study outcomes	%	np	np	np	–	na	na	na	np	85.3 ± 9.5
Seeking personal development outcomes	%	87.8 ± 15.7	100	98.4 ± 3.3	96.5 ± 5.2	np	np	np	90.3 ± 13.3	92.9 ± 6.0
<b>2007</b>										
Satisfied with the quality of their training	%	87.7 ± 6.4	81.3 ± 16.5	91.0 ± 5.8	92.7 ± 5.1	93.9 ± 8.2	79.4 ± 16.1	96.4 ± 7.1	91.2 ± 6.6	89.1 ± 3.3
Seeking employment related outcomes	%	86.4 ± 8.6	76.3 ± 21.3	95.1 ± 4.7	90.7 ± 6.9	95.9 ± 7.8	74.7 ± 21.7	95.1 ± 9.6	96.1 ± 4.6	89.0 ± 4.2
Seeking further study outcomes	%	84.1 ± 13.1	np	np	np	np	np	na	np	86.9 ± 8.8
Seeking personal development outcomes	%	91.2 ± 12.2	np	87.3 ± 17.0	100	np	np	np	87.1 ± 16.8	90.3 ± 7.5
<b>2006</b>										
Satisfied with the quality of their training	%	96.4 ± 5.5	84.3 ± 20.2	93.9 ± 5.3	91.0 ± 10.1	71.9 ± 23.3	100	86.1 ± 25.8	92.6 ± 8.5	92.4 ± 3.8
Seeking employment related outcomes	%	95.8 ± 7.5	78.2 ± 27.3	93.4 ± 6.4	91.4 ± 12.0	67.8 ± 27.8	100	77.8 ± 38.3	89.7 ± 11.5	90.8 ± 5.1
Seeking further study outcomes	%	na	np	np	np	na	np	np	na	89.3 ± 19.7
Seeking personal development outcomes	%	96.6 ± 7.2	np	93.5 ± 12.3	100	np	np	np	100	95.2 ± 5.7
<b>2005</b>										
Satisfied with the quality of their training	%	76.5 ± 12.3	81.7 ± 14.7	89.9 ± 4.8	93.5 ± 4.3	90.5 ± 9.9	86.4 ± 12.5	90.3 ± 18.3	86.1 ± 8.4	82.8 ± 6.8
Seeking employment related outcomes	%	71.7 ± 15.3	91.2 ± 10.2	88.9 ± 6.2	93.2 ± 5.8	96.6 ± 5.1	81.9 ± 16.2	88.7 ± 21.2	87.5 ± 11.2	80.3 ± 8.8
Seeking further study outcomes	%	83.2 ± 30.8	np	np	100	np	na	np	na	79.2 ± 25.3
Seeking personal development outcomes	%	95.9 ± 5.7	100	92.2 ± 8.5	89.8 ± 10.4	55.9 ± 40.0	np	np	100	92.5 ± 4.8

- (a) The sample was designed to provide state/territory level reporting in 2006 and 2008 and state/territory and institute level reporting in 2005 and 2007. A larger sample is required in the institute level reporting years to provide reliable institute estimates. Therefore, sample sizes in 2005 and 2007 were larger than in 2006 and 2008.
- (b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

Table 5A.71 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.72

Table 5A.72 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	88.6 ± 0.8	85.6 ± 1.6	87.7 ± 1.1	89.1 ± 0.9	88.4 ± 1.2	89.1 ± 1.6	85.9 ± 2.2	87.4 ± 2.7	87.4 ± 0.6
Seeking employment related outcomes	%	88.2 ± 0.9	86.3 ± 1.8	87.3 ± 1.2	88.9 ± 1.0	88.2 ± 1.3	88.8 ± 1.8	84.9 ± 2.4	87.0 ± 3.0	87.4 ± 0.7
Seeking further study outcomes	%	91.0 ± 3.4	83.8 ± 8.2	82.1 ± 6.3	92.5 ± 2.8	81.6 ± 9.3	100.0	93.5 ± 7.4	72.9 ± 23.0	87.5 ± 2.8
Seeking personal development outcomes	%	89.9 ± 2.1	81.7 ± 4.9	92.2 ± 2.6	90.0 ± 2.4	91.4 ± 2.9	88.8 ± 4.6	89.3 ± 6.3	91.4 ± 5.7	87.0 ± 2.1
<b>2012</b>										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.0 ± 1.9	91.6 ± 1.4	90.1 ± 2.0	91.5 ± 2.8	84.1 ± 4.4	83.2 ± 4.5	89.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	87.0 ± 2.2	89.4 ± 2.1	91.1 ± 1.6	89.3 ± 2.3	91.5 ± 3.0	83.4 ± 4.9	83.2 ± 5.0	88.8 ± 0.9
Seeking further study outcomes	%	91.2 ± 5.7	87.2 ± 7.3	89.7 ± 5.9	93.8 ± 5.3	100	100	100	87.0 ± 23.9	91.1 ± 3.1
Seeking personal development outcomes	%	92.1 ± 2.8	88.5 ± 5.9	87.3 ± 6.0	94.2 ± 3.2	93.9 ± 4.2	86.9 ± 10.4	89.9 ± 8.7	81.9 ± 11.1	90.2 ± 2.2
<b>2011</b>										
Satisfied with the quality of their training	%	89.7 ± 0.7	87.5 ± 0.9	88.8 ± 0.8	88.7 ± 0.9	90.5 ± 1.1	89.2 ± 1.8	87.0 ± 2.4	86.3 ± 3.3	88.9 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.3 ± 1.0	88.4 ± 0.9	88.6 ± 1.0	90.1 ± 1.2	88.9 ± 2.0	86.8 ± 2.7	86.0 ± 4.0	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.9	89.1 ± 3.3	89.8 ± 3.9	91.4 ± 2.9	93.9 ± 4.7	97.2 ± 5.5	88.2 ± 12.2	73.2 ± 22.2	91.3 ± 1.6
Seeking personal development outcomes	%	89.1 ± 2.3	88.4 ± 2.6	89.7 ± 2.1	88.6 ± 2.5	91.9 ± 3.2	88.0 ± 5.1	87.9 ± 6.1	88.8 ± 6.2	89.2 ± 1.1
<b>2010</b>										
Satisfied with the quality of their training	%	89.5 ± 1.2	86.5 ± 1.5	89.0 ± 1.4	88.9 ± 1.7	88.2 ± 2.7	88.3 ± 2.7	88.6 ± 3.2	87.0 ± 4.3	88.5 ± 0.7
Seeking employment related outcomes	%	89.7 ± 1.4	85.9 ± 1.7	88.9 ± 1.6	89.0 ± 2.0	87.4 ± 3.1	87.7 ± 3.1	87.2 ± 3.9	85.7 ± 5.3	88.3 ± 0.8
Seeking further study outcomes	%	90.6 ± 5.7	85.0 ± 7.3	89.7 ± 6.0	87.4 ± 6.3	93.7 ± 8.3	94.9 ± 9.8	95.8 ± 8.1	87.6 ± 16.8	89.2 ± 3.1
Seeking personal development outcomes	%	89.4 ± 3.2	88.0 ± 4.4	89.7 ± 3.4	88.7 ± 4.8	89.1 ± 6.9	89.1 ± 7.4	93.0 ± 7.3	93.0 ± 6.8	89.3 ± 1.8
<b>2009</b>										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.9 ± 1.0	87.1 ± 0.9	87.7 ± 1.1	89.3 ± 1.4	88.0 ± 2.5	85.8 ± 2.4	86.9 ± 3.4	88.7 ± 0.4
Seeking employment related outcomes	%	90.0 ± 0.9	87.5 ± 1.1	86.3 ± 1.1	86.8 ± 1.3	88.9 ± 1.6	87.3 ± 2.9	87.2 ± 2.6	86.8 ± 3.8	88.3 ± 0.5
Seeking further study outcomes	%	90.2 ± 3.0	88.4 ± 4.3	89.2 ± 4.2	90.2 ± 4.0	93.5 ± 5.3	89.1 ± 19.9	87.0 ± 12.0	84.3 ± 23.8	89.9 ± 1.8
Seeking personal development outcomes	%	91.8 ± 2.0	88.4 ± 2.7	91.0 ± 2.0	89.7 ± 2.5	90.8 ± 3.6	92.3 ± 6.1	80.1 ± 7.8	86.1 ± 8.1	90.4 ± 1.1

TABLE 5A.72

Table 5A.72 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	89.8 ± 1.3	86.2 ± 1.8	85.7 ± 2.0	86.8 ± 2.3	92.2 ± 2.4	89.1 ± 3.4	87.9 ± 3.0	82.8 ± 6.3	88.1 ± 0.8
Seeking employment related outcomes	%	89.6 ± 1.5	85.2 ± 2.1	85.3 ± 2.3	86.6 ± 2.8	93.2 ± 2.5	89.3 ± 3.9	88.1 ± 3.6	83.4 ± 8.5	87.9 ± 0.9
Seeking further study outcomes	%	93.0 ± 5.1	83.5 ± 8.4	90.7 ± 5.6	82.6 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	72.0 ± 29.0	89.4 ± 3.2
Seeking personal development outcomes	%	88.4 ± 3.7	92.3 ± 3.5	85.4 ± 4.8	90.4 ± 4.9	80.2 ± 11.8	87.5 ± 10.4	88.1 ± 6.8	80.8 ± 9.7	88.3 ± 2.1
<b>2007</b>										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.8 ± 1.1	88.0 ± 1.1	86.9 ± 1.3	89.2 ± 1.4	89.3 ± 2.6	83.3 ± 3.0	85.8 ± 3.8	88.3 ± 0.5
Seeking employment related outcomes	%	89.3 ± 1.1	87.5 ± 1.2	87.9 ± 1.2	86.2 ± 1.6	88.4 ± 1.6	88.9 ± 2.9	82.7 ± 3.4	86.2 ± 5.0	88.1 ± 0.6
Seeking further study outcomes	%	89.5 ± 3.6	87.4 ± 4.4	87.4 ± 6.3	91.5 ± 4.1	94.2 ± 7.0	94.2 ± 11.0	95.0 ± 7.2	74.9 ± 19.4	89.3 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.4 ± 3.3	87.1 ± 3.3	88.1 ± 3.8	91.5 ± 3.8	90.7 ± 7.3	79.9 ± 8.9	86.4 ± 6.4	88.7 ± 1.4
<b>2006</b>										
Satisfied with the quality of their training	%	86.9 ± 1.7	86.6 ± 1.8	88.0 ± 1.7	87.8 ± 1.9	85.6 ± 2.6	87.0 ± 3.4	85.0 ± 3.2	81.6 ± 5.9	86.9 ± 0.9
Seeking employment related outcomes	%	86.8 ± 2.1	86.0 ± 2.1	88.6 ± 1.9	88.6 ± 2.1	85.7 ± 2.8	86.2 ± 3.9	83.9 ± 3.9	77.2 ± 8.1	86.8 ± 1.1
Seeking further study outcomes	%	87.8 ± 5.7	92.5 ± 4.6	85.2 ± 8.3	87.5 ± 5.8	81.8 ± 17.3	85.8 ± 18.8	76.7 ± 19.5	91.6 ± 16.5	87.6 ± 3.3
Seeking personal development outcomes	%	84.7 ± 4.8	86.8 ± 4.2	88.0 ± 4.7	84.8 ± 5.3	93.6 ± 4.8	93.9 ± 6.0	89.1 ± 7.1	88.6 ± 7.3	86.4 ± 2.6
<b>2005</b>										
Satisfied with the quality of their training	%	87.5 ± 1.2	86.7 ± 1.1	86.1 ± 1.2	86.1 ± 1.2	86.6 ± 1.4	86.7 ± 3.0	84.1 ± 2.7	84.3 ± 3.5	86.8 ± 0.6
Seeking employment related outcomes	%	86.8 ± 1.5	85.9 ± 1.4	86.3 ± 1.4	85.3 ± 1.5	86.4 ± 1.5	86.3 ± 3.4	82.1 ± 3.4	82.9 ± 4.3	86.2 ± 0.8
Seeking further study outcomes	%	89.6 ± 4.4	87.7 ± 4.6	88.4 ± 4.3	87.9 ± 3.3	83.7 ± 8.0	81.3 ± 20.3	80.3 ± 13.3	90.7 ± 12.5	88.3 ± 2.2
Seeking personal development outcomes	%	87.7 ± 3.0	89.8 ± 2.4	86.6 ± 3.3	86.1 ± 3.1	87.1 ± 4.3	85.7 ± 9.5	89.6 ± 6.2	91.3 ± 6.9	87.7 ± 1.6

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.73

Table 5A.73 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	88.8 ± 1.0	84.1 ± 2.1	87.6 ± 1.4	89.1 ± 1.1	88.5 ± 1.4	np	85.5 ± 2.3	86.8 ± 17.6	86.9 ± 0.8
Seeking employment related outcomes	%	88.1 ± 1.1	85.3 ± 2.3	87.1 ± 1.6	88.6 ± 1.2	88.5 ± 1.5	np	84.2 ± 2.6	93.2 ± 13.2	87.0 ± 0.9
Seeking further study outcomes	%	90.5 ± 4.1	80.5 ± 10.7	84.6 ± 6.6	92.7 ± 3.0	82.2 ± 10.7	na	93.0 ± 8.0	np	87.0 ± 3.5
Seeking personal development outcomes	%	91.7 ± 2.4	79.7 ± 6.0	93.6 ± 2.5	90.5 ± 2.7	89.9 ± 3.5	na	90.4 ± 6.4	–	86.3 ± 2.8
<b>2012</b>										
Satisfied with the quality of their training	%	90.2 ± 1.4	86.7 ± 2.4	88.1 ± 2.6	91.5 ± 1.7	90.3 ± 2.5	np	83.6 ± 4.7	np	88.9 ± 0.9
Seeking employment related outcomes	%	90.0 ± 1.5	86.3 ± 2.6	88.1 ± 2.9	91.0 ± 1.9	89.4 ± 2.7	np	82.7 ± 5.3	np	88.6 ± 1.1
Seeking further study outcomes	%	90.7 ± 7.2	86.4 ± 8.5	92.1 ± 5.6	92.8 ± 6.1	100	na	100	na	90.7 ± 3.7
Seeking personal development outcomes	%	91.9 ± 3.3	87.3 ± 7.7	88.8 ± 7.4	94.8 ± 3.5	95.6 ± 4.9	na	89.6 ± 9.0	na	90.6 ± 2.8
<b>2011</b>										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.2 ± 1.1	88.0 ± 1.1	88.3 ± 1.1	90.3 ± 1.3	86.8 ± 11.0	86.6 ± 2.6	100	88.4 ± 0.5
Seeking employment related outcomes	%	89.0 ± 1.0	86.9 ± 1.3	87.4 ± 1.3	87.9 ± 1.3	89.6 ± 1.5	83.6 ± 13.3	86.7 ± 3.0	100	88.1 ± 0.6
Seeking further study outcomes	%	92.7 ± 2.8	88.9 ± 3.6	89.2 ± 5.1	93.5 ± 2.9	92.8 ± 5.9	na	82.7 ± 15.9	na	91.5 ± 1.7
Seeking personal development outcomes	%	87.9 ± 3.1	88.0 ± 3.1	89.9 ± 3.2	88.1 ± 3.2	93.5 ± 3.6	np	86.4 ± 6.5	np	88.7 ± 1.5
<b>2010</b>										
Satisfied with the quality of their training	%	89.1 ± 1.5	85.7 ± 2.0	88.3 ± 1.9	87.7 ± 2.3	87.7 ± 3.2	83.9 ± 13.9	88.5 ± 3.5	85.7 ± 26.6	87.9 ± 0.9
Seeking employment related outcomes	%	89.2 ± 1.7	84.9 ± 2.3	87.9 ± 2.2	87.8 ± 2.6	86.7 ± 3.8	80.1 ± 19.2	86.9 ± 4.2	np	87.5 ± 1.0
Seeking further study outcomes	%	91.1 ± 6.8	85.5 ± 7.0	87.0 ± 9.2	83.9 ± 8.4	85.8 ± 15.7	np	94.9 ± 9.7	np	88.1 ± 3.9
Seeking personal development outcomes	%	87.8 ± 4.3	88.4 ± 6.1	90.5 ± 4.1	89.4 ± 5.8	91.6 ± 6.4	89.8 ± 19.0	92.7 ± 8.1	np	89.1 ± 2.4
<b>2009</b>										
Satisfied with the quality of their training	%	90.8 ± 0.9	87.8 ± 1.2	86.4 ± 1.3	87.0 ± 1.5	88.7 ± 1.8	100	85.4 ± 2.7	85.8 ± 24.9	88.7 ± 0.5
Seeking employment related outcomes	%	90.7 ± 1.0	87.4 ± 1.3	84.9 ± 1.6	86.1 ± 1.8	88.0 ± 2.1	100	86.4 ± 2.9	75.7 ± 39.0	88.2 ± 0.6
Seeking further study outcomes	%	90.8 ± 3.1	87.8 ± 5.2	89.0 ± 5.4	89.6 ± 4.9	92.6 ± 6.0	np	94.7 ± 10.0	np	90.1 ± 2.0
Seeking personal development outcomes	%	91.3 ± 2.6	89.1 ± 3.2	91.7 ± 2.6	88.7 ± 3.2	91.1 ± 4.2	np	81.5 ± 8.0	np	90.3 ± 1.4



TABLE 5A.73

Table 5A.73 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	89.8 ± 1.6	85.3 ± 2.4	86.8 ± 2.5	87.5 ± 2.8	91.0 ± 3.1	np	89.0 ± 3.2	100	88.2 ± 1.0
Seeking employment related outcomes	%	89.8 ± 1.8	84.0 ± 2.8	85.8 ± 3.1	87.0 ± 3.4	92.4 ± 3.0	np	88.6 ± 3.8	100	87.8 ± 1.2
Seeking further study outcomes	%	92.1 ± 6.2	86.3 ± 8.4	91.7 ± 5.9	83.6 ± 9.5	94.0 ± 11.7	na	84.8 ± 6.9	na	89.5 ± 3.7
Seeking personal development outcomes	%	88.3 ± 4.7	92.0 ± 4.4	86.6 ± 6.0	92.2 ± 5.7	75.8 ± 15.9	–	93.5 ± 5.9	na	88.7 ± 2.7
<b>2007</b>										
Satisfied with the quality of their training	%	88.9 ± 1.2	87.2 ± 1.4	87.7 ± 1.6	86.8 ± 1.7	88.5 ± 1.8	np	84.6 ± 3.2	100	88.0 ± 0.7
Seeking employment related outcomes	%	89.3 ± 1.4	86.7 ± 1.6	87.2 ± 1.9	85.7 ± 2.1	87.4 ± 2.1	np	83.6 ± 3.8	100	87.7 ± 0.8
Seeking further study outcomes	%	88.0 ± 4.5	87.9 ± 5.0	85.7 ± 8.4	92.1 ± 4.7	93.9 ± 9.1	na	96.0 ± 7.7	na	88.6 ± 2.7
Seeking personal development outcomes	%	88.6 ± 3.1	88.9 ± 4.0	88.2 ± 5.0	88.2 ± 4.9	91.1 ± 4.7	np	81.6 ± 9.7	np	88.5 ± 1.9
<b>2006</b>										
Satisfied with the quality of their training	%	86.6 ± 2.1	86.6 ± 2.3	88.2 ± 2.4	88.2 ± 2.3	84.8 ± 3.2	np	84.5 ± 3.7	74.6 ± 28.3	86.7 ± 1.2
Seeking employment related outcomes	%	85.9 ± 2.6	85.6 ± 2.8	89.5 ± 2.8	89.0 ± 2.6	84.8 ± 3.7	np	83.3 ± 4.5	74.6 ± 28.3	86.4 ± 1.4
Seeking further study outcomes	%	86.8 ± 6.6	92.5 ± 5.7	83.8 ± 10.4	88.7 ± 6.8	83.6 ± 18.9	na	78.0 ± 18.7	na	87.1 ± 3.9
Seeking personal development outcomes	%	85.3 ± 5.4	88.7 ± 5.1	89.6 ± 5.6	85.3 ± 6.5	92.1 ± 6.7	na	88.9 ± 7.5	na	87.0 ± 3.1
<b>2005</b>										
Satisfied with the quality of their training	%	88.2 ± 1.5	86.7 ± 1.5	86.1 ± 1.6	86.4 ± 1.5	86.7 ± 1.7	np	83.3 ± 3.1	92.9 ± 13.5	87.2 ± 0.8
Seeking employment related outcomes	%	87.9 ± 1.9	86.3 ± 1.9	86.5 ± 1.9	85.2 ± 1.9	86.4 ± 1.9	np	81.5 ± 3.8	90.0 ± 18.6	86.8 ± 1.0
Seeking further study outcomes	%	89.6 ± 5.1	86.8 ± 5.7	88.3 ± 5.0	89.4 ± 3.6	86.8 ± 8.4	na	77.4 ± 16.3	np	88.5 ± 2.6
Seeking personal development outcomes	%	87.0 ± 4.0	88.6 ± 3.3	84.7 ± 5.1	86.4 ± 3.9	86.6 ± 5.4	–	89.3 ± 6.5	np	87.0 ± 2.3

- (a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.73 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.74

Table 5A.74 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	88.3 ± 1.5	87.2 ± 2.8	87.0 ± 2.3	88.9 ± 2.5	85.9 ± 3.5	88.8 ± 2.0	89.7 ± 6.8	80.1 ± 33.6	87.6 ± 1.2
Seeking employment related outcomes	%	88.4 ± 1.7	86.6 ± 3.2	87.2 ± 2.5	88.6 ± 2.9	84.5 ± 3.9	88.6 ± 2.2	88.8 ± 7.8	80.1 ± 33.6	87.4 ± 1.4
Seeking further study outcomes	%	91.9 ± 5.7	93.4 ± 4.6	71.5 ± 18.7	94.9 ± 6.9	84.4 ± 28.4	100.0	np	na	89.7 ± 4.4
Seeking personal development outcomes	%	87.7 ± 3.9	89.3 ± 7.5	89.7 ± 5.8	89.0 ± 6.2	95.5 ± 5.7	88.3 ± 5.5	np	na	88.9 ± 3.0
<b>2012</b>										
Satisfied with the quality of their training	%	88.6 ± 2.7	89.4 ± 3.8	91.5 ± 3.3	90.1 ± 4.4	88.7 ± 6.3	90.9 ± 3.6	86.9 ± 13.6	np	89.6 ± 1.7
Seeking employment related outcomes	%	88.3 ± 3.0	88.7 ± 4.4	91.8 ± 3.4	88.7 ± 5.1	87.9 ± 7.5	90.1 ± 4.1	85.4 ± 15.2	np	89.2 ± 1.9
Seeking further study outcomes	%	84.5 ± 16.4	90.8 ± 13.1	74.2 ± 32.1	100	100	100	na	na	88.2 ± 9.7
Seeking personal development outcomes	%	93.5 ± 5.0	90.9 ± 8.3	88.9 ± 11.5	96.3 ± 5.2	87.4 ± 14.6	92.6 ± 10.1	np	na	91.5 ± 4.1
<b>2011</b>										
Satisfied with the quality of their training	%	91.2 ± 1.5	88.5 ± 1.6	90.1 ± 1.4	88.6 ± 1.9	91.3 ± 2.6	89.8 ± 2.4	87.8 ± 5.6	np	89.9 ± 0.7
Seeking employment related outcomes	%	91.7 ± 1.6	88.5 ± 1.6	90.3 ± 1.6	89.0 ± 2.1	91.1 ± 3.0	89.4 ± 2.9	87.7 ± 6.2	np	90.2 ± 0.8
Seeking further study outcomes	%	90.4 ± 9.9	90.6 ± 6.9	91.2 ± 6.6	88.9 ± 7.2	97.0 ± 6.1	100	94.2 ± 11.9	–	91.0 ± 4.3
Seeking personal development outcomes	%	89.4 ± 4.4	90.4 ± 4.0	87.9 ± 4.1	85.0 ± 6.4	88.4 ± 8.2	91.1 ± 5.4	95.8 ± 6.0	np	88.8 ± 2.2
<b>2010</b>										
Satisfied with the quality of their training	%	91.4 ± 1.9	87.2 ± 2.6	89.8 ± 2.6	91.5 ± 3.5	89.9 ± 6.7	86.6 ± 3.5	89.3 ± 7.1	np	89.8 ± 1.2
Seeking employment related outcomes	%	91.8 ± 2.1	87.1 ± 2.8	90.2 ± 2.8	91.4 ± 3.7	89.1 ± 7.7	85.5 ± 4.0	87.2 ± 8.7	np	89.9 ± 1.3
Seeking further study outcomes	%	88.2 ± 9.8	83.6 ± 18.9	94.5 ± 7.7	93.4 ± 7.8	100	100	np	na	89.6 ± 6.4
Seeking personal development outcomes	%	92.7 ± 4.2	86.6 ± 7.8	86.8 ± 7.9	89.2 ± 14.4	90.5 ± 18.4	95.4 ± 5.2	97.5 ± 4.9	na	90.0 ± 3.3
<b>2009</b>										
Satisfied with the quality of their training	%	89.9 ± 1.6	87.0 ± 1.9	87.0 ± 2.0	90.2 ± 2.3	91.2 ± 2.9	86.7 ± 3.9	87.2 ± 5.6	76.7 ± 24.2	88.6 ± 0.9
Seeking employment related outcomes	%	89.7 ± 1.8	86.7 ± 2.2	87.0 ± 2.2	89.2 ± 2.7	90.4 ± 3.3	86.6 ± 4.3	89.3 ± 5.4	np	88.4 ± 1.0
Seeking further study outcomes	%	87.8 ± 9.2	87.4 ± 8.6	89.0 ± 9.2	94.7 ± 7.2	100	np	np	na	88.4 ± 5.3
Seeking personal development outcomes	%	91.8 ± 3.8	87.0 ± 5.9	88.7 ± 4.8	93.9 ± 4.5	94.0 ± 6.7	89.4 ± 10.1	70.6 ± 27.0	np	90.1 ± 2.3

TABLE 5A.74

Table 5A.74 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	89.1 ± 2.7	87.3 ± 2.9	83.9 ± 4.3	83.2 ± 6.0	93.5 ± 5.2	88.9 ± 4.8	82.7 ± 8.2	np	87.6 ± 1.6
Seeking employment related outcomes	%	89.0 ± 3.1	87.1 ± 3.2	83.0 ± 5.3	83.6 ± 7.0	94.6 ± 5.4	88.3 ± 5.8	84.2 ± 10.0	np	87.5 ± 1.8
Seeking further study outcomes	%	95.8 ± 7.9	60.5 ± 27.2	93.2 ± 7.3	72.8 ± 31.3	np	100	np	np	88.5 ± 7.4
Seeking personal development outcomes	%	85.2 ± 8.8	92.5 ± 5.9	88.4 ± 8.1	86.2 ± 12.7	80.9 ± 22.8	89.0 ± 11.4	80.4 ± 13.7	na	87.3 ± 4.4
<b>2007</b>										
Satisfied with the quality of their training	%	90.0 ± 1.6	88.3 ± 1.9	89.4 ± 1.9	87.2 ± 3.0	90.3 ± 3.1	88.1 ± 3.6	79.5 ± 7.3	np	89.0 ± 0.9
Seeking employment related outcomes	%	88.7 ± 2.0	88.3 ± 2.1	88.7 ± 2.2	88.6 ± 3.3	91.1 ± 3.3	86.8 ± 4.2	80.0 ± 8.4	np	88.5 ± 1.1
Seeking further study outcomes	%	96.3 ± 4.2	87.8 ± 7.7	98.0 ± 3.9	85.6 ± 11.2	90.1 ± 18.6	88.2 ± 21.9	np	na	93.3 ± 3.1
Seeking personal development outcomes	%	93.7 ± 3.1	84.2 ± 7.6	91.0 ± 5.2	76.3 ± 13.1	88.6 ± 10.7	95.3 ± 6.3	78.7 ± 19.1	na	90.1 ± 2.5
<b>2006</b>										
Satisfied with the quality of their training	%	88.9 ± 3.4	85.2 ± 3.3	90.4 ± 2.8	89.8 ± 4.4	84.1 ± 6.9	86.1 ± 4.7	88.1 ± 6.3	np	87.9 ± 1.9
Seeking employment related outcomes	%	89.3 ± 3.8	85.0 ± 3.8	89.8 ± 3.1	89.8 ± 5.3	85.4 ± 6.6	85.6 ± 5.5	85.5 ± 7.9	np	87.9 ± 2.1
Seeking further study outcomes	%	94.9 ± 9.7	93.3 ± 8.5	94.7 ± 10.2	85.5 ± 17.1	np	80.3 ± 24.8	np	na	92.1 ± 6.4
Seeking personal development outcomes	%	83.8 ± 12.5	79.2 ± 8.9	95.6 ± 4.0	87.9 ± 11.5	94.0 ± 8.5	95.9 ± 7.9	93.2 ± 12.9	na	86.1 ± 7.2
<b>2005</b>										
Satisfied with the quality of their training	%	85.7 ± 2.9	86.6 ± 1.8	88.2 ± 2.3	87.3 ± 2.9	85.8 ± 3.3	84.0 ± 4.7	86.9 ± 5.9	79.5 ± 34.8	86.3 ± 1.5
Seeking employment related outcomes	%	84.4 ± 3.6	85.1 ± 2.3	88.6 ± 2.7	87.6 ± 3.4	84.8 ± 3.7	84.0 ± 5.4	84.8 ± 7.1	np	85.4 ± 1.8
Seeking further study outcomes	%	85.8 ± 11.7	89.9 ± 6.9	92.0 ± 8.3	76.2 ± 11.7	97.8 ± 4.5	73.9 ± 28.3	88.4 ± 20.9	na	86.4 ± 5.5
Seeking personal development outcomes	%	87.3 ± 5.8	91.5 ± 3.5	86.3 ± 7.1	88.9 ± 6.4	89.4 ± 9.0	84.5 ± 13.1	90.6 ± 17.8	np	88.2 ± 3.2

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

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

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

Table 5A.74 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

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

**na** Not available. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.75

Table 5A.75 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	89.3 ± 2.3	92.6 ± 3.0	89.2 ± 2.3	88.4 ± 2.6	89.6 ± 3.2	90.7 ± 2.4	94.7 ± 10.6	86.9 ± 3.0	89.8 ± 1.1
Seeking employment related outcomes	%	88.9 ± 2.7	93.7 ± 2.0	88.7 ± 2.5	88.6 ± 2.8	89.8 ± 3.5	90.0 ± 2.8	92.6 ± 14.2	87.1 ± 3.2	89.7 ± 1.1
Seeking further study outcomes	%	91.0 ± 10.7	89.0 ± 14.5	91.0 ± 8.6	87.0 ± 13.2	59.5 ± 36.0	97.5 ± 4.9	na	68.9 ± 26.2	87.5 ± 6.0
Seeking personal development outcomes	%	90.2 ± 4.6	84.2 ± 19.2	91.4 ± 7.0	89.2 ± 7.8	96.4 ± 4.5	92.8 ± 5.8	np	88.3 ± 7.9	89.9 ± 4.3
<b>2012</b>										
Satisfied with the quality of their training	%	88.8 ± 4.7	88.0 ± 6.4	88.4 ± 4.4	93.6 ± 3.3	92.4 ± 4.3	91.5 ± 4.3	np	85.3 ± 4.7	89.4 ± 2.0
Seeking employment related outcomes	%	88.3 ± 5.4	88.4 ± 7.0	89.4 ± 4.6	93.8 ± 3.7	92.3 ± 4.7	91.8 ± 4.8	np	85.6 ± 5.2	89.7 ± 2.2
Seeking further study outcomes	%	99.0 ± 2.1	100	87.9 ± 17.6	100	np	np	na	86.9 ± 24.1	94.9 ± 5.9
Seeking personal development outcomes	%	91.3 ± 9.5	83.3 ± 16.7	82.1 ± 14.9	93.5 ± 9.1	88.8 ± 15.7	84.8 ± 14.9	na	83.4 ± 12.2	86.3 ± 6.1
<b>2011</b>										
Satisfied with the quality of their training	%	90.4 ± 1.9	85.8 ± 4.0	89.4 ± 1.7	90.4 ± 2.4	91.1 ± 2.6	87.9 ± 2.7	82.7 ± 18.3	88.8 ± 3.3	89.5 ± 1.0
Seeking employment related outcomes	%	89.2 ± 2.4	84.8 ± 4.6	88.8 ± 2.0	91.4 ± 2.4	91.2 ± 2.9	87.8 ± 3.1	79.6 ± 21.3	88.5 ± 4.0	88.9 ± 1.1
Seeking further study outcomes	%	96.7 ± 6.4	91.9 ± 15.5	87.7 ± 10.6	82.5 ± 16.8	95.6 ± 8.6	93.3 ± 12.7	na	79.7 ± 25.2	91.3 ± 4.8
Seeking personal development outcomes	%	94.1 ± 3.3	89.3 ± 8.1	91.8 ± 3.5	90.9 ± 5.9	87.8 ± 7.8	83.9 ± 8.5	np	89.8 ± 6.5	91.4 ± 2.0
<b>2010</b>										
Satisfied with the quality of their training	%	88.5 ± 4.0	88.7 ± 4.4	88.9 ± 3.3	91.0 ± 5.4	92.0 ± 5.8	89.7 ± 4.0	83.5 ± 24.4	90.3 ± 4.1	89.2 ± 1.8
Seeking employment related outcomes	%	87.5 ± 4.8	88.5 ± 5.1	89.0 ± 3.8	91.5 ± 5.8	92.6 ± 6.0	90.3 ± 4.5	82.6 ± 25.6	89.9 ± 4.8	89.0 ± 2.1
Seeking further study outcomes	%	98.1 ± 3.7	np	90.2 ± 18.3	100	np	87.5 ± 23.2	na	80.8 ± 25.5	94.1 ± 7.2
Seeking personal development outcomes	%	93.9 ± 7.1	83.0 ± 11.5	92.7 ± 7.1	92.3 ± 12.2	86.7 ± 22.5	84.1 ± 11.7	np	91.9 ± 10.0	90.9 ± 3.8
<b>2009</b>										
Satisfied with the quality of their training	%	88.9 ± 2.5	90.2 ± 3.4	88.4 ± 1.9	88.2 ± 3.2	91.0 ± 3.9	87.5 ± 3.5	83.5 ± 15.2	85.1 ± 4.7	88.6 ± 1.2
Seeking employment related outcomes	%	88.1 ± 3.0	90.5 ± 3.7	88.2 ± 2.1	88.2 ± 3.7	92.6 ± 3.7	85.7 ± 4.2	85.7 ± 15.5	86.3 ± 5.0	88.3 ± 1.4
Seeking further study outcomes	%	89.2 ± 10.7	100	92.4 ± 7.4	90.8 ± 10.7	100	np	np	81.4 ± 27.2	90.8 ± 5.7
Seeking personal development outcomes	%	93.5 ± 4.3	85.7 ± 13.7	88.9 ± 4.5	86.3 ± 9.5	88.7 ± 10.1	95.7 ± 5.9	np	80.5 ± 12.3	90.2 ± 2.7

TABLE 5A.75

Table 5A.75 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	91.1 ± 2.9	90.3 ± 4.7	86.3 ± 4.0	89.1 ± 5.6	93.9 ± 6.4	87.3 ± 5.3	85.0 ± 20.4	83.2 ± 5.9	88.9 ± 1.8
Seeking employment related outcomes	%	90.0 ± 3.8	88.5 ± 5.4	87.3 ± 4.4	88.7 ± 6.9	92.6 ± 7.6	87.9 ± 5.9	100	85.1 ± 6.7	88.7 ± 2.1
Seeking further study outcomes	%	93.1 ± 3.3	100	<i>70.8 ± 40.1</i>	<i>50.0 ± 47.6</i>	np	90.7 ± 17.2	np	np	87.9 ± 8.7
Seeking personal development outcomes	%	93.9 ± 5.5	99.2 ± 1.6	83.2 ± 10.9	94.9 ± 6.0	np	86.4 ± 18.5	np	79.3 ± 11.9	89.3 ± 4.3
<b>2007</b>										
Satisfied with the quality of their training	%	89.3 ± 2.3	89.1 ± 3.3	87.8 ± 2.1	86.6 ± 3.6	94.7 ± 2.6	89.6 ± 3.9	86.9 ± 17.5	86.6 ± 4.9	88.8 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.5	88.0 ± 4.0	88.7 ± 2.3	85.6 ± 4.2	94.5 ± 3.0	90.1 ± 4.2	90.2 ± 18.1	85.1 ± 6.7	89.1 ± 1.3
Seeking further study outcomes	%	90.0 ± 11.2	74.7 ± 26.5	81.6 ± 14.4	89.0 ± 13.1	100	100	np	80.9 ± 17.7	88.1 ± 6.6
Seeking personal development outcomes	%	90.0 ± 5.1	95.7 ± 4.1	82.4 ± 7.1	95.0 ± 4.5	95.6 ± 8.5	87.8 ± 13.8	–	89.8 ± 7.3	88.7 ± 3.1
<b>2006</b>										
Satisfied with the quality of their training	%	86.5 ± 4.9	89.8 ± 5.6	86.4 ± 3.9	83.7 ± 6.6	89.8 ± 5.5	90.2 ± 4.5	84.0 ± 20.4	83.6 ± 8.2	87.0 ± 2.3
Seeking employment related outcomes	%	89.1 ± 5.3	90.3 ± 5.3	87.7 ± 4.3	85.1 ± 7.3	88.6 ± 6.2	88.9 ± 5.2	82.5 ± 22.1	78.4 ± 11.7	88.2 ± 2.5
Seeking further study outcomes	%	np	np	83.9 ± 16.8	np	np	np	na	np	83.1 ± 16.1
Seeking personal development outcomes	%	86.1 ± 11.3	94.2 ± 11.0	79.2 ± 12.1	75.3 ± 22.0	100	96.7 ± 6.4	np	91.2 ± 8.7	85.4 ± 6.3
<b>2005</b>										
Satisfied with the quality of their training	%	84.6 ± 3.8	87.1 ± 3.2	85.8 ± 2.5	87.2 ± 3.1	88.1 ± 3.2	88.9 ± 3.9	90.3 ± 17.8	80.2 ± 5.5	85.7 ± 1.8
Seeking employment related outcomes	%	81.8 ± 4.9	85.5 ± 4.0	84.9 ± 2.8	86.8 ± 3.8	89.8 ± 3.2	87.7 ± 4.4	88.6 ± 20.8	79.5 ± 6.8	84.2 ± 2.3
Seeking further study outcomes	%	95.1 ± 6.9	80.9 ± 23.6	78.1 ± 21.4	89.4 ± 10.6	70.3 ± 32.0	np	np	np	89.7 ± 5.9
Seeking personal development outcomes	%	92.7 ± 3.5	94.8 ± 5.1	94.2 ± 3.9	84.2 ± 9.1	84.0 ± 12.1	89.8 ± 13.4	np	90.8 ± 13.5	91.9 ± 2.4

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

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

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

Table 5A.75 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

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

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

Source: NCVET unpublished, *Student Outcomes Survey*.



TABLE 5A.76

Table 5A.76 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	88.5 ± 5.9	97.8 ± 4.0	90.0 ± 4.6	90.0 ± 2.6	91.4 ± 5.0	87.3 ± 8.5	np	92.0 ± 3.6	90.3 ± 1.9
Seeking employment related outcomes	%	88.0 ± 7.3	97.7 ± 4.3	90.0 ± 4.8	90.1 ± 2.8	90.4 ± 5.7	88.7 ± 8.9	np	91.1 ± 4.1	90.1 ± 2.1
Seeking further study outcomes	%	np	na	np	90.6 ± 13.0	100.0	np	na	np	97.7 ± 3.4
Seeking personal development outcomes	%	85.8 ± 13.2	np	86.7 ± 19.1	89.6 ± 7.5	94.8 ± 10.1	81.4 ± 22.9	na	96.8 ± 6.2	88.9 ± 6.2
<b>2012</b>										
Satisfied with the quality of their training	%	99.8 ± 0.4	np	94.1 ± 6.3	96.8 ± 2.7	93.7 ± 8.1	100	np	83.7 ± 7.5	94.5 ± 2.4
Seeking employment related outcomes	%	100	np	92.2 ± 8.4	96.2 ± 3.2	92.9 ± 9.1	100	np	85.6 ± 8.2	94.2 ± 2.8
Seeking further study outcomes	%	np	na	np	100	np	na	na	np	100
Seeking personal development outcomes	%	np	na	99.3 ± 1.5	100	np	np	na	74.2 ± 18.8	94.7 ± 4.6
<b>2011</b>										
Satisfied with the quality of their training	%	86.3 ± 8.1	100	90.2 ± 3.0	88.2 ± 3.0	93.3 ± 3.6	94.1 ± 5.2	na	87.9 ± 5.0	89.5 ± 1.8
Seeking employment related outcomes	%	86.7 ± 9.8	100	89.9 ± 3.5	86.3 ± 3.6	92.7 ± 4.1	93.9 ± 6.0	na	86.1 ± 6.4	88.6 ± 2.1
Seeking further study outcomes	%	np	np	np	88.0 ± 13.5	np	np	na	78.9 ± 34.7	87.6 ± 12.3
Seeking personal development outcomes	%	80.4 ± 18.6	np	90.5 ± 6.7	97.6 ± 3.3	97.0 ± 6.0	90.5 ± 18.2	na	95.0 ± 5.1	92.5 ± 3.5
<b>2010</b>										
Satisfied with the quality of their training	%	85.9 ± 10.6	100	91.4 ± 4.8	89.2 ± 4.5	92.8 ± 7.4	100	na	85.6 ± 11.5	90.0 ± 3.0
Seeking employment related outcomes	%	90.4 ± 10.9	100	91.3 ± 4.9	91.2 ± 4.6	94.3 ± 6.7	100	na	81.8 ± 14.1	91.1 ± 3.1
Seeking further study outcomes	%	na	na	np	np	np	na	na	np	67.2 ± 40.7
Seeking personal development outcomes	%	71.7 ± 29.3	np	98.1 ± 3.7	72.3 ± 17.2	81.0 ± 32.2	np	na	100	85.0 ± 8.8
<b>2009</b>										
Satisfied with the quality of their training	%	89.4 ± 7.2	93.4 ± 5.1	90.6 ± 3.1	89.3 ± 3.0	85.5 ± 7.4	96.8 ± 6.2	np	86.4 ± 15.6	89.6 ± 2.2
Seeking employment related outcomes	%	90.2 ± 8.3	95.6 ± 4.2	89.7 ± 3.7	88.2 ± 3.5	87.6 ± 7.7	96.3 ± 7.2	np	85.1 ± 18.6	89.4 ± 2.5
Seeking further study outcomes	%	np	na	95.1 ± 9.4	92.5 ± 14.2	np	na	na	np	81.9 ± 15.3
Seeking personal development outcomes	%	92.7 ± 14.1	90.7 ± 17.2	94.9 ± 4.9	94.2 ± 4.4	59.4 ± 34.9	np	na	87.6 ± 16.4	91.1 ± 4.8

TABLE 5A.76

Table 5A.76 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	78.3 ± 16.0	94.5 ± 10.8	83.7 ± 9.6	86.3 ± 9.0	92.0 ± 9.7	100	–	91.4 ± 4.9	86.2 ± 5.0
Seeking employment related outcomes	%	73.8 ± 20.6	90.5 ± 17.5	82.3 ± 11.3	85.1 ± 11.4	89.5 ± 12.9	100	–	93.2 ± 5.7	84.2 ± 6.5
Seeking further study outcomes	%	na	na	100	100	na	na	na	np	100
Seeking personal development outcomes	%	81.8 ± 24.6	np	81.9 ± 27.3	85.5 ± 17.4	np	np	na	87.9 ± 9.2	86.8 ± 8.5
<b>2007</b>										
Satisfied with the quality of their training	%	90.4 ± 6.5	93.5 ± 4.8	87.5 ± 4.0	87.6 ± 4.3	85.2 ± 7.0	92.1 ± 14.7	np	88.9 ± 5.5	88.1 ± 2.2
Seeking employment related outcomes	%	95.2 ± 6.5	92.5 ± 5.9	88.7 ± 4.0	85.3 ± 5.3	82.0 ± 8.8	100	np	90.0 ± 6.1	88.4 ± 2.5
Seeking further study outcomes	%	np	np	89.7 ± 15.2	100	np	np	na	np	87.6 ± 13.0
Seeking personal development outcomes	%	85.0 ± 15.5	94.7 ± 11.2	86.2 ± 12.4	98.5 ± 2.1	88.3 ± 16.0	–	na	88.1 ± 12.9	88.8 ± 5.7
<b>2006</b>										
Satisfied with the quality of their training	%	77.1 ± 19.6	95.8 ± 1.8	88.6 ± 4.8	89.1 ± 5.8	89.5 ± 9.2	89.5 ± 13.1	na	86.4 ± 8.9	86.6 ± 5.0
Seeking employment related outcomes	%	69.6 ± 26.9	100	85.9 ± 6.2	89.8 ± 7.8	88.5 ± 11.4	88.3 ± 16.9	na	80.6 ± 13.7	83.8 ± 6.9
Seeking further study outcomes	%	np	np	100	np	np	na	na	np	85.9 ± 10.6
Seeking personal development outcomes	%	85.6 ± 26.5	np	96.0 ± 4.8	89.4 ± 10.8	87.1 ± 23.8	89.3 ± 20.9	na	97.4 ± 5.0	91.5 ± 7.6
<b>2005</b>										
Satisfied with the quality of their training	%	85.8 ± 10.2	85.7 ± 7.8	83.8 ± 4.7	82.6 ± 4.7	85.6 ± 5.8	86.0 ± 14.5	na	89.8 ± 6.2	84.7 ± 2.8
Seeking employment related outcomes	%	85.3 ± 12.0	89.1 ± 8.0	83.2 ± 5.9	80.7 ± 5.7	87.8 ± 5.5	80.1 ± 20.0	na	87.8 ± 8.0	84.2 ± 3.5
Seeking further study outcomes	%	np	np	94.8 ± 4.5	92.0 ± 15.1	np	na	na	np	73.6 ± 18.6
Seeking personal development outcomes	%	91.0 ± 12.7	np	85.3 ± 9.2	89.0 ± 8.0	80.8 ± 23.8	np	na	100	88.2 ± 5.2

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

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

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

Table 5A.76 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.77

Table 5A.77 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	86.1 ± 2.6	82.7 ± 6.1	83.8 ± 4.3	88.7 ± 3.2	86.5 ± 4.3	86.8 ± 5.2	82.4 ± 7.5	86.6 ± 8.2	84.9 ± 2.2
Seeking employment related outcomes	%	85.4 ± 3.3	86.1 ± 6.2	83.5 ± 4.9	89.5 ± 3.7	86.3 ± 4.9	88.2 ± 5.7	79.3 ± 9.6	84.7 ± 9.8	85.6 ± 2.4
Seeking further study outcomes	%	90.5 ± 8.3	84.7 ± 13.2	76.1 ± 22.1	95.6 ± 6.8	70.0 ± 26.6	100.0	np	np	85.9 ± 6.6
Seeking personal development outcomes	%	87.7 ± 4.7	67.2 ± 18.1	89.0 ± 7.1	86.7 ± 7.0	94.2 ± 6.3	84.4 ± 13.3	88.2 ± 11.5	100	82.3 ± 6.2
<b>2012</b>										
Satisfied with the quality of their training	%	86.8 ± 4.2	90.2 ± 5.2	88.5 ± 6.0	90.7 ± 5.2	92.1 ± 4.9	91.7 ± 7.9	79.0 ± 15.2	83.5 ± 12.6	88.8 ± 2.4
Seeking employment related outcomes	%	85.7 ± 5.3	89.7 ± 6.0	87.9 ± 7.4	91.2 ± 5.6	89.5 ± 6.5	89.3 ± 10.2	81.7 ± 15.6	89.6 ± 11.6	88.1 ± 2.9
Seeking further study outcomes	%	90.0 ± 11.2	99.1 ± 1.9	88.7 ± 18.4	88.5 ± 21.3	np	np	np	na	92.1 ± 7.4
Seeking personal development outcomes	%	89.3 ± 8.1	89.6 ± 12.6	89.1 ± 10.9	95.9 ± 7.9	100	100	64.9 ± 41.6	np	90.2 ± 4.7
<b>2011</b>										
Satisfied with the quality of their training	%	86.7 ± 2.7	86.4 ± 2.9	86.3 ± 2.8	82.4 ± 4.1	89.7 ± 3.0	88.6 ± 5.5	82.5 ± 7.5	91.9 ± 8.0	86.4 ± 1.4
Seeking employment related outcomes	%	87.4 ± 2.9	85.9 ± 3.4	86.2 ± 3.3	82.7 ± 4.6	87.6 ± 3.7	87.0 ± 7.0	78.0 ± 9.9	94.7 ± 7.3	86.3 ± 1.5
Seeking further study outcomes	%	81.7 ± 16.8	81.5 ± 16.3	79.8 ± 21.0	85.9 ± 20.5	100	np	86.0 ± 25.6	np	83.8 ± 9.0
Seeking personal development outcomes	%	86.8 ± 6.5	89.6 ± 6.7	87.0 ± 6.3	78.4 ± 11.8	94.2 ± 5.3	90.2 ± 9.4	89.8 ± 13.8	100	87.4 ± 3.4
<b>2010</b>										
Satisfied with the quality of their training	%	88.0 ± 3.8	88.4 ± 4.1	85.2 ± 5.5	84.5 ± 7.3	90.5 ± 7.2	82.4 ± 11.1	81.3 ± 14.7	80.2 ± 19.6	87.1 ± 2.2
Seeking employment related outcomes	%	87.4 ± 4.6	87.2 ± 5.0	83.2 ± 6.5	85.2 ± 8.4	93.2 ± 8.1	81.7 ± 13.3	78.9 ± 17.8	74.8 ± 23.8	86.4 ± 2.6
Seeking further study outcomes	%	92.6 ± 10.8	98.5 ± 3.1	64.8 ± 45.3	81.6 ± 31.9	np	np	np	np	86.6 ± 11.6
Seeking personal development outcomes	%	90.3 ± 9.5	89.5 ± 8.4	98.2 ± 2.5	91.3 ± 9.3	84.2 ± 18.9	83.7 ± 24.9	94.4 ± 11.0	np	91.2 ± 4.8
<b>2009</b>										
Satisfied with the quality of their training	%	88.6 ± 2.7	84.7 ± 3.5	86.1 ± 3.5	84.2 ± 4.3	85.3 ± 4.5	85.2 ± 8.0	77.6 ± 8.8	87.9 ± 12.3	86.2 ± 1.5
Seeking employment related outcomes	%	88.0 ± 3.5	81.7 ± 4.5	82.8 ± 4.7	81.8 ± 5.4	87.8 ± 4.8	82.8 ± 10.2	80.3 ± 8.8	86.5 ± 17.3	84.8 ± 1.9
Seeking further study outcomes	%	87.1 ± 9.3	93.8 ± 8.9	100	88.9 ± 20.5	89.4 ± 19.4	np	np	np	90.2 ± 5.7
Seeking personal development outcomes	%	90.8 ± 5.7	88.9 ± 7.0	94.5 ± 4.8	90.5 ± 7.5	79.3 ± 12.9	92.4 ± 14.5	67.6 ± 21.9	100	89.2 ± 3.3

TABLE 5A.77

Table 5A.77 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	86.9 ± 4.2	85.1 ± 6.4	87.4 ± 5.6	70.6 ± 11.5	87.4 ± 9.5	86.6 ± 9.7	78.5 ± 12.1	87.0 ± 11.8	85.0 ± 2.7
Seeking employment related outcomes	%	86.6 ± 5.3	85.5 ± 7.7	86.1 ± 7.3	70.8 ± 14.3	86.2 ± 11.4	87.6 ± 11.9	77.5 ± 18.7	84.8 ± 17.5	84.6 ± 3.4
Seeking further study outcomes	%	86.2 ± 14.5	75.7 ± 34.5	100	np	np	np	np	np	84.3 ± 11.3
Seeking personal development outcomes	%	87.2 ± 9.3	79.1 ± 17.4	90.8 ± 6.1	77.4 ± 20.2	91.6 ± 15.7	86.7 ± 18.3	80.0 ± 16.4	84.1 ± 22.2	85.3 ± 5.7
<b>2007</b>										
Satisfied with the quality of their training	%	88.6 ± 3.0	84.3 ± 4.2	86.1 ± 4.0	84.3 ± 5.1	87.3 ± 5.5	88.6 ± 8.2	74.0 ± 12.3	75.4 ± 14.0	86.4 ± 1.8
Seeking employment related outcomes	%	89.8 ± 3.6	84.0 ± 4.9	86.7 ± 4.7	86.1 ± 5.7	87.7 ± 6.4	85.6 ± 11.1	76.4 ± 13.9	69.8 ± 18.2	87.0 ± 2.1
Seeking further study outcomes	%	78.5 ± 18.1	91.5 ± 10.9	75.5 ± 26.9	86.7 ± 17.7	100	np	np	np	82.7 ± 10.1
Seeking personal development outcomes	%	87.8 ± 6.0	88.3 ± 8.7	87.4 ± 8.0	77.8 ± 14.9	80.2 ± 16.1	92.4 ± 14.1	np	78.6 ± 28.7	85.9 ± 3.9
<b>2006</b>										
Satisfied with the quality of their training	%	87.1 ± 5.7	87.8 ± 4.3	93.3 ± 3.5	88.9 ± 5.0	84.3 ± 9.1	86.4 ± 13.7	80.3 ± 15.2	88.1 ± 11.9	87.9 ± 2.9
Seeking employment related outcomes	%	91.5 ± 6.7	90.0 ± 5.3	91.0 ± 5.2	88.0 ± 6.3	92.2 ± 7.5	84.1 ± 19.0	76.1 ± 21.3	88.0 ± 16.5	90.4 ± 3.3
Seeking further study outcomes	%	48.5 ± 35.6	100	88.0 ± 21.9	83.3 ± 8.9	np	np	np	np	62.7 ± 22.5
Seeking personal development outcomes	%	85.0 ± 10.5	76.0 ± 10.0	97.4 ± 3.4	97.9 ± 4.1	100	100	81.8 ± 31.3	79.9 ± 26.2	86.9 ± 5.4
<b>2005</b>										
Satisfied with the quality of their training	%	80.9 ± 5.2	85.4 ± 3.5	86.0 ± 3.7	82.9 ± 4.1	85.8 ± 4.9	84.6 ± 9.6	87.0 ± 6.9	95.5 ± 6.2	83.3 ± 2.6
Seeking employment related outcomes	%	77.5 ± 7.2	84.7 ± 4.3	85.5 ± 5.0	80.3 ± 5.5	87.2 ± 5.2	85.2 ± 11.1	80.6 ± 10.0	100	81.3 ± 3.6
Seeking further study outcomes	%	86.9 ± 18.9	85.4 ± 21.2	85.7 ± 10.9	84.7 ± 13.2	96.5 ± 7.1	np	np	–	86.6 ± 8.3
Seeking personal development outcomes	%	85.9 ± 6.5	85.5 ± 7.1	91.4 ± 5.8	89.4 ± 6.9	78.7 ± 14.4	78.3 ± 26.8	100	86.2 ± 25.2	86.7 ± 3.7

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

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

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

Table 5A.77 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

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

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.78

Table 5A.78 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
Satisfied with the quality of their training	%	89.8 ± 1.5	83.9 ± 3.8	89.8 ± 2.4	92.4 ± 1.6	88.9 ± 3.0	94.5 ± 4.0	90.9 ± 3.3	93.6 ± 3.3	87.9 ± 1.5
Seeking employment related outcomes	%	89.7 ± 1.8	85.9 ± 3.9	89.1 ± 2.9	91.6 ± 2.1	90.0 ± 3.3	93.1 ± 5.0	88.5 ± 4.3	94.0 ± 3.8	88.4 ± 1.6
Seeking further study outcomes	%	89.5 ± 6.3	93.0 ± 4.9	84.0 ± 8.8	94.4 ± 4.5	73.2 ± 19.4	np	87.7 ± 16.9	86.5 ± 19.0	89.2 ± 3.6
Seeking personal development outcomes	%	90.7 ± 3.9	72.6 ± 12.0	94.5 ± 5.2	95.0 ± 2.9	89.6 ± 7.4	100	99.0 ± 1.9	93.6 ± 7.3	84.4 ± 5.3
<b>2012</b>										
Satisfied with the quality of their training	%	91.9 ± 1.9	90.8 ± 3.9	91.7 ± 4.7	92.4 ± 3.2	94.6 ± 3.9	95.2 ± 9.2	79.6 ± 12.9	87.9 ± 7.7	91.5 ± 1.7
Seeking employment related outcomes	%	91.3 ± 2.3	89.7 ± 4.7	92.0 ± 5.3	91.2 ± 4.3	93.3 ± 5.0	100	79.7 ± 13.4	93.4 ± 6.7	90.8 ± 2.0
Seeking further study outcomes	%	90.5 ± 6.4	93.3 ± 9.7	98.3 ± 2.5	90.0 ± 9.7	100	np	np	np	92.9 ± 4.0
Seeking personal development outcomes	%	95.2 ± 3.9	92.5 ± 11.0	86.2 ± 15.1	98.8 ± 1.7	96.1 ± 7.8	np	100	74.4 ± 21.1	93.3 ± 4.4
<b>2011</b>										
Satisfied with the quality of their training	%	90.5 ± 1.4	87.8 ± 1.7	87.7 ± 2.4	90.1 ± 1.8	92.8 ± 2.8	95.7 ± 3.8	91.1 ± 4.4	96.6 ± 2.8	89.7 ± 0.8
Seeking employment related outcomes	%	89.8 ± 1.7	87.3 ± 2.1	86.7 ± 2.9	90.0 ± 2.2	91.7 ± 3.2	95.5 ± 4.5	91.4 ± 4.6	98.9 ± 2.1	89.1 ± 1.0
Seeking further study outcomes	%	97.6 ± 2.0	84.7 ± 6.6	90.9 ± 8.5	93.8 ± 4.4	97.1 ± 5.7	100	92.1 ± 12.6	71.9 ± 32.3	93.5 ± 2.0
Seeking personal development outcomes	%	89.9 ± 4.1	90.8 ± 3.8	90.3 ± 5.6	87.8 ± 4.9	94.4 ± 7.9	94.0 ± 11.4	88.5 ± 14.4	96.1 ± 4.6	90.3 ± 2.2
<b>2010</b>										
Satisfied with the quality of their training	%	90.3 ± 2.1	85.1 ± 3.5	88.0 ± 3.9	87.3 ± 3.9	80.1 ± 7.8	87.6 ± 10.2	87.7 ± 8.9	93.7 ± 4.1	87.8 ± 1.5
Seeking employment related outcomes	%	90.0 ± 2.6	82.8 ± 4.4	86.9 ± 4.9	88.2 ± 4.8	73.7 ± 9.7	82.7 ± 14.6	84.4 ± 11.8	92.8 ± 4.9	86.4 ± 1.9
Seeking further study outcomes	%	96.8 ± 3.0	89.4 ± 7.3	93.3 ± 5.9	83.0 ± 12.4	95.1 ± 10.1	np	100	np	93.2 ± 2.9
Seeking personal development outcomes	%	87.6 ± 6.2	92.6 ± 5.6	91.5 ± 6.3	89.9 ± 7.4	100	93.9 ± 12.1	92.8 ± 10.4	93.4 ± 12.4	90.1 ± 3.5
<b>2009</b>										
Satisfied with the quality of their training	%	90.4 ± 1.4	89.5 ± 1.9	87.8 ± 3.0	91.4 ± 2.3	89.7 ± 4.5	90.4 ± 9.1	87.5 ± 5.3	87.9 ± 6.8	89.9 ± 0.9
Seeking employment related outcomes	%	89.8 ± 1.7	88.7 ± 2.3	86.4 ± 3.8	90.5 ± 3.0	87.6 ± 6.0	93.6 ± 8.8	87.3 ± 6.1	90.1 ± 4.5	89.1 ± 1.2
Seeking further study outcomes	%	92.1 ± 3.7	90.9 ± 6.3	88.0 ± 10.0	94.9 ± 5.2	97.9 ± 4.3	np	100	70.4 ± 44.0	92.1 ± 2.7
Seeking personal development outcomes	%	92.0 ± 3.3	89.8 ± 4.6	91.7 ± 5.5	90.0 ± 5.3	92.3 ± 6.3	np	94.5 ± 8.4	85.3 ± 16.6	91.2 ± 2.1

TABLE 5A.78

Table 5A.78 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Satisfied with the quality of their training	%	89.4 ± 2.5	84.5 ± 4.1	84.5 ± 6.2	84.2 ± 6.0	91.4 ± 6.7	96.1 ± 7.5	78.3 ± 10.2	89.7 ± 8.1	87.4 ± 1.8
Seeking employment related outcomes	%	90.0 ± 2.6	81.3 ± 5.5	84.1 ± 8.6	85.0 ± 7.4	92.6 ± 7.4	100	78.6 ± 13.0	98.6 ± 2.8	87.2 ± 2.2
Seeking further study outcomes	%	93.8 ± 8.6	94.3 ± 6.7	87.1 ± 15.3	77.9 ± 19.5	84.9 ± 28.9	np	np	np	90.8 ± 5.7
Seeking personal development outcomes	%	82.9 ± 8.8	88.2 ± 8.9	85.7 ± 11.2	88.2 ± 12.2	80.0 ± 31.4	np	96.3 ± 7.3	80.4 ± 15.9	84.9 ± 5.2
<b>2007</b>										
Satisfied with the quality of their training	%	88.2 ± 1.9	91.6 ± 1.9	88.0 ± 3.5	89.3 ± 2.7	90.6 ± 3.9	90.6 ± 12.6	87.2 ± 6.9	88.4 ± 7.2	89.2 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.3	91.2 ± 2.3	87.1 ± 4.2	86.6 ± 4.1	88.1 ± 5.2	92.6 ± 13.9	82.7 ± 9.9	94.8 ± 6.0	89.4 ± 1.4
Seeking further study outcomes	%	85.2 ± 6.4	90.6 ± 7.0	85.0 ± 18.0	93.4 ± 6.5	100	np	np	np	87.6 ± 4.3
Seeking personal development outcomes	%	87.1 ± 4.7	89.7 ± 7.2	90.0 ± 8.4	93.3 ± 4.5	94.7 ± 7.9	81.4 ± 31.3	96.0 ± 7.8	77.6 ± 17.9	88.8 ± 3.0
<b>2006</b>										
Satisfied with the quality of their training	%	87.8 ± 3.2	87.0 ± 3.2	90.8 ± 4.1	89.2 ± 4.0	85.1 ± 8.5	95.7 ± 6.2	85.8 ± 4.8	84.3 ± 10.0	87.8 ± 2.0
Seeking employment related outcomes	%	87.2 ± 4.3	87.5 ± 4.4	90.2 ± 4.6	90.7 ± 5.1	84.3 ± 10.7	97.2 ± 5.5	84.2 ± 5.6	78.5 ± 16.2	87.5 ± 2.7
Seeking further study outcomes	%	88.9 ± 8.7	93.2 ± 7.5	94.8 ± 7.3	91.9 ± 7.0	84.9 ± 27.0	np	95.2 ± 9.6	np	90.8 ± 4.8
Seeking personal development outcomes	%	83.1 ± 8.4	80.8 ± 7.8	95.1 ± 7.0	79.5 ± 12.9	81.1 ± 20.7	np	85.0 ± 19.0	88.3 ± 12.9	82.9 ± 5.7
<b>2005</b>										
Satisfied with the quality of their training	%	88.0 ± 2.5	87.7 ± 2.6	86.2 ± 3.9	88.4 ± 2.6	87.1 ± 4.3	88.1 ± 13.2	86.0 ± 6.6	88.8 ± 7.7	87.8 ± 1.6
Seeking employment related outcomes	%	88.5 ± 3.1	87.8 ± 3.4	86.8 ± 4.6	88.2 ± 3.8	89.6 ± 4.6	83.8 ± 17.4	82.7 ± 9.1	86.5 ± 11.2	88.2 ± 2.0
Seeking further study outcomes	%	92.3 ± 5.7	89.0 ± 7.7	88.4 ± 12.9	89.5 ± 5.9	88.4 ± 15.9	np	90.9 ± 17.5	np	90.9 ± 3.8
Seeking personal development outcomes	%	82.6 ± 7.3	88.2 ± 5.4	83.2 ± 9.7	87.0 ± 5.8	78.0 ± 13.3	np	86.8 ± 14.6	96.5 ± 6.8	84.0 ± 4.6

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

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

np Not published.



Table 5A.78 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
Reported as Aboriginal and Torres Strait Islander	no.	6 105.0	1 857.0	5 591.0	2 669.0	1 764.0	549.0	296.0	1 691.0	20 522.0
Reported as non-Indigenous	no.	141 313.0	206 014.0	82 397.0	40 761.0	41 048.0	10 820.0	9 655.0	3 919.0	535 927.0
Not reported	no.	2 778.0	3 885.0	13 158.0	8 555.0	1 128.0	135.0	1 605.0	62.0	31 306.0
All students	no.	150 196.0	211 756.0	101 146.0	51 985.0	43 940.0	11 504.0	11 556.0	5 672.0	587 755.0
Change for all students between 2011 and 2012	%	8.2	32.6	- 6.8	-	22.9	6.0	14.7	- 3.1	12.7
<b>2011</b>										
Reported as Aboriginal and Torres Strait Islander	no.	5 343	1 615	5 590	2 568	1 469	431	246	1 688	18 950
Reported as non-Indigenous	no.	125 542	152 869	84 067	40 491	32 896	10 224	7 266	4 103	457 458
Not reported	no.	7 934	5 240	18 831	8 941	1 375	199	2 566	61	45 147
All students	no.	138 819	159 724	108 488	52 000	35 740	10 854	10 078	5 852	521 555
Change for all students between 2010 and 2011	%	6.1	35.6	15.9	0.7	40.6	6.5	9.0	20.6	17.6
<b>2010</b>										
Reported as Aboriginal and Torres Strait Islander	no.	4 592	963	4 706	2 122	1 137	377	235	1 481	15 613
Reported as non-Indigenous	no.	119 112	113 707	71 003	40 343	21 797	9 523	6 222	3 323	385 030
Not reported	no.	7 124	3 159	17 861	9 195	2 487	293	2 791	50	42 960
All students	no.	130 828	117 829	93 570	51 660	25 421	10 193	9 248	4 854	443 603
Change for all students between 2009 and 2010	%	8.0	22.5	18.2	19.5	- 18.5	5.5	- 1.5	21.1	12.6
<b>2009</b>										
Reported as Aboriginal and Torres Strait Islander	no.	3 991	887	3 501	1 909	835	349	225	1 089	12 786
Reported as non-Indigenous	no.	110 010	90 197	61 828	33 097	27 003	8 989	7 554	2 860	341 538
Not reported	no.	7 141	5 079	13 815	8 209	3 344	324	1 607	58	39 577
All students	no.	121 142	96 163	79 144	43 215	31 182	9 662	9 386	4 007	393 901
Change for all students between 2008 and 2009	%	9.8	11.3	16.2	14.3	10.8	- 6.3	32.6	18.7	12.0

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
Reported as Aboriginal and Torres Strait Islander	no.	3 593	821	2 725	1 617	777	335	124	811	10 803
Reported as non-Indigenous	no.	100 542	78 758	54 447	28 983	25 663	9 798	6 076	2 532	306 799
Not reported	no.	6 183	6 795	10 958	7 224	1 701	183	881	32	33 957
All students	no.	110 318	86 374	68 130	37 824	28 141	10 316	7 081	3 375	351 559

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.
- (d) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (e) In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (f) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

– Nil or rounded to zero.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.80

Table 5A.80 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d), (e), (f)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
Major cities	94.0	142.5	55.5	35.0	29.8	0.1	9.3	0.1	366.3
Inner regional	35.9	50.2	22.4	5.0	5.3	7.2	0.9	0.1	126.8
Outer regional	11.9	12.1	14.8	5.1	5.6	3.7	0.2	3.1	56.4
Remote and very remote	1.8	0.5	4.4	3.9	1.6	0.4	–	2.2	14.8
All students	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
<b>2011</b>									
Major cities	87.5	103.8	59.2	35.2	22.4	0.1	8.1	0.1	316.3
Inner regional	31.9	37.6	24.3	5.0	4.0	6.8	0.7	–	110.3
Outer regional	10.2	10.0	15.9	4.8	4.6	3.3	0.1	3.1	52.2
Remote and very remote	1.2	0.4	5.0	3.8	1.4	0.4	–	2.4	14.7
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
<b>2010</b>									
Major cities	77.1	74.1	45.5	29.7	15.3	0.3	7.1	0.1	249.0
Inner regional	28.9	28.4	21.0	9.5	3.2	5.1	1.1	–	97.4
Outer regional	15.9	6.5	17.2	4.6	4.1	4.1	0.1	2.6	55.1
Remote and very remote	1.6	0.4	4.9	4.1	1.4	0.4	–	2.0	14.8
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
<b>2009</b>									
Major cities	71.8	57.8	38.0	24.4	20.0	0.6	7.1	0.1	219.8
Inner regional	27.3	24.7	16.8	8.3	4.4	4.7	1.4	–	87.6
Outer regional	14.7	6.2	15.3	4.0	4.1	3.7	0.2	2.2	50.2
Remote and very remote	1.7	0.3	4.1	3.1	1.2	0.3	–	1.6	12.5
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9

TABLE 5A.80

Table 5A.80 **Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>									
Major cities	66.1	50.2	33.4	21.3	17.7	0.2	5.3	0.1	194.2
Inner regional	24.0	23.6	14.4	7.2	3.8	5.2	1.1	–	79.3
Outer regional	14.3	5.5	13.3	3.7	3.5	4.3	0.1	1.8	46.5
Remote and very remote	1.7	0.2	4.5	3.0	1.3	0.4	–	1.4	12.6
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (c) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.
- (e) Additional information is provided in footnotes for table 5A.79.
- (f) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.  
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.81

Table 5A.81 **Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
Reported as having disability	10.7	12.3	5.0	2.3	3.2	1.1	0.7	0.3	35.6
Reported as not having disability	136.3	199.4	59.8	41.0	40.8	10.2	9.5	4.8	501.8
Not reported (disability)	3.2	0.1	36.3	8.7	–	0.2	1.3	0.6	50.3
All students	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
<b>2011</b>									
Reported as having disability	8.8	8.9	5.6	2.2	1.9	1.0	0.6	0.3	29.2
Reported as not having disability	122.0	144.4	64.3	40.8	33.9	9.4	9.1	5.4	429.3
Not reported (disability)	8.0	6.5	38.6	9.1	–	0.4	0.3	0.2	63.1
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
<b>2010</b>									
Reported as having disability	7.9	5.9	4.5	2.0	1.1	0.9	0.7	0.2	23.3
Reported as not having disability	115.9	104.8	55.8	40.4	23.9	8.5	8.3	4.3	361.8
Not reported (disability)	7.0	7.1	33.3	9.2	0.3	0.9	0.3	0.4	58.6
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
<b>2009</b>									
Reported as having disability	6.7	4.7	3.6	1.8	1.6	0.7	0.7	0.2	19.9
Reported as not having disability	107.7	85.3	54.5	33.5	28.2	8.0	8.1	3.7	328.9
Not reported (disability)	6.8	6.2	21.1	7.9	1.4	1.0	0.6	0.1	45.1
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
<b>2008</b>									
Reported as having disability	6.2	4.2	2.4	1.5	1.7	0.7	0.5	0.2	17.4
Reported as not having disability	97.9	78.0	48.1	28.9	24.5	9.1	6.2	3.1	295.7
Not reported (disability)	6.2	4.2	17.6	7.4	1.9	0.5	0.4	0.1	38.5
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6

Table 5A.81 **Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.									
(c) People with disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.									
(d) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.									
(e) Additional information is provided in footnotes for table 5A.79. – Nil or rounded to zero.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.82

Table 5A.82 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>									
Language other than English	36.2	41.4	7.9	8.3	4.9	0.7	1.8	1.1	102.3
English	107.1	163.1	85.7	34.2	33.4	10.7	8.1	4.1	446.4
Not reported (language)	7.0	7.2	7.6	9.4	5.6	0.2	1.7	0.4	39.0
All students	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
<b>2011</b>									
Language other than English	31.0	30.6	7.9	8.2	4.9	0.7	1.2	1.3	85.8
English	97.0	124.0	89.9	34.8	28.3	10.0	7.3	4.3	395.5
Not reported (language)	10.8	5.2	10.7	9.0	2.6	0.2	1.6	0.2	40.3
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
<b>2010</b>									
Language other than English	30.3	25.7	8.5	7.8	3.3	0.6	0.8	1.2	78.3
English	88.9	87.8	77.7	34.7	20.7	9.3	7.5	3.5	330.0
Not reported (language)	11.7	4.3	7.4	9.1	1.5	0.3	1.0	0.2	35.4
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
<b>2009</b>									
Language other than English	27.7	19.6	7.9	6.4	3.8	0.6	0.9	0.8	67.8
English	79.1	71.7	68.0	29.3	23.7	8.9	8.0	3.0	291.8
Not reported (language)	14.3	4.8	3.2	7.5	3.7	0.2	0.5	0.1	34.3
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
<b>2008</b>									
Language other than English	24.4	17.5	5.4	6.7	3.4	0.5	0.6	0.7	59.3
English	71.9	65.1	60.6	24.3	22.2	9.6	6.0	2.6	262.3
Not reported (language)	14.0	3.8	2.1	6.8	2.6	0.2	0.5	0.1	30.0
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6



Table 5A.82 **Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.									
(c) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7% 2013 – 6.6%.									
(d) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.									
(e) Additional information is provided in footnotes for table 5A.79.									
<i>Source:</i> NCVET unpublished, National VET provider collection.									

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	23.5	34.5	14.8	6.9	7.1	1.3	2.3	0.3	90.7
Certificate III or IV	'000	93.3	136.5	62.3	29.9	24.9	6.9	7.5	3.0	364.2
Certificate I or II or lower	'000	33.4	40.8	24.1	15.2	11.9	3.3	1.8	2.3	132.8
All qualifications	'000	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
<b>Proportion of qualifications completed</b>										
Diploma and above	%	15.6	16.3	14.6	13.3	16.3	11.7	19.5	5.5	15.4
Certificate III or IV	%	62.1	64.4	61.6	57.5	56.7	59.6	64.5	53.4	62.0
Certificate I or II or lower	%	22.3	19.3	23.8	29.2	27.0	28.7	15.9	41.1	22.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>2011</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	25.7	28.4	14.5	7.1	6.1	1.1	2.3	0.3	85.6
Certificate III or IV	'000	86.2	95.8	63.6	29.7	21.5	6.6	6.0	3.1	312.5
Certificate I or II or lower	'000	26.9	35.5	30.4	15.1	8.1	3.2	1.8	2.5	123.4
All qualifications	'000	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
<b>Proportion of qualifications completed</b>										
Diploma and above	%	18.5	17.8	13.4	13.7	17.1	10.2	22.8	4.8	16.4
Certificate III or IV	%	62.1	59.9	58.6	57.2	60.2	60.6	59.1	53.3	59.9
Certificate I or II or lower	%	19.4	22.2	28.0	29.1	22.6	29.2	18.1	41.9	23.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	20.7	23.3	11.3	6.3	2.7	1.0	1.9	0.2	67.5
Certificate III or IV	'000	82.5	67.6	54.1	29.9	15.0	6.2	5.7	2.5	263.4
Certificate I or II or lower	'000	27.7	26.9	28.2	15.5	7.7	3.0	1.6	2.1	112.7
All qualifications	'000	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
<b>Proportion of qualifications completed</b>										
Diploma and above	%	15.8	19.8	12.1	12.2	10.6	9.9	20.8	4.8	15.2
Certificate III or IV	%	63.0	57.4	57.8	57.8	58.9	60.5	61.7	51.7	59.4
Certificate I or II or lower	%	21.1	22.8	30.1	30.0	30.5	29.6	17.5	43.5	25.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>2009</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	16.0	17.2	9.6	4.9	4.4	1.1	1.7	0.2	55.1
Certificate III or IV	'000	77.4	56.4	45.5	25.1	17.6	5.8	5.9	2.0	235.6
Certificate I or II or lower	'000	27.8	22.6	24.0	13.2	9.2	2.8	1.8	1.8	103.2
All qualifications	'000	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
<b>Proportion of qualifications completed</b>										
Diploma and above	%	13.2	17.9	12.2	11.2	14.3	11.5	17.9	4.7	14.0
Certificate III or IV	%	63.9	58.6	57.5	58.1	56.4	59.7	62.8	50.9	59.8
Certificate I or II or lower	%	22.9	23.5	30.4	30.6	29.4	28.8	19.3	44.3	26.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2008</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	13.7	14.8	8.8	4.0	4.8	1.3	1.4	0.2	49.0
Certificate III or IV	'000	68.8	48.8	41.0	21.0	14.2	6.3	4.1	1.6	205.8
Certificate I or II or lower	'000	27.8	22.8	18.3	12.8	9.2	2.7	1.6	1.6	96.8
All qualifications	'000	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
<b>Proportion of qualifications completed</b>										
Diploma and above	%	12.4	17.1	13.0	10.6	17.0	12.8	19.4	4.7	13.9
Certificate III or IV	%	62.4	56.6	60.2	55.5	50.4	60.8	58.0	48.3	58.6
Certificate I or II or lower	%	25.2	26.3	26.8	33.9	32.6	26.4	22.6	47.0	27.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>2007</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	13.8	14.6	7.9	3.8	4.4	1.0	1.5	0.1	47.0
Certificate III or IV	'000	60.8	50.4	31.0	17.5	12.1	4.7	4.3	1.2	182.1
Certificate I or II or lower	'000	29.9	21.9	14.4	11.3	7.3	2.7	2.2	1.7	91.4
All qualifications	'000	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5
<b>Proportion of qualifications completed</b>										
Diploma and above	%	13.2	16.8	14.7	11.7	18.5	11.4	18.4	4.0	14.7
Certificate III or IV	%	58.2	58.0	58.2	53.7	50.9	56.8	54.3	39.7	56.8
Certificate I or II or lower	%	28.7	25.2	27.1	34.6	30.5	31.8	27.3	56.3	28.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2006</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	13.5	12.5	7.4	3.5	3.7	1.0	1.4	0.1	43.1
Certificate III or IV	'000	54.0	42.5	27.1	16.6	12.9	4.5	3.6	1.1	162.3
Certificate I or II or lower	'000	29.9	19.7	15.2	11.2	6.8	2.7	1.4	1.1	87.9
All qualifications	'000	97.4	74.7	49.6	31.3	23.3	8.2	6.4	2.3	293.3
<b>Proportion of qualifications completed</b>										
Diploma and above	%	13.9	16.7	14.8	11.3	15.8	12.3	21.6	5.4	14.7
Certificate III or IV	%	55.4	56.9	54.6	53.0	55.2	55.0	56.7	45.9	55.3
Certificate I or II or lower	%	30.7	26.4	30.6	35.7	29.0	32.7	21.7	48.7	30.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>2005</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	13.0	13.6	6.5	3.4	3.6	0.7	1.6	0.1	42.4
Certificate III or IV	'000	64.8	43.8	25.3	14.7	12.5	4.0	3.7	1.1	170.0
Certificate I or II or lower	'000	32.8	19.1	12.4	9.5	7.1	2.7	1.5	1.2	86.5
All qualifications	'000	110.6	76.5	44.2	27.6	23.2	7.4	6.8	2.4	298.8
<b>Proportion of qualifications completed</b>										
Diploma and above	%	11.7	17.8	14.7	12.2	15.3	9.3	23.6	4.4	14.2
Certificate III or IV	%	58.6	57.2	57.2	53.4	53.9	53.7	53.7	45.6	56.9
Certificate I or II or lower	%	29.6	25.0	28.1	34.3	30.8	37.0	22.7	50.0	28.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2004</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	12.2	12.2	5.0	3.8	2.6	0.6	1.3	0.2	37.9
Certificate III or IV	'000	59.5	39.5	20.7	15.4	10.2	3.9	3.2	1.1	153.4
Certificate I or II or lower	'000	32.2	18.7	9.9	8.5	6.5	2.1	1.6	1.0	80.3
All qualifications	'000	103.9	70.4	35.6	27.7	19.2	6.5	6.1	2.3	271.6
<b>Proportion of qualifications completed</b>										
Diploma and above	%	11.8	17.4	14.1	13.7	13.4	8.7	21.4	7.8	13.9
Certificate III or IV	%	57.3	56.1	58.1	55.6	52.8	59.6	53.0	48.8	56.5
Certificate I or II or lower	%	31.0	26.5	27.8	30.6	33.8	31.7	25.6	43.4	29.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>2003</b>										
<b>Number of VET qualifications completed</b>										
Diploma and above	'000	12.6	12.4	4.6	4.2	3.0	0.8	1.4	0.1	39.1
Certificate III or IV	'000	57.5	40.1	18.8	13.7	13.0	4.6	2.8	1.2	151.6
Certificate I or II or lower	'000	35.1	21.0	10.5	8.0	6.8	2.8	1.2	1.1	86.4
All qualifications	'000	105.2	73.5	33.9	25.8	22.7	8.2	5.4	2.3	277.1
<b>Proportion of qualifications completed</b>										
Diploma and above	%	12.0	16.9	13.7	16.2	13.2	9.6	26.2	4.7	14.1
Certificate III or IV	%	54.7	54.6	55.3	53.0	57.0	55.8	51.4	49.8	54.7
Certificate I or II or lower	%	33.3	28.5	31.0	30.8	29.8	34.7	22.4	45.5	31.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.

(b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.

(c) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.

Table 5A.83 **VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	Additional information is provided in footnotes for table 5A.79.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>All graduates</b>										
<b>Number of VET qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	'000	6.6	11.4	4.2	2.0	2.3	0.2	0.6	–	27.4
Certificate III or IV	'000	32.3	46.5	17.7	10.2	7.0	2.5	2.4	0.8	119.4
Certificate I or II or lower	'000	9.0	14.8	6.8	3.1	4.2	1.0	0.4	0.4	39.9
All qualifications	'000	47.9	72.7	28.8	15.4	13.5	3.7	3.5	1.2	186.6
All graduates aged 20 - 64										
Diploma and above	'000	21.5	31.7	12.8	6.2	6.8	1.3	2.2	0.3	82.8
Certificate III or IV	'000	77.8	108.9	48.2	23.6	22.0	5.8	6.5	2.7	295.5
Certificate I or II or lower	'000	21.5	21.5	11.3	6.5	7.1	1.7	1.5	1.2	72.3
All qualifications	'000	120.8	162.1	72.3	36.2	35.9	8.8	10.1	4.2	450.5
All graduates aged 15 - 64										
Diploma and above	'000	23.4	34.3	14.5	6.9	7.1	1.3	2.2	0.3	90.0
Certificate III or IV	'000	92.5	135.5	61.5	29.7	24.7	6.8	7.4	3.0	361.2
Certificate I or II or lower	'000	32.4	40.0	23.8	14.7	11.8	3.3	1.8	2.2	129.9
All qualifications	'000	148.2	209.8	99.8	51.3	43.6	11.4	11.4	5.5	581.1
<b>Proportion of qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	%	13.8	15.7	14.6	13.2	17.0	5.8	16.5	1.4	14.7
Certificate III and above	%	81.1	79.7	76.2	79.7	69.2	72.2	87.2	63.7	78.6



TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates aged 20 - 64										
Diploma and above	%	17.8	19.5	17.7	17.0	19.1	14.7	21.6	7.3	18.4
Certificate III and above	%	82.2	86.7	84.4	82.1	80.3	80.8	85.3	71.8	84.0
All graduates aged 15 - 64										
Diploma and above	%	15.8	16.4	14.5	13.4	16.3	11.6	19.6	5.6	15.5
Certificate III and above	%	78.2	80.9	76.2	71.4	73.0	71.3	84.1	60.0	77.6
<b>Aboriginal and Torres Strait Islander graduates</b>										
<b>Number of VET qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	0.1	–	0.1	–	–	–	–	–	0.3
Certificate III or IV	'000	1.2	0.4	0.8	0.3	0.2	0.1	0.1	0.1	3.2
Certificate I or II or lower	'000	0.8	0.3	0.7	0.4	0.3	0.1	–	0.2	2.9
All qualifications	'000	2.1	0.7	1.6	0.8	0.5	0.2	0.1	0.4	6.3
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.5	0.2	0.4	0.1	0.1	–	–	–	1.3
Certificate III or IV	'000	2.4	0.8	2.2	0.8	0.8	0.2	0.1	0.4	7.8
Certificate I or II or lower	'000	1.4	0.4	1.0	0.9	0.6	0.1	0.1	0.8	5.3
All qualifications	'000	4.3	1.3	3.6	1.8	1.4	0.3	0.2	1.3	14.3
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.5	0.2	0.4	0.1	0.1	–	–	–	1.4
Certificate III or IV	'000	3.1	1.0	2.8	1.0	0.9	0.3	0.2	0.5	9.7
Certificate I or II or lower	'000	2.4	0.7	2.3	1.6	0.8	0.3	0.1	1.1	9.2
All qualifications	'000	6.0	1.8	5.5	2.6	1.7	0.5	0.3	1.6	20.2

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion of qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	5.4	5.4	4.6	2.0	2.5	1.9	6.5	0.3	4.1
Certificate III and above	%	63.2	60.6	53.9	46.3	36.9	56.3	71.0	36.7	54.8
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	12.2	11.3	10.9	2.9	4.8	9.0	12.3	3.3	9.0
Certificate III and above	%	68.5	69.7	71.6	49.1	58.9	66.3	66.0	38.5	63.3
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	9.1	8.4	7.7	2.2	4.2	5.7	8.5	2.6	6.7
Certificate III and above	%	60.2	61.9	59.2	39.5	53.0	53.9	68.5	33.5	54.5
<b>Non-Indigenous graduates</b>										
<b>Number of VET qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.4	11.3	3.2	1.8	2.3	0.2	0.5	–	25.7
Certificate III or IV	'000	30.9	44.8	15.1	9.2	6.8	2.4	1.9	0.6	111.6
Certificate I or II or lower	'000	8.2	14.3	4.9	2.3	3.7	0.9	0.3	0.2	34.9
All qualifications	'000	45.4	70.5	23.2	13.3	12.8	3.5	2.7	0.8	172.2
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	20.4	31.1	10.5	4.8	6.6	1.2	2.0	0.3	76.9
Certificate III or IV	'000	74.0	105.8	41.1	19.2	20.6	5.5	5.5	2.2	273.9
Certificate I or II or lower	'000	19.9	20.8	8.2	4.6	6.3	1.6	1.2	0.4	62.9
All qualifications	'000	114.2	157.7	59.7	28.6	33.5	8.3	8.8	2.9	413.7

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	22.1	33.8	11.6	5.5	6.8	1.3	2.0	0.3	83.5
Certificate III or IV	'000	88.0	131.6	52.2	24.8	23.2	6.5	6.1	2.5	334.9
Certificate I or II or lower	'000	29.6	38.8	17.8	10.3	10.7	3.0	1.4	1.1	112.6
All qualifications	'000	139.7	204.1	81.6	40.6	40.8	10.8	9.6	3.8	530.9
<b>Proportion of qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	14.1	16.0	13.6	13.7	17.8	6.0	18.3	1.9	14.9
Certificate III and above	%	82.0	79.7	78.7	83.0	70.7	73.2	87.8	75.9	79.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	17.8	19.8	17.6	16.9	19.6	14.9	22.6	8.9	18.6
Certificate III and above	%	82.6	86.8	86.4	84.0	81.2	81.3	85.9	85.9	84.8
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	15.9	16.5	14.3	13.7	16.8	11.9	21.1	6.8	15.7
Certificate III and above	%	78.8	81.0	78.2	74.7	73.8	72.2	85.1	71.0	78.8
<b>2011</b>										
<b>All graduates</b>										
<b>Number of VET qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	'000	7.7	10.2	3.8	2.3	1.5	0.2	0.7	–	26.5
Certificate III or IV	'000	30.6	33.8	19.5	10.4	6.8	2.6	2.2	0.8	106.6
Certificate I or II or lower	'000	7.4	12.5	9.2	3.1	3.0	1.0	0.5	0.5	37.1
All qualifications	'000	45.7	56.4	32.5	15.8	11.3	3.8	3.4	1.3	170.2

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>All graduates aged 20 - 64</b>										
Diploma and above	'000	23.7	26.6	12.7	6.4	5.9	1.1	2.2	0.3	78.8
Certificate III or IV	'000	72.0	78.2	51.1	23.7	19.0	5.6	5.2	2.8	257.6
Certificate I or II or lower	'000	17.8	18.0	17.2	5.9	4.7	1.7	1.3	1.2	67.8
All qualifications	'000	113.4	122.8	81.0	36.0	29.7	8.3	8.7	4.3	404.2
<b>All graduates aged 15 - 64</b>										
Diploma and above	'000	25.5	28.3	14.1	7.1	6.1	1.1	2.3	0.3	84.8
Certificate III or IV	'000	85.6	95.1	62.6	29.6	21.4	6.5	5.9	3.1	309.9
Certificate I or II or lower	'000	26.4	35.1	29.8	14.0	8.0	3.2	1.8	2.3	120.6
All qualifications	'000	137.6	158.6	106.4	50.8	35.4	10.8	10.0	5.7	515.3
<b>Proportion of qualifications completed</b>										
<b>All graduates aged 18 - 24</b>										
Diploma and above	%	16.8	18.0	11.8	14.6	13.6	5.8	20.8	2.0	15.6
Certificate III and above	%	83.9	77.9	71.8	80.2	73.4	73.7	84.9	61.7	78.2
<b>All graduates aged 20 - 64</b>										
Diploma and above	%	20.9	21.6	15.7	17.7	20.0	12.8	25.3	6.4	19.5
Certificate III and above	%	84.3	85.3	78.8	83.7	84.1	79.9	84.6	71.5	83.2
<b>All graduates aged 15 - 64</b>										
Diploma and above	%	18.6	17.8	13.3	14.0	17.2	10.2	22.9	4.9	16.5
Certificate III and above	%	80.8	77.9	72.0	72.3	77.5	70.7	82.2	59.0	76.6
<b>Aboriginal and Torres Strait Islander graduates</b>										
<b>Number of VET qualifications completed</b>										
<b>Aboriginal and Torres Strait Islander graduates aged 18 - 24</b>										
Diploma and above	'000	0.1	–	0.1	–	–	–	–	–	0.2
Certificate III or IV	'000	1.1	0.3	0.8	0.3	0.2	0.1	0.1	0.1	2.9
Certificate I or II or lower	'000	0.7	0.3	0.9	0.4	0.3	0.1	–	0.3	2.8

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	1.8	0.6	1.8	0.7	0.4	0.2	0.1	0.4	6.0
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.3	0.6	2.2	0.7	0.6	0.2	0.1	0.4	7.0
Certificate I or II or lower	'000	1.1	0.4	1.5	0.8	0.4	0.1	–	0.8	5.2
All qualifications	'000	3.8	1.2	4.0	1.5	1.2	0.3	0.2	1.2	13.4
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.4	0.2	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.8	0.7	2.7	0.8	0.7	0.2	0.1	0.5	8.5
Certificate I or II or lower	'000	2.0	0.7	2.5	1.5	0.6	0.2	0.1	1.1	8.8
All qualifications	'000	5.3	1.6	5.5	2.4	1.4	0.4	0.2	1.6	18.6
<b>Proportion of qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	4.4	6.3	2.9	2.0	2.5	1.1	19.8	–	3.7
Certificate III and above	%	62.7	58.9	50.8	42.9	42.4	60.9	74.5	27.1	53.1
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	11.0	12.4	8.2	4.3	6.7	8.5	29.0	3.6	8.7
Certificate III and above	%	70.1	62.5	63.1	48.3	61.8	69.4	73.1	38.2	61.2
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	8.4	9.7	6.2	3.0	5.5	6.1	23.6	2.8	6.6
Certificate III and above	%	61.3	55.4	54.6	36.4	56.5	57.3	67.9	31.2	52.5

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Non-Indigenous graduates</b>										
<b>Number of VET qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.3	10.0	2.5	2.1	1.5	0.2	0.6	–	23.2
Certificate III or IV	'000	28.3	32.7	16.3	9.2	6.4	2.4	1.5	0.7	97.4
Certificate I or II or lower	'000	6.5	11.7	6.5	2.3	2.7	0.9	0.3	0.2	31.2
All qualifications	'000	41.0	54.4	25.3	13.6	10.5	3.6	2.4	0.9	151.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	20.3	25.7	9.8	5.2	5.7	1.0	1.8	0.2	69.6
Certificate III or IV	'000	66.0	75.0	42.9	18.9	17.6	5.3	3.8	2.4	231.8
Certificate I or II or lower	'000	16.2	16.6	12.0	4.2	4.0	1.6	0.9	0.5	56.1
All qualifications	'000	102.5	117.3	64.8	28.2	27.3	7.9	6.6	3.0	357.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	22.0	27.4	10.7	5.8	5.8	1.1	1.8	0.2	74.9
Certificate III or IV	'000	78.8	91.3	51.5	24.2	19.8	6.2	4.2	2.6	278.5
Certificate I or II or lower	'000	23.8	33.0	20.7	10.1	7.1	2.9	1.2	1.2	99.9
All qualifications	'000	124.6	151.7	82.8	40.1	32.6	10.2	7.2	4.0	453.2
<b>Proportion of qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.3	18.4	9.9	15.4	14.3	6.1	23.7	2.6	15.3
Certificate III and above	%	84.2	78.4	74.2	83.1	74.7	74.5	85.6	75.6	79.5
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	19.8	21.9	15.2	18.3	20.7	13.1	27.0	7.5	19.5
Certificate III and above	%	84.2	85.8	81.4	85.2	85.2	80.2	85.7	84.9	84.3

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	17.7	18.1	12.9	14.6	17.8	10.5	25.4	5.7	16.5
Certificate III and above	%	80.9	78.3	75.0	74.9	78.4	71.3	83.8	70.2	78.0
<b>2010</b>										
<b>All graduates</b>										
<b>Number of VET qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	'000	7.3	8.8	3.7	2.2	0.5	0.2	0.5	–	23.2
Certificate III or IV	'000	30.4	25.8	18.5	11.4	4.3	2.4	1.8	0.7	95.4
Certificate I or II or lower	'000	7.5	10.0	8.2	3.1	2.9	1.0	0.4	0.4	33.5
All qualifications	'000	45.2	44.7	30.4	16.7	7.6	3.6	2.8	1.1	152.0
All graduates aged 20 - 64										
Diploma and above	'000	18.7	21.7	9.5	5.5	2.6	1.0	1.8	0.2	61.1
Certificate III or IV	'000	68.3	56.4	42.8	23.7	13.3	5.1	4.8	2.3	216.6
Certificate I or II or lower	'000	18.3	13.6	15.2	6.2	5.1	1.6	1.0	1.1	62.1
All qualifications	'000	105.3	91.7	67.5	35.3	21.0	7.6	7.6	3.6	339.8
All graduates aged 15 - 64										
Diploma and above	'000	20.6	23.2	11.0	6.3	2.7	1.0	1.9	0.2	67.0
Certificate III or IV	'000	81.9	67.3	53.3	29.8	14.9	6.1	5.6	2.5	261.4
Certificate I or II or lower	'000	27.1	26.6	27.7	14.1	7.7	3.0	1.6	2.0	109.7
All qualifications	'000	129.6	117.1	92.0	50.2	25.2	10.1	9.0	4.7	438.1
<b>Proportion of qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	%	16.1	19.7	12.1	13.1	6.0	5.0	19.6	2.0	15.2
Certificate III and above	%	83.5	77.5	72.9	81.7	62.0	73.0	85.5	63.4	78.0

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates aged 20 - 64										
Diploma and above	%	17.8	23.6	14.1	15.5	12.4	12.7	24.1	6.4	18.0
Certificate III and above	%	82.6	85.1	77.5	82.5	75.5	79.7	86.7	68.7	81.7
All graduates aged 15 - 64										
Diploma and above	%	15.9	19.8	12.0	12.5	10.6	9.9	21.0	5.0	15.3
Certificate III and above	%	79.1	77.3	69.9	71.8	69.6	70.5	82.7	57.8	75.0
<b>Aboriginal and Torres Strait Islander graduates</b>										
<b>Number of VET qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	0.9	0.2	0.6	0.2	0.1	0.1	–	0.1	2.3
Certificate I or II or lower	'000	0.6	0.2	0.7	0.3	0.2	0.1	–	0.2	2.3
All qualifications	'000	1.5	0.4	1.4	0.6	0.3	0.2	0.1	0.3	4.7
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.3	0.1	0.2	–	–	–	–	–	0.8
Certificate III or IV	'000	1.9	0.4	1.8	0.5	0.4	0.1	0.1	0.3	5.6
Certificate I or II or lower	'000	1.1	0.2	1.2	0.7	0.5	0.1	–	0.8	4.5
All qualifications	'000	3.3	0.7	3.3	1.2	0.9	0.2	0.2	1.1	10.9
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.4	0.1	0.3	–	–	–	–	–	0.8
Certificate III or IV	'000	2.3	0.5	2.2	0.6	0.5	0.2	0.1	0.4	6.7
Certificate I or II or lower	'000	1.8	0.4	2.2	1.4	0.6	0.2	0.1	1.0	7.7
All qualifications	'000	4.5	1.0	4.6	2.0	1.1	0.4	0.2	1.4	15.3



TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion of qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	5.1	4.1	3.6	2.6	0.3	1.3	6.9	–	3.5
Certificate III and above	%	62.0	60.7	49.7	42.7	31.1	63.5	72.2	26.9	51.7
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	10.0	10.7	7.4	3.3	2.4	8.8	13.9	1.5	7.0
Certificate III and above	%	67.4	69.1	63.8	41.5	46.7	71.4	77.5	30.6	58.2
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	7.8	8.1	5.6	2.2	2.1	5.3	10.4	1.2	5.3
Certificate III and above	%	59.4	60.3	53.3	30.8	42.6	55.2	62.8	26.8	49.6
<b>Non-Indigenous graduates</b>										
<b>Number of VET qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.1	8.7	2.3	1.9	0.4	0.2	0.5	–	20.2
Certificate III or IV	'000	28.3	24.8	14.9	10.1	3.5	2.3	1.2	0.6	85.8
Certificate I or II or lower	'000	6.7	9.6	5.8	2.3	2.4	0.9	0.3	0.2	28.1
All qualifications	'000	41.1	43.1	23.0	14.3	6.4	3.3	1.9	0.8	134.0
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	16.1	21.2	7.1	4.3	2.5	0.9	1.5	0.2	53.9
Certificate III or IV	'000	62.8	54.2	34.1	19.4	11.5	4.8	3.2	1.9	192.0
Certificate I or II or lower	'000	16.8	13.0	10.7	4.5	4.3	1.4	0.6	0.4	51.7
All qualifications	'000	95.8	88.4	52.0	28.3	18.2	7.2	5.2	2.5	297.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	17.9	22.8	8.1	5.1	2.6	1.0	1.5	0.2	59.1
Certificate III or IV	'000	75.7	64.7	42.2	24.9	12.7	5.8	3.7	2.1	231.7
Certificate I or II or lower	'000	24.6	25.5	19.8	10.0	6.4	2.7	1.0	0.9	91.0

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	118.2	113.0	70.1	39.9	21.6	9.5	6.2	3.3	381.8
<b>Proportion of qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	14.8	20.2	10.2	13.4	6.9	5.3	24.1	2.7	15.0
Certificate III and above	%	83.7	77.8	74.7	84.1	62.0	74.1	86.6	77.8	79.0
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	16.9	24.0	13.7	15.3	13.6	13.0	27.9	8.5	18.1
Certificate III and above	%	82.4	85.3	79.3	84.0	76.6	80.3	88.8	85.5	82.6
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	15.2	20.1	11.6	12.7	11.8	10.2	24.2	6.5	15.5
Certificate III and above	%	79.2	77.4	71.7	75.0	70.6	71.6	83.7	71.0	76.2
<b>2009</b>										
<b>All graduates</b>										
<b>Number of VET qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	'000	7.0	7.5	3.5	2.0	1.6	0.3	0.5	–	22.4
Certificate III or IV	'000	30.1	19.8	16.9	10.2	6.1	2.2	2.4	0.6	88.4
Certificate I or II or lower	'000	7.6	6.8	6.3	2.7	3.1	0.9	0.5	0.4	28.3
All qualifications	'000	44.6	34.1	26.7	14.9	10.8	3.4	3.5	1.0	139.0
All graduates aged 20 - 64										
Diploma and above	'000	13.9	15.6	8.1	4.1	4.2	1.1	1.5	0.2	48.8
Certificate III or IV	'000	63.1	46.9	35.5	19.4	15.5	5.0	4.8	1.8	191.9
Certificate I or II or lower	'000	18.5	12.8	9.2	5.5	5.2	1.4	1.3	0.8	54.6
All qualifications	'000	95.5	75.3	52.8	29.0	24.9	7.4	7.5	2.8	295.3

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates aged 15 - 64										
Diploma and above	'000	16.0	17.1	9.5	4.8	4.4	1.1	1.7	0.2	54.8
Certificate III or IV	'000	76.9	55.9	45.1	25.0	17.5	5.8	5.9	2.0	234.0
Certificate I or II or lower	'000	27.1	22.3	23.6	12.6	9.0	2.8	1.8	1.7	100.9
All qualifications	'000	120.0	95.3	78.2	42.5	30.9	9.6	9.3	3.9	389.7
<b>Proportion of qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	%	15.6	21.9	13.1	13.3	15.1	7.5	15.6	2.7	16.1
Certificate III and above	%	83.0	80.1	76.4	81.7	71.5	72.3	85.8	62.8	79.7
All graduates aged 20 - 64										
Diploma and above	%	14.6	20.7	15.4	14.1	17.0	14.5	20.4	6.5	16.5
Certificate III and above	%	80.7	83.0	82.6	80.9	79.2	81.7	83.4	70.3	81.5
All graduates aged 15 - 64										
Diploma and above	%	13.3	17.9	12.1	11.4	14.3	11.5	18.0	4.8	14.1
Certificate III and above	%	77.4	76.6	69.8	70.3	70.8	71.2	81.0	56.6	74.1
<b>Aboriginal and Torres Strait Islander graduates</b>										
<b>Number of VET qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.2	0.5	0.2	0.1	0.1	–	0.1	1.9
Certificate I or II or lower	'000	0.5	0.1	0.4	0.3	0.2	–	–	0.2	1.8
All qualifications	'000	1.2	0.3	1.0	0.6	0.3	0.1	0.1	0.2	3.8

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.2	–	0.3	–	0.1	–	–	–	0.6
Certificate III or IV	'000	1.7	0.4	1.2	0.5	0.3	0.2	0.1	0.3	4.6
Certificate I or II or lower	'000	1.1	0.3	0.7	0.6	0.3	0.1	0.1	0.5	3.6
All qualifications	'000	2.9	0.7	2.2	1.1	0.7	0.3	0.2	0.7	8.8
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.3	–	0.1	–	–	–	0.7
Certificate III or IV	'000	2.1	0.4	1.6	0.6	0.4	0.2	0.1	0.3	5.6
Certificate I or II or lower	'000	1.6	0.4	1.6	1.2	0.4	0.2	0.1	0.7	6.2
All qualifications	'000	3.9	0.9	3.5	1.8	0.8	0.3	0.2	1.0	12.5
<b>Proportion of qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	3.5	3.2	4.0	2.7	2.4	4.9	1.5	–	3.2
Certificate III and above	%	62.8	53.4	55.7	41.1	42.3	62.3	54.4	30.3	53.2
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	6.2	6.9	11.8	3.2	10.3	7.2	5.9	1.7	7.3
Certificate III and above	%	63.2	59.8	67.3	45.6	61.8	68.1	63.9	36.0	59.5
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	5.0	5.8	8.1	2.5	8.5	5.8	5.0	1.3	5.5
Certificate III and above	%	58.4	52.9	53.2	34.1	54.5	55.0	56.6	28.9	50.2

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Non-Indigenous graduates</b>										
<b>Number of VET qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.2	6.9	2.7	1.8	1.5	0.3	0.5	–	19.8
Certificate III or IV	'000	27.9	18.9	14.1	9.1	5.5	2.1	2.1	0.5	80.2
Certificate I or II or lower	'000	6.8	6.5	4.8	1.9	2.4	0.9	0.4	0.2	23.8
All qualifications	'000	40.8	32.3	21.5	12.8	9.5	3.2	3.0	0.7	123.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	12.2	14.1	6.6	3.2	4.0	1.1	1.3	0.2	42.6
Certificate III or IV	'000	57.6	44.0	28.5	15.6	13.8	4.7	3.8	1.5	169.6
Certificate I or II or lower	'000	16.7	12.1	6.6	3.6	3.9	1.2	0.9	0.4	45.5
All qualifications	'000	86.6	70.2	41.7	22.4	21.7	6.9	6.1	2.0	257.7
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	14.2	15.5	7.5	3.9	4.1	1.1	1.5	0.2	47.9
Certificate III or IV	'000	70.6	52.7	35.9	20.6	15.5	5.4	4.7	1.7	207.2
Certificate I or II or lower	'000	24.4	21.3	17.9	8.3	7.2	2.5	1.3	0.9	83.8
All qualifications	'000	109.2	89.5	61.3	32.8	26.8	9.0	7.5	2.8	338.9
<b>Proportion of qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.1	21.5	12.3	14.1	16.0	7.8	16.9	3.7	16.0
Certificate III and above	%	83.3	80.0	77.5	85.3	74.5	73.1	87.1	73.8	80.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	14.1	20.0	15.7	14.3	18.5	15.3	22.0	8.3	16.5
Certificate III and above	%	80.7	82.7	84.1	83.8	82.1	82.8	85.0	82.6	82.3

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	13.0	17.3	12.2	11.8	15.4	12.1	19.4	6.1	14.1
Certificate III and above	%	77.6	76.2	70.8	74.8	73.3	72.1	82.5	66.6	75.3
<b>2008</b>										
<b>All graduates</b>										
<b>Number of VET qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	'000	6.2	6.6	2.8	1.7	2.1	0.3	0.6	–	20.2
Certificate III or IV	'000	27.5	18.2	14.5	9.0	5.4	2.5	1.5	0.5	79.3
Certificate I or II or lower	'000	6.9	6.1	3.9	3.0	2.8	0.8	0.4	0.3	24.3
All qualifications	'000	40.6	30.9	21.3	13.7	10.3	3.6	2.5	0.9	123.8
All graduates aged 20 - 64										
Diploma and above	'000	11.8	13.3	7.7	3.4	4.7	1.3	1.2	0.2	43.4
Certificate III or IV	'000	55.9	40.5	33.2	16.1	12.4	5.4	3.5	1.5	168.5
Certificate I or II or lower	'000	19.0	13.0	7.5	6.2	5.5	1.8	1.1	0.7	54.7
All qualifications	'000	86.6	66.8	48.4	25.7	22.5	8.4	5.9	2.3	266.6
All graduates aged 15 - 64										
Diploma and above	'000	13.7	14.7	8.7	4.0	4.8	1.3	1.4	0.2	48.7
Certificate III or IV	'000	68.3	48.4	40.3	20.9	14.1	6.3	4.1	1.6	204.0
Certificate I or II or lower	'000	27.2	22.3	17.7	12.3	9.1	2.7	1.6	1.5	94.3
All qualifications	'000	109.2	85.4	66.7	37.2	27.9	10.3	7.0	3.3	347.1
<b>Proportion of qualifications completed</b>										
All graduates aged 18 - 24										
Diploma and above	%	15.3	21.2	13.2	12.1	20.0	7.7	22.6	3.5	16.3
Certificate III and above	%	83.0	80.2	81.7	78.3	72.5	76.7	82.8	60.7	80.3
All graduates aged 20 - 64										

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	13.6	19.9	15.8	13.1	20.8	15.0	21.0	6.6	16.3
Certificate III and above	%	78.0	80.5	84.6	75.9	75.7	79.0	81.2	69.2	79.5
All graduates aged 15 - 64										
Diploma and above	%	12.5	17.2	13.1	10.7	17.1	12.8	19.6	4.8	14.0
Certificate III and above	%	75.1	73.9	73.5	67.0	67.5	73.7	77.6	54.1	72.8
<b>Aboriginal and Torres Strait Islander graduates</b>										
<b>Number of VET qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.1	0.5	0.2	0.1	0.1	–	0.1	1.7
Certificate I or II or lower	'000	0.4	0.1	0.3	0.2	0.2	–	–	0.1	1.4
All qualifications	'000	1.1	0.2	0.8	0.5	0.3	0.1	–	0.2	3.2
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.1	0.1	0.2	0.1	0.1	–	–	–	0.6
Certificate III or IV	'000	1.5	0.3	1.2	0.4	0.2	0.1	0.1	0.2	4.1
Certificate I or II or lower	'000	1.0	0.2	0.4	0.5	0.3	0.1	–	0.3	2.8
All qualifications	'000	2.6	0.6	1.8	1.0	0.6	0.3	0.1	0.6	7.5
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.2	0.1	0.1	–	–	–	0.7
Certificate III or IV	'000	1.8	0.4	1.4	0.5	0.3	0.2	0.1	0.2	4.9
Certificate I or II or lower	'000	1.5	0.3	1.0	1.0	0.4	0.1	–	0.5	5.0
All qualifications	'000	3.5	0.8	2.7	1.6	0.8	0.3	0.1	0.8	10.6
<b>Proportion of qualifications completed</b>										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	4.0	4.6	3.8	3.0	2.7	4.4	6.3	1.0	3.6
Certificate III and above	%	63.8	60.1	64.5	48.1	39.6	66.2	54.2	29.8	57.4

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	5.4	13.0	12.7	6.0	14.5	8.6	12.5	3.1	8.6
Certificate III and above	%	61.2	69.0	77.0	50.5	52.6	63.7	79.2	43.4	62.6
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	4.5	10.0	9.1	3.9	11.3	7.2	10.5	2.2	6.5
Certificate III and above	%	56.7	60.4	61.8	37.7	44.5	60.4	66.1	33.9	53.1
<b>Non-Indigenous graduates</b>										
<b>Number of VET qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	5.6	5.8	2.3	1.5	2.1	0.3	0.6	–	18.1
Certificate III or IV	'000	25.6	17.2	12.8	8.0	5.1	2.4	1.4	0.4	72.9
Certificate I or II or lower	'000	6.2	5.8	3.1	1.9	2.5	0.8	0.4	0.2	20.7
All qualifications	'000	37.3	28.8	18.2	11.4	9.6	3.4	2.4	0.7	111.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	10.4	11.5	6.4	2.8	4.5	1.2	1.2	0.1	38.1
Certificate III or IV	'000	51.3	37.2	27.6	12.9	11.5	5.1	3.1	1.2	150.0
Certificate I or II or lower	'000	17.3	11.4	5.8	4.1	4.6	1.6	0.9	0.4	46.0
All qualifications	'000	79.0	60.2	39.7	19.8	20.6	8.0	5.1	1.7	234.0
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	12.2	12.8	7.2	3.3	4.6	1.3	1.3	0.1	42.8
Certificate III or IV	'000	62.9	44.7	33.4	17.2	13.1	6.0	3.6	1.4	182.3
Certificate I or II or lower	'000	24.6	20.4	13.3	8.1	7.8	2.5	1.2	1.0	78.9
All qualifications	'000	99.8	77.9	53.8	28.7	25.5	9.8	6.0	2.5	304.0



TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Proportion of qualifications completed</b>										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.0	20.1	12.6	13.3	21.3	7.9	23.9	4.2	16.2
Certificate III and above	%	83.5	79.9	83.1	83.4	74.2	77.2	85.1	69.5	81.4
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	13.2	19.1	16.0	13.9	21.8	15.4	22.7	7.9	16.3
Certificate III and above	%	78.1	81.0	85.5	79.4	77.7	80.0	83.1	77.3	80.3
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	12.2	16.4	13.3	11.6	18.0	13.1	21.4	5.7	14.1
Certificate III and above	%	75.3	73.8	75.4	71.6	69.5	74.5	80.3	60.2	74.1

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.
- (d) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (e) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.
- (f) Additional information is provided in footnotes for table 5A.79.
- (g) An additional Qualification/course recognition identifier — '15 - Higher-level qualifications' — was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications — other than training package qualifications or nationally recognised accredited courses — that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.  
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>										
<b>All graduates</b>										
Diploma and above	'000	16.3	22.3	7.6	5.0	6.2	1.0	1.3	0.3	59.9
Change in diploma and above between 2012 and 2013	%	- 19.9	- 29.5	- 24.0	- 3.2	35.2	- 18.4	5.9	14.3	- 19.4
Certificate III or IV	'000	95.7	152.3	57.7	34.8	32.9	5.9	5.2	2.6	387.1
Change in certificate III or IV between 2012 and 2013	%	- 4.5	- 2.7	- 2.0	4.7	18.9	- 14.8	1.7	- 18.1	- 1.2
Certificate I or II	'000	38.8	70.8	16.4	20.4	29.9	3.0	1.0	2.9	183.2
Change in certificate I or II between 2012 and 2013	%	- 15.1	19.6	- 33.6	- 6.6	57.0	- 29.6	- 0.0	- 14.6	2.3
All qualifications	'000	150.8	245.4	81.8	60.2	69.0	9.9	7.6	5.7	630.2
<b>Aboriginal and Torres Strait Islander graduates</b>										
Diploma and above	no.	524	138	307	92	59	38	46	31	1 235
Certificate III or IV	no.	4 030	1 392	2 899	1 348	658	247	162	507	11 242
Certificate I or II	no.	3 293	1 300	1 475	3 067	1 383	224	112	1 558	12 414
All qualifications	no.	7 847	2 830	4 681	4 507	2 100	510	320	2 097	24 891
<b>Non-Indigenous graduates</b>										
Diploma and above	'000	15.7	22.0	6.2	4.4	6.0	1.0	1.2	0.2	56.7
Certificate III or IV	'000	90.8	149.2	49.1	30.9	31.0	5.6	5.0	2.1	363.8
Certificate I or II	'000	35.4	68.9	12.7	15.7	28.0	2.7	0.9	1.3	165.6
All qualifications	'000	141.9	240.1	68.0	51.0	65.0	9.2	7.1	3.6	586.1

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
<b>All graduates</b>										
Diploma and above	'000	20.3	31.6	10.1	5.1	4.6	1.2	1.2	0.2	74.4
Change in diploma and above between 2011 and 2012	%	- 9.2	14.0	- 9.2	- 9.3	24.7	30.0	- 10.9	30.2	1.9
Certificate III or IV	'000	100.2	156.5	58.9	33.3	27.6	6.9	5.1	3.2	391.7
Change in certificate III or IV between 2011 and 2012	%	4.8	39.1	- 3.6	1.2	35.0	2.8	9.0	16.4	16.4
Certificate I or II	'000	45.7	59.2	24.7	21.8	19.0	4.2	1.0	3.4	179.2
Change in certificate I or II between 2011 and 2012	%	10.8	23.2	- 20.7	- 3.8	35.8	- 0.8	- 6.4	- 6.5	7.8
All qualifications	'000	166.3	247.3	93.7	60.2	51.3	12.4	7.4	6.8	645.3
<b>Indigenous graduates</b>										
Diploma and above	no.	525	184	430	71	55	33	15	31	1 343
Certificate III or IV	no.	3 924	1 297	3 137	1 310	845	279	94	623	11 508
Certificate I or II	no.	3 688	1 052	2 447	3 120	1 580	317	60	1 697	13 961
All qualifications	no.	8 136	2 533	6 013	4 501	2 480	629	168	2 351	26 812
<b>Non-Indigenous graduates</b>										
Diploma and above	'000	19.3	31.0	7.7	4.2	4.4	1.2	1.1	0.2	69.1
Certificate III or IV	'000	94.5	152.9	50.4	28.2	25.9	6.6	4.6	2.5	365.7
Certificate I or II	'000	41.5	57.4	18.8	14.9	17.2	3.9	0.8	1.6	156.2
All qualifications	'000	155.3	241.3	76.9	47.4	47.5	11.6	6.6	4.4	591.0

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<b>2011</b>										
<b>All graduates</b>										
Diploma and above	'000	22.4	27.7	11.1	5.6	3.7	0.9	1.4	0.2	73.0
Change in diploma and above between 2010 and 2011	%	13.3	21.1	15.4	10.4	13.1	21.4	2.0	5.7	16.0
Certificate III or IV	'000	95.6	112.5	61.0	32.9	20.5	6.7	4.7	2.7	336.6
Change in certificate III or IV between 2010 and 2011	%	4.0	47.6	20.0	1.8	16.0	8.1	7.1	- 3.8	19.2
Certificate I or II	'000	41.3	48.1	31.2	22.7	14.0	4.3	1.1	3.6	166.2
Change in certificate I or II between 2010 and 2011	%	- 4.2	39.4	19.6	- 6.4	- 2.0	4.0	0.1	4.2	10.2
All qualifications	'000	159.3	188.3	103.3	61.2	38.2	11.9	7.2	6.5	575.9
<b>Indigenous graduates</b>										
Diploma and above	no.	480	140	363	85	54	26	18	22	1 189
Certificate III or IV	no.	3 797	998	2 918	1 184	692	272	82	573	10 516
Certificate I or II	no.	3 637	915	3 086	2 917	1 126	295	74	1 990	14 040
All qualifications	no.	7 914	2 053	6 367	4 187	1 872	593	174	2 585	25 744
<b>Non-Indigenous graduates</b>										
Diploma and above	'000	20.9	27.0	8.3	4.6	3.5	0.9	1.1	0.1	66.5
Certificate III or IV	'000	89.9	107.8	50.8	26.9	18.8	6.3	3.5	2.1	306.1
Certificate I or II	'000	37.2	45.6	20.9	15.9	12.6	3.9	0.7	1.6	138.3
All qualifications	'000	148.0	180.4	80.0	47.4	34.9	11.1	5.3	3.9	510.9

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>										
<b>All graduates</b>										
Diploma and above	'000	19.8	22.9	9.6	5.1	3.3	0.8	1.3	0.2	62.9
Change in diploma and above between 2009 and 2010	%	30.7	21.0	22.5	16.5	27.0	4.5	- 0.0	86.3	23.3
Certificate III or IV	'000	91.9	76.2	50.9	32.3	17.6	6.2	4.4	2.9	282.4
Change in certificate III or IV between 2009 and 2010	%	6.5	18.4	12.3	10.3	4.9	0.8	14.2	10.4	10.9
Certificate I or II	'000	43.1	34.5	26.1	24.3	14.3	4.1	1.1	3.5	150.9
Change in certificate I or II between 2009 and 2010	%	1.6	16.8	23.3	- 1.9	4.2	- 0.1	- 6.0	6.2	7.7
All qualifications	'000	154.7	133.6	86.5	61.7	35.2	11.1	6.9	6.5	496.2
<b>Indigenous graduates</b>										
Diploma and above	no.	401	143	284	62	43	17	18	21	989
Certificate III or IV	no.	3 388	751	2 475	1 009	485	207	88	635	9 036
Certificate I or II	no.	3 524	682	2 344	2 954	1 098	273	81	1 870	12 826
All qualifications	no.	7 312	1 576	5 103	4 026	1 626	497	186	2 526	22 852
<b>Non-Indigenous graduates</b>										
Diploma and above	'000	18.6	22.0	7.3	4.2	3.0	0.7	1.0	0.1	57.1
Certificate III or IV	'000	86.8	73.2	41.9	26.9	14.3	5.8	3.2	2.2	254.3
Certificate I or II	'000	39.0	32.9	18.7	16.7	12.1	3.7	0.7	1.6	125.4
All qualifications	'000	144.4	128.0	67.9	47.8	29.5	10.2	4.9	3.9	436.7

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>										
<b>All graduates</b>										
Diploma and above	'000	15.1	18.9	7.8	4.4	2.6	0.7	1.3	0.1	51.0
Certificate III or IV	'000	86.2	64.3	45.3	29.3	16.8	6.2	3.9	2.6	254.6
Certificate I or II	'000	42.4	29.5	21.1	24.8	13.7	4.1	1.2	3.3	140.1
All qualifications	'000	143.8	112.8	74.3	58.4	33.1	11.0	6.4	5.9	445.7
<b>Indigenous graduates</b>										
Diploma and above	no.	233	104	292	57	75	13	9	11	794
Certificate III or IV	no.	2 917	702	1 986	879	376	181	123	547	7 712
Certificate I or II	no.	3 041	649	1 928	2 570	903	253	91	1 732	11 169
All qualifications	no.	6 191	1 455	4 206	3 506	1 355	447	224	2 290	19 675
<b>Non-Indigenous graduates</b>										
Diploma and above	'000	14.7	18.3	5.8	3.7	2.4	0.7	1.2	0.1	46.8
Certificate III or IV	'000	81.9	62.0	36.4	24.0	13.9	5.7	3.2	2.0	229.0
Certificate I or II	'000	38.3	28.0	14.8	15.4	10.9	3.7	0.8	1.5	113.4
All qualifications	'000	134.8	108.3	57.0	43.1	27.1	10.2	5.2	3.5	389.2

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Qualification Equivalents expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.
- (c) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<p>Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:</p> <ul style="list-style-type: none"> <li>• all PPP students are reported in 2010 and 2011, and only partially reported in 2009</li> <li>• the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.</li> </ul>										
(d)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.									
(g)	Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.									
(h)	For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.									
(i)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust</i>
<b>2013</b>										
Units of competency	'000	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
Modules	'000	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
Units of competency and modules combined	'000	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
Change between 2012 and 2013	%	- 8.8	- 4.7	- 12.0	- 2.0	30.1	- 15.1	- 12.0	- 6.4	- 4.4
<b>2012</b>										
Units of competency	'000	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules	'000	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined	'000	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
Change between 2011 and 2012	%	- 2.9	27.5	- 9.1	- 1.2	24.6	1.7	5.4	2.1	8.2
<b>2011</b>										
Units of competency	'000	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules	'000	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined	'000	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
Change between 2010 and 2011	%	0.3	37.1	13.9	0.1	2.9	4.8	- 4.1	- 4.3	12.8
<b>2010</b>										
Units of competency	'000	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules	'000	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined	'000	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
Change between 2009 and 2010	%	4.5	18.7	11.3	6.4	1.6	0.8	2.3	9.1	9.1
<b>2009</b>										
Units of competency	'000	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules	'000	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined	'000	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9



Table 5A.86 **Number of units of competency and modules completed (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust</i>
(a)	Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).									
(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 omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.</p> <p>Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:</p> <ul style="list-style-type: none"> <li>• all PPP students are reported in 2010 and 2011, and only partially reported in 2009</li> <li>• the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.</li> </ul>									
(c)	Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.									
(d)	For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.									
(e)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
(f)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by regions ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
<b>2013</b>									
<b>Units of competency completed</b>									
Major cities	1 477.5	2 459.6	786.8	582.3	648.3	0.6	102.3	0.6	6 058.0
Inner regional	542.7	855.7	310.6	96.0	115.2	99.9	10.8	0.6	2 031.6
Outer regional	184.9	182.6	208.3	93.0	126.1	52.2	3.0	50.3	900.4
Remote and very remote	22.5	4.4	63.8	76.6	34.4	6.9	0.3	35.4	244.3
All students	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
<b>Modules completed</b>									
Major cities	253.2	393.0	36.4	68.8	65.7	–	15.3	–	832.5
Inner regional	69.6	105.3	8.9	7.3	5.9	8.9	1.2	–	207.1
Outer regional	26.7	15.1	7.9	6.0	9.0	3.2	0.2	2.3	70.5
Remote and very remote	4.5	0.3	2.2	3.6	2.4	0.2	–	2.5	15.7
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
<b>Units of competency and modules combined</b>									
Major cities	1 730.7	2 852.7	823.2	651.1	714.0	0.6	117.6	0.6	6 890.5
Inner regional	612.3	961.0	319.5	103.3	121.2	108.9	12.0	0.6	2 238.8
Outer regional	211.7	197.7	216.2	99.1	135.1	55.4	3.1	52.6	970.9
Remote and very remote	27.0	4.7	65.9	80.2	36.8	7.2	0.3	37.9	260.0
All students	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
<b>2012</b>									
<b>Units of competency completed</b>									
Major cities	1 502.6	2 614.6	864.1	588.9	484.2	0.6	108.6	0.8	6 164.6
Inner regional	616.1	938.1	364.7	94.8	89.0	118.4	11.7	0.9	2 233.6
Outer regional	220.8	254.7	244.7	91.7	106.2	60.7	2.6	53.4	1 034.7
Remote and very remote	31.0	5.0	75.6	83.4	29.3	8.0	0.3	37.5	270.0
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by regions ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
<b>Modules completed</b>									
Major cities	305.7	310.0	44.6	75.5	57.1	–	23.5	–	816.5
Inner regional	87.7	87.9	11.1	6.8	5.9	10.4	2.2	–	212.1
Outer regional	34.9	15.5	7.3	7.0	9.7	4.1	0.5	2.0	81.0
Remote and very remote	5.5	0.3	1.9	4.2	2.3	0.4	0.0	3.2	17.7
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
<b>Units of competency and modules combined</b>									
Major cities	1 808.3	2 924.7	908.7	664.4	541.3	0.6	132.1	0.9	6 981.0
Inner regional	703.7	1 026.1	375.8	101.6	94.9	128.8	13.9	0.9	2 445.6
Outer regional	255.7	270.2	252.0	98.7	115.8	64.8	3.1	55.4	1 115.7
Remote and very remote	36.5	5.3	77.5	87.6	31.6	8.4	0.3	40.6	287.7
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
<b>2011</b>									
<b>Units of competency completed</b>									
Major cities	1 588.1	2 052.3	950.7	587.0	324.1	0.6	81.0	0.6	5 584.4
Inner regional	608.6	748.6	393.4	98.4	66.3	115.2	7.3	0.3	2 038.2
Outer regional	205.6	214.5	264.1	89.7	78.3	60.9	1.5	49.5	964.1
Remote and very remote	24.9	4.2	83.0	79.1	22.8	8.5	0.1	41.8	264.4
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
<b>Modules completed</b>									
Major cities	323.0	217.9	53.3	88.9	47.0	–	44.0	–	774.1
Inner regional	93.4	66.3	16.2	7.8	5.7	9.2	4.4	–	203.1
Outer regional	37.6	12.5	9.6	8.2	11.0	4.4	0.9	2.0	86.3
Remote and very remote	5.9	0.2	2.8	4.8	1.8	0.4	0.1	4.4	20.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by regions ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
<b>Units of competency and modules combined</b>									
Major cities	1 911.1	2 270.2	1 004.0	675.9	371.1	0.6	125.0	0.6	6 358.5
Inner regional	702.0	814.9	409.6	106.3	72.0	124.5	11.8	0.3	2 241.3
Outer regional	243.2	227.0	273.7	97.9	89.4	65.3	2.4	51.5	1 050.4
Remote and very remote	30.8	4.4	85.7	83.9	24.6	8.9	0.2	46.2	284.8
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
<b>2010</b>									
<b>Units of competency completed</b>									
Major cities	1 445.8	1 415.5	722.2	481.0	313.1	4.3	78.8	1.0	4 461.7
Inner regional	566.0	594.0	337.0	183.6	76.1	88.0	20.7	0.8	1 866.3
Outer regional	328.9	138.6	306.4	87.0	76.0	74.8	2.5	50.0	1 064.2
Remote and very remote	38.1	6.5	90.2	85.9	29.0	7.6	0.1	42.2	299.4
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
<b>Modules completed</b>									
Major cities	354.3	183.1	57.7	88.7	60.3	–	35.9	0.1	780.1
Inner regional	103.0	59.4	22.6	19.0	7.9	9.3	9.1	–	230.3
Outer regional	62.5	10.2	18.0	8.5	12.7	5.5	1.7	4.7	123.8
Remote and very remote	9.9	0.1	4.7	7.2	5.2	0.3	0.1	5.5	33.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
<b>Units of competency and modules combined</b>									
Major cities	1 800.1	1 598.6	780.0	569.7	373.3	4.3	114.7	1.1	5 241.8
Inner regional	669.1	653.4	359.6	202.5	83.9	97.3	29.9	0.9	2 096.6
Outer regional	391.4	148.8	324.3	95.5	88.8	80.3	4.2	54.7	1 188.0
Remote and very remote	48.0	6.6	94.9	93.1	34.2	7.9	0.2	47.7	332.6
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
<b>2009</b>									
<b>Units of competency completed</b>									
Major cities	1 287.0	1 145.3	627.6	447.4	320.3	8.2	76.9	0.6	3 913.3
Inner regional	494.0	506.1	281.6	164.3	78.9	83.7	19.1	0.4	1 628.1
Outer regional	288.0	121.6	264.2	75.4	73.4	70.8	2.8	43.8	940.0
Remote and very remote	37.6	3.3	80.4	70.9	26.7	6.5	0.3	39.0	264.7
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
<b>Modules completed</b>									
Major cities	445.4	180.3	77.7	102.6	69.2	0.0	38.1	0.1	913.3
Inner regional	138.2	63.1	29.4	24.4	10.0	10.7	10.3	–	286.1
Outer regional	76.3	11.8	25.4	10.4	13.0	7.8	1.7	5.5	151.8
Remote and very remote	11.4	0.2	7.8	9.0	5.6	0.4	0.1	6.3	40.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
<b>Units of competency and modules combined</b>									
Major cities	1 732.4	1 325.5	705.3	550.0	389.6	8.2	115.0	0.7	4 826.6
Inner regional	632.2	569.3	311.0	188.8	88.8	94.3	29.4	0.4	1 914.3
Outer regional	364.3	133.4	289.6	85.8	86.4	78.6	4.4	49.3	1 091.9
Remote and very remote	49.0	3.5	88.2	79.9	32.4	6.9	0.4	45.3	305.5
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

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

(b) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>.

(c) Additional jurisdictional information is provided in footnotes for table 5A.86.

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
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(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: NCVET unpublished, National VET provider collection.

TABLE 5A.88

Table 5A.88 Number of units of competency and modules completed, by disability status ('000) (a), (b)

	NSW (c)	Vic (c)	Qld	WA	SA (c)	Tas (c)	ACT (c)	NT (c)	Aust
<b>2013</b>									
<b>Units of competency completed</b>									
Reported as having disability	171.6	203.0	69.1	39.9	67.4	15.7	9.8	3.9	580.4
Reported as not having disability	2 060.3	3 295.0	896.4	742.0	875.3	140.1	108.1	82.8	8 199.8
Not reported (disability)	17.2	31.1	413.7	69.5	–	4.3	1.2	4.0	541.0
All students	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
<b>Modules completed</b>									
Reported as having disability	55.3	59.0	6.0	7.3	10.6	3.2	1.7	0.7	143.7
Reported as not having disability	299.2	455.0	17.1	68.0	73.5	9.1	15.3	4.4	941.6
Not reported (disability)	1.3	2.4	32.7	11.2	–	0.1	0.0	0.1	47.9
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
<b>Units of competency and modules combined</b>									
Reported as having disability	226.9	262.0	75.1	47.2	78.0	18.9	11.5	4.5	724.1
Reported as not having disability	2 359.5	3 749.9	913.5	810.0	948.8	149.2	123.4	87.2	9 141.4
Not reported (disability)	18.6	33.5	446.4	80.7	–	4.4	1.3	4.1	588.9
All students	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
<b>2012</b>									
<b>Units of competency completed</b>									
Reported as having disability	180.5	218.4	80.4	40.1	52.6	18.0	8.8	4.0	602.9
Reported as not having disability	2 190.9	3 609.4	1 009.6	717.3	660.6	167.0	114.6	85.2	8 554.5
Not reported (disability)	47.5	–	474.7	105.1	–	3.2	3.9	7.4	641.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3

TABLE 5A.88

Table 5A.88 Number of units of competency and modules completed, by disability status ('000) (a), (b)

	NSW (c)	Vic (c)	Qld	WA	SA (c)	Tas (c)	ACT (c)	NT (c)	Aust
<b>Modules completed</b>									
Reported as having disability	67.8	49.4	6.6	7.0	10.9	3.7	2.3	0.8	148.5
Reported as not having disability	364.5	365.9	23.3	66.7	65.3	11.1	24.9	4.6	926.3
Not reported (disability)	3.9	–	35.6	20.6	–	0.2	0.1	0.3	60.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
<b>Units of competency and modules combined</b>									
Reported as having disability	248.3	267.8	87.0	47.0	63.6	21.6	11.1	4.8	751.3
Reported as not having disability	2 555.4	3 975.2	1 032.9	784.0	725.9	178.1	139.5	89.8	9 480.8
Not reported (disability)	51.4	–	510.3	125.7	–	3.4	4.0	7.7	702.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
<b>2011</b>									
<b>Units of competency completed</b>									
Reported as having disability	179.4	175.4	92.3	37.5	29.6	17.9	5.9	4.1	542.0
Reported as not having disability	2 241.8	2 701.3	1 092.4	686.1	526.6	160.9	82.2	83.6	7 574.9
Not reported (disability)	51.5	152.7	526.2	134.1	–	6.9	7.2	5.9	884.5
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
<b>Modules completed</b>									
Reported as having disability	74.4	36.0	7.8	7.1	10.3	2.8	3.8	0.8	143.1
Reported as not having disability	390.4	256.9	35.2	79.2	67.0	11.0	47.5	5.4	892.7
Not reported (disability)	3.3	4.9	39.6	24.4	–	0.3	–	0.5	72.8
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
<b>Units of competency and modules combined</b>									
Reported as having disability	253.8	211.4	100.1	44.5	39.9	20.7	9.7	4.9	685.1
Reported as not having disability	2 632.3	2 958.2	1 127.6	765.3	593.6	171.9	129.7	89.0	8 467.6
Not reported (disability)	54.7	157.6	565.8	158.5	–	7.2	7.2	6.4	957.4
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1



TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by disability status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
<b>2010</b>									
<b>Units of competency completed</b>									
Reported as having disability	163.3	119.5	74.8	34.9	28.0	14.8	7.6	3.4	446.3
Reported as not having disability	2 189.7	1 947.1	965.0	681.0	486.6	146.5	94.9	82.5	6 593.3
Not reported (disability)	45.1	105.0	431.3	127.7	14.9	14.0	3.1	8.5	749.6
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
<b>Modules completed</b>									
Reported as having disability	73.3	27.7	8.9	7.0	8.8	2.9	3.1	1.2	132.9
Reported as not having disability	455.1	224.3	56.2	85.3	74.4	12.1	44.2	8.7	960.2
Not reported (disability)	4.5	4.1	38.6	31.7	3.0	0.2	0.0	0.4	82.5
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
<b>Units of competency and modules combined</b>									
Reported as having disability	236.6	147.1	83.7	41.9	36.8	17.7	10.7	4.7	579.2
Reported as not having disability	2 644.8	2 171.4	1 021.1	766.3	561.0	158.6	139.1	91.2	7 553.5
Not reported (disability)	49.6	109.1	469.9	159.4	17.9	14.2	3.1	8.9	832.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
<b>2009</b>									
<b>Units of competency completed</b>									
Reported as having disability	136.2	89.1	63.3	31.3	28.5	13.1	7.4	3.8	372.7
Reported as not having disability	1 949.3	1 584.8	928.2	601.8	468.6	141.0	78.5	76.8	5 829.0
Not reported (disability)	36.1	113.6	282.0	129.5	11.0	16.0	13.4	3.6	605.2
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by disability status ('000) (a), (b)**

	NSW (c)	Vic (c)	Qld	WA	SA (c)	Tas (c)	ACT (c)	NT (c)	Aust
<b>Modules completed</b>									
Reported as having disability	72.8	23.0	10.4	8.0	10.9	2.6	3.3	0.9	132.0
Reported as not having disability	598.8	229.5	93.7	107.0	83.8	16.3	41.1	10.3	1 180.5
Not reported (disability)	10.4	5.2	36.9	32.1	3.4	0.1	5.8	0.7	94.6
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
<b>Units of competency and modules combined</b>									
Reported as having disability	209.0	112.1	73.7	39.3	39.4	15.7	10.7	4.7	504.7
Reported as not having disability	2 548.2	1 814.3	1 021.9	708.8	552.4	157.3	119.6	87.1	7 009.5
Not reported (disability)	46.5	118.8	318.9	161.6	14.4	16.1	19.2	4.2	699.8
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

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

(b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2009 – 12.9%; 2010 – 13.5%; 2011 – 13.1%; 2012 – 10.5%; 2013 – 9.4%.

(c) Additional jurisdictional information is provided in footnotes for table 5A.86.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.89

Table 5A.89 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Units of competency completed</b>									
Language other than English	448.1	746.1	70.9	109.6	87.9	5.2	15.6	20.6	1 503.9
English	1 721.6	2 648.7	1 218.4	658.8	741.6	151.7	93.8	65.5	7 300.1
Not reported (language)	79.4	134.3	89.8	83.1	113.3	3.1	9.8	4.5	517.3
All students	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
<b>Modules completed</b>									
Language other than English	151.4	161.1	12.6	28.5	26.8	3.0	3.0	4.0	390.3
English	191.6	337.7	38.2	44.1	35.4	9.1	11.6	1.1	668.9
Not reported (language)	12.8	17.6	5.0	13.9	21.9	0.3	2.5	0.1	74.0
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
<b>Units of competency and modules combined</b>									
Language other than English	599.5	907.2	83.4	138.1	114.6	8.2	18.6	24.6	1 894.2
English	1 913.2	2 986.4	1 256.6	702.9	777.0	160.9	105.4	66.6	7 969.0
Not reported (language)	92.2	151.9	94.9	97.0	135.2	3.4	12.2	4.5	591.2
All students	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
<b>2012</b>									
<b>Units of competency completed</b>									
Language other than English	467.5	679.7	78.7	91.2	61.6	5.9	15.7	18.5	1 418.8
English	1 838.2	3 067.0	1 401.6	641.3	574.3	179.2	100.5	71.6	7 873.6
Not reported (language)	113.1	81.2	84.5	130.0	77.3	3.0	11.1	6.6	506.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3

TABLE 5A.89

Table 5A.89 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Modules completed</b>									
Language other than English	169.2	116.7	13.2	25.7	22.2	3.4	3.4	4.1	357.8
English	245.4	289.2	47.0	45.7	36.6	11.4	19.4	1.2	695.9
Not reported (language)	21.6	9.4	5.3	22.8	17.4	0.2	4.6	0.3	81.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
<b>Units of competency and modules combined</b>									
Language other than English	636.7	796.3	91.9	116.9	83.8	9.3	19.0	22.6	1 776.6
English	2 083.6	3 356.2	1 448.6	687.0	610.9	190.6	119.8	72.8	8 569.5
Not reported (language)	134.7	90.5	89.8	152.8	94.7	3.3	15.7	6.9	588.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
<b>2011</b>									
<b>Units of competency completed</b>									
Language other than English	475.6	449.2	79.6	83.9	61.4	6.1	7.3	18.4	1 181.5
English	1 890.2	2 499.8	1 528.0	640.1	442.4	176.4	78.0	70.2	7 325.2
Not reported (language)	106.9	80.3	103.4	133.7	52.4	3.3	9.9	5.0	494.8
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
<b>Modules completed</b>									
Language other than English	171.6	84.2	15.2	26.0	21.0	2.9	4.4	4.4	329.8
English	283.3	209.7	62.4	58.3	40.0	10.9	38.7	2.1	705.4
Not reported (language)	13.1	4.0	4.9	26.3	16.3	0.2	8.3	0.1	73.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
<b>Units of competency and modules combined</b>									
Language other than English	647.3	533.4	94.8	109.9	82.4	9.0	11.7	22.8	1 511.3
English	2 173.5	2 709.5	1 590.4	698.4	482.4	187.3	116.8	72.3	8 030.6
Not reported (language)	120.0	84.3	108.3	160.0	68.7	3.5	18.3	5.1	568.2
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1

TABLE 5A.89

Table 5A.89 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Units of competency completed</b>									
Language other than English	450.8	298.7	68.8	74.5	45.7	5.4	6.0	19.4	969.3
English	1 822.1	1 803.0	1 335.6	640.8	458.4	165.8	84.8	71.4	6 381.8
Not reported (language)	125.2	69.9	66.7	128.3	25.3	4.2	14.9	3.6	438.1
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
<b>Modules completed</b>									
Language other than English	188.6	65.8	15.7	24.3	28.9	2.7	2.6	5.8	334.3
English	323.4	183.4	82.0	65.8	52.6	12.3	34.6	4.4	758.4
Not reported (language)	20.9	6.8	6.0	33.9	4.8	0.3	10.1	0.1	82.9
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
<b>Units of competency and modules combined</b>									
Language other than English	639.4	364.5	84.5	98.8	74.6	8.1	8.6	25.2	1 303.6
English	2 145.5	1 986.4	1 417.5	706.6	511.0	178.0	119.3	75.8	7 140.2
Not reported (language)	146.1	76.7	72.7	162.2	30.0	4.5	25.0	3.7	521.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
<b>2009</b>									
<b>Units of competency completed</b>									
Language other than English	410.8	239.1	63.6	61.8	40.1	3.7	6.6	16.3	841.8
English	1 550.7	1 461.0	1 169.1	577.7	399.9	163.1	85.6	64.6	5 471.7
Not reported (language)	160.2	87.5	40.8	123.2	68.1	3.3	7.1	3.2	493.4
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9

TABLE 5A.89

Table 5A.89 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Modules completed</b>									
Language other than English	212.6	63.9	18.6	25.4	27.1	2.2	3.0	5.9	358.7
English	417.5	179.4	117.4	87.4	63.9	16.4	43.7	5.7	931.4
Not reported (language)	52.0	14.4	5.0	34.4	7.0	0.4	3.5	0.3	117.0
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
<b>Units of competency and modules combined</b>									
Language other than English	623.3	303.0	82.1	87.1	67.2	5.9	9.6	22.2	1 200.5
English	1 968.2	1 640.3	1 286.5	665.1	463.7	179.5	129.4	70.4	6 403.1
Not reported (language)	212.2	101.8	45.8	157.5	75.1	3.7	10.5	3.5	610.3
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

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

(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: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7% 2013 – 6.6%.

(c) Additional jurisdictional information is provided in footnotes for table 5A.86.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.90

Table 5A.90 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Units of competency completed</b>									
Aboriginal and Torres Strait Islander students	112.9	37.2	70.4	54.9	25.3	8.4	4.6	29.2	342.8
Non-Indigenous students	2119.8	3455.2	1164.9	722.9	890.0	149.5	113.1	60.9	8676.2
Indigenous status not reported	16.5	36.7	143.9	73.7	27.4	2.1	1.4	0.5	302.3
All students	2249.1	3529.1	1379.1	851.5	942.7	160.1	119.1	90.6	9321.3
<b>Modules completed</b>									
Aboriginal and Torres Strait Islander students	26.1	7.5	5.6	8.2	5.8	1.0	0.6	3.0	57.9
Non-Indigenous students	327.9	504.7	42.3	73.8	78.1	11.3	16.4	2.1	1056.5
Indigenous status not reported	1.9	4.1	7.9	4.5	0.2	0.1	–	–	18.8
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1133.2
<b>Units of competency and modules combined</b>									
Aboriginal and Torres Strait Islander students	138.9	44.7	75.9	63.1	31.1	9.4	5.3	32.2	400.7
Non-Indigenous students	2447.6	3959.9	1207.2	796.8	968.1	160.8	129.4	63.0	9732.7
Indigenous status not reported	18.4	40.8	151.9	78.1	27.7	2.3	1.5	0.5	321.0
All students	2604.9	4045.4	1435.0	937.9	1026.8	172.5	136.1	95.8	10454.5
<b>2012</b>									
<b>Units of competency completed</b>									
Aboriginal and Torres Strait Islander students	110.8	35.4	91.7	56.7	28.2	9.0	3.0	30.3	365.3
Non-Indigenous students	2266.7	3742.6	1297.5	684.3	664.1	176.8	111.5	65.2	9008.7
Indigenous status not reported	41.4	49.8	175.6	121.4	20.9	2.3	12.8	1.1	425.3
All students	2418.9	3827.8	1564.8	862.5	713.2	188.2	127.3	96.7	9799.3

TABLE 5A.90

Table 5A.90 Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Modules completed</b>									
Aboriginal and Torres Strait Islander students	31.0	6.5	5.6	9.6	8.8	1.2	0.6	3.5	66.8
Non-Indigenous students	401.2	403.8	48.8	72.7	66.9	13.6	26.6	2.1	1035.8
Indigenous status not reported	4.0	5.0	11.1	11.9	0.5	0.2	0.1	0.1	32.8
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1135.4
<b>Units of competency and modules combined</b>									
Aboriginal and Torres Strait Islander students	141.8	41.9	97.4	66.3	37.0	10.2	3.7	33.8	432.1
Non-Indigenous students	2667.9	4146.4	1346.3	757.0	731.0	190.4	138.1	67.4	10044.5
Indigenous status not reported	45.4	54.8	186.6	133.4	21.4	2.5	12.8	1.1	458.1
All students	2855.0	4243.1	1630.3	956.7	789.4	203.2	154.6	102.3	10934.6
<b>2011</b>									
<b>Units of competency completed</b>									
Aboriginal and Torres Strait Islander students	110.1	29.9	97.6	49.6	22.4	8.5	2.5	33.2	353.9
Non-Indigenous students	2310.0	2909.0	1337.0	662.3	507.6	173.3	65.9	59.2	8024.3
Indigenous status not reported	52.5	90.4	276.3	145.8	26.2	4.0	26.9	1.2	623.2
All students	2472.7	3029.4	1711.0	857.7	556.2	185.7	95.2	93.6	9001.4
<b>Modules completed</b>									
Aboriginal and Torres Strait Islander students	35.4	4.7	6.6	10.3	7.7	1.2	1.0	4.6	71.5
Non-Indigenous students	428.8	289.0	61.4	86.6	69.4	12.8	47.1	2.0	997.1
Indigenous status not reported	3.9	4.1	14.5	13.8	0.3	0.1	3.3	–	40.0
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1108.7
<b>Units of competency and modules combined</b>									
Aboriginal and Torres Strait Islander students	145.5	34.7	104.3	59.9	30.1	9.6	3.5	37.8	425.4
Non-Indigenous students	2738.9	3198.0	1398.4	748.9	577.0	186.1	113.0	61.2	9021.5
Indigenous status not reported	56.4	94.5	290.8	159.5	26.4	4.1	30.2	1.2	663.2
All students	2940.8	3327.2	1793.5	968.3	633.5	199.8	146.7	100.3	10110.1



TABLE 5A.90

Table 5A.90 Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2010</b>									
<b>Units of competency completed</b>									
Aboriginal and Torres Strait Islander students	103.9	22.7	81.1	45.2	18.7	7.2	2.6	32.6	314.1
Non-Indigenous students	2244.3	2083.2	1168.0	655.7	437.6	162.7	75.2	61.0	6887.7
Indigenous status not reported	49.9	65.6	222.0	142.7	73.1	5.4	27.8	0.9	587.4
All students	2398.1	2171.5	1471.1	843.6	529.4	175.3	105.7	94.5	7789.2
<b>Modules completed</b>									
Aboriginal and Torres Strait Islander students	37.6	3.8	6.3	10.5	9.0	1.1	0.8	5.9	74.9
Non-Indigenous students	492.1	248.6	79.9	94.8	73.9	14.0	43.9	4.4	1051.6
Indigenous status not reported	3.1	3.7	17.4	18.7	3.4	0.1	2.6	–	49.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1175.6
<b>Units of competency and modules combined</b>									
Aboriginal and Torres Strait Islander students	141.5	26.5	87.4	55.8	27.6	8.3	3.4	38.5	389.0
Non-Indigenous students	2736.4	2331.7	1247.9	750.5	511.5	176.7	119.1	65.4	7939.3
Indigenous status not reported	53.1	69.3	239.4	161.4	76.5	5.5	30.5	0.9	636.5
All students	2931.0	2427.6	1574.7	967.6	615.6	190.6	152.9	104.8	8964.8
<b>2009</b>									
<b>Units of competency completed</b>									
Aboriginal and Torres Strait Islander students	86.1	19.5	66.2	39.3	14.2	6.4	3.3	28.3	263.3
Non-Indigenous students	1992.7	1720.6	1001.1	585.8	419.1	158.2	79.4	54.1	6011.0
Indigenous status not reported	42.9	47.4	206.2	137.5	74.8	5.5	16.5	1.8	532.6
All students	2121.6	1787.5	1273.5	762.6	508.1	170.1	99.3	84.2	6806.9

TABLE 5A.90

Table 5A.90 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Modules completed</b>									
Aboriginal and Torres Strait Islander students	36.3	4.7	7.8	11.0	8.7	1.3	0.5	6.3	76.8
Non-Indigenous students	636.3	247.0	109.0	103.5	82.5	17.6	48.0	5.6	1249.4
Indigenous status not reported	9.5	6.0	24.1	32.6	6.8	0.1	1.6	–	80.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1407.0
<b>Units of competency and modules combined</b>									
Aboriginal and Torres Strait Islander students	122.3	24.3	74.1	50.3	22.9	7.7	3.9	34.6	340.1
Non-Indigenous students	2629.0	1967.6	1110.1	689.3	501.6	175.8	127.4	59.6	7260.4
Indigenous status not reported	52.4	53.4	230.3	170.2	81.7	5.6	18.1	1.8	613.4
All students	2803.7	2045.2	1414.5	909.8	606.1	189.1	149.4	96.1	8213.9

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

(b) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.

(c) Additional jurisdictional information is provided in footnotes for tables 5A.86.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.91

Table 5A.91 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
Engagement with apprenticeships/traineeships (d)	26.8 ± 2.7	26.7 ± 3.2	27.2 ± 3.0	27.8 ± 3.4	25.7 ± 3.8	29.5 ± 3.7	23.6 ± 3.5	30.9 ± 4.0	26.9 ± 1.4
Engagement with nationally recognised training (e)	20.6 ± 2.4	18.1 ± 2.8	18.2 ± 2.5	22.8 ± 3.3	22.0 ± 3.4	23.6 ± 3.7	28.0 ± 4.0	31.2 ± 4.2	20.0 ± 1.3
Engagement with formal vocational qualifications as a job requirement (f)	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6
<b>2011</b>									
Engagement with apprenticeships/traineeships (d)	28.7 ± 2.5	30.3 ± 2.9	33.7 ± 4.1	28.8 ± 3.9	28.6 ± 4.4	44.8 ± 4.7	25.3 ± 4.0	33.5 ± 4.9	30.4 ± 1.5
Engagement with nationally recognised training (e)	22.3 ± 2.3	24.6 ± 2.9	23.4 ± 3.5	25.7 ± 4.0	22.0 ± 3.8	30.6 ± 5.3	29.2 ± 4.4	33.5 ± 5.4	23.7 ± 1.4
Engagement with formal vocational qualifications as a job requirement (f)	39.5 ± 2.8	34.0 ± 3.1	35.5 ± 3.9	36.5 ± 4.4	32.2 ± 4.5	34.9 ± 5.4	33.9 ± 4.7	35.8 ± 5.2	36.4 ± 1.6
<b>2009</b>									
Engagement with apprenticeships/traineeships (d)	29.2 ± 3.9	33.3 ± 4.4	36.0 ± 4.4	30.4 ± 4.5	31.4 ± 6.0	34.0 ± 4.5	27.1 ± 4.3	36.2 ± 5.8	32.0 ± 2.0
Engagement with nationally recognised training (e)	27.8 ± 4.1	27.9 ± 4.4	25.2 ± 4.0	27.4 ± 4.8	25.7 ± 4.4	28.4 ± 4.5	27.7 ± 4.4	34.7 ± 5.6	27.2 ± 2.0
Engagement with formal vocational qualifications as a job requirement (f)	37.8 ± 4.4	36.6 ± 4.6	32.1 ± 4.4	36.4 ± 5.2	31.2 ± 5.9	31.5 ± 4.7	36.9 ± 4.9	42.2 ± 6.4	35.7 ± 2.2
<b>2007</b>									
Engagement with apprenticeships/traineeships (d)	29.1 ± 4.3	31.8 ± 5.3	31.8 ± 5.5	27.4 ± 4.5	27.9 ± 5.1	37.8 ± 5.2	32.1 ± 5.1	34.6 ± 4.9	30.3 ± 2.3
Engagement with nationally recognised training (e)	25.5 ± 4.3	20.4 ± 4.8	21.0 ± 4.7	24.8 ± 3.8	23.7 ± 4.6	26.6 ± 4.6	27.8 ± 4.7	32.0 ± 5.0	23.3 ± 2.2
Engagement with formal vocational qualifications as a job requirement (f)	39.6 ± 4.8	34.7 ± 5.7	28.9 ± 5.3	35.0 ± 4.8	29.1 ± 5.0	32.7 ± 5.0	31.7 ± 5.1	34.7 ± 5.3	34.8 ± 2.5

TABLE 5A.91

Table 5A.91 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2005</b>									
Engagement with apprenticeships/traineeships (d)	29.4 ± 5.3	28.5 ± 5.0	29.4 ± 5.0	27.0 ± 5.1	29.6 ± 4.9	40.2 ± 5.5	31.5 ± 5.5	35.3 ± 5.5	29.2 ± 2.5
Engagement with nationally recognised training (e)	25.7 ± 4.9	23.3 ± 4.9	20.6 ± 4.2	22.6 ± 4.4	28.2 ± 5.2	29.4 ± 4.9	27.5 ± 4.9	31.3 ± 4.5	24.2 ± 2.3
Engagement with formal vocational qualifications as a job requirement (f)	43.3 ± 5.9	33.7 ± 5.7	32.7 ± 4.8	33.5 ± 5.2	35.2 ± 5.2	33.4 ± 4.8	33.7 ± 5.6	35.8 ± 5.4	37.0 ± 2.7

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

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

(c) Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVET website, [www.ncver.edu.au](http://www.ncver.edu.au).

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

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

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

Source: NCVET unpublished, Survey of Employer Use and Views.

TABLE 5A.92

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2013</b>									
<b>Satisfaction with apprenticeships/traineeships (e)</b>									
Satisfied	77.2 ± 5.7	80.8 ± 6.4	77.8 ± 5.4	82.1 ± 6.5	78.8 ± 7.3	76.1 ± 6.8	79.2 ± 8.1	77.7 ± 7.0	78.8 ± 2.9
Neither satisfied or dissatisfied	12.1 ± 4.5	7.8 ± 3.7	10.6 ± 4.0	9.0 ± 3.8	12.1 ± 5.9	12.8 ± 5.2	12.2 ± 7.4	7.8 ± 3.8	10.4 ± 2.1
Dissatisfied	10.7 ± 4.4	11.5 ± 5.6	11.6 ± 4.1	8.9 ± 5.5	9.0 ± 5.0	11.1 ± 5.0	8.7 ± 4.3	14.5 ± 6.3	10.8 ± 2.3
<b>Satisfaction with nationally recognised training (f)</b>									
Satisfied	86.4 ± 4.2	77.1 ± 8.0	81.2 ± 5.9	85.0 ± 5.6	87.4 ± 4.9	84.9 ± 5.8	84.5 ± 5.5	82.2 ± 6.6	83.1 ± 2.8
Neither satisfied or dissatisfied	7.6 ± 3.3	13.1 ± 5.6	11.0 ± 4.7	9.5 ± 4.6	6.1 ± 3.5	8.2 ± 4.5	8.8 ± 4.4	9.5 ± 5.2	9.6 ± 2.0
Dissatisfied	6.0 ± 2.9	9.9 ± 6.7	7.8 ± 4.1	5.6 ± 3.6	6.5 ± 3.8	6.9 ± 3.9	6.6 ± 3.7	8.3 ± 4.7	7.3 ± 2.1
<b>Satisfaction with formal vocational qualifications as a job requirement (g)</b>									
Satisfied	79.2 ± 4.7	80.2 ± 5.8	74.2 ± 5.4	78.2 ± 6.0	79.8 ± 6.0	79.5 ± 6.2	77.8 ± 7.5	71.9 ± 6.5	78.3 ± 2.5
Neither satisfied or dissatisfied	13.8 ± 4.2	9.6 ± 4.0	15.9 ± 4.6	12.5 ± 4.3	11.4 ± 4.3	9.9 ± 4.3	15.4 ± 7.0	19.5 ± 5.7	13.0 ± 2.1
Dissatisfied	7.0 ± 2.7	10.2 ± 4.8	10.0 ± 3.6	9.4 ± 4.7	8.8 ± 4.8	10.6 ± 5.0	6.8 ± 3.6	8.6 ± 4.3	8.7 ± 1.7
<b>2011</b>									
<b>Satisfaction with apprenticeships/traineeships (e)</b>									
Satisfied	84.4 ± 4.1	83.4 ± 4.8	77.7 ± 7.1	84.5 ± 6.8	90.9 ± 5.0	80.1 ± 6.7	81.2 ± 7.8	78.5 ± 8.5	82.9 ± 2.5
Neither satisfied or dissatisfied	9.7 ± 3.3	7.5 ± 3.2	10.1 ± 4.4	6.2 ± 4.4	5.2 ± 3.7	6.0 ± 3.5	13.2 ± 6.8	6.6 ± 4.4	8.5 ± 1.7
Dissatisfied	5.9 ± 2.7	9.1 ± 3.9	12.2 ± 6.2	9.3 ± 5.4	3.9 ± 3.5	13.9 ± 6.2	5.6 ± 4.6	14.9 ± 7.7	8.6 ± 2.0
<b>Satisfaction with nationally recognised training (f)</b>									
Satisfied	89.4 ± 4.0	89.4 ± 4.3	91.0 ± 3.9	85.9 ± 6.5	89.5 ± 6.0	86.5 ± 6.6	86.2 ± 6.8	87.6 ± 6.3	89.2 ± 2.1
Neither satisfied or dissatisfied	7.6 ± 3.6	5.8 ± 3.5	5.1 ± 2.9	7.5 ± 5.1	6.3 ± 4.5	2.9 ± 2.7	7.0 ± 5.1	8.1 ± 5.4	6.4 ± 1.7
Dissatisfied	3.0 ± 1.9	4.8 ± 2.8	3.9 ± 2.7	6.7 ± 4.5	4.2 ± 4.2	10.5 ± 6.1	6.8 ± 4.9	4.3 ± 3.5	4.4 ± 1.2
<b>Satisfaction with formal vocational qualifications as a job requirement (g)</b>									
Satisfied	85.9 ± 3.5	84.5 ± 4.1	83.1 ± 5.7	84.6 ± 5.7	85.1 ± 5.3	77.8 ± 9.3	83.1 ± 6.4	84.4 ± 6.7	84.6 ± 2.1
Neither satisfied or dissatisfied	8.0 ± 2.7	5.7 ± 2.4	7.1 ± 4.3	9.0 ± 4.5	11.7 ± 4.8	12.8 ± 8.6	5.7 ± 3.7	8.9 ± 5.3	7.7 ± 1.5
Dissatisfied	6.1 ± 2.4	9.8 ± 3.5	9.8 ± 4.1	6.4 ± 3.9	3.2 ± 2.6	9.4 ± 4.9	11.2 ± 5.5	6.7 ± 4.5	7.7 ± 1.5

TABLE 5A.92

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2009</b>									
<b>Satisfaction with apprenticeships/traineeships (e)</b>									
Satisfied	79.8 ± 6.8	86.7 ± 4.9	83.0 ± 5.6	82.6 ± 7.1	88.5 ± 6.0	86.6 ± 5.7	84.3 ± 6.8	76.6 ± 8.9	83.3 ± 2.9
Neither satisfied or dissatisfied	6.0 ± 3.5	6.3 ± 3.3	7.6 ± 4.0	7.3 ± 4.9	5.0 ± 3.1	4.9 ± 3.4	9.9 ± 5.7	13.7 ± 6.9	6.6 ± 1.7
Dissatisfied	14.1 ± 6.3	7.0 ± 3.8	9.4 ± 4.3	10.1 ± 5.6	6.5 ± 5.1	8.5 ± 4.8	5.8 ± 4.3	9.7 ± 7.0	10.1 ± 2.5
<b>Satisfaction with nationally recognised training (f)</b>									
Satisfied	83.5 ± 6.4	88.7 ± 5.6	83.5 ± 7.0	94.8 ± 4.2	87.6 ± 7.0	85.6 ± 7.0	82.0 ± 6.8	91.7 ± 4.4	86.3 ± 3.1
Neither satisfied or dissatisfied	7.4 ± 4.3	8.1 ± 4.9	9.6 ± 5.8	4.3 ± 3.8	4.8 ± 4.2	7.1 ± 5.4	12.6 ± 5.8	4.0 ± 2.7	7.6 ± 2.3
Dissatisfied	9.0 ± 5.2	3.2 ± 2.9	6.9 ± 4.4	np	7.6 ± 5.9	7.3 ± 4.7	5.4 ± 4.0	4.3 ± 3.5	6.1 ± 2.2
<b>Satisfaction with formal vocational qualifications as a job requirement (g)</b>									
Satisfied	81.2 ± 6.0	84.4 ± 5.3	83.3 ± 6.2	87.4 ± 5.2	84.8 ± 7.8	86.3 ± 5.8	80.4 ± 6.8	83.1 ± 7.2	83.3 ± 2.9
Neither satisfied or dissatisfied	10.7 ± 4.7	10.4 ± 4.7	7.8 ± 4.4	6.0 ± 3.4	9.2 ± 6.4	9.2 ± 4.8	11.7 ± 5.0	7.8 ± 5.0	9.5 ± 2.3
Dissatisfied	8.2 ± 4.3	5.2 ± 3.0	8.9 ± 4.9	6.5 ± 4.2	6.0 ± 5.5	4.4 ± 3.4	7.9 ± 5.1	9.1 ± 5.7	7.2 ± 2.0
<b>2007</b>									
<b>Satisfaction with apprenticeships/traineeships (e)</b>									
Satisfied	86.2 ± 5.9	83.1 ± 8.7	83.7 ± 7.5	69.8 ± 9.2	84.1 ± 7.5	88.5 ± 5.7	81.8 ± 8.1	83.0 ± 7.0	83.2 ± 3.5
Neither satisfied or dissatisfied	7.9 ± 4.3	7.0 ± 5.2	10.8 ± 6.7	14.2 ± 5.8	10.5 ± 6.4	5.2 ± 3.6	9.8 ± 6.9	9.7 ± 5.6	8.9 ± 2.5
Dissatisfied	5.9 ± 4.3	10.0 ± 7.3	5.5 ± 4.0	16.0 ± 8.5	5.4 ± 4.6	6.2 ± 4.6	8.4 ± 5.2	7.3 ± 4.6	7.9 ± 2.7
<b>Satisfaction with nationally recognised training (f)</b>									
Satisfied	76.6 ± 8.4	84.4 ± 10.0	88.3 ± 6.3	82.3 ± 7.0	86.6 ± 7.0	83.5 ± 7.8	84.9 ± 8.0	77.4 ± 7.7	82.0 ± 4.2
Neither satisfied or dissatisfied	14.6 ± 7.1	15.4 ± 10.0	5.1 ± 4.0	12.6 ± 6.2	12.7 ± 6.9	6.3 ± 4.5	9.5 ± 6.9	16.7 ± 7.0	12.5 ± 3.7
Dissatisfied	8.9 ± 5.9	0.1 ± 0.1	6.6 ± 5.1	5.1 ± 3.6	np	10.2 ± 6.8	5.5 ± 4.6	6.0 ± 4.1	5.5 ± 2.5
<b>Satisfaction with formal vocational qualifications as a job requirement (g)</b>									
Satisfied	80.2 ± 6.4	85.2 ± 6.9	77.3 ± 9.3	71.8 ± 8.4	87.9 ± 5.8	85.1 ± 6.6	84.4 ± 6.5	76.1 ± 7.9	80.7 ± 3.5
Neither satisfied or dissatisfied	11.8 ± 5.3	7.7 ± 4.5	9.3 ± 7.0	14.9 ± 7.2	4.4 ± 2.8	7.2 ± 4.5	9.0 ± 4.8	13.9 ± 6.2	10.2 ± 2.7
Dissatisfied	8.0 ± 4.3	7.2 ± 5.4	13.4 ± 7.1	13.3 ± 6.0	7.6 ± 5.2	7.7 ± 5.1	6.6 ± 4.5	10.0 ± 5.6	9.2 ± 2.5

TABLE 5A.92

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2005</b>									
<b>Satisfaction with apprenticeships/traineeships (e)</b>									
Satisfied	73.0 ± 10.3	83.2 ± 7.2	81.7 ± 8.4	81.2 ± 9.0	81.1 ± 8.1	79.3 ± 7.2	72.8 ± 9.1	84.4 ± 7.9	78.7 ± 4.5
Neither satisfied or dissatisfied	15.8 ± 8.9	5.1 ± 4.5	10.0 ± 6.3	11.1 ± 6.8	12.3 ± 6.8	10.9 ± 5.5	13.3 ± 6.7	9.2 ± 6.7	11.2 ± 3.7
Dissatisfied	11.1 ± 6.4	11.8 ± 6.0	8.3 ± 6.3	7.7 ± 6.7	6.7 ± 5.4	9.8 ± 5.4	13.9 ± 7.2	6.4 ± 4.8	10.1 ± 3.0
<b>Satisfaction with nationally recognised training (f)</b>									
Satisfied	81.3 ± 8.8	86.5 ± 7.2	72.6 ± 10.8	84.2 ± 7.8	80.0 ± 8.3	81.6 ± 7.6	83.3 ± 8.6	76.9 ± 8.2	81.3 ± 4.3
Neither satisfied or dissatisfied	9.1 ± 6.9	9.0 ± 6.1	13.9 ± 7.8	10.0 ± 6.7	14.5 ± 6.9	7.3 ± 4.4	12.4 ± 7.7	14.5 ± 7.1	10.4 ± 3.4
Dissatisfied	9.7 ± 6.1	4.5 ± 4.1	13.6 ± 9.3	5.7 ± 4.5	5.4 ± 5.2	11.1 ± 6.6	4.2 ± 4.4	8.6 ± 5.2	8.3 ± 3.0
<b>Satisfaction with formal vocational qualifications as a job requirement (g)</b>									
Satisfied	77.4 ± 7.8	78.8 ± 9.0	72.4 ± 8.7	83.4 ± 6.8	71.7 ± 8.8	79.5 ± 7.1	74.1 ± 8.6	69.0 ± 8.8	77.0 ± 4.2
Neither satisfied or dissatisfied	14.0 ± 6.6	8.6 ± 6.0	11.1 ± 5.6	7.0 ± 4.3	17.0 ± 6.8	11.8 ± 5.9	11.1 ± 6.2	14.8 ± 6.5	11.8 ± 3.3
Dissatisfied	8.6 ± 5.1	12.6 ± 7.6	16.4 ± 7.7	9.6 ± 5.6	11.3 ± 6.9	8.8 ± 4.7	14.9 ± 7.3	16.2 ± 7.5	11.2 ± 3.1

- (a) Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVET website, [www.ncver.edu.au](http://www.ncver.edu.au).
- (e) 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.
- (f) 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.
- (g) Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>np</b> Not published.									

Source: NCVET unpublished, *Survey of Employer Use and Views*.



**Table 5A.93 Gross Domestic Product chain price deflator (index)**

Years	2013 = 100.0
2013	100.0
2012	100.0
2011	98.4
2010	92.9
2009	91.9
2008	87.0
2007	83.4
2006	79.6
2005	75.7
2004	72.5

Source: ABS (2013) *Australian System of National Accounts, 2012-13*, Cat. no. 5204.0. Table 1.

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## Data quality information — Vocational education and training, chapter 5

### Data quality information

Data quality information (DQI) provides information against the seven ABS data quality framework dimensions, for a selection of performance indicators in the Vocational education and training (VET) chapter.

Where Report on Government Services indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

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## VET participation by target group

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

**Element** Output/equity.

**Indicator** VET participation by target group

**Measure** Definition

**(computation)**

The number of government funded participants in the VET system who self-identified that they are from a target group (i.e., Indigenous people, people from remote and very remote areas, people with disability, and people speaking a language other than English [LOTE] at home), as a proportion of the total number of people in the population in that group.

Due to certain data not being available to calculate rates for people with disability and people speaking a LOTE at home, proportions of government funded VET students are reported as proxy for these two groups.

*For Indigenous people and people from remote and very remote areas:*

#### Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (a) Indigenous persons aged 15-64 years
- (b) from remote and very remote areas

#### Denominator/s

The number of persons in the Australian population from each of the target groups below:

- (a1) Indigenous persons aged 15-64 years
- (b1) from remote and very remote areas

#### Computation/s:

Numerator a divided by denominator a1, and separately, numerator b divided by denominator b1 (above).

Participation rates are also derived for comparative purposes for all government funded students and non-Indigenous government funded students.

*For people with disability and people speaking a LOTE at home:*

#### Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (c) with a disability
- (d) speak a LOTE at home.

#### Denominator/s

(e) government funded VET students.

#### Computation/s:

Numerator c divided by the denominator e, and separately, numerator d divided by denominator e (above).

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**Data source/s**VET student data:

All student data are unpublished and are sourced from the NCVET National VET Provider data collections.

Population estimates:

Aboriginal and Torres Strait Islander population data are sourced from the ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026* (cat. no. 3238.0).

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories, June 2007-2012*. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Aboriginal and Torres Strait Islander population estimates from total population estimates.

**Data Quality Framework Dimensions****Institutional environment**VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment

<http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

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**Relevance**VET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

**Timeliness**VET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses.

Population estimates:

Preliminary ERP data is compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

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## Accuracy

### VET student data:

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

### General population estimates (ERP):

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

### Aboriginal and Torres Strait Islander population estimates:

The estimates of the Aboriginal and Torres Strait Islander population are based on results of the 2011 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the Census to determine how many people were missed in the Census and how many were counted more than once. For 2011, the net undercount of the Aboriginal and Torres Strait Islander population was 114 200 persons.

The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2011 Census and the relatively small sample size of the PES to adjust for that undercoverage means the estimates should be interpreted with caution. For more information see *Technical Note: Estimated Aboriginal and Torres Strait Islander Australian Resident Population – Method of Calculation, Jun 2011* (cat. no. 3238.0.55.001).

## Coherence

### VET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>

### General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

### Aboriginal and Torres Strait Islander population estimates:

The estimates and projections presented in the source publication are not consistent with, estimates and projections based on 2006 or other censuses. Reasons include; Census collection methodologies have changed over time; there has been unexplained growth in the Aboriginal and Torres Strait Islander population between Censuses; and the

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methodology and scope of the PES has changed over time. Comparison of data across issues of this publication is not advised.

#### **Accessibility**

##### VET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

##### ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email [client.services@abs.gov.au](mailto:client.services@abs.gov.au)

#### **Interpretability**

##### VET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

##### ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.



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### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Indigenous people, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.

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## Student participation in VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

**Element** Output/effectiveness.

**Indicator** Student participation in VET

**Measure** Definition

**(computation)**

The indicator is defined by three measures:

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

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they aged 15-64 years. A separate numerator applies as follows, for each of the three measures:

- enrolled in VET at any qualification level
- enrolled at certificate level III and above
- enrolled at diploma level and above.

Denominator/s

The number of persons in the Australian population aged 15-64 years.

Computation/s:

Numerator (above) divided by denominator (above), calculated separately for each of the three measures.

Comparative rates are also calculated by Indigenous status, for which Indigenous status is based on self-identification by students on their VET enrolment form.

**Data source/s** VET student data: All student data are unpublished and are sourced from NCVER National VET Provider data collections.

Population estimates:

Aboriginal and Torres Strait Islander population data are sourced from the ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026* (cat. no. 3238.0). Unpublished data from this source have been used for estimates of the Indigenous population aged 18-24 years.

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories*, June 2007-2012. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Aboriginal and Torres Strait Islander population estimates from total population estimates.

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## **Data Quality Framework Dimensions**

### **Institutional environment**

#### VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

#### Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment

<http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

### **Relevance**

#### VET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

#### Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

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**Timeliness**VET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses.

Population estimates:

Preliminary ERP data are compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

**Accuracy**VET student data:

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

General population estimates (ERP):

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

Aboriginal and Torres Strait Islander population estimates:

The estimates of the Aboriginal and Torres Strait Islander population are based on results of the 2011 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the Census to determine how many people were missed in the Census and how many were counted more than once. For 2011, the net undercount of the Aboriginal and Torres Strait Islander population was 114 200 persons.

The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2011 Census and the relatively small sample size of the PES to adjust for that undercoverage means the estimates should be interpreted with caution. For more information see Technical Note: Estimated Aboriginal and Torres Strait Islander Australian Resident Population – Method of Calculation, Jun 2011 (cat. no. 3238.0.55.001).

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**Coherence**VET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

Aboriginal and Torres Strait Islander population estimates:

The estimates and projections presented in the source publication are not consistent with, estimates and projections based on 2006 or other Censuses. Reasons include; Census collection methodologies have changed over time; there has been unexplained growth in the Aboriginal and Torres Strait Islander population between Censuses; and the methodology and scope of the PES has changed over time. Comparison of data across issues of this publication is not advised.

**Accessibility**VET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email [client.services@abs.gov.au](mailto:client.services@abs.gov.au)

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**Interpretability** VET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education

Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation

Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.

**Data Gaps/Issues Analysis**

**Key data gaps/  
issues**

The Steering Committee notes the following key data gaps/issues:

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

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## Government recurrent expenditure per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	Government recurrent expenditure per annual hour
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>Government recurrent expenditure divided by government funded annual hours.</p> <p><u>Numerator/s</u></p> <p>Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u></p> <p>The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
<b>Timeliness</b>	<p>The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.</p>

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**Accuracy** Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <http://www.ncver.edu.au/avetmiss/21064.html>

State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.

**Coherence** VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.

**Accessibility** Summary information is available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21051.html>.

Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.

**Interpretability** To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

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

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



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## Government recurrent expenditure per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	Government recurrent expenditure per load pass
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>Government recurrent expenditure divided by hours of publicly funded load pass.</p> <p><u>Numerator/s</u></p> <p>Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u></p> <p>Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
<b>Timeliness</b>	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.
<b>Accuracy</b>	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a>.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>

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**Coherence** VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

**Accessibility** Summary information is available free of charge on NCVET's website at: <http://www.ncver.edu.au/statistic/21051.html>.

Requests for more detailed statistical information can be made to NCVET. However, a charge will be generally made for more complex requests for information. See NCVET's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.

**Interpretability** To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

#### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Low unit costs can indicate efficient delivery of VET services per successfully completed load pass.
- The factors that have the greatest impact on efficiency include:
  - training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
  - differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
  - VET policies and practices, including the level of fees and charges paid by students.

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## User cost of capital per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	User cost of capital per annual hour
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The user cost of capital divided by government funded annual hours.</p> <p><u>Numerator/s</u></p> <p>User cost of capital is 8 per cent of the value of total physical non-current assets.</p> <p><u>Denominator/s</u></p> <p>Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
<b>Timeliness</b>	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.
<b>Accuracy</b>	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a>.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>

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**Coherence** In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.

**Accessibility** Summary information is available free of charge on NCVET's website at: <http://www.ncver.edu.au/statistic/21051.html>.

Requests for more detailed statistical information can be made to NCVET. However, a charge will be generally made for more complex requests for information. See NCVET's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.

**Interpretability** To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

#### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes that user cost of capital per annual hour needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

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## User cost of capital per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Output/efficiency.
<b>Indicator</b>	User cost of capital per load pass
<b>Measure (computation)</b>	<u>Definition</u> User cost of capital divided by hours of publicly funded load pass. <u>Numerator/s</u> User cost of capital is 8 per cent of the value of total physical non-current assets. <u>Denominator/s</u> Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments. <u>Computation/s</u> Numerator (above) divided by denominator (above).
<b>Data source/s</b>	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
<b>Relevance</b>	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
<b>Timeliness</b>	<p>The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.</p>
<b>Accuracy</b>	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <a href="http://www.ncver.edu.au/avetmiss/21064.html">http://www.ncver.edu.au/avetmiss/21064.html</a>.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
<b>Coherence</b>	<p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p>

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**Accessibility** Summary information is available free of charge on NCVET's website at: <http://www.ncver.edu.au/statistic/21051.html>.

Requests for more detailed statistical information can be made to NCVET. However, a charge will be generally made for more complex requests for information. See NCVET's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.

**Interpretability** To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

**Data Gaps/Issues Analysis**

**Key data gaps/  
issues**

The Steering Committee notes that user cost of capital per load pass needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

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## Student employment and further study outcomes

Proportion of graduates who were employed and/or continued on to further study after completing their course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates who were employed and/or continued on to further study after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who were employed and/or enrolled in further study on the last Friday in May of the nominated year, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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**Relevance**

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

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**Figure 1: Scope of the 2013 Student Outcomes Survey**

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

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**Timeliness**

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVER website in December 2013.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.



**Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state**

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
<b>Australia</b>	<b>41.9</b>

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

**Coherence** The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

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

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### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2013. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Proportion of graduates employed after completing their course who were unemployed before the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates employed after completing their course who were unemployed before the course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates employed on the last Friday in May of the nominated year who were unemployed prior to commencing their training, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, who were unemployed prior to commencing their training.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey (SOS)</i>, which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none"><li>• Publicly funded VET activity (all providers)</li><li>• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers</li></ul>

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2013 Student Outcomes Survey**

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness**

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

**Accuracy**

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	43.4
Victoria	40.9
Queensland	41.3
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South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
<b>Australia</b>	<b>41.9</b>

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

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**Coherence** The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

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

### **Data Gaps/Issues Analysis**

**Key data** The Steering Committee notes the following key data gaps/issues:

**gaps/ issues**

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2013. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Proportion of graduates who improved their employment circumstances after completing their course

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

### **Indicator definition and description**

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates who improved their employment circumstances after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of VET graduates with an improved employment status after training.</p> <p><u>Denominator/s</u></p> <p>The number of VET graduates (less those with all three numerator variables not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a vocational education and training (VET) provider in Australia. This excludes those students who left their training before completing a qualification.</p> <p>Data are included by Indigenous status and remoteness.</p> <p>'Improved employment status' is defined as any one of the following:</p> <ul style="list-style-type: none"><li>• employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed)</li><li>• employed at a higher skill level (based on ANZSCO) after training (regardless of full time or part time employment status before and after training)</li><li>• received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training.</li></ul>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. It has been conducted by the National Centre for Vocational Education and Research (NCVER) since 1997.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### **Data Quality Framework Dimensions**

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/about_ncver/who.html">www.ncver.edu.au/about_ncver/who.html</a></p>
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**Relevance** The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers.

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2013 Student Outcomes Survey**

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness** The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

**Accuracy** In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
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Response rates to the 2013 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state**

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
<b>Australia</b>	<b>41.9</b>

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

**Coherence**

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility**

Results of the survey are available free of charge on NCVER's website at: [www.ncver.edu.au/statistic/21065.html]. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to: NCVER on (08) 8230 8400 or surveys\_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

**Interpretability**

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

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



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### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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Proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

**Indicator definition and description**

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student employment and further study outcomes
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one work-related benefit from completing the course.</p> <p><u>Numerator/s</u></p> <p>Number of persons who:</p> <ul style="list-style-type: none"><li>• (a) completed training during the year prior to the nominated year, and</li><li>• (b) undertook that training for employment-related reasons, and</li><li>• (c) were employed on the last Friday in May of the nominated year, and</li><li>• (d) reported as having received one of the following job related benefits: set up or expanded their own business, got a promotion, increased their earnings, or other job-related benefit after completing their training.</li></ul> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

**Data Quality Framework Dimensions**

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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**Relevance** The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
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The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
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This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2013 Student Outcomes Survey**

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness** The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

**Accuracy** In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

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For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

**Coherence**

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**Interpretability**

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

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- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

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### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

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- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Student achievement in VET

### Load pass rate

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

#### **Indicator definition and description**

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student achievement in VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew.</p> <p><u>Numerator/s</u></p> <p>Government funded recurrent hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency</p> <p><u>Denominator/s</u></p> <p>All Government funded recurrent hours of students who were assessed and either passed, failed or withdrew.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and VET target groups:</p> <ul style="list-style-type: none"><li>• students with disability</li><li>• students speaking a language other than English at home</li><li>• students from remote and very remote areas</li><li>• Indigenous students</li></ul> <p>Achievement by VET target groups can also indicate the equity of outcomes for these groups.</p>
<b>Data source/s</b>	All data are unpublished and are derived from NCVER National VET Provider data collections.

#### **Data Quality Framework Dimensions**

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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<b>Relevance</b>	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> <li>• recreation, leisure and personal enrichment</li> <li>• fee-for-service VET by private providers</li> <li>• delivery undertaken at overseas campuses of Australian VET institutions</li> <li>• credit transfer</li> <li>• VET delivered in schools, where the delivery has been undertaken by schools.</li> </ul>
<b>Timeliness</b>	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses.</p>
<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> <li>• Percentage of unknown data</li> <li>• The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing</li> <li>• Inappropriate training organisation delivery locations</li> <li>• The number of qualifications/courses that do not match the NTIS listing</li> <li>• The number of modules/units of competency that do not match the NTIS listing</li> <li>• Duplicate client identification</li> <li>• Duplicate qualifications completed</li> <li>• Reporting scopes</li> <li>• Funding sources</li> <li>• Outcome identifiers</li> </ul>
<b>Coherence</b>	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>.</p> <p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p>

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**Accessibility** Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- Load pass rate is a measure of students' success, which has an impact on a student's attainment of skills. High 'load pass rates' and 'number of students who commenced and completed' indicate that student achievement is high, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students.
- Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.



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## Proportion of VET graduates with improved education/training status after training

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

### **Indicator definition and description**

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student achievement in VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), as a proportion of the number of VET course enrolments.</p> <p><u>Numerator/s</u></p> <p>The number of VET AQF qualification completions by students who have completed a course at a higher education level than their previous highest education level</p> <p><u>Denominator/s</u></p> <p>The number of VET AQF course enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and:</p> <ul style="list-style-type: none"><li>• students aged 20-64 years</li><li>• students by Indigenous status</li><li>• students by remoteness (based on students' home postcode).</li><li>• The hierarchy for highest level of education is as follows:</li><li>• Advanced diploma or above</li><li>• Diploma</li><li>• Certificate IV</li><li>• Certificate III</li><li>• Certificate II/Year 12</li><li>• Certificate I</li><li>• Year 11</li><li>• Year 10</li><li>• Year 9 or below</li><li>• Miscellaneous education</li><li>• Did not go to school</li></ul> <p>'Not stated' responses have been excluded from the computation.</p>
<b>Data source/s</b>	All data are derived from the National VET Provider Collection.

### **Data Quality Framework Dimensions**

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [<a href="http://www.ncver.edu.au/about_ncver/who.html">www.ncver.edu.au/about_ncver/who.html</a>]</p>
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<b>Relevance</b>	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> <li>• recreation, leisure and personal enrichment</li> <li>• fee-for-service VET by private providers</li> <li>• delivery undertaken at overseas campuses of Australian VET institutions</li> <li>• credit transfer</li> <li>• VET delivered in schools, where the delivery has been undertaken by schools.</li> </ul>
<b>Timeliness</b>	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in the first week of July 2014 in Students and Courses.</p> <p>A small proportion of qualification completions data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.</p>
<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to [<a href="http://www.ncver.edu.au/avetmiss/21055.html">www.ncver.edu.au/avetmiss/21055.html</a>]).</p> <p>Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> <li>• Percentage of unknown data</li> <li>• The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing</li> <li>• Inappropriate training organisation delivery locations</li> <li>• The number of qualifications/courses that do not match the NTIS listing</li> <li>• The number of modules/units of competency that do not match the NTIS listing</li> <li>• Duplicate client identification</li> <li>• Duplicate qualifications completed</li> <li>• Reporting scopes</li> <li>• Funding sources</li> <li>• Outcome identifiers</li> </ul>
<b>Coherence</b>	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see [<a href="http://www.ncver.edu.au/avetmiss/21055.html">www.ncver.edu.au/avetmiss/21055.html</a>]. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>.</p>

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A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at [[www.ncver.edu.au/statistic/21075.html](http://www.ncver.edu.au/statistic/21075.html)]

**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education

Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation

Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to [www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- Using enrolments as the denominator allows this indicator to assess the overall performance of the VET system, as it includes those people who started training but did not complete (and therefore did not improve their educational status). A supplementary measure using completions as the denominator is reported separately by the COAG Reform Council (CRC) for additional information, and is available in *Skills and Workforce Development 2011: Comparing performance across Australia* (CRC 2012)
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.
- Qualification completions data include both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter (i.e. completed modules and units of competency), which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.

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## Number of students who commenced and completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student achievement in VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>(a) The number of VET students in a given year who commenced a course and eventually completed their course, expressed as an estimated proportion of all course commencing enrolments in that year</p> <p>(b) Estimated subject pass rates for students commencing in a particular year</p> <p><u>Numerator/s</u></p> <p>(a) The number of VET AQF qualification completions by students who have commenced a course in a particular year</p> <p>(b) The number of hours, or full-year training equivalents (FYTEs), attributed to students who gain competencies/passed assessment in an assessable module or unit of competency by students who have commenced a course in a particular year</p> <p><u>Denominator/s</u></p> <p>(a) The number of VET AQF course commencements in a given year</p> <p>(b) The number of hours, or full-year training equivalents (FYTEs), attributed to all students who were assessed and either passed, failed or withdrew. by students who have commenced a course in a particular year</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for (a) and (b) above, using an estimation process.</p>
<b>Data source/s</b>	All data are derived from the National VET Provider Collection.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"><li>• recreation, leisure and personal enrichment</li><li>• fee-for-service VET by private providers</li><li>• delivery undertaken at overseas campuses of Australian VET institutions</li><li>• credit transfer</li></ul> <p>VET delivered in schools, where the delivery has been undertaken by schools.</p>

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<b>Timeliness</b>	The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary publication, <i>The likelihood of completing a VET qualification, 2009—2012</i> , was published in August 2014.
<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>).</p> <p>Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> <li>• Percentage of unknown data</li> <li>• The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing</li> <li>• Inappropriate training organisation delivery locations</li> <li>• The number of qualifications/courses that do not match the NTIS listing</li> <li>• The number of modules/units of competency that do not match the NTIS listing</li> <li>• Duplicate client identification</li> <li>• Duplicate qualifications completed</li> <li>• Reporting scopes</li> <li>• Funding sources</li> <li>• Outcome identifiers</li> </ul>
<b>Coherence</b>	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a></p> <p>The relatively large decrease in completion rates for the Australian Capital Territory in 2012 is due to changes in the name encryption of some students across collection years, leading to a mismatch between qualification completions and enrolments.</p>
<b>Accessibility</b>	<p>Summary information is available free of charge on NCVER's website at: <a href="http://www.ncver.edu.au/publications/2743.html">http://www.ncver.edu.au/publications/2743.html</a>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or <a href="mailto:vet_req@ncver.edu.au">vet_req@ncver.edu.au</a></p> <p>A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a></p>
<b>Interpretability</b>	<p>To aid interpretation, information on the National VET Provider Collection, AVETMISS, and <i>The likelihood of completing a VET qualification</i> are available on the NCVER website.</p> <p>Among other standards detailed in AVETMISS, the publication uses the:</p> <ul style="list-style-type: none"> <li>• <u>Australian Classification of Education (ASCED) (ABS cat. no. 1272.0)</u> to classify the level and field of education.</li> </ul>

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### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- Estimated qualification completion rates need to be interpreted with caution due to data collection and methodological issues in tracking students and the qualifications they enrol in across different years of the National VET Provider Collection. Information on the matching variables (i.e. date of birth, sex, encrypted name identifier) may be missing or inaccurate in one or more years. The qualification record identifier may also in some rare cases change between enrolment and completion where a particular training package qualification has been superseded.
- It should be noted that not all students intend to complete an entire qualification but rather only wish to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wishing to only complete a specific component of a qualification are required to formally enrol in that qualification for data collection purposes, whereas in other jurisdictions they are not. For this reason, caution should be taken when interpreting qualification completion rates across states and territories.

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## Student satisfaction with VET

### Proportion of students who achieve their main reason for doing a VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

#### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student satisfaction with VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of students who achieve their main reason for doing a VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that the training either helped or partially helped them achieve their main reason for undertaking that training.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

#### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none"><li>• Publicly funded VET activity (all providers)</li><li>• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers</li></ul>

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2013 Student Outcomes Survey**

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

#### Timeliness

The *Student Outcomes Survey* (SOS) is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

#### Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state**

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
<b>Australia</b>	<b>41.9</b>

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due



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	to small sample sizes.
<b>Coherence</b>	<p>The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.</p> <p>Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.</p>
<b>Accessibility</b>	<p>Results of the survey are available free of charge on NCVER's website at: <a href="http://www.ncver.edu.au/statistic/21065.html">http://www.ncver.edu.au/statistic/21065.html</a>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or <a href="mailto:surveys_req@ncver.edu.au">surveys_req@ncver.edu.au</a></p> <p>A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a></p>
<b>Interpretability</b>	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> <li>• Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education</li> <li>• Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry</li> <li>• Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation</li> <li>• Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.</li> </ul> <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> <li>• Indigenous status</li> <li>• Country of birth</li> <li>• Main Language Other than English Spoken at Home</li> <li>• Labour force status</li> </ul> <p>Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <a href="http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html">www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</a></p>

### **Data Gaps/Issues Analysis**

<b>Key data gaps/ issues</b>	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none"> <li>• Annual data are available from the <i>Student Outcomes Survey</i>. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)</li> <li>• The response rate to this survey was 41.9 per cent in 2013. NCVER analysis found that the non-response was not likely to have affected the quality of the results.</li> <li>• Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.</li> <li>• Percentages in tables are rounded and may not sum to 100.</li> <li>• The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.</li> </ul>
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## Proportion of students who were satisfied with the quality of their completed VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Student satisfaction with VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>The proportion of students who were satisfied with the quality of their completed VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that they were 'satisfied' or 'very satisfied' with their training program.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
<b>Data source/s</b>	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The <i>Student Outcomes Survey</i> (SOS) collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none"><li>• Publicly funded VET activity (all providers)</li><li>• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers</li></ul> <p>The survey excludes:</p> <ul style="list-style-type: none"><li>• Recreation, leisure and personal enrichment (non-vocational programs)</li><li>• Privately funded VET activity delivered by private providers</li><li>• VET activity delivered at overseas campuses of Australian VET institutions</li><li>• VET activity delivered in schools.</li></ul>

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

**Figure 1: Scope of the 2013 Student Outcomes Survey**

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers <sup>a</sup>
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

<sup>a</sup> This information is only collected in New South Wales and Victoria.

**Timeliness** The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

**Accuracy** In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
  - a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
  - a comparison of the results obtained from mail and online completion.
- Response rates to the 2013 survey are shown in table 1.

**Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state**

<b>State/Territory</b>	<b>Response rate (%)</b>
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
<b>Australia</b>	<b>41.9</b>

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

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**Coherence** The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

**Interpretability** To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

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

### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2013. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

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## Skill outputs from VET

### Qualifications completed, and annual change in qualifications completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

#### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
<b>Measure (computation)</b>	<p>This DQI material covers the measure 'qualifications completed' and the relevant component (underlined as follows) of the related measure — '<u>annual change in qualifications completed</u>, units of competency completed and modules completed, and annual change in Qualification equivalents.'</p> <p><u>Definition</u></p> <p>Qualifications completed is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.</p> <p>Annual change in qualifications completed is defined as the percentage change of qualifications achieved/passed from year to year.</p> <p><u>Computation/s:</u></p> <p>A count of the number of qualifications/courses completed, submitted in the <i>Qualifications completed file</i> of the VET provider collection by registered training providers.</p> <p>Annual change in qualifications completed is the percentage change in the number of qualifications completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.</p>
<b>Data source/s</b>	All student data are unpublished and are sourced from NCVER National VET Provider data collection.

#### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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<b>Relevance</b>	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> <li>• recreation, leisure and personal enrichment</li> <li>• fee-for-service VET by private providers</li> <li>• delivery undertaken at overseas campuses of Australian VET institutions</li> <li>• credit transfer</li> <li>• VET delivered in schools, where the delivery has been undertaken by schools.</li> </ul>
<b>Timeliness</b>	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in <i>Students and Courses</i>.</p> <p>A small proportion of 'Qualifications Completed' data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.</p>
<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
<b>Coherence</b>	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a></p>
<b>Accessibility</b>	<p>Summary information is available free of charge in <i>Students and Courses</i> on NCVET's website at: <a href="http://www.ncver.edu.au/statistic/21053.html">http://www.ncver.edu.au/statistic/21053.html</a>. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or <a href="mailto:vet_req@ncver.edu.au">vet_req@ncver.edu.au</a></p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a></p>

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**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues** The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.
- It should be noted that not all students intend to complete an entire qualification but rather only wish to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wishing to only complete a specific component of a qualification are required to formally enrol in that qualification for data collection purposes, whereas in other jurisdictions they are not. For this reason, caution should be taken when interpreting qualification completion rates across states and territories.

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## Units of competency and modules completed, and annual change in units of competency and modules completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
<b>Measure (computation)</b>	<p>This DQI material covers the measure 'units of competency completed' and the relevant component (underlined as follows) of the related measure — '<u>annual change in qualifications completed, units of competency completed and modules completed</u>, and annual change in Qualification equivalents.'</p> <p>Units of competency and modules are calculated separately and then added together for this measure. Both units of competency and modules completed are included in the Report, as well as the combined figure.</p> <p><u>Definition</u></p> <p>Units of competency completed is defined as the number of units of competency successfully achieved/passed each year by government funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation, endorsed within a national training package.</p> <p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p> <p>Annual change in units of competency completed is defined as the percentage change of units of competency achieved/passed from year to year.</p> <p>Modules completed is defined as the number of modules (outside training packages) successfully achieved/passed each year by government funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.</p> <p>A module is a unit of training in which a student can enrol and be assessed.</p> <p>Annual change in modules completed is defined as the percentage change of modules achieved/passed from year to year.</p> <p><u>Computation/s:</u></p> <p>Units of competencies completed is the total count of records with a flag of 'C' for the <i>unit of competency file</i> which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.</p> <p>Annual change in units of competency completed is the percentage change in the number of units of competency completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Modules completed is the total count of records with a flag of 'M' for the <i>unit of competency file</i> which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.</p> <p>Annual change in modules completed is the percentage change in the number of modules completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.</p>



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**Data source/s** All student data are unpublished and are sourced from NCVET National VET Provider data collection.

**Data Quality Framework Dimensions**

**Institutional environment** The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

**Relevance** The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

**Timeliness** The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in *Students and Courses*.

**Accuracy** The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

**Coherence** AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>

**Accessibility** Summary information is available free of charge in *Students and Courses* on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

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**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

### **Data Gaps/Issues Analysis**

#### **Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Units of competency completed is not directly comparable, as the mix of units is not necessarily comparable across jurisdictions or across years.
- Modules completed is not directly comparable, as the mix of modules is not necessarily comparable across jurisdictions or across years.
- Units of competency and modules completed (in combination) are also not directly comparable.

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## Qualification Equivalents, and annual change in Qualification Equivalents

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### **Indicator definition and description**

<b>Element</b>	Outcomes.
<b>Indicator</b>	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
<b>Measure (computation)</b>	<p>This DQI material covers the measure 'Qualification Equivalents' and the relevant component (underlined as follows) of the related measure — 'annual change in qualifications completed, units of competency completed and modules completed, and <u>annual change in Qualification equivalents</u>.'</p> <p><i>For Qualification Equivalents:</i></p> <p><u>Definition</u></p> <p>Expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. Qualification Equivalents are based on the training activity (annual hours) associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of training activity representing a qualification.</p> <p><u>Numerator/s</u></p> <p>The annual hours associated with successfully completed modules and units of competency.</p> <p><u>Denominator/s</u></p> <p>An agreed (nominal) value of training activity representing a qualification (where the value is the median number of hours that are required to successfully complete a qualification in that AQF level and Field of Education).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for activity at all qualification levels, at certificate I or II, at certificate III or IV, and at diploma level and above.</p> <p><i>For annual change in Qualification Equivalents:</i></p> <p><u>Computation/s:</u></p> <p>Annual change in Qualification Equivalents is the percentage change in Qualification Equivalents from one year to the subsequent year calculated separately for activity at certificate III or IV and at diploma level and above, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Comparative data are also reported by Indigenous status, where Indigenous status is based on self-identification by students on their VET enrolment form.</p>
<b>Data source/s</b>	All student data are unpublished and are sourced from NCVER National VET Provider data collection.

### **Data Quality Framework Dimensions**

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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<b>Relevance</b>	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> <li>• recreation, leisure and personal enrichment</li> <li>• fee-for-service VET by private providers</li> <li>• delivery undertaken at overseas campuses of Australian VET institutions</li> <li>• credit transfer</li> <li>• VET delivered in schools, where the delivery has been undertaken by schools.</li> </ul>
<b>Timeliness</b>	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in <i>Students and Courses</i>.</p>
<b>Accuracy</b>	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
<b>Coherence</b>	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <a href="http://www.ncver.edu.au/avetmiss/21055.html">http://www.ncver.edu.au/avetmiss/21055.html</a></p>
<b>Accessibility</b>	<p>Summary information is available free of charge in <i>Students and Courses</i> on NCVET's website at: <a href="http://www.ncver.edu.au/statistic/21053.html">http://www.ncver.edu.au/statistic/21053.html</a>. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or <a href="mailto:vet_req@ncver.edu.au">vet_req@ncver.edu.au</a></p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at <a href="http://www.ncver.edu.au/statistic/21075.html">http://www.ncver.edu.au/statistic/21075.html</a></p>

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**Interpretability** To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <[www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html)>

#### **Data Gaps/Issues Analysis**

**Key data gaps/** The Steering Committee notes the following key data gaps/issues:

**issues**

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.

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## Employer engagement with VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Employer engagement with VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>Employer engagement with VET.</p> <p><u>Numerator/s</u></p> <p>Number of employers who in the 12 months preceding the interview:</p> <ul style="list-style-type: none"><li>• (a) had employees undertaking apprenticeships/traineeships, or</li><li>• (b) arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or</li><li>• (c) had employees with formal vocational qualifications as a requirement of their job.</li></ul> <p><u>Denominator/s</u></p> <p>Number of employers (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for each of the three categories of employer stated for the numerator.</p> <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
<b>Data source/s</b>	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
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<b>Relevance</b>	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p> <p>The following organisations are out of scope of the survey:</p> <ul style="list-style-type: none"> <li>• self-employed and not employing staff</li> <li>• private households employing staff</li> <li>• foreign diplomatic missions</li> <li>• consulates in Australia</li> <li>• defence force establishments</li> <li>• superannuation funds.</li> </ul>
<b>Timeliness</b>	<p>The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2013 survey were released on the NCVET website on 28 October 2013.</p>
<b>Accuracy</b>	<p>In 2013, the survey was designed to produce estimates at the state, industry and employer size levels, with the following approximate standard errors (SE):</p> <ul style="list-style-type: none"> <li>• 2.5 per cent for state-level estimates</li> <li>• 5 per cent for industry-level estimates</li> <li>• 1.5 per cent for employer-size level estimates</li> <li>• 1 per cent for Australia level estimates.</li> </ul> <p>Previous surveys were designed to produce estimates with the following approximate relative standard errors (RSE): less than 8 per cent for state-level estimates</p> <ul style="list-style-type: none"> <li>• less than 16 per cent for industry-level estimates</li> <li>• less than 6 per cent for employer-size level estimates</li> <li>• less than 3 per cent for Australia level estimates.</li> </ul> <p>Employers in scope of the survey were randomly selected and stratified by:</p> <ul style="list-style-type: none"> <li>• State (each of the 8 states and territories)</li> <li>• Industry (19 ANZSIC divisions)</li> <li>• Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).</li> </ul> <p>Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data.</p> <p>In 2013, a total of 9052 interviews were conducted. Response rates to the 2011 survey are shown in table 1.</p>

**Table 1: Response rates to the 2013 Survey of Employers' Use and Views of VET by state**

State/Territory	Response rate (%)
New South Wales	73.3
Victoria	71.0
Queensland	74.7
Western Australia	75.8
South Australia	75.7
Tasmania	82.0
Australian Capital Territory	79.7
Northern Territory	82.4
<b>Australia</b>	<b>75.2</b>

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

**Coherence** This is the fifth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009 and 2011. Data from the previous four surveys have been revised to ensure comparability with the 2013 survey.

**Accessibility** Results of the survey are available free of charge on NCVER's website at: [www.ncver.edu.au/statistic/21066.html](http://www.ncver.edu.au/statistic/21066.html). Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

NCVER on (08) 8230 8400 or [surveys\\_req@ncver.edu.au](mailto:surveys_req@ncver.edu.au)

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [[www.ncver.edu.au/statistic/21075.html](http://www.ncver.edu.au/statistic/21075.html)]

**Interpretability** To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVER website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

#### **Data Gaps/Issues Analysis**

**Key data gaps/issues** The Steering Committee notes the following key data gaps/issues:

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2013. Data from 2011, 2009, 2007 and 2005 are available in this report.
- Data are of acceptable accuracy at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request.
- Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVER website, [www.ncver.edu.au](http://www.ncver.edu.au).



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## Employer satisfaction with VET

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the *National Agreement for Skills and Workforce Development* (data supplied by NCVET) with additional Steering Committee comments.

### Indicator definition and description

<b>Element</b>	Outcomes.
<b>Indicator</b>	Employer satisfaction with VET
<b>Measure (computation)</b>	<p><u>Definition</u></p> <p>Employer satisfaction with the VET system.</p> <p><u>Numerator</u></p> <p>Employers who reported as being satisfied or very satisfied with the VET system in meeting their skill needs.</p> <p><u>Denominator</u></p> <p>Number of employers engaged with the VET system (less those with the numerator variable not stated)</p> <p><u>Computation/s:</u></p> <p>The measure is calculated separately for the number of employers who in the 12 months preceding the interview:</p> <ul style="list-style-type: none"><li>• had employees undertaking apprenticeships/traineeships, or</li><li>• arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or</li><li>• had employees with formal vocational qualifications as a requirement of their job.</li></ul> <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
<b>Data source/s</b>	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

### Data Quality Framework Dimensions

<b>Institutional environment</b>	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see <a href="http://www.ncver.edu.au/aboutncver/who.html">http://www.ncver.edu.au/aboutncver/who.html</a></p>
<b>Relevance</b>	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p>

The following organisations are out of scope of the survey:

- self-employed and not employing staff
- private households employing staff
- foreign diplomatic missions
- consulates in Australia
- defence force establishments
- superannuation funds.

**Timeliness**

The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2013 survey were released on the NCVET website on 28 October 2013.

**Accuracy**

In 2013, the survey was designed to produce estimates at the state, industry and employer size levels, with the following approximate standard errors (SE):

- 2.5 per cent for state-level estimates
- 5 per cent for industry-level estimates
- 1.5 per cent for employer-size level estimates
- 1 per cent for Australia level estimates.

Previous surveys were designed to produce estimates with the following approximate relative standard errors (RSE): less than 8 per cent for state-level estimates

- less than 16 per cent for industry-level estimates
- less than 6 per cent for employer-size level estimates
- less than 3 per cent for Australia level estimates.

Employers in scope of the survey were randomly selected and stratified by:

- State (each of the 8 states and territories)
- Industry (19 ANZSIC divisions)
- Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data.

In 2013, a total of 9052 interviews were conducted. Response rates to the 2013 survey are shown in table 1.

**Table 1: Response rates to the 2013 Survey of Employers' Use and Views of VET by state**

State/Territory	Response rate (%)
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Northern Territory	82.4
<b>Australia</b>	<b>75.2</b>

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

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**Coherence** This is the fifth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009 and 2011.. Data from the previous four surveys have been revised to ensure comparability with the 2013 survey

**Accessibility** Results of the survey are available free of charge on NCVER's website at: [www.ncver.edu.au/statistic/21066.html](http://www.ncver.edu.au/statistic/21066.html). Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

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**Interpretability** To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVER website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

### **Data Gaps/Issues Analysis**

**Key data gaps/ issues**

The Steering Committee notes the following key data gaps/issues:

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2013. Data from 2011, 2009, 2007 and 2005 are available in this report.
- Data are of acceptable accuracy at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request.
- Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVER website, [www.ncver.edu.au](http://www.ncver.edu.au)>.