
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/rogs/2016.

This chapter reports performance information for government funded vocational education and training (VET) in Australia. For further information on:

- VET in schools see School education (chapter 4)
- all tertiary education (including university education) see the Child care, education and training sector overview (sector overview B).

Major improvements to reporting on VET in this edition include the presentation of a new measure: 'graduates with improved education/training status as a proportion of total student *completions*', within the outcome indicator 'student achievement in VET'.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

5.1 Profile of vocational education and training

Service overview

The role of the VET system in Australia is to provide individuals with the skills and qualifications needed to participate effectively in the labour market and contribute to Australia's economic future (COAG 2012a). It provides training to cover entry-level jobs through to highly technical occupations (PM&C 2014).

It is highly flexible, offering a diverse range of programs, which provide nationally recognised qualifications or the achievement of units of competency (box 5.1). 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. Apprenticeships/traineeships (referred to as Australian Apprenticeships) 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.

Box 5.1 VET qualifications and units of competency

Vocational education and training (VET) programs range in length and complexity. A VET student may choose to complete:

- *a qualification* — obtaining qualification levels Certificate I through to associate degrees, graduate certificates and graduate diplomas (sector overview B). Certificate III is the central qualification for trade training, and Certificate IV generally introduces managerial competencies
- *a single unit of competency or module* — (which can involve fewer than 10 contact hours) in order to acquire specific skills that may help specialise or progress in the workplace. 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.

All training in the VET system needs to be assessed, because many students complete modules or units of competency without completing a course or qualification.

Source: NCVET (2015c); PM&C (2014).

The main reasons that students participate in VET programs are to attain skills — including basic or foundation skills such as literacy and numeracy — for:

- *employment related reasons* — to improve their ability to enter (or re-enter) the labour force, or advance their earning capacity by: developing skills that are in demand by employers; attaining a nationally-recognised qualification; or gathering the skills necessary to meet regulatory or licensing requirements. In 2014, 83.4 per cent of VET graduates and 76.7 per cent of VET module completers stated that employment-related reasons was the main reason for undertaking study

- *personal development* — to enhance their sense of wellbeing and/or to improve opportunities for social participation. In 2014, 12.5 per cent of VET graduates and 21.1 per cent of VET module completers stated that personal development was the main reason for undertaking study
- *further study* — to provide a pathway to further tertiary education, including entrance to higher education. In 2014, 4.1 per cent of VET graduates and 2.2 per cent of VET module completers stated that further study was the main reason for undertaking study (NCVER 2014).

The VET system involves the interaction of students, employers, the Australian, State, Territory and local governments (as both purchasers and providers), and a number of private and community registered training organisations (RTOs) (box 5.2).

Box 5.2 Registered Training Organisations

RTOs are those training providers registered by the Australian Skills Quality Authority (ASQA) or a state regulator to deliver VET services. The types of training organisation that may be an RTO include:

- *government VET providers*, such as:
 - institutions specialising in VET delivery, including technical and further education (TAFE) institutes and agricultural colleges
 - multi-sector education institutions, such as secondary schools or higher education institutions (universities) with an RTO arm — schools and universities can provide dual award courses that may combine traditional studies with VET
- *community education providers* — such as adult community education providers
- *other registered providers*, such as:
 - institutions specialising in VET delivery, including private training businesses
 - industry and community bodies with an RTO arm
 - businesses, organisations and government agencies that have RTO status to train their own staff
 - Group Training Organisations that also provide VET services — Group Training Organisations recruit potential or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and place them with ‘host’ employers while they undertake their training
 - Australian Apprenticeship Centres (known as Apprenticeship Network providers from July 2015) that also provide VET services — deliver support services to employers and Australian Apprentices.

Source: ASQA (2015); Australian Government (2015).

Government funded activity is the primary focus of this Report. Government funded VET encompasses the government subsidised or financed component of VET delivered by:

- TAFE institutes and other government VET providers (including multi-sector higher education institutions)
- community education providers
- other registered providers (box 5.3).

Box 5.3 Government funded and total VET activity


The focus of this report is government funded VET activity.

Where this chapter refers to ‘government funded VET activity’, it is defined as VET activity that is funded under Commonwealth and State/Territory recurrent, Commonwealth specific and State/Territory specific funding (figure 5.1). This includes activity funded under the *National Agreement for Skills and Workforce Development* (NASWD).

Total VET activity refers to all nationally accredited training, regardless of funding source. It encompasses activity outside the scope of this report, including VET services delivered on a fee-for-service basis and paid for privately.

Figure 5.1 Government funded VET^{a, b}

Source of funding	Registered Training Organisations		
	Government VET providers — TAFE and other government RTOs ^c	Community education providers	Other registered providers
Government subsidised/financed			
Domestic fee-for-service ^d			
International fee-for-service ^d			

 Government Funded VET

^a Government funded VET excludes students who undertake recreation, leisure or personal enrichment education programs. ^b Government funded VET excludes programs where the delivery was undertaken by schools. Government funded VET includes students who undertook VET in schools programs at TAFE. ^c Multi-sector higher education providers are reported as Government providers. ^d Fee-for-service students pay 100 per cent of their VET fees from private (non-government) sources.

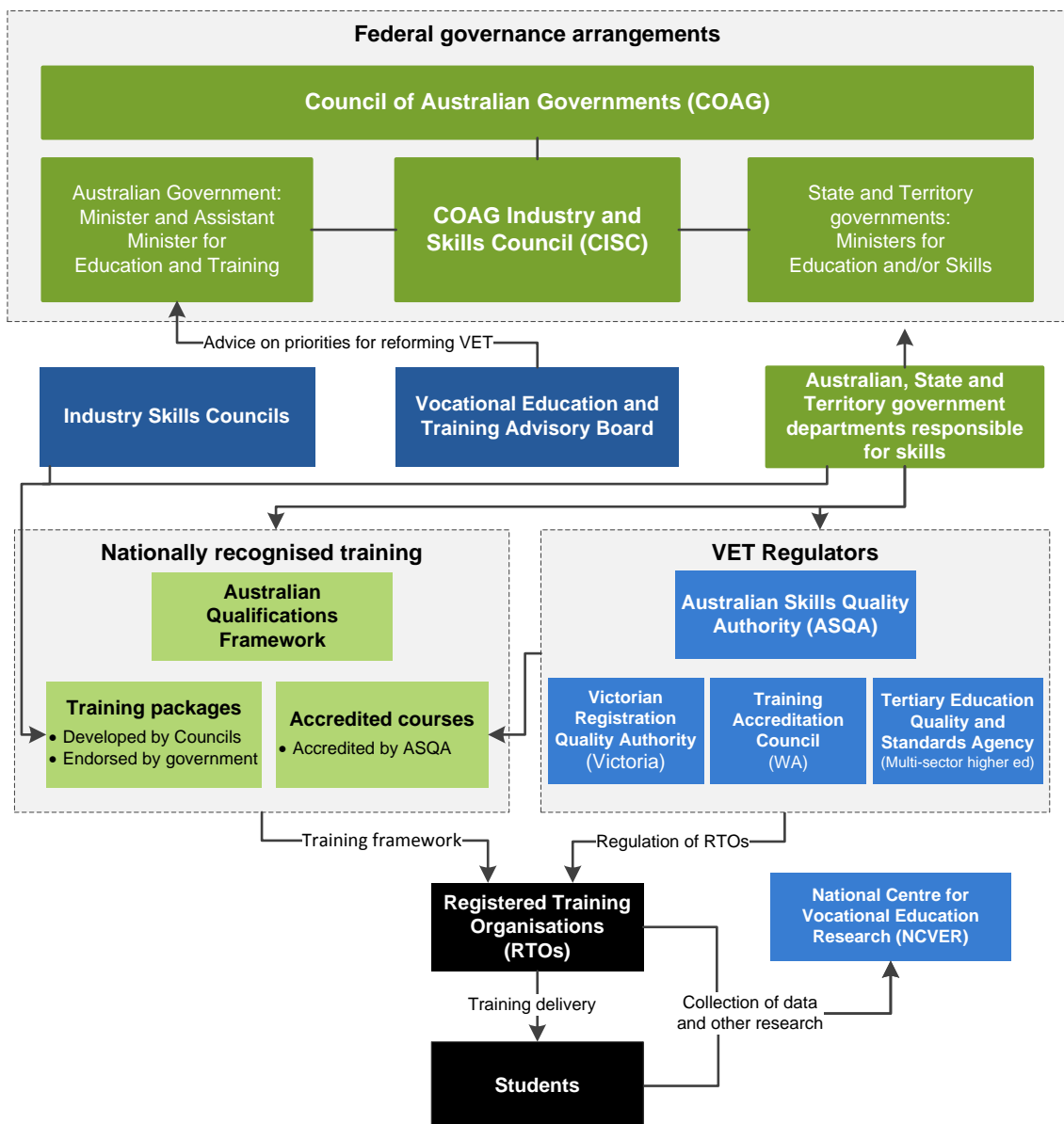
Where possible, performance indicators in this Report are reported for Government funded VET. Due to data limitations, some data are presented for a different scope.

- Measures from the VET finance collection, relate to Government VET providers only (including government subsidised/financed and fee-for-service activities).
- Measures of VET student qualification completions, relate to Government funded VET, plus the fee-for-service activity of Government VET providers.
- Measures of employer engagement and satisfaction with VET relate to total VET activity.

Roles and responsibilities

VET is an area of shared responsibility between governments and industry as outlined in the revised NASWD and the *National Partnership Agreement on Skills Reform* (COAG 2012a, 2012b). Figure 5.2 summarises the roles and responsibilities of selected VET stakeholders in 2014.

Figure 5.2 VET roles and responsibilities in 2014



Federal governance arrangements

The NASWD sets 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 (COAG 2012a).

State and Territory governments manage the delivery of VET within their jurisdictions. They have historically provided approximately two-thirds of the funding in the VET system (PM&C 2014), facilitating the development and training of the public VET workforce and ensuring the effective operation of the training market.

The Australian Government provides financial support to State and Territory governments to sustain 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.

In December 2013, Council of Australian Governments (COAG) agreed to replace the former Standing Council for Tertiary Education Skills and Employment and supporting bodies with the COAG Industry and Skills Council (CISC). CISC develops policy reforms for the national training system for consideration by COAG and oversees the implementation of policy reforms agreed by COAG. CISC has responsibility to pursue and monitor priority issues of national significance in relation to industry and skills policy and to take action to resolve issues that arise between governments (DIS 2015). CISC is chaired by the Australian Government Minister for Industry, who has portfolio responsibility for skills. State and Territory governments are represented by ministers with portfolio responsibility for industry and skills (DET 2014).

Industry liaison on skills and training

On 15 August 2014, the Vocational Education and Training Advisory Board was established. The board is comprised of industry representatives and provides advice to the Commonwealth Minister for Industry regarding priorities for reforms across the breadth of the VET sector.

In 2014, Industry Skills Councils represented the skill needs across 12 specific industry sectors (such as AgriFood, Community services and health, and Manufacturing). Industry Skills Councils are independent, industry-led, not for profit companies funded by the Australian Government. Their role is to identify and respond to the skill development and workforce planning needs of their respective industries (ISC 2014).

Regulation of VET

National regulation of VET RTOs is managed through ASQA. ASQA regulates courses (including ‘accredited courses’ — discussed below) and training providers to ensure nationally approved quality standards are met (ASQA 2015).

ASQA has jurisdiction over all RTOs, except those RTOs that do not offer services to overseas students and operate solely in Victoria or Western Australia, which are regulated by the:

- Victorian Registration and Qualifications Authority (Victoria)
- Training Accreditation Council (WA).

Multi-sector training providers — that offer both higher education and VET courses — must comply with ASQA and the Tertiary Education Quality and Standards Agency.

Nationally recognised training

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools. In 2014, the AQF was managed by the Australian Government Department of Education and Training in consultation with the Australian Government Department of Industry and Science and State and Territory governments (AQF 2015).

The VET sector delivers ‘nationally recognised training’ through:

- *training packages* — developed by Industry Skills Councils to meet the training needs of industry/ies, endorsed by the Australian, State and Territory governments, and approved for use throughout Australia (ASQA 2015). Each training package is made up of three components:
 - units of competency: which define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.
 - qualifications framework: which outlines the required groups of units of competency ranging from Certificate I to Graduate Diploma level.
 - assessment guidelines: which establishes the industry’s preferred approach to assessment, including the qualifications required by assessors (ASQA 2015).
- *accredited courses* — accreditation means the course is recognised nationally and that an RTO can issue a recognised VET qualification or VET statement of attainment following its full or partial completion. Course accreditation may be provided by Australian or State and Territory government regulators.

VET data and research

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

Australian, State and Territory and government ministers responsible for training (NCVER 2015a).

As a requirement of registration, RTOs must submit data on all accredited training activity to either NCVER or their respective State or Territory Training Authorities (NCVER 2015a).

Funding

The Australian, State and Territory governments' recurrent expenditure on VET totalled \$5.2 billion in 2014 — representing in real terms an increase of 4.0 per cent from 2004, but a decrease of 11.9 per cent from 2013 (table 5A.1). Nationally, government recurrent expenditure was equal to \$334.06 per person aged 15–64 years in 2014 (table 5A.2).

VET funding flows

Figure 5.3 outlines the major funding flows with the VET system in 2014.

A significant component of government expenditure on VET is in the form of:

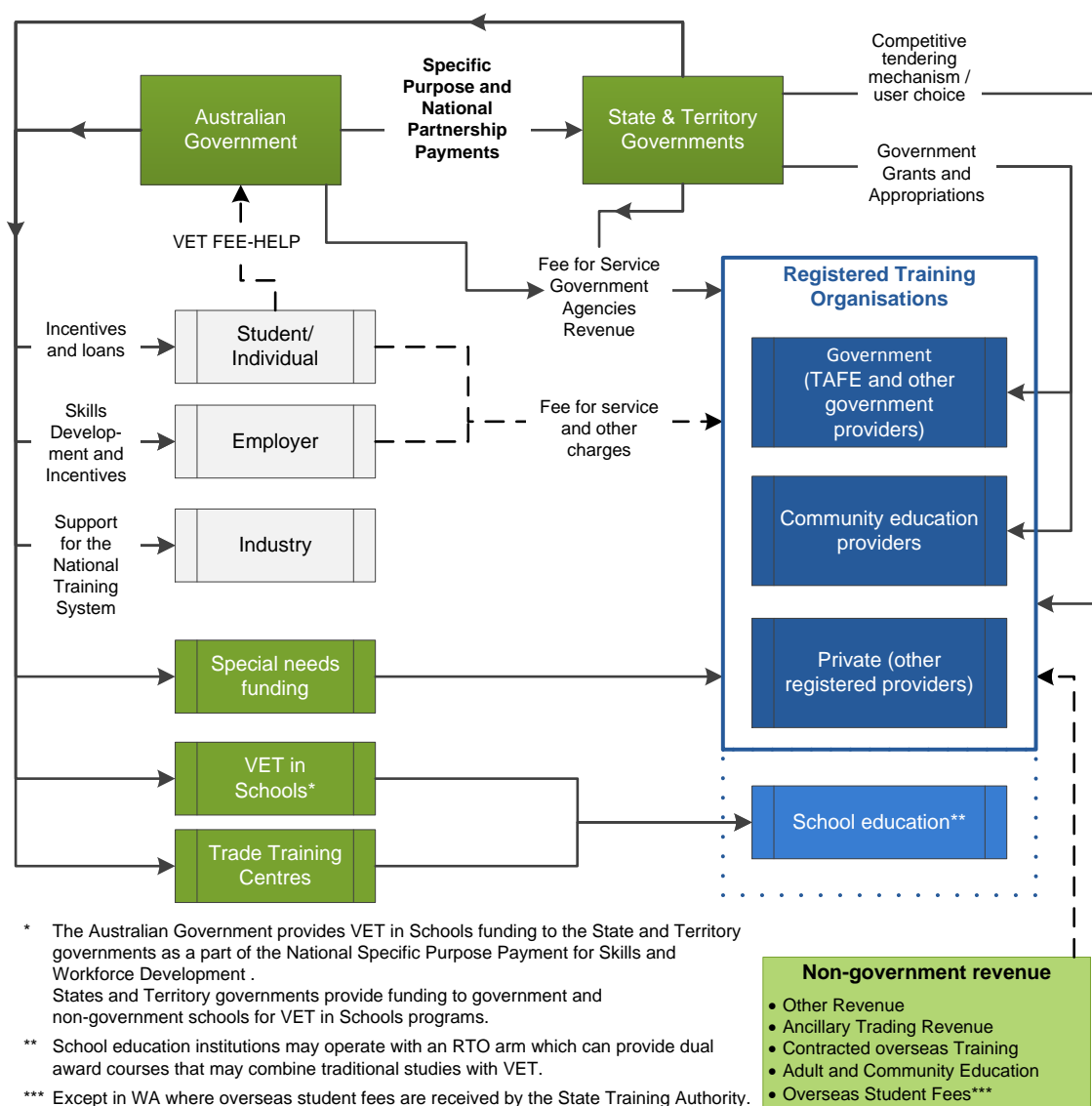
- *State and Territory government funding to RTOs* — State and Territory governments fund RTOs directly via annual grants (or appropriations) or competitive tendering arrangements. These arrangements vary across States and Territories. Nationally in 2014, State and Territory governments provided \$3.7 billion in funding — 70.8 per cent of total government funding
- *Australian Government funding to States and Territories* — the Australian Government provided funding, through the National Specific Purpose Payment for Skills and Workforce Development and National Partnership Payments, to State and Territory governments. In 2014, the Australian Government provided \$1.5 billion in funding (table 5A.10).

In addition, the Australian, State and Territory governments provided the following funding streams to VET participants.

- *Incentives and loans to individuals* — the Australian, State and Territory governments support VET students with the cost of living and learning during study/apprenticeship in the form of incentive payments, program subsidies and government loans — such as the Australian Government income contingent loan scheme VET FEE-HELP (see section 5.5 for definition).
- *Skills development and incentives to employers* — the Australian, State and Territory governments provide subsidies and incentive payments to support employers with the cost of employing and training their staff — such as for Australian Apprenticeships. In addition to the costs and benefits of employing individuals engaged in VET, companies can contribute VET funding by directly purchasing training for their employees.

- *Support for the National Training System* — As well as direct support to employers, the Australian, State and Territory governments provide funding to industry bodies to support the training system, and assist in the identification of skills needs and the development of skills programs. Examples include the funding of the Industry Skills Councils and Australian Apprenticeships Centres (Australian Government 2015).

Figure 5.3 Major funding flows within the VET system, 2014



In addition the Australian, State and Territory governments funded a number of specific VET programs in 2014, including:

- *Special needs funding* — to support individuals or communities with special needs to assist them to more effectively engage in further training or in the labour force.

-
- *VET in schools* — support to school-based VET programs that provide credit towards a nationally recognised VET qualification.
 - *Trade Training Centres* — a national partnership between the Australian Government and State and Territory governments (and non-government schools) in which the Australian Government has provided funding to secondary schools for new or refurbished trade training buildings and trades equipment for the centres (DET 2015a).

RTOs also receive revenue from individuals and organisations (government and non-government) for payment of course and administration fees (from individuals), ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds.

Allocation of VET funding

Increasingly, VET funding is provided through contestable processes (open to private and public RTOs), with explicit subsidies for provision of training in regional areas or for disadvantaged students (PM&C 2014). In 2014, \$2.4 billion (46.4 per cent) of government VET funding was allocated on a competitive basis — a 4.4 per cent decrease in real terms from 2013 (table 5A.10), of which \$1.5 billion was allocated to non-TAFE providers. Funding to non-TAFE providers has grown 222 per cent since 2005, at an annual average rate of 13.9 per cent (table 5A.9).

Processes used to allocate funds on a competitive basis include:

- *user choice* — where the employer and apprentice/trainee choose an RTO and government funds flow to that provider. Nationally in 2014, 13.1 per cent of government funding was allocated on a user choice basis
- *competitive tendering* — where government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders). Tenders can be contested by any RTO (open competitive tendering), or restricted to specific types of training or target groups (limited competitive tendering). Nationally in 2014, 2.4 per cent of government funding was allocated on a competitive tendering basis
- *entitlement funding* — combines aspects of user choice and competitive tendering with guaranteed government-subsidised training places for qualifications (box 5.4). Entitlement funding programs in 2014 accounted for 30.9 per cent of all government funding allocated to VET in 2014 (table 5A.10).

Box 5.4 Entitlement funding

Entitlement funding models have been progressively introduced across jurisdictions from mid-2009, although each State or Territory's entitlement funding system has its own characteristics. Entitlement funding programs consist of two key features:

1. Student entitlement to VET training — They provide a guaranteed government-subsidised training place for working age residents to obtain qualifications. Restrictions on the entitlement schemes vary across jurisdictions. Restrictions include: caps on the number of places that may be filled in a year; financial caps on the total level of funding; levels of qualification people have an entitlement to; and whether it is a person's 'initial' qualification.
2. Demand driven VET training — Government subsidies are contestable and are allocated to the RTO (government or private) of the students' choice. Governments may place some limits on student choice, by restricting the number of RTOs that offer entitlement funding places.

Source: State and Territory governments.

Size and scope

Students

Approximately 1.4 million government funded students participated in VET programs across Australia in 2014 (table 5A.4).

Hours

Government funded VET students participated in 457.0 million government funded annual hours in 2014, with an average of 328.0 hours per student (table 5A.4).

Courses

A single VET student may enrol in multiple VET courses. Nationally in 2014, 1.4 million government funded VET students were enrolled in 1.8 million courses (tables 5A.4 and 5A.6). Data of government funded student enrolments, aged 20–64 years, are provided in table 5A.7.

Nationally, the highest qualification level attempted by government funded VET students in 2014 was:

- diploma or above — 11.9 per cent
- certificate level III or IV — 60.0 per cent
- certificate level I or II or lower, 20.1 per cent (table 5A.5).

A further 8.1 per cent of government funded students were enrolled in a course that did not lead directly to a qualification (table 5A.5).

VET students undertake courses in a range of fields of education. Of all students that were either government funded or fee-for-service attending a TAFE or other government RTO, the fields of education with the largest number of students in 2014 were:

- management and commerce (18.6 per cent)
- engineering and related technologies (16.3 per cent)
- society and culture (13.7 per cent) (NCVER 2014).

Institutions

In 2014, government funded programs were delivered by 2071 RTOs at 31 031 locations in Australia (table 5A.3).

Nationally in 2014, the value of physical non-current assets owned by TAFE and other government RTOs was \$9.8 billion, predominantly related to the value of buildings (table 5A.36). The net assets of government TAFE and other government VET providers per person in the population aged 15–64 years was \$673.74 (table 5A.8).

5.2 Framework of performance indicators

Box 5.5 describes the objective and outcomes for the VET system, agreed by COAG in the NASWD, which underpin the performance indicator framework. Performance indicators reported in this chapter are aligned with VET performance indicators in the most recent version of the NASWD, where relevant.

Box 5.5 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.

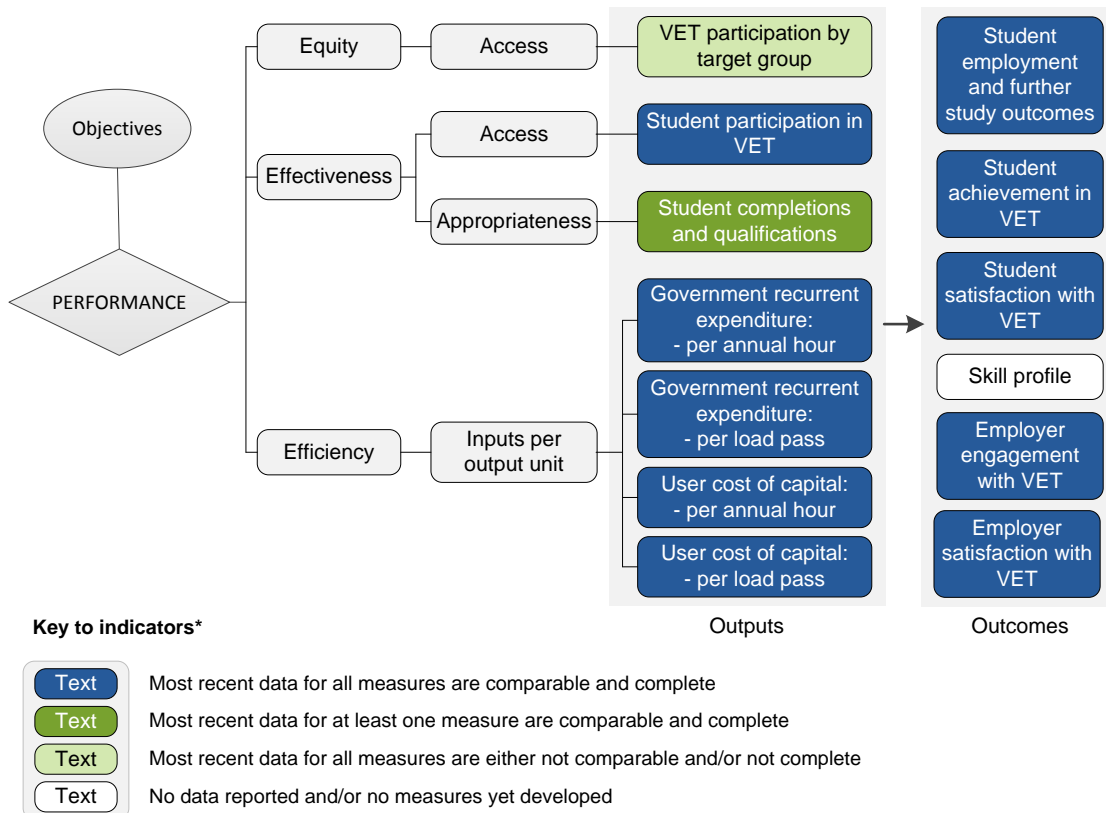
These objectives are to be met through the provision of services in an efficient manner.

Source: COAG (2012a).

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 2016 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and completeness from a Report-wide perspective (section 1.6).

In addition to section 5.1, 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 (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

5.3 Key performance indicator results

Different delivery environments, locations and types of client can affect the equity, effectiveness and efficiency of VET services.

Data quality information (DQI) is included where available for performance indicators in this 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. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5). Output information is also critical for equitable, efficient and effective management of government services.

Equity

Access — VET participation by target group

‘VET participation by target group’ is an indicator of governments’ objective that disadvantaged groups have equitable access to the VET system (box 5.6).

Box 5.6 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. For this Report, the designated equity groups are:

- Aboriginal and Torres Strait Islander people
- people from remote and very remote areas — based on students’ home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system. Under the ARIA classification there are no major cities in Tasmania, no outer regional or remote areas in the ACT and no major cities or inner regional areas in the NT
- people with disability
- people speaking a language other than English (LOTE) at home.

All else being equal, it is desirable that VET participation by target group is at, or above, a similar level to that for all students. A lower participation rate means the target group is underrepresented 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 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 projected resident population.

Data reported for this measure:

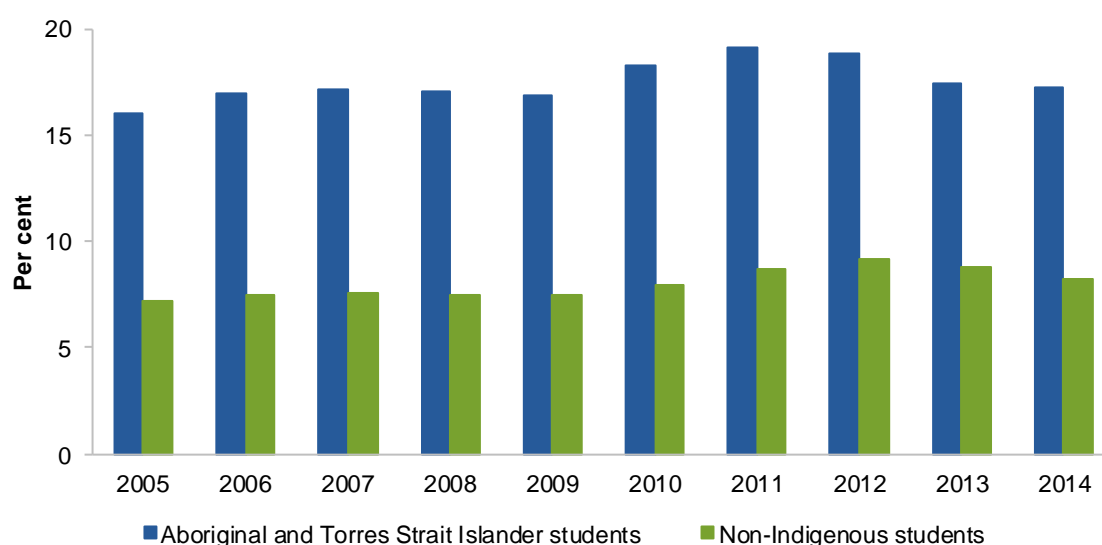
- may not be comparable (subject to caveats) within jurisdictions over time and may not be comparable across jurisdictions
- are complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

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

Nationally in 2014, the participation rate for Aboriginal and Torres Strait Islander people aged 15–64 years was 17.2 per cent compared to 8.2 per cent for non-Indigenous people. The participation rate in government funded VET for Aboriginal and Torres Strait Islander people aged 15–64 years has been consistently higher than for non-Indigenous people over the last 10 years (figure 5.5).

Figure 5.5 National VET participation rate for people aged 15–64 years, by Indigenous status^a



^a See box 5.6 and table 5A.12 for detailed definitions, footnotes and caveats.

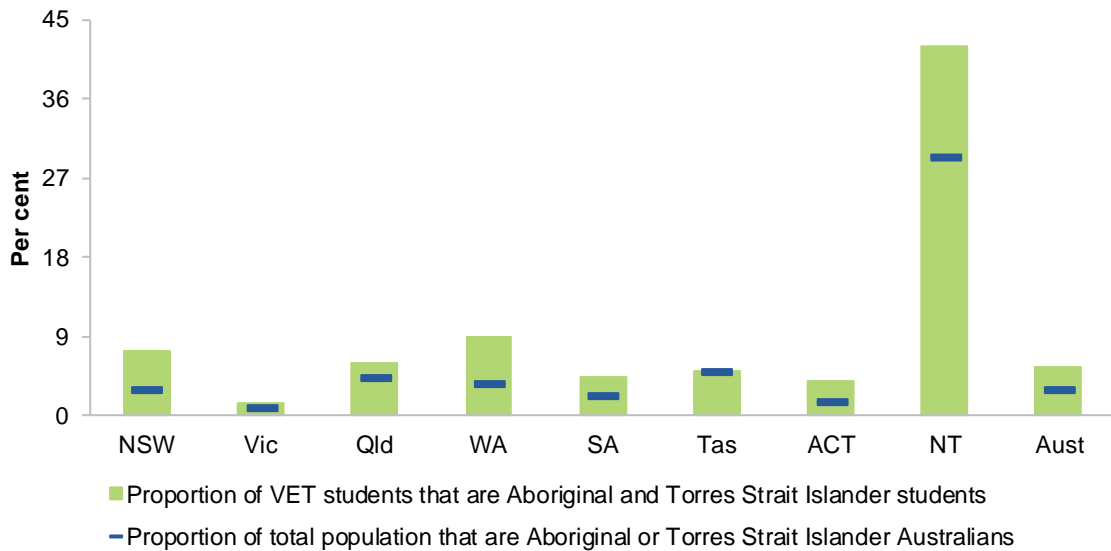
Source: NCVET (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.12.

An alternative approach to measuring participation is to analyse the VET student population by Indigenous status. Nationally in 2014, 5.6 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.18).

Caution should be taken when comparing these results as:

- these student participation data are not age standardised, so the younger age profile of the Aboriginal and Torres Strait Islander population is likely to overstate the difference in participation compared to the non-Indigenous population
- the Indigenous status of 3.3 per cent of government funded VET students nationally was unknown (or not stated) in 2014 (table 5A.18), which could mean that the Aboriginal and Torres Strait Islander participation rate is understated.

Figure 5.6 **Representation of Aboriginal and Torres Strait Islander students in VET compared with representation in the general population, 2014^a**



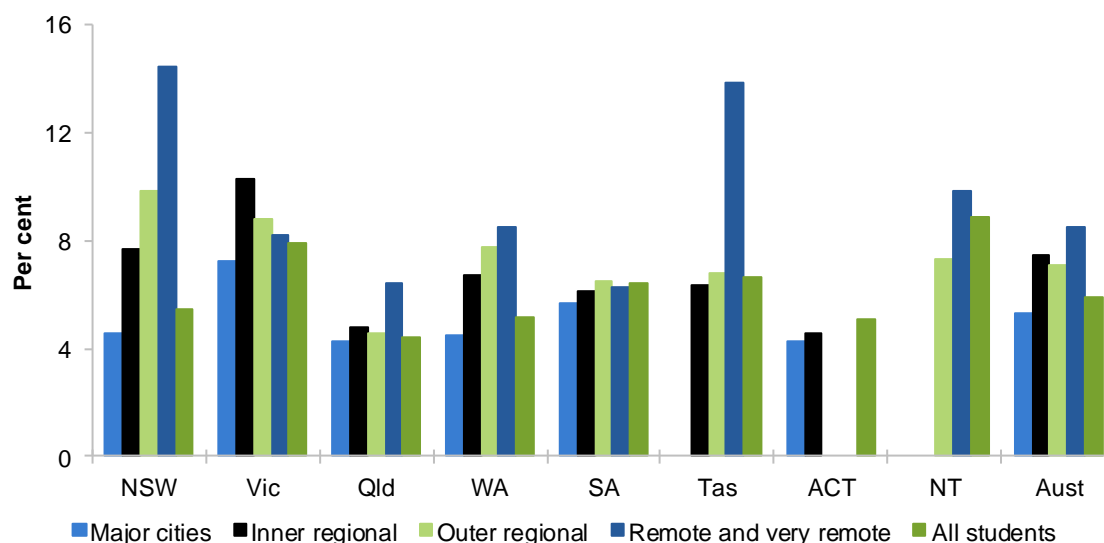
^a See box 5.6 and table 5A.18 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; table 5A.18.

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

Nationally in 2014, participation was higher for people from remote and very remote areas (8.5 per cent) than for people from other geographic regions (7.0 per cent for outer regional areas, 7.5 per cent for inner regional areas and 5.3 per cent for major cities) (figure 5.7). In most jurisdictions, the VET participation rate is generally higher as remoteness increases (table 5A.14). 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, by region, 2014^{a, b}



^a See box 5.6 and table 5A.14 for detailed definitions, footnotes and caveats. ^b There are no outer regional or remote / very remote areas in the ACT, no major cities in Tasmania or the NT and no inner regional areas in the NT.

Source: NCVER (unpublished) National VET provider collection; ABS (2014), *Regional Population Growth, Australia, 2013-14*, Cat. no. 3218.0; table 5A.14.

VET participation by target group — people with disability

Nationally, 8.4 per cent of government funded VET students in 2014 reported having disability, an impairment or a long-term condition (figure 5.8). The disability status of 8.2 per cent of government funded VET students nationally was unknown (or not stated) in 2014 (table 5A.15), which could mean that the number of VET students with disability is understated.

Based on 2012 survey 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, whereas for the population survey data the focus is on general functioning and need for assistance.

Figure 5.8 **Proportion of VET students that are students with disability, 2014^a**



^a See box 5.6 and table 5A.15 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National VET provider collection; table 5A.15.

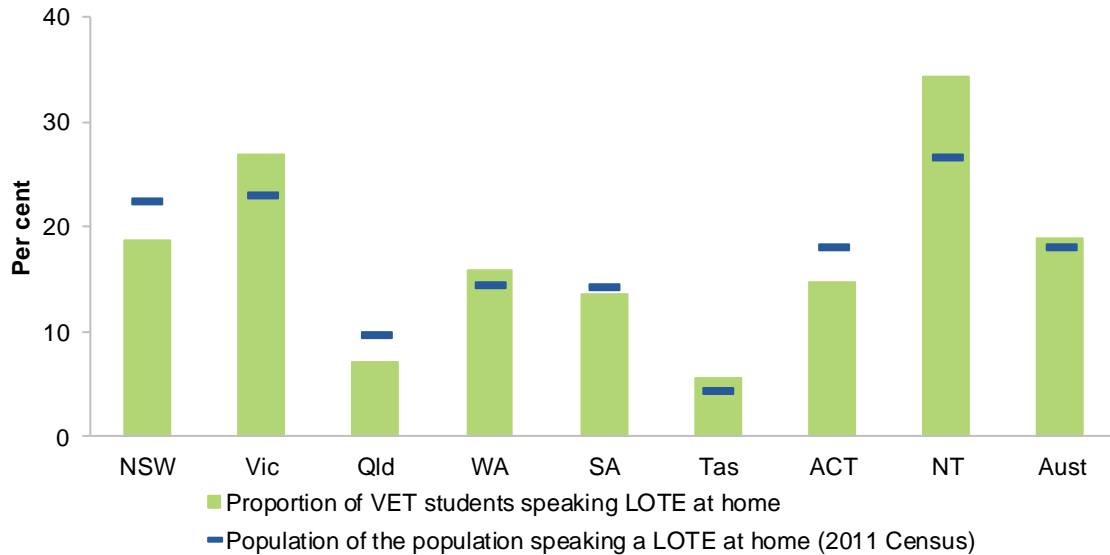
VET participation by target group — people speaking a LOTE at home

As measured at the last population census, participation in 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 (table 5A.17).

In 2014, 18.9 per cent of VET students reported speaking a LOTE at home. By comparison, 18.2 per cent of the Australian population in 2011 spoke a LOTE at home (figure 5.9).

The language spoken at home was unknown (or not stated) for 5.8 per cent of government funded VET students nationally in 2014 (table 5A.16), which could mean that the participation rate for people that speak a LOTE at home is understated.

Figure 5.9 Representation of VET students speaking a LOTE at home compared to representation in the population, 2014^a



^a See box 5.6 and table 5A.16 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; ABS (2012) *2011 Census of Population and Housing*, table 2A.11; table 5A.16.

Effectiveness

Access — Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide a productive and highly skilled workforce, by providing people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.7).

Box 5.7 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 are reported by Indigenous status and 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 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Student participation in VET — All government funded VET programs

In 2014, 1.4 million people aged 15–64 years participated in VET. This is equivalent to 8.7 per cent of people aged 15–64 years nationally (table 5A.11). The national participation rate for the general population aged 15–64 years decreased 0.7 percentage points from 9.4 per cent in 2013 (figure 5.10).

Figure 5.10 VET participation rate, students aged 15–64 years^a



^a See box 5.7 and table 5A.11 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; table 5A.11.

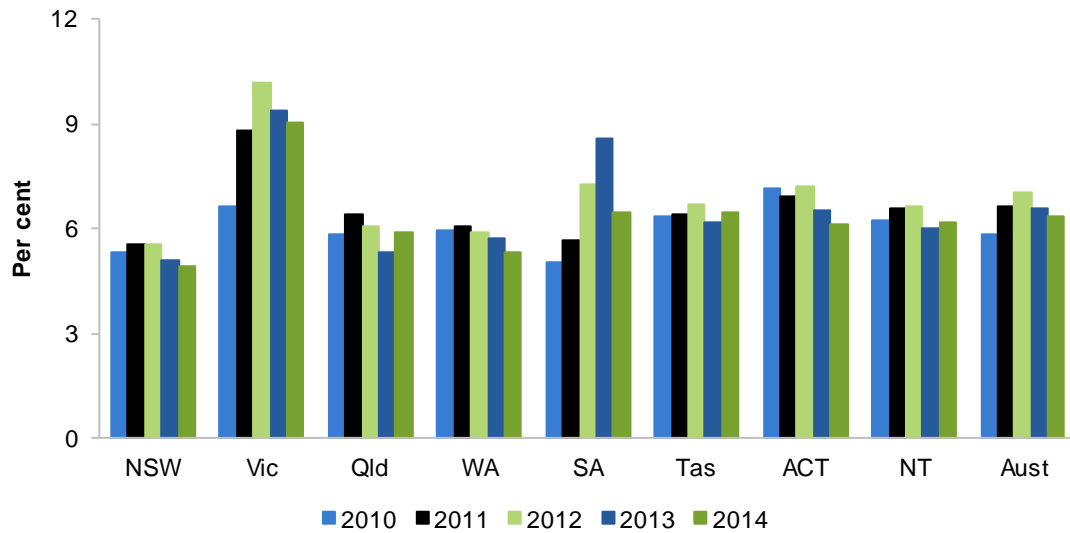
Helping young people make a smooth transition from school to the workplace or further study is an important role for the VET sector (ESA 2014). For people aged 18–24 years, the participation rate is higher than that of all people aged 15–64 years. Nationally in 2014, 19.3 per cent of all people aged 18–24 years participated in VET, a decrease of 1.1 percentage points since 2013 (table 5A.12). For the Aboriginal and Torres Strait Islander population, 25.4 per cent of people aged 15–24 years participated in VET compared to 18.5 per cent of the non-Indigenous population in the same age group (table 5A.12).

Student participation in VET — Participation in Certificate III or above

Nationally in 2014, approximately 1.0 million people aged 15–64 years participated in VET at Certificate III level or above, representing 6.4 per cent of the population aged 15–64 years (figure 5.11 and table 5A.19). This represents a 0.2 percentage point decrease from 2013. For the Aboriginal and Torres Strait Islander population, 8.7 per cent of people age 15–64 years participated in VET at Certificate III level or above, compared to 6.1 per cent of the non-Indigenous population.

The NASWD includes a national target to halve the proportion of Australians aged 20–64 years without qualifications at Certificate III level or above between 2009 and 2020 (COAG 2012a), which includes qualifications outside the VET system. Nationally in 2014, 5.5 per cent of all people aged 20–64 years participated in a Certificate level III or above VET course (table 5A.19).

Figure 5.11 VET participation rate in certificate III or above, students aged 15–64 years^a



^a See box 5.7 and table 5A.19 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, 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.

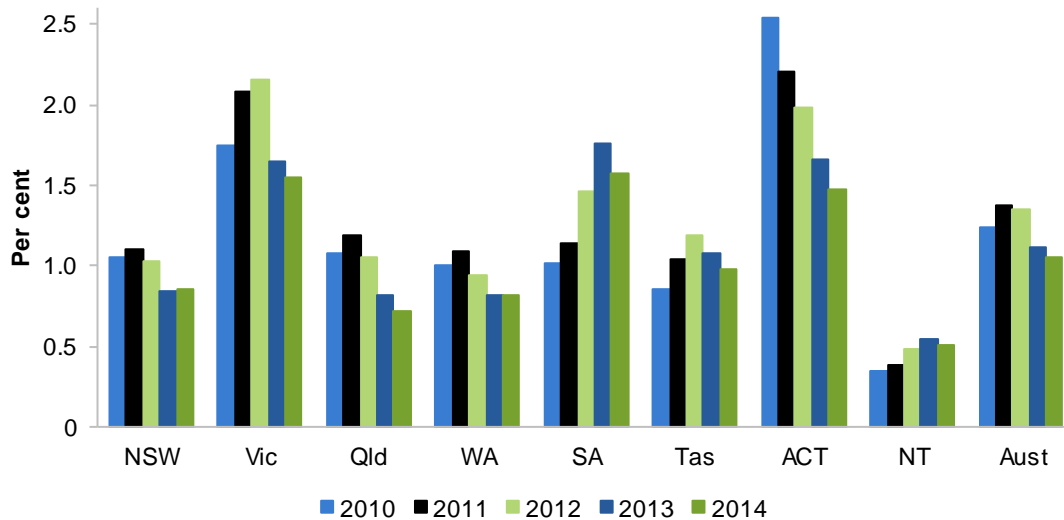
Student participation in VET — Participation in diploma and above

The NASWD includes a national target to double the number of higher level qualification completions (diploma and advanced diploma) between 2009 and 2020 (COAG 2012a). In 2014, approximately 164 900 people aged 15–64 years participated in a diploma level or above VET course, representing 1.1 per cent of the population aged 15–64 years nationally — a decrease of 0.2 percentage points since 2010 (figure 5.12 and table 5A.20).

Nationally in 2014, 1.1 per cent of the Aboriginal and Torres Strait Islander population and 1.0 per cent of the non-Indigenous population aged 15–64 years participated in VET at diploma level and above (table 5A.20).

The population aged 18–24 years had a higher rate of government funded participation in VET at higher qualification levels (2.5 per cent), than the population aged 20–64 years (1.0 per cent) in 2014 (table 5A.20).

Figure 5.12 **VET participation rate in diploma and above, students aged 15–64 years, 2014^a**



^a See box 5.7 and table 5A.20 for detailed definitions, footnotes and caveats

Source: NCVER (unpublished) National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.; table 5A.20.

Appropriateness — Student completions and qualifications

‘Student completions and qualifications’ is an indicator of governments’ objective that the skill levels of the working age population are increased to meet the changing needs of the economy (box 5.8).

Box 5.8 VET student completions and qualifications

‘VET completions and qualifications’ is defined by three measures:

- ‘Qualifications completed by working aged VET students, by course level’ is defined as the number of qualifications achieved/passed each year by students of working age (currently collected by NCVER, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies).

Data for qualifications completed relate to Government funded VET, plus the fee for service activity of Government VET providers (box 5.3).

High or increasing qualifications completed per person in the population increases the national pool of skilled Australians.

(continued next page)

Box 5.8 (continued)

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time. Qualifications completed data are ‘preliminary’ for 2014 and ‘final’ for years 2013 and prior
- complete for the current reporting period (subject to caveats). All required 2014 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 VET students and the number of modules (outside training packages) achieved/passed each year by VET students (see box 5.1 for details).

High or increasing units of competency and modules completed per person in the population increases the national pool of skilled Australians.

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 2014 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 (see section 5.5 for more detail).

High or increasing numbers of qualification equivalents per person in the population increases the national pool of skilled Australians.

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 2014 data are available for all jurisdictions providing the service.

For each measure data are presented:

- per person in the population (measured by estimated resident population in each jurisdiction)
- as an annual change — defined as the percentage change of qualifications from year to year.

Data are reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a LOTE at home and Aboriginal and Torres Strait Islander people).

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

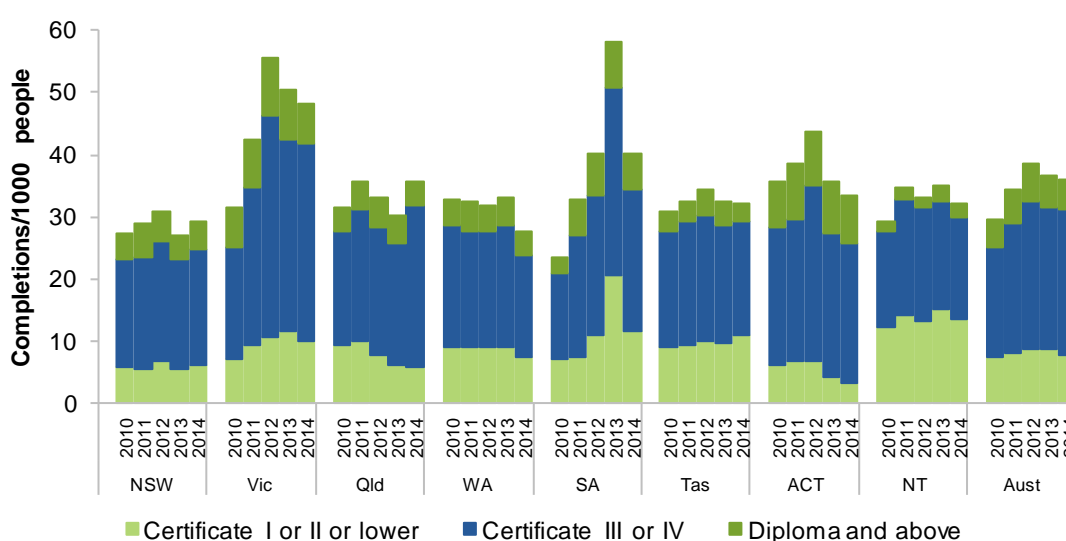
VET completions and qualifications — qualifications completed

Nationally in 2014, there were 560 701 qualifications completed by VET students, of which, students aged 15–64 years completed approximately 555 100 qualifications — equivalent to 35.6 qualifications per 1000 people aged 15–64 years in the population

(figure 5.13 and tables 5A.24 and 5A.28). The level of qualifications completed by students were at:

- diploma level and above — 13.4 per cent of qualifications completed by all students
- certificate level III or IV — 65.1 per cent
- certificate level I or II or lower — 21.5 per cent (table 5A.24).

Figure 5.13 Qualifications completed by all students aged 15–64 years, per 1000 people in the population aged 15–64 years^a



^a See box 5.8 and table 5A.28 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National VET provider collection; table 5A.28.

Nationally, the number of qualifications completed decreased by 0.5 per cent between 2013 and 2014 however, there has been a growth in the number of qualifications completed in most years since 2005 (figure 5.14). Overall, qualification completions have increased nationally by 87.7 per cent since 2005 (equivalent to an average annual increase of 7.2 per cent) (table 5A.24).

Figure 5.14 **Qualifications completed, annual growth from previous year, all students^a**



^a See box 5.8 and table 5A.24 for detailed definitions, footnotes and caveats.

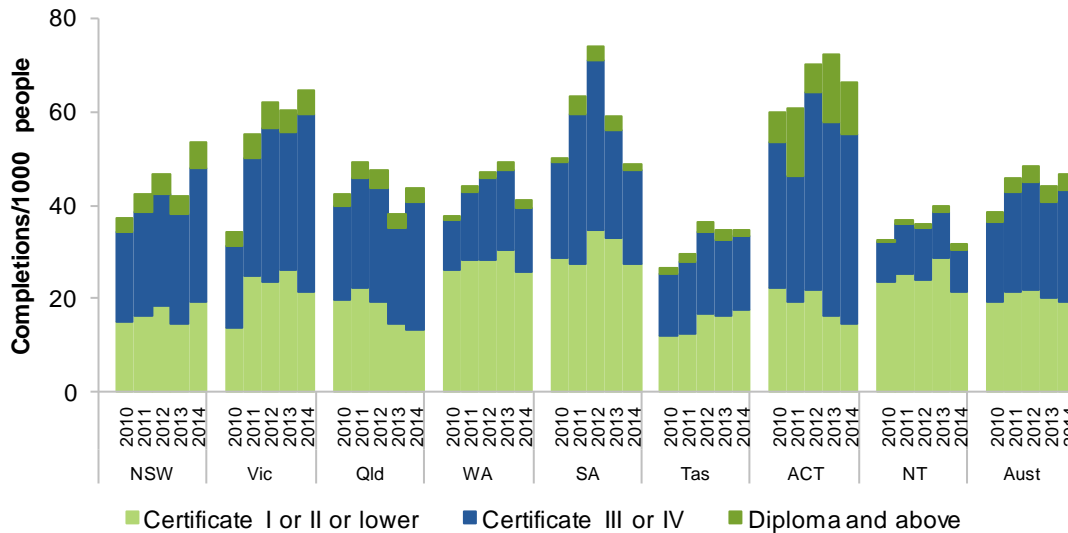
Source: NCVET (unpublished) National VET provider collection; table 5A.24.

Amongst the VET target groups, between 2010 and 2014 the number of qualifications completed nationally:

- increased by 70.5 per cent for students with disability (table 5A.22)
- increased by 45.9 per cent for students speaking a LOTE at home (table 5A.23)
- decreased by 13.9 per cent for students from remote and very remote areas (table 5A.21).

Nationally, Aboriginal and Torres Strait Islander students completed 20 890 VET qualifications in 2014, an increase of 34.1 per cent from 15 579 in 2010 (table 5A.25). The greatest increase was for qualifications at Certificate III/IV level (figure 5.15). Aboriginal and Torres Strait Islander students aged 15–64 years gained 46.8 qualifications per 1000 Aboriginal and Torres Strait Islander people aged 15–64 years (figure 5.15). Data for non-Indigenous people are available in table 5A.28.

Figure 5.15 Qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years, per 1000 Aboriginal and Torres Strait Islander people in the population aged 15–64 years^a



^a See box 5.8 and table 5A.28 for detailed definitions, footnotes and caveats

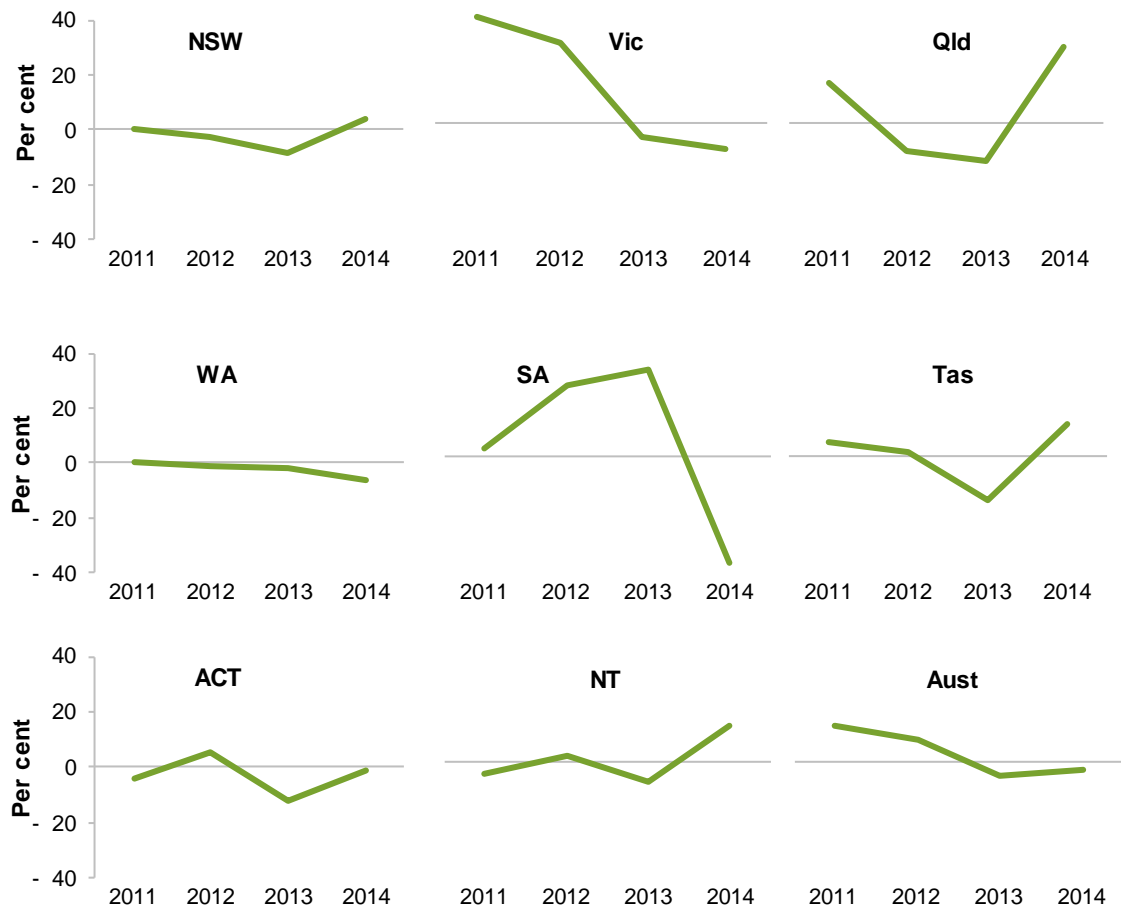
Source: NCVET (unpublished) National VET provider collection; table 5A.28.

Qualifications completed for students aged 18–24 years and 20–64 years, by Indigenous status are available in tables 5A.26-27.

VET completions and qualifications — units of competency and modules completed

Nationally in 2014, VET students completed 10.1 million units of competency and modules, a decrease of 2.6 per cent from 2013, but an annual average increase of 3.2 per cent from 2010 (table 5A.30 and figure 5.16).

Figure 5.16 Units of competency and modules completed, annual growth from previous year, all students^a



^a See box 5.8 and table 5A.30 for detailed definitions, footnotes and caveats

Source: NCVET (unpublished) National VET provider collection; table 5A.30.

Amongst the VET target groups, between 2010 and 2014 the combined number of units of competency and modules completed:

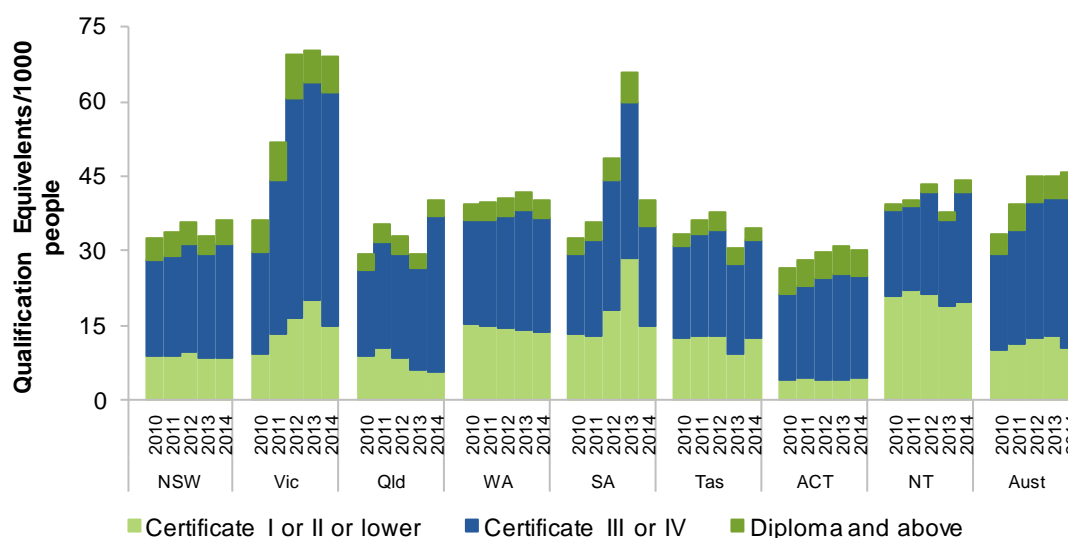
- increased 11.3 per cent for Aboriginal and Torres Strait Islander students, which equates to an average annual growth rate of 2.7 per cent (table 5A.33).
- increased 34.3 per cent for students with disability, which equates to an average annual growth rate of 7.6 per cent (table 5A.31)
- increased 50.2 per cent for students speaking a LOTE at home, which equates to an annual average growth rate of 10.7 per cent (table 5A.32)
- decreased 27.2 per cent for students from remote and very remote areas, an average annual rate of decline of 7.6 per cent (table 5A.30).

VET completions and qualifications — Qualification Equivalents

Nationally in 2014, VET students undertook training equivalent to approximately 631 255 VET qualifications. There has been an increase in the number of Qualification Equivalents of 135 082 since 2010, an average annual growth rate of 6.2 per cent (table 5A.29). Trends in the number of Qualification Equivalents completed varied across jurisdictions (figure 5.17).

Nationally, growth in Qualification Equivalents between 2010 and 2014 has predominantly occurred at Certificate level III/IV (46.8 per cent increase, representing an average annual growth of 10.1 per cent), followed by diploma level and above (10.2 per cent increase, representing an average annual growth rate of 2.5 per cent) (table 5A.29). These increases were even greater for Aboriginal and Torres Strait Islander students (average annual growth rates of 17.5 per cent for Certificate level III/IV and 13.7 per cent for diploma level and above) (table 5A.29).

Figure 5.17 **Qualification Equivalents, all students, per 1000 people aged 15–64 years in the population^a**



^a See box 5.8 and table 5A.29 for detailed definitions, footnotes and caveats

Source: NCVER (unpublished) National VET provider collection; table 5A.29.

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’. In VET, the user cost of capital is not included in

estimates of recurrent expenditure, although it is reported separately in the indicators ‘user cost of capital per annual hour’ and ‘user cost of capital per load pass’ (box 5.9).

Box 5.9 Comparability of cost estimates

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

Government recurrent expenditure for VET includes Australian Government and State and Territory governments recurrent funding, Australian Government specific purpose funding and State and Territory specific purpose funding. This includes activity funded under the NASWD.

Government recurrent expenditure for VET may be affected by the movement of TAFE institutes between government and non-government sectors.

Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by State and Territory governments:

- Commonwealth National Agreement revenue
- State/Territory recurrent revenue
- Commonwealth Administered Programs revenue
- revenue for VET expenses and liabilities of State and Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department.

Government recurrent expenditure:

- includes payments received by State and Territory governments for VET in schools programs, which cannot be separated from other expenditure categories
- excludes capital expenditure and the user cost of capital. These are reported separately.

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) (see section 5.5 for details).

Expenditure data for years prior to 2014 are adjusted to real dollars (2014 dollars) using the gross domestic product (GDP) chain price index (table 5A.96).

Annual hours are adjusted for invalid enrolment rates based on formal advice of NCVER auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module/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.

Inputs per output — 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 unit cost of producing a training output of the VET system (box 5.10).

Box 5.10 Government recurrent expenditure per annual hour

‘Government recurrent expenditure per annual hour’ is defined as government recurrent expenditure (as defined in box 5.9) 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).

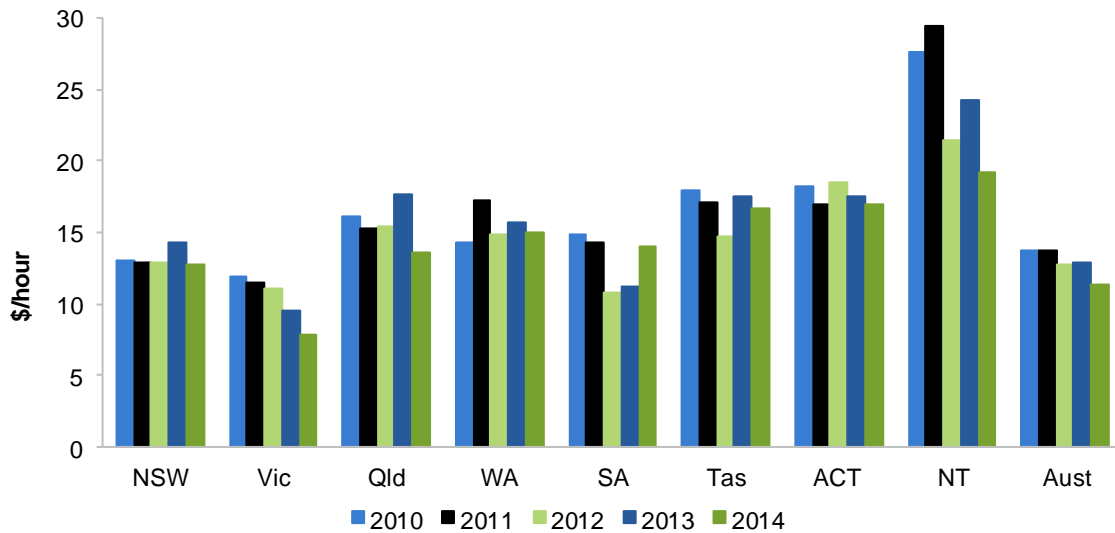
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Since 2005, government real recurrent VET expenditure has increased 4.1 per cent, while the number of government funded annual hours has increased 51.8 per cent (table 5A.34). As a result, government real recurrent expenditure per annual hour has declined 31.5 per cent over the past 10 years — from \$16.64 in 2005 to \$11.40 in 2014 — at an average annual rate of decline of 4.1 per cent (table 5A.34 and figure 5.18).

Figure 5.18 **Government real recurrent expenditure per annual hour (2014 dollars)^a**



^a See box 5.10 and table 5A.34 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National financial and VET provider collections; tables 5A.34.

Inputs per output — 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 (box 5.11).

Box 5.11 Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is defined as government recurrent expenditure (as defined in box 5.9) divided by hours of government funded load pass. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and recognition of prior learning, 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.

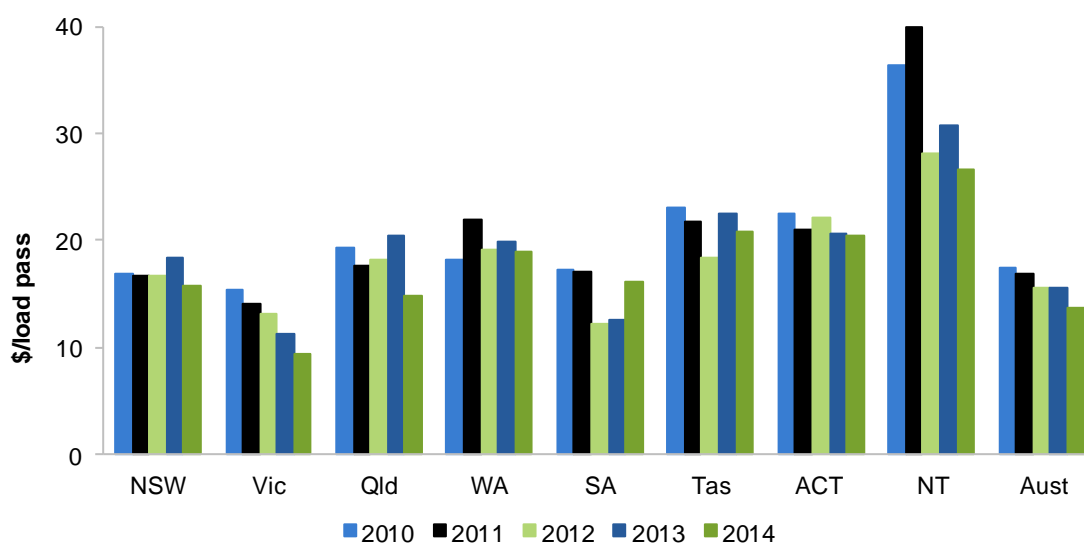
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Government real recurrent expenditure per load pass hour in 2014 was \$13.66 nationally, a decrease from \$15.54 in 2013 and from \$22.39 in 2005 (figure 5.19 and table 5A.35).

Figure 5.19 Government real recurrent expenditure per hour of load pass (2014 dollars)^a



^a See box 5.11 and table 5A.35 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) National financial and VET provider collections; table 5A.35.

Inputs per output — 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 (box 5.12).

Box 5.12 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 basis for the 8 per cent capital charge is discussed in chapter 1.

The user cost of capital may be affected by the movement of TAFE institutes (or their assets) between government and non-government sector.

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

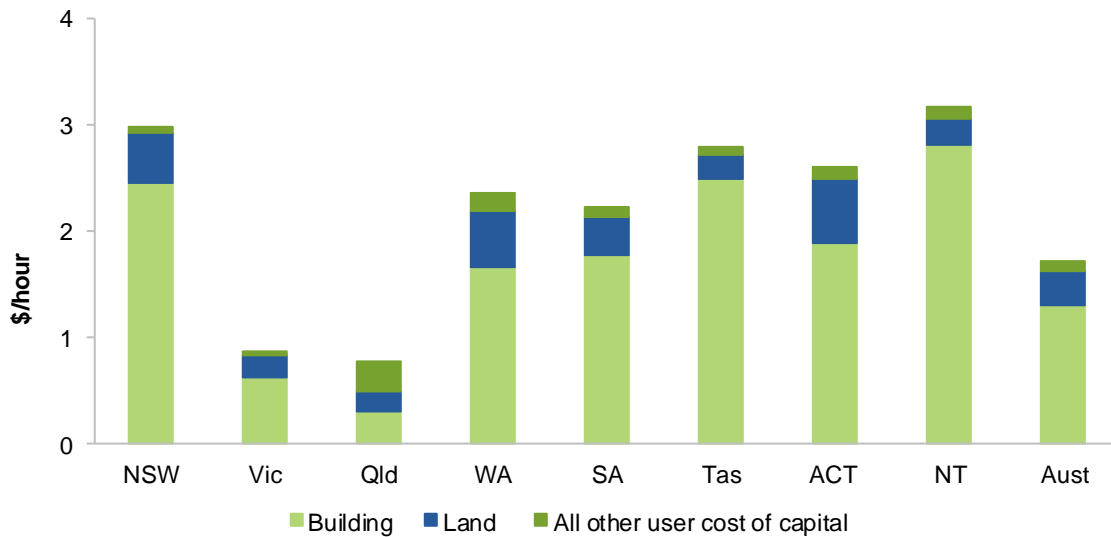
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally, the user cost of capital per annual hour in 2014 was \$1.72. The largest components of user cost of capital per annual hour were building costs (\$1.30) followed by land costs (\$0.32). These costs varied across States and Territories (figure 5.20).

Tables 5A.36 and 5A.37 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).

Figure 5.20 User cost of capital per annual hour, 2014^a



^a See box 5.12 and table 5A.36 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.36.

Inputs per output — 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 (box 5.13).

Box 5.13 **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 recognition of prior learning, 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.

The user cost of capital may be affected by the movement of TAFE institutes (or their assets) between government and non-government sector.

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 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 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

In 2014, the user cost of capital per load pass hour was \$2.07 nationally. The largest components were building (\$1.56) and land (\$0.38) costs (table 5A.36).

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, employers, and the wider economy (box 5.5).

Student outcomes

The main source of data for student outcomes is the annual Student Outcomes Survey conducted by the NCVER, which collects data on students who undertook activity within the VET system in Australia in the previous year (box 5.14).

Box 5.14 **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. 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).

The survey collects 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). Student outcomes data reported in the chapter only relate to the activities of government funded VET (box 5.3).

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 deliver the skills and capabilities needed for improved economic participation for working age Australians (box 5.15).

Box 5.15 **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 LOTE 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 2014 data are available for all jurisdictions providing the service.

Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures).

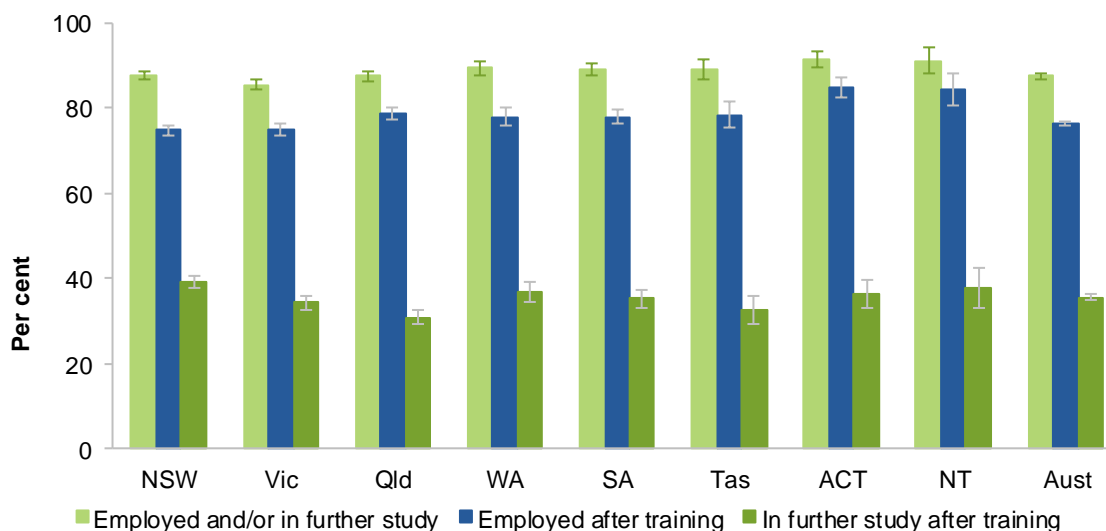
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Graduates who were employed and/or continued on to further study after completing their course

Nationally, 87.4 per cent of government funded VET graduates surveyed were either in employment and/or pursuing further study after completing a VET course in 2013. The proportion of government funded VET graduates in employment or pursuing further study has remained steady over the past five years. Of all government funded VET graduates that

completed a course in 2013, 76.4 per cent said they were in employment while 35.5 per cent had continued on to further study in 2014 (figure 5.21).

Figure 5.21 Proportion of VET graduates in employment and/or who continued on to further study in 2014 after completing a course^a



^a See box 5.15 and table 5A.40 for detailed definitions, footnotes and caveats.

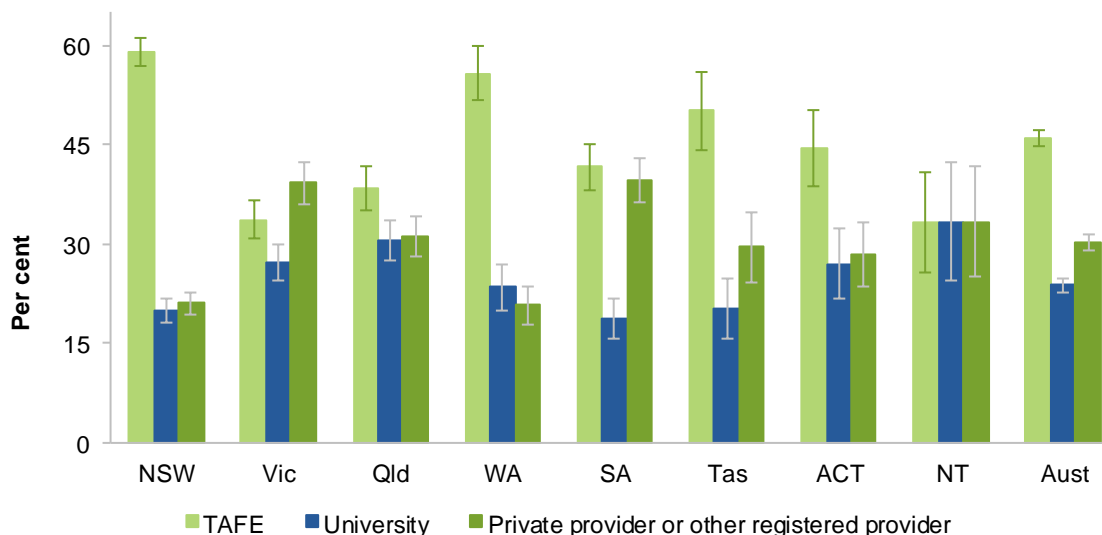
Source: NCVET (unpublished) *Student Outcomes Survey*, table 5A.40.

Of those government funded VET graduates who continued on to further study in 2014:

- 46.0 per cent pursued their further study within the TAFE system
- 23.8 per cent went on to further study at universities
- 30.2 per cent went on to further study at private providers or other registered providers.

The results varied across jurisdictions (figure 5.22).

Figure 5.22 **VET graduates who continued on to further study after completing a course, by type of continuing institution 2014^a**



^a See box 5.15 and table 5A.40 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.40.

Aboriginal and Torres Strait Islander VET graduates

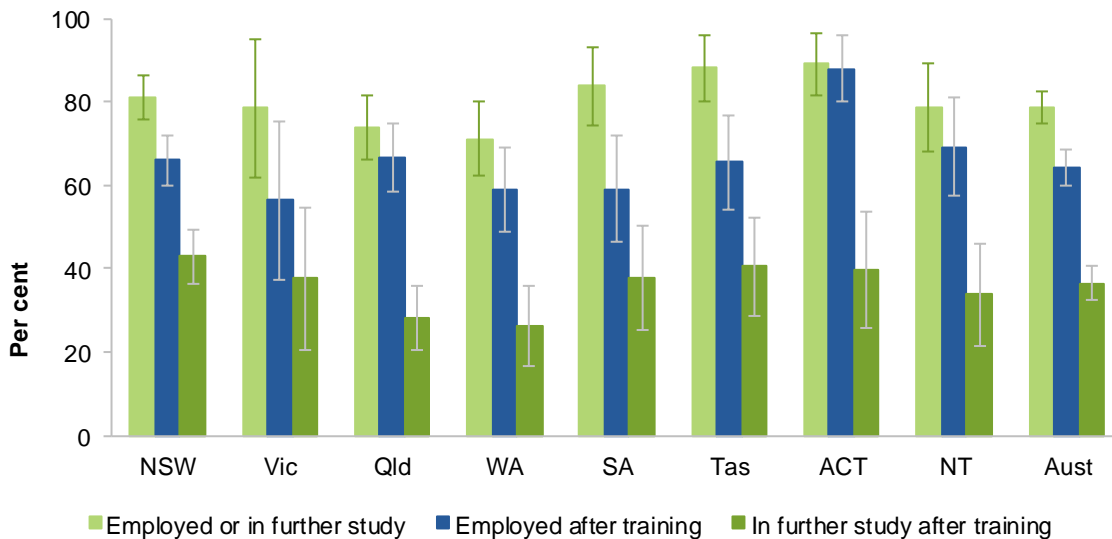
Nationally in 2014, 78.8 per cent of government funded Aboriginal and Torres Strait Islander VET graduates were employed and/or in further study after completing a course, comparable to 2010. Nationally in 2014:

- a lower proportion of Aboriginal and Torres Strait Islander government funded VET students were employed after completing a course (64.3 per cent), compared to non-Indigenous government funded VET graduates (76.6 per cent)
- a similar proportion of Aboriginal and Torres Strait Islander and non-Indigenous government funded VET graduates continued on to further study (36.5 per cent and 35.4 per cent respectively) (figure 5.23 and tables 5A.41-42).

Of those government funded Aboriginal and Torres Strait Islander VET graduates who went on to further study in 2014:

- 58.7 per cent continued on to further study within the TAFE system (compared with 45.4 per cent for non-Indigenous government funded VET graduates)
- 18.1 per cent went on to university (compared with 24.1 per cent for non-Indigenous government funded VET graduates)
- 23.2 per cent went on to further study at private providers or other registered providers (compared with 30.5 per cent for non-Indigenous government funded VET graduates) (tables 5A.41-42).

Figure 5.23 Proportion of Aboriginal and Torres Strait Islander VET graduates in employment and/or who continued on to further study in 2014 after completing a course^a



^a See box 5.15 and table 5A.41 for detailed definitions, footnotes and caveats.

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

Other target groups

Nationally the following proportions of government funded VET graduates indicated that they were employed in 2014 after completing a course in 2013:

- people with disability — 51.4 per cent (table 5A.47)
- people who spoke a LOTE at home — 65.6 per cent (table 5A.48)
- graduates from remote and very remote areas — 83.8 per cent (table 5A.46).

Further information for graduates from other geographical locations is reported in tables 5A.43–46.

Nationally the following proportions of government funded VET graduates indicated that they continued on to further study in 2014 after completing a course in 2013:

- people with disability — 40.1 per cent (table 5A.47)
- people who spoke a LOTE at home — 34.8 per cent (table 5A.48)
- graduates from remote and very remote areas — 37.1 per cent (table 5A.46).

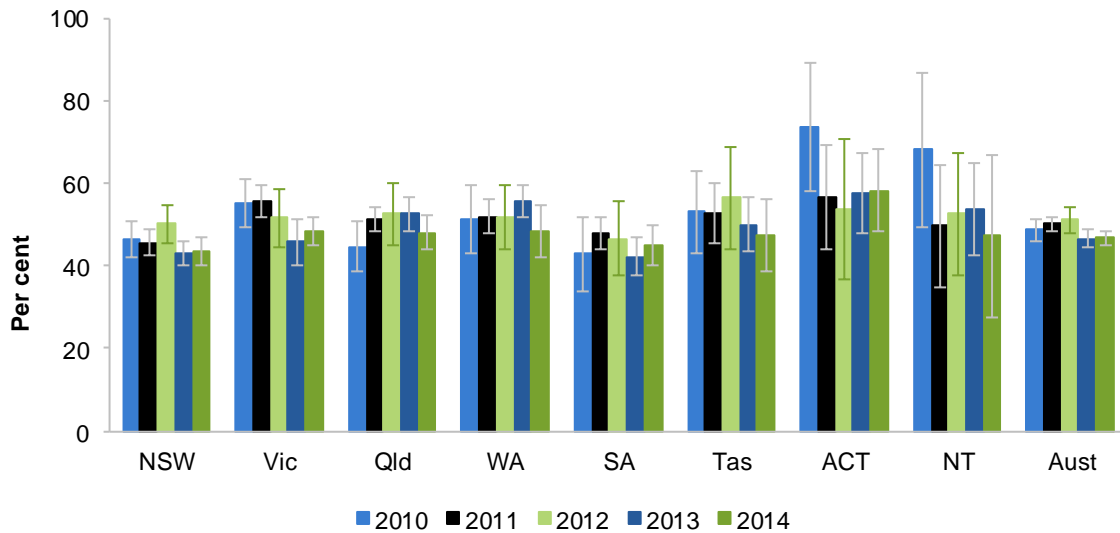
Graduates employed after completing their course who were unemployed before the course

Nationally, of the government funded VET graduates surveyed in 2014 who were unemployed before their course, 46.7 per cent indicated they were employed after the course, 45.9 per cent were unemployed and 7.2 per cent were not in the labour force (table 5A.49). The proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course was comparable between 2010 and 2014 (figure 5.24).

In comparison, Aboriginal and Torres Strait Islander government funded VET graduates who were unemployed before the course and who became employed after the course increased by 6.9 percentage points over the same period, to 40.0 per cent in 2014 (table 5A.50).

Additional information is provided in table 5A.52 on the labour force status of graduates who were employed prior to the course.

Figure 5.24 Proportion of VET graduates who were unemployed prior to commencing a course and were employed after completing a course^a



^a See box 5.15 and table 5A.49 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.49.

Graduates who improved their employment circumstances after completing their course

Nationally, 59.3 per cent of all government funded VET graduates in 2014 indicated they had improved their employment circumstances after completing their course, a decrease of 3.7 percentage points from 2010 and 7.4 percentage points from 2005 (figure 5.25).

A VET student may report a positive response to more than one measure contributing to improved employment status after training. In 2014, VET graduates indicated that after completing their training:

- 13.4 per cent changed from ‘not employed’ before training to ‘employed’
- 7.6 per cent were employed at a higher skill level
- 50.7 per cent received a job related benefit (table 5A.60).

Figure 5.25 Proportion of government funded VET graduates who improved their employment circumstances after training^a



^a See box 5.15 and table 5A.56 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.56.

Nationally a greater proportion of graduates improved their employment circumstances after completing a certificate III/IV course or a diploma or above course, compared to graduates completing a certificate I/II course. Nationally in 2014, for government funded VET graduates that completed the course at a level of:

- diploma or above — 62.0 per cent indicated their employment circumstances improved
- certificate level III/IV — 62.3 per cent indicated their employment circumstances improved

- certificate level I/II — 45.8 per cent indicated their employment circumstances improved (table 5A.63).

Data on VET graduates aged 20–64 years who improved their employment circumstances after completing their training, by certificate level are included in table 5A.64.

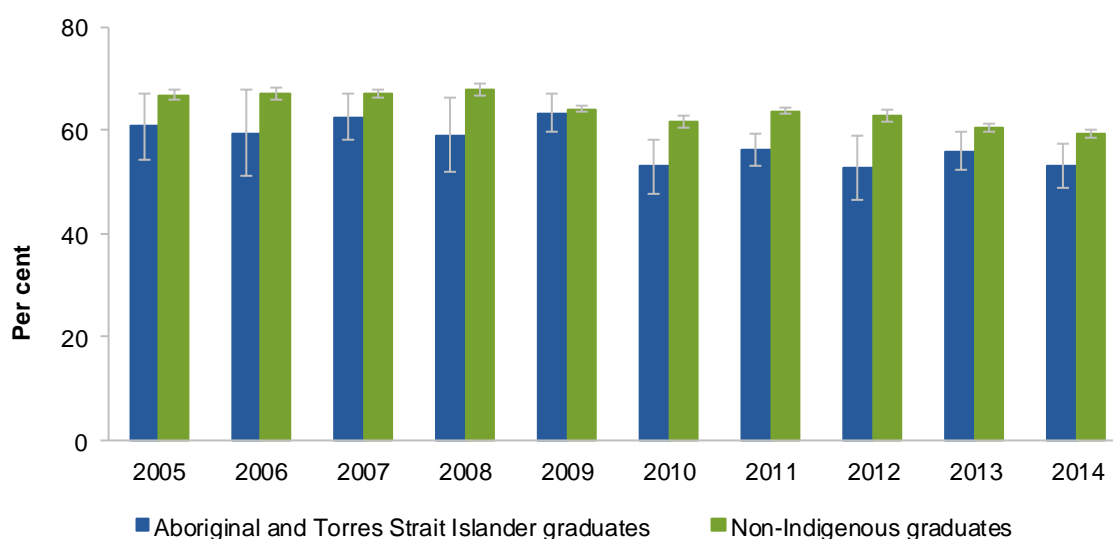
Aboriginal and Torres Strait Islander VET graduates

Nationally, 53.3 per cent of all government funded Aboriginal and Torres Strait Islander VET graduates in 2014 indicated they had improved their employment circumstances after completing their course, comparable to 2010, but a decrease of 7.6 percentage points from 2005. This compares with 59.5 per cent of government funded non-Indigenous VET graduates that indicated they had improved their employment circumstances in 2014 after completing their course (figure 5.26).

Government funded Aboriginal and Torres Strait Islander VET graduates in 2014 indicated that after completing their training:

- 14.8 per cent changed from ‘not employed’ before training to ‘employed’
- 8.0 per cent were employed at a higher skill level
- 53.0 per cent received a job-related benefit (table 5A.60).

Figure 5.26 Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status^a



^a See box 5.15 and tables 5A.58-59 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.58-59.

Data on VET graduates aged 20–64 years who improved their employment circumstances after completing their training are included in table 5A.62.

Other target group VET graduates

Nationally, lower proportions of graduates with disability and graduates who speak a LOTE at home reported improving their employment circumstances after completing their training, compared to all graduates, in each of the last ten years (table 5A.57).

In comparison, over the last five years, a higher proportion of VET graduates from remote and very remote locations reported that they improved their employment circumstances after completing their training, compared to VET graduates from major cities, inner regional and outer regional locations (table 5A.61).

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

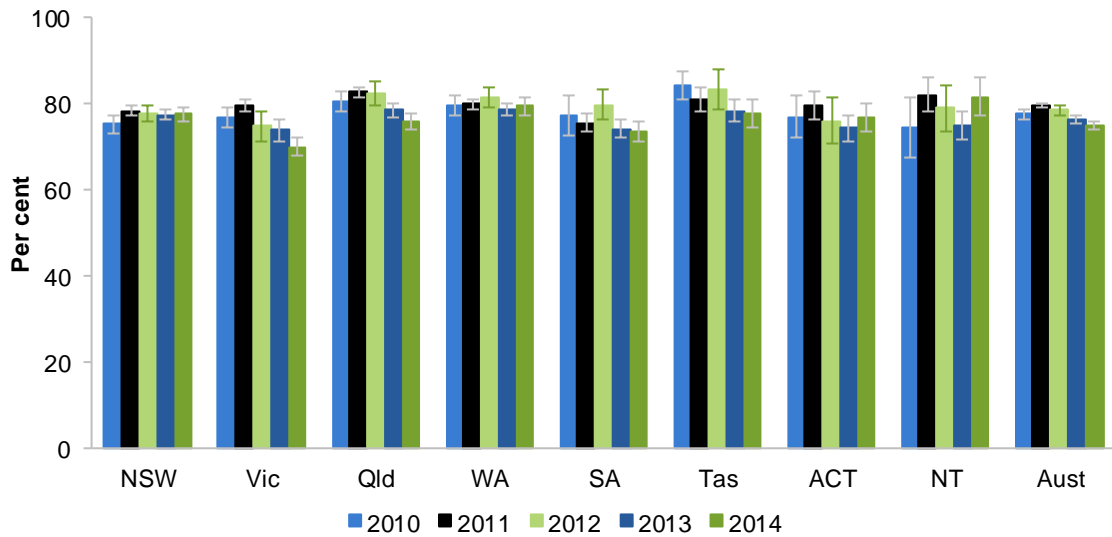
Nationally in 2014, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 74.8 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.27). This compares with 79.7 per cent for government funded Aboriginal and Torres Strait Islander graduates (table 5A.55).

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

- obtaining a job (30.6 per cent)
- achieving an increase in earnings (23.8 per cent)
- achieving a promotion or an increased status at work (30.2 per cent)
- changing jobs or obtaining a new job (17.6 per cent)
- gaining the ability to start their own business (8.3 per cent) (table 5A.54).

Nationally in 2014, for those VET graduates who were employed after completing their course and undertook their course for employment-related reasons, 80.2 per cent reported that the course was ‘highly relevant’ or had ‘some relevance’ to the main job (table 5A.53).

Figure 5.27 **Proportion of VET graduates who undertook their course for employment-related reasons and who received at least one job-related benefit from completing the course^a**



^a See box 5.15 and table 5A.54 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.54.

Student achievement in VET

‘Student achievement in VET’ is an indicator of governments’ objective that students’ skill levels are increased to meet the changing needs of the economy (box 5.16).

Box 5.16 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. See section 5.5 for more detail
- '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 completions
- '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 enrolments in that year. Qualifications at AQF Certificate I 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 5.17.

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 LOTE 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. 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 2014 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Load pass rate

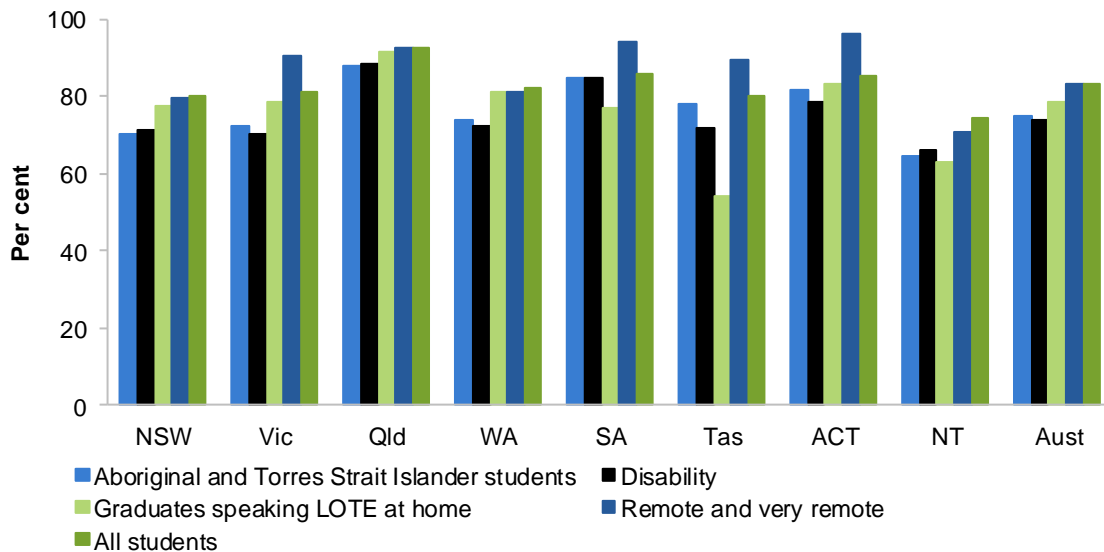
Nationally, between 2010 and 2014, the load pass rate increased for all students by 5.6 percentage points to 82.9 per cent (table 5A.65 and figure 5.28). All jurisdictions reported an increase in the load pass rate over this period.

Compared to all government funded students in 2014, the load pass rate was lower for:

- graduates with disability — which increased by 2.3 percentage points since 2010 to 73.7 per cent in 2014 (table 5A.67)
- graduates speaking LOTE at home — which increased by 4.5 percentage points since 2010 to 78.7 per cent in 2014 (table 5A.68)
- Aboriginal and Torres Strait Islander graduates — which increased by 8.6 percentage points since 2005, to 74.8 per cent. This compares with an increase of 4.4 percentage points over the same period for non-Indigenous students (to 83.1 per cent in 2014) (table 5A.65) (figure 5.28).

By contrast, the load pass rate for students from remote and very remote areas was 83.4 per cent, which was higher compared to the load pass rate for all graduates in 2014 (figure 5.28). Nationally, the load pass rate for students from remote and very remote areas has remained higher than all graduates over the past five years (other than 2011) (table 5A.66).

Figure 5.28 Load pass rates, by target group, 2014^a



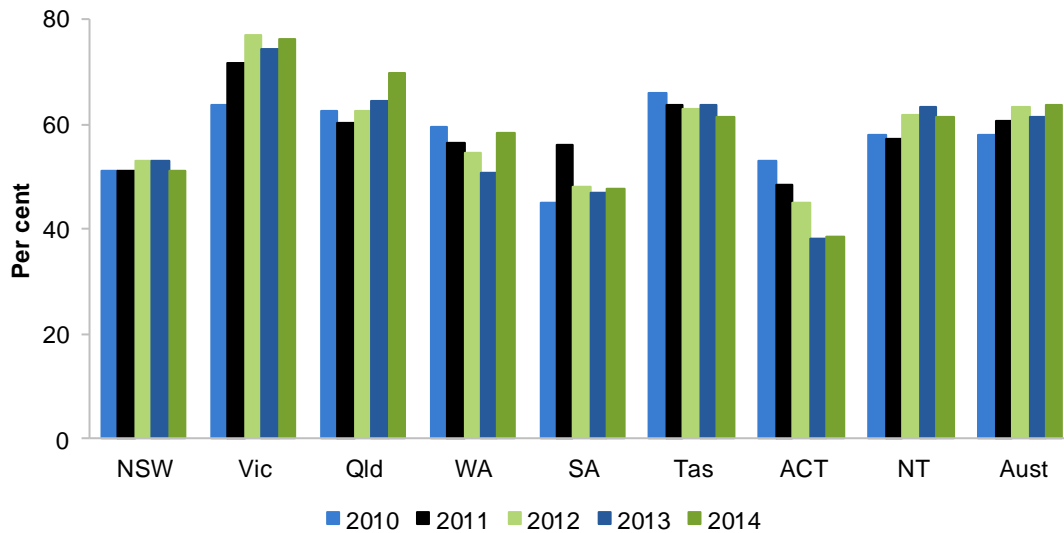
^a See box 5.16 and tables 5A.65–68 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) National VET provider collection; tables 5A.65–68.

Graduates with improved education/training status after training

Of all VET graduates that completed an AQF qualification nationally in 2014, 63.6 per cent did so with a higher qualification than their previous highest AQF qualification. This increased from 57.8 per cent in 2010 (figure 5.29).

Figure 5.29 Qualifications completed by students with improved education/training status after training, as a percentage of course completions^a



^a See box 5.16 and table 5A.69 for detailed definitions, footnotes and caveats.

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

Across most jurisdictions, a greater proportion of Aboriginal and Torres Strait Islander VET graduates, compared to non-Indigenous graduates, improved their education/training status after training. Of the qualification completions by Aboriginal and Torres Strait Islander students nationally in 2014, 67.3 per cent were at a higher qualification level than previously achieved, compared to 64.3 per cent for non-Indigenous graduates (table 5A.69).

Nationally in 2014, qualification completions with improved education/training status, as a proportion of all qualification completions was:

- 63.8 per cent for graduates from remote and very remote areas locations (table 5A.71)
- 68.3 per cent for graduates completing an AQF Certificate III or above (table 5A.73).

Tables 5A.70, 5A.72 and 5A.74 provide additional information on completions for students aged 20–64 years.

Data on the ‘qualification completed at a higher qualification level than previously achieved, as a percentage of all completions’, should be considered in conjunction with the measure ‘qualification completed at a higher qualification level, as a proportion off all enrolments’ (tables 5A.69–74). This second measure provides an indication of the number of students that commenced study but did not complete, and therefore did not meet the measure of completing at a higher qualification level.

Estimated qualification completion rate and subject load 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 or above commenced in a particular year of interest that will eventually be completed. The methodology is described in box 5.17.

Box 5.17 Estimated qualification completion rate

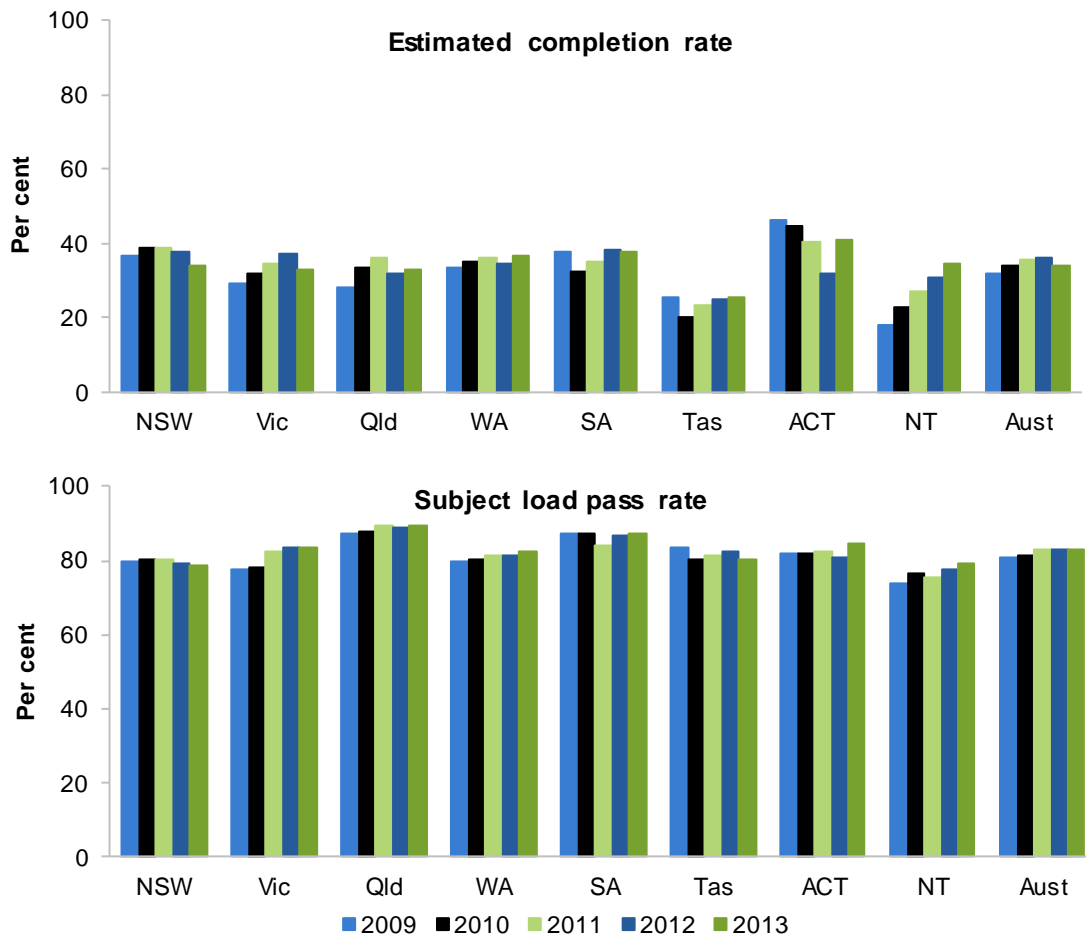
The methodology used to derive the estimated qualification completion rate involves creating a longitudinal dataset of VET qualification enrolments over a three-year period (from one year before the commencing year under consideration to one year after). Students and the qualifications they enrolled 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 2013:

- the estimated qualification completion rate was 34.0 per cent nationally, a decrease of 2.0 percentage points from students who commenced in 2012, but an increase from the qualification completion rate for students who commenced their qualification in 2009 (32.1 per cent)
- the subject load pass rate was 83.1 per cent nationally compared to 80.9 per cent for students who commenced their qualification in 2009 (figure 5.30).

Figure 5.30 **Estimated completion rates and subject load pass rates for qualifications at certificate I level or above, commencing 2009–13^a**



^a See boxes 5.16 and 5.17 and table 5A.75 for detailed definitions, footnotes and caveats.

Source: NCVER (2015c), *Australian vocational education and training statistics: the likelihood of completing a VET qualification*, Adelaide; table 5A.75.

Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.18).

Box 5.18 Student satisfaction with VET

'Student satisfaction with VET' has two measures:

- 'proportion of students who achieve their main reason for doing a VET course' is defined as the proportion of graduates who indicate that they achieved or partly achieved their main reason for doing the course
- 'proportion of students who were satisfied with the quality of their completed VET course' is defined as the proportion of graduates who indicated 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 LOTE 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 2014 data are available for all jurisdictions providing the service.

Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures).

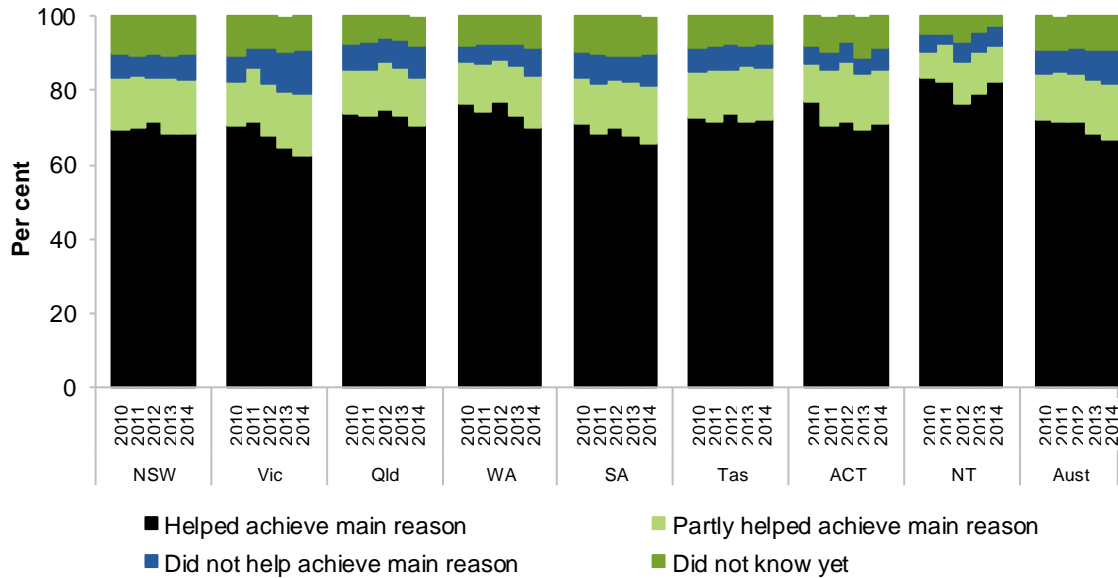
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Students who achieve their main reason for doing a course

Nationally in 2014, 81.9 per cent of government funded VET graduates indicated that their course helped (67.0 per cent) or partly helped (14.9 per cent) them achieve their main reason for doing the course — a decrease of 2.5 percentage points since 2010. Of government funded graduates in 2014, 9.0 per cent indicated their course did not help them achieve the main reason they did the course, an increase from 6.5 per cent in 2010 (figure 5.31).

Nationally in 2014, 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 (76.3 per cent), while graduates reporting disability were the least likely to do so (54.0 per cent). Amongst Aboriginal and Torres Strait Islander graduates, 74.3 per cent indicated that the course helped them achieve their main reason for doing the course (figure 5.32).

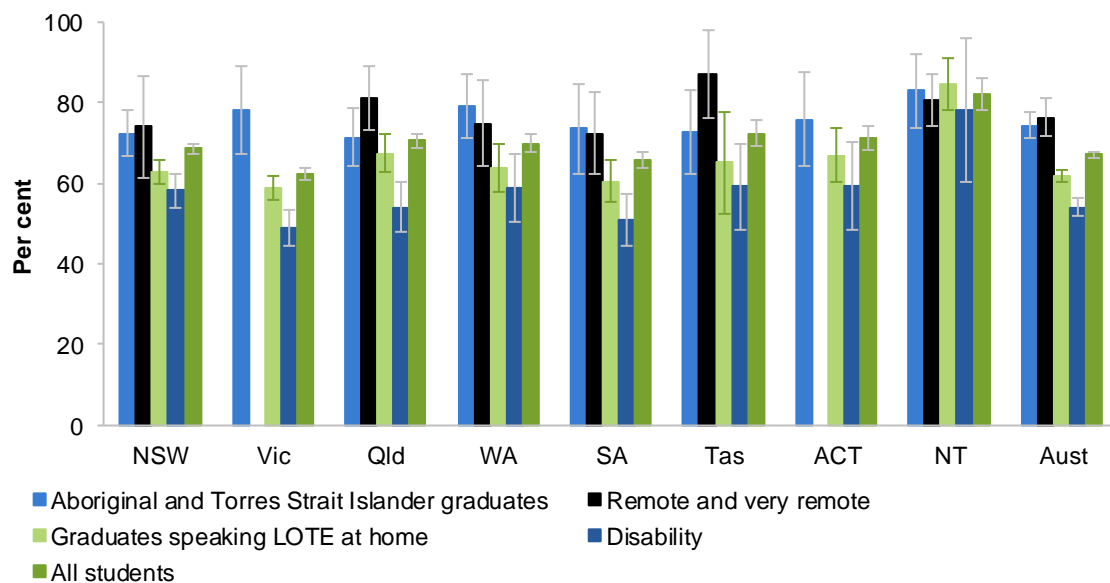
Figure 5.31 Proportion of VET graduates who achieved their main reason for doing the course, 2010–14^{a, b}



^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.76. ^b See box 5.18 and table 5A.76 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; table 5A.76.

Figure 5.32 Proportion of VET graduates who achieved their main reason for doing the course, by target group, 2014^{a, b}



^a There are no remote and very remote data reported for Victoria and the ACT. ^b See box 5.18 and tables 5A.76-77 and 5A.82–84 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; tables 5A.76-77 and 5A.82–84.

Tables 5A.78–81 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.

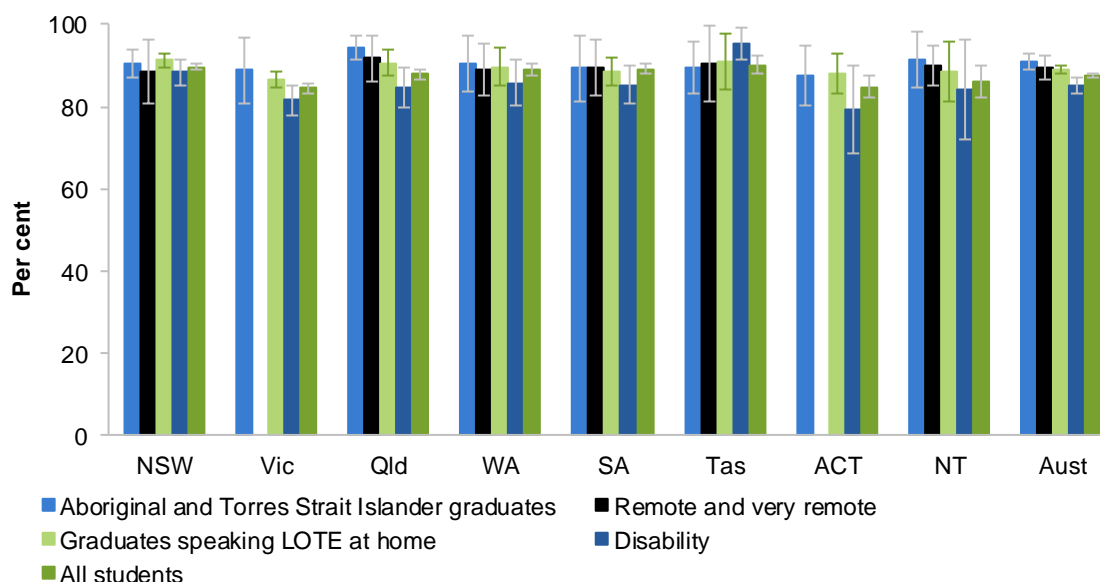
Students who were satisfied with the quality of their completed training

In 2014, 87.6 per cent of all government funded VET graduates nationally indicated that they were satisfied with the quality of their completed training (figure 5.33), representing an increase of 0.9 percentage points from 2005 (table 5A.85).

The satisfaction levels across target groups in 2014 were as follows:

- graduates from remote and very remote areas (89.7 per cent)
- Aboriginal and Torres Strait Islander graduates (90.9 per cent) — an increase of 8.1 percentage points from 2005 (table 5A.87)
- graduates speaking a LOTE at home (88.9 per cent)
- graduates with disability (85.2 per cent) (figure 5.33).

Figure 5.33 Proportion of VET graduates who were satisfied with the quality of their completed course, by target group, 2014^{a, b}



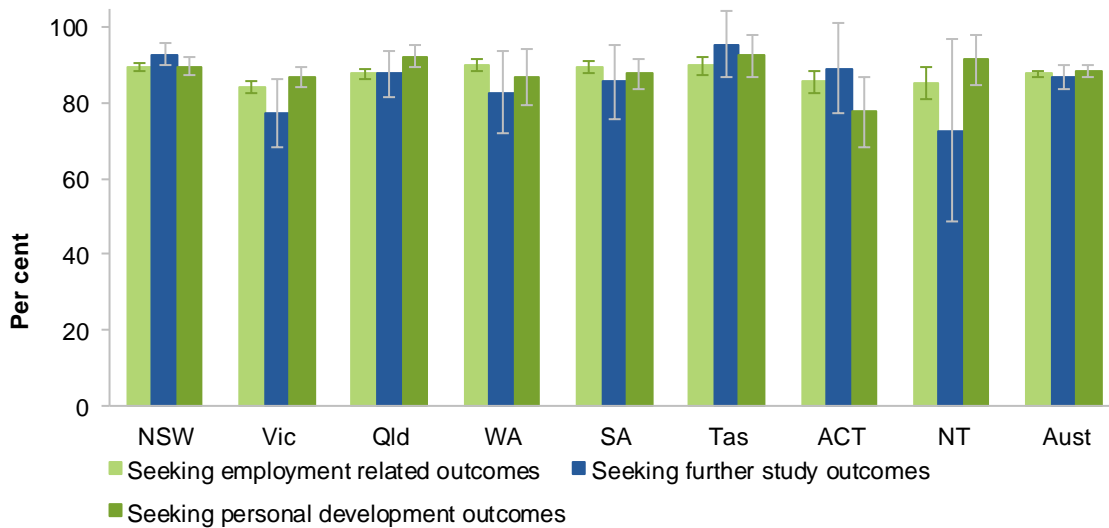
^a There are no remote and very remote data reported for Victoria and the ACT. ^b See box 5.18 and tables 5A.85–86 and 5A.91–93 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; tables 5A.85–86 and 5A.91–93.

Nationally in 2014, 87.6 per cent of graduates who had been seeking employment-related outcomes were satisfied with the quality of their completed course. This is a similar

outcome to graduates seeking further study outcomes (86.6 per cent satisfied) and graduates seeking personal development outcomes (88.2 per cent) (figure 5.34).

Figure 5.34 Proportion of VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2014^a



^a See box 5.18 and table 5A.85 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Student Outcomes Survey; table 5A.85.

Nationally in 2014, the majority Aboriginal and Torres Strait Islander graduates indicated that they were satisfied with the quality of their course, where they had been seeking:

- employment related outcomes (90.8 per cent of graduates)
- further study outcomes (84.9 per cent)
- personal development outcomes (84.9 per cent) (table 5A.86).

A further disaggregation by non-Indigenous graduates, by target groups and by geographical classifications, can be found in attachment tables 5A.85–93.

Economy wide outcomes

Having a workforce with the necessary skills and training is an important factor in economic outcomes for individuals and the community as a whole (COAG 2012).

Skill profile

‘Skill profile’ is an indicator of governments’ objective to provide a VET system that develops the skills and qualifications needed in the labour market, which will contribute to Australia’s economic future (box 5.19).

Box 5.19 Skill profile

‘Skill profile’ is broadly defined as measures showing whether the supply of skills matches industry/economy wide demands for a skilled workforce.

A broad concept of skill profile encompasses a range of issues such as skills shortages, skills mismatches, quality gaps, skill adaptability, skills utilisation, and over skilling.

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

Employer outcomes

The biennial Survey of Employers’ Use and Views of the VET System (NCVER 2015d) captures the extent to which employers make use of, and are satisfied with, aspects 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.

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 5.20).

Box 5.20 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 engaged with VET is desirable.

Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2015 data are available for all jurisdictions providing the service.

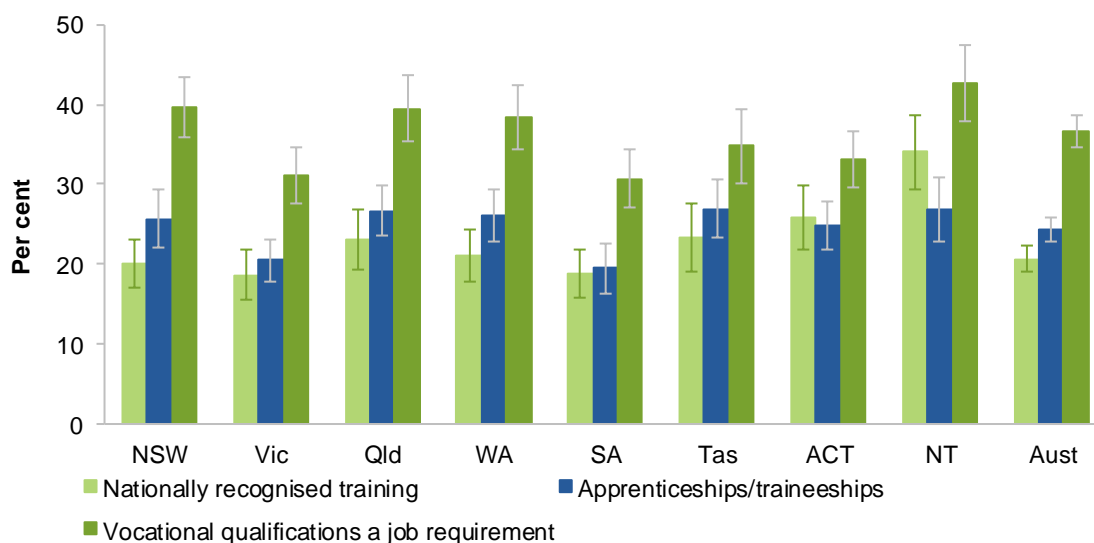
Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2015:

- 24.3 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months, a decrease of 6.0 percentage points from 2007 (figure 5.35 and table 5A.94)
- 20.6 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months, similar to 2007 (figure 5.35 and table 5A.94).
- 36.6 per cent of employers reported that they employed people with a formal vocational qualification as a job requirement in the last twelve months, similar to 2007 (figure 5.35 and table 5A.94).

Table 5A.94 provides additional historical information on employer engagement with VET from 2007 to 2015.

Figure 5.35 Proportion of employers who are engaged with aspects of the VET system, 2015^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.20 and table 5A.94 for detailed definitions, footnotes and caveats.

Source: NCVER (unpublished) Survey of Employers' Use and Views of the VET System; table 5A.94.

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 5.21).

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.

Box 5.21 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 2015 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2016.

Nationally in 2015:

- 81.7 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.36)
- 84.0 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 5.36)
- 76.2 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 5.36).

Table 5A.95 provides additional historical information on employer satisfaction with VET from 2007 to 2015. Data for years prior to 2015 have been revised.

Figure 5.36 **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, 2015^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b See box 5.21 and table 5A.95 for detailed definitions, footnotes and caveats.

Source: NCVET (unpublished) Survey of Employers' Use and Views of the VET System; table 5A.95.

5.4 Future directions in performance reporting

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

- identifying measures for the 'skill profile' indicator
- incorporating data on Total VET Activity
- 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'.

5.5 Definitions of key terms

Adult and community education providers	Organisations that deliver community-based adult education and training intended principally, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications, encompassing higher education, VET and schools.
Comparability	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.
Completeness	Data are considered complete if all required data are available for all jurisdictions that provide the service.
Completions	<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>
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Expenditure 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.
Employer engagement with VET	The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), 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.
Employer satisfaction with VET	The proportion of Australian employers who engaged in an aspect of VET, and who were satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.

Enrolment	<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>
Fee-for-service activity	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
Government funded VET students	VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook 'recreation, leisure or personal enrichment' education programs. Fee for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.
Government recurrent expenditure per annual hour	Government recurrent expenditure divided by the number of government funded annual hours (adjusted for invalid enrolment rates). Expenditure is adjusted for course mix weight.
Government recurrent expenditure per load pass	Government recurrent expenditure divided by the number of hours successfully completed from assessable government funded enrolments of modules and units of competency achieved/passed and recognition of prior learning.
Graduate	A person who has completed a VET program.
Graduates' main reason for undertaking a VET course	Either seeking an employment-related outcome (to get a job, to try for a different career, to meet job requirements, to get extra job skills), seeking a further study outcome (to get into another course) or seeking a personal development outcome (for personal interest, for other reasons).
Language other than English (LOTE) spoken at home	Students speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home.
Load pass rate	The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to the hours of all students who were assessed and either passed, failed or withdrew. Load pass rate is calculated as the total competency achieved/passed and recognition of prior learning divided by the total competency achieved/passed, recognition of prior learning, competency not achieved/failed and withdrawn.
Module	A unit of training in which a student can enrol and be assessed.
Private provider	A commercial organisation that provides training.
Qualification Equivalents	<p>Qualification Equivalents is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.</p> <p>QE expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education 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>

Real	Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices.
Recognition of prior learning	recognition of prior learning is an assessment process through which students may gain formal recognition for skills and knowledge acquired through previous training, work or life experience. recognition of prior learning may be used to grant status or credit in a subject or module. It can lead to a full qualification in the VET sector.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
Registered training organisation (RTO)	<p>RTOs are organisations registered by ASQA, the Victorian Registration Quality Authority (Victoria) or the Training Accreditation Council (WA) to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the AQF.</p> <p>RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.</p>
Remoteness	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 that formed the base level of the Remoteness Structure.
TAFE	Technical and further education colleges and institutes, which are the primary providers of government funded VET.
Training packages	<p>A training package is a nationally endorsed, integrated package consisting of: units of competency, assessment requirements, AQF qualifications and credit arrangements, and one or more quality assured companion volumes. The optional companion volumes can include support materials such as learning strategies, assessment resources or professional development materials for trainers.</p> <p>Training packages specify the skills and knowledge required to perform effectively in the workplace. They are developed in consultation with industry to meet the training needs of an industry or group of industries</p>
Unit of competency	A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.
User cost of capital per annual hour	User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours and course mix weight.
User cost of capital per load pass	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.
VET FEE-HELP	<p>The Australian Government administers the Higher Education Loan Programme (HELP) to assist students with the cost of their tuition. As an extension of the higher education FEE-HELP arrangements, VET FEE-HELP is an income contingent loan scheme for students undertaking certain VET courses of study (diploma, advanced diploma, graduate diploma and graduate certificate courses) with an approved VET provider. It was first introduced in 2009.</p> <p>A trial to extend VET FEE-HELP income contingent loans to certain subsidised certificate IV qualifications commenced on 13 January 2014 and will continue until 31 December 2016.</p>

VET participation	<p>VET student participation data presented in this Report refer only to VET students who were funded by government expenditure and were engaged in training 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>
VET program	A course or module offered by a training organisation in which students may enrol to develop people work-related knowledge and skills.
Whether the VET course helped graduates achieve their main reason for doing the course	Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.

5.6 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/rogs/2016).

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5.7 References

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5A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 5.5 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

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

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

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/rogs/2016).

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TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure (2014 dollars) (\$ million) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2014	1 562.6	1 391.7	910.9	625.8	396.5	136.4	98.2	99.0	5 221.1
2013	1 718.3	1 718.8	1 000.6	694.7	455.7	134.8	102.6	100.0	5 925.6
2012	1 733.4	2 026.4	1 004.6	665.0	336.3	132.2	109.9	97.6	6 105.3
2011	1 710.6	1 656.6	1 068.4	767.3	368.2	150.0	110.3	128.0	5 959.3
2010	1 672.2	1 329.3	1 010.0	620.5	355.9	142.7	115.2	119.0	5 364.8
2009	1 606.0	1 232.3	1 012.4	593.3	367.2	124.8	106.2	115.4	5 157.6
2008	1 605.2	1 214.2	937.0	510.7	326.2	123.2	101.7	118.2	4 936.5
2007	1 639.9	1 195.8	901.4	538.1	370.1	123.5	103.6	111.1	4 983.5
2006	1 681.4	1 186.5	815.4	558.3	358.1	118.0	106.4	113.8	4 937.9
2005	1 692.2	1 178.8	861.7	583.8	357.6	116.1	108.6	117.6	5 016.4

- (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 Australian Vocational Education and Training Management Information Statistical Standard (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.
- (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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (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) Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014.
- (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 (2014 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 (e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2014	315.89	356.19	291.22	356.64	360.24	415.05	365.90	565.57	334.44
2013	351.71	446.73	322.79	403.79	415.81	409.15	381.03	585.30	384.24
2012	358.32	534.48	329.31	399.38	307.97	398.55	413.97	580.85	401.55
2011	356.20	442.29	355.53	475.27	338.58	450.09	420.80	771.66	396.80
2010	350.75	359.06	340.62	394.87	328.88	429.36	445.60	722.21	361.36
2009	340.26	338.05	346.56	385.93	342.77	378.41	418.02	712.96	352.22
2008	345.23	340.89	328.80	343.09	308.27	377.20	407.48	753.56	344.17
2007	358.61	342.96	324.76	373.57	353.85	381.65	422.20	731.45	354.84
2006	372.66	346.77	301.43	398.55	346.46	367.00	442.84	767.94	358.22
2005	378.21	350.17	326.24	425.17	349.65	363.71	457.94	806.53	369.35

- (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.
- (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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (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) Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014.
- (f) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); ABS (Australian Bureau of Statistics) (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 5A.1; Table 2A.1.

TABLE 5A.3

Table 5A.3 **Government funded VET activity, 2014 (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>
2014										
Number of registered training organisations	no.	522	712	608	308	301	146	100	107	2 071
Number of registered training organisation delivery locations	no.	3 604	10 178	11 523	2 425	1 975	658	181	651	31 031
2013										
Number of registered training organisations	no.	559	725	546	331	342	129	81	93	2 091
Number of registered training organisation delivery locations	no.	3 729	7 382	8 481	2 325	1 914	537	175	619	24 857
2012										
Number of registered training organisations	no.	628	592	605	365	384	123	81	104	2 103
Number of registered training organisation delivery locations	no.	3 878	5 590	8 003	2 251	1 559	502	145	700	22 356
2011										
Number of registered training organisations	no.	632	751	563	368	372	125	105	107	2 248
Number of registered training organisation delivery locations	no.	3 711	4 321	7 381	2 293	995	495	204	654	19 867
2010										
Number of registered training organisations	no.	576	679	468	348	328	126	111	97	2 101
Number of registered training organisation delivery locations	no.	3 421	2 859	5 889	2 265	990	442	168	577	16 398

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) The number of training providers is a distinct count, for each jurisdiction, of the number of training providers that submitted data through State and Territory training authorities. Some training providers deliver VET in more than one State or Territory and are separately counted for each State and Territory, however they are only counted once in the Australia total.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2014 (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>
2014										
Students (c)	no.	407 912	460 453	209 375	131 961	107 902	34 130	19 646	21 808	1 393 187
Students who gain some recognition of prior learning	no.	35 790	7 066	18 499	7 073	7 356	2 044	2 074	1 747	81 649
Annual hours	million	122.8	179.5	67.0	40.9	28.0	8.1	5.8	4.9	457.0
Average hours per student	no.	301.2	389.8	319.8	309.9	259.7	238.5	293.0	224.4	328.0
TAFE providers	no.	11	14	14	11	3	1	1	2	57
TAFE provider locations	no.	133	820	575	127	41	36	9	255	1 996
2013										
Students (c)	no.	422 884	497 956	198 237	141 306	150 255	29 804	21 930	20 236	1 482 608
Students who gain some recognition of prior learning	no.	30 219	23 787	18 708	8 583	14 220	1 793	1 765	1 261	100 336
Annual hours	million	120.8	180.8	56.1	43.7	41.1	7.7	6.0	4.0	460.1
Average hours per student	no.	285.7	363.1	282.8	309.4	273.6	257.4	271.6	197.0	310.4
TAFE providers	no.	11	18	13	11	3	1	1	2	60
TAFE provider locations	no.	134	381	258	127	42	40	9	264	1 255
2012										
Students (c)	no.	465 956	494 308	236 859	145 202	123 262	31 679	23 806	21 730	1 542 802
Students who gain some recognition of prior learning	no.	29 963	42 902	22 258	9 530	13 012	2 211	2 820	993	123 689
Annual hours	million	135.4	184.4	64.3	43.9	31.4	8.9	6.0	4.4	478.7
Average hours per student	no.	290.5	373.0	271.6	302.7	254.9	280.7	251.1	202.0	310.3
TAFE providers	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations	no.	135	181	280	128	42	44	7	262	1 079
2011										
Students (c)	no.	464 867	435 988	253 810	146 684	101 598	31 563	23 922	21 916	1 480 348
Students who gain some recognition of prior learning	no.	32 127	29 697	22 374	9 687	7 988	2 264	2 033	732	106 902

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2014 (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>
Annual hours	million	132.7	144.4	68.9	44.0	25.6	8.6	6.5	4.2	435.0
Average hours per student	no.	285.4	331.3	271.4	300.1	252.3	272.6	273.1	193.7	293.9
TAFE providers	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations	no.	133	164	312	125	43	47	7	241	1 072
2010										
Students (c)	no.	467 111	342 947	230 421	143 440	99 339	30 671	25 004	21 127	1 360 060
Students who gain some recognition of prior learning	no.	28 934	23 959	17 654	8 115	8 402	1 955	2 052	628	91 699
Annual hours	million	129.7	112.1	61.3	43.0	23.9	7.9	6.4	4.2	388.4
Average hours per student	no.	277.6	326.8	266.0	299.6	240.5	256.1	256.2	200.6	285.6
TAFE providers	no.	11	18	13	10	3	2	1	2	60
TAFE provider locations	no.	133	161	293	125	209	41	6	208	1 176

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

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

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.5

Table 5A.5 **Government funded VET students, by program level, all students (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>
2014										
Number of students										
Diploma and above (e)	'000	42.3	60.6	22.7	14.5	17.4	3.3	4.0	0.9	165.6
Certificate III or IV	'000	203.4	295.2	162.9	79.7	54.1	18.1	12.6	10.0	836.0
Certificate I or II or lower (f)	'000	104.5	71.5	21.5	35.8	29.1	7.3	2.3	7.4	279.4
Other (g)	'000	57.7	33.2	2.2	2.0	7.3	5.5	0.8	3.5	112.2
All students	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.6	21.8	1 393.2
Proportion of VET students										
Diploma and above (e)	%	10.4	13.2	10.8	11.0	16.1	9.5	20.3	4.1	11.9
Certificate III or IV	%	49.9	64.1	77.8	60.4	50.2	52.9	64.2	45.9	60.0
Certificate I or II or lower (f)	%	25.6	15.5	10.3	27.1	26.9	21.4	11.7	34.0	20.1
Other (g)	%	14.2	7.2	1.1	1.5	6.8	16.2	3.9	15.9	8.1
2013										
Number of students										
Diploma and above (e)	'000	41.2	63.6	25.7	14.1	19.4	3.6	4.5	0.9	172.9
Certificate III or IV	'000	209.2	300.6	141.1	84.8	75.2	16.9	13.2	9.4	850.4
Certificate I or II or lower (f)	'000	110.2	95.9	28.2	39.7	41.9	6.2	2.4	7.1	331.6
Other (g)	'000	62.2	37.9	3.3	2.7	13.8	3.1	1.9	2.8	127.7
All students	'000	422.9	498.0	198.2	141.3	150.3	29.8	21.9	20.2	1 482.6
Proportion of VET students										
Diploma and above (e)	%	9.7	12.8	12.9	10.0	12.9	12.0	20.4	4.6	11.7
Certificate III or IV	%	49.5	60.4	71.2	60.0	50.0	56.7	60.0	46.6	57.4
Certificate I or II or lower (f)	%	26.1	19.3	14.2	28.1	27.9	20.8	11.1	34.9	22.4
Other (g)	%	14.7	7.6	1.7	1.9	9.2	10.5	8.5	13.8	8.6

TABLE 5A.5

Table 5A.5 **Government funded VET students, by program level, all students (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students										
Diploma and above (e)	'000	50.4	82.3	33.0	15.8	16.0	4.0	5.3	0.8	207.6
Certificate III or IV	'000	219.2	306.0	155.4	83.0	64.1	18.3	14.0	10.4	870.4
Certificate I or II or lower (f)	'000	127.0	82.6	43.5	43.6	30.6	8.5	2.3	8.2	346.4
Other (g)	'000	69.4	23.4	4.9	2.8	12.5	0.8	2.2	2.4	118.5
All students	'000	466.0	494.3	236.9	145.2	123.3	31.7	23.8	21.7	1 542.8
Proportion of VET students										
Diploma and above (e)	%	10.8	16.6	13.9	10.9	13.0	12.6	22.2	3.7	13.5
Certificate III or IV	%	47.0	61.9	65.6	57.2	52.0	57.9	58.8	47.8	56.4
Certificate I or II or lower (f)	%	27.3	16.7	18.4	30.0	24.9	26.9	9.8	37.7	22.5
Other (g)	%	14.9	4.7	2.1	1.9	10.2	2.6	9.2	10.8	7.7
2011										
Number of students										
Diploma and above (e)	'000	53.4	78.5	36.6	17.7	12.4	3.5	5.8	0.6	208.6
Certificate III or IV	'000	214.5	253.0	158.9	80.8	49.8	18.1	12.4	10.4	797.7
Certificate I or II or lower (f)	'000	117.4	79.7	51.4	44.3	23.7	8.9	2.5	8.9	336.9
Other (g)	'000	79.5	24.9	6.9	3.9	15.7	1.1	3.1	1.9	137.1
All students	'000	464.9	436.0	253.8	146.7	101.6	31.6	23.9	21.9	1 480.3
Proportion of VET students										
Diploma and above (e)	%	11.5	18.0	14.4	12.1	12.2	11.0	24.4	2.9	14.1
Certificate III or IV	%	46.1	58.0	62.6	55.1	49.0	57.2	52.0	47.4	53.9
Certificate I or II or lower (f)	%	25.3	18.3	20.2	30.2	23.3	28.3	10.5	40.8	22.8
Other (g)	%	17.1	5.7	2.7	2.7	15.5	3.4	13.2	8.8	9.3

TABLE 5A.5

Table 5A.5 **Government funded VET students, by program level, all students (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>
2010										
Number of students										
Diploma and above (e)	'000	50.6	65.2	32.3	16.0	11.1	2.9	6.6	0.6	185.3
Certificate III or IV	'000	205.8	180.9	143.2	78.4	43.6	18.4	12.2	9.8	692.2
Certificate I or II or lower (f)	'000	121.3	67.7	44.8	46.2	24.4	8.9	2.8	8.5	324.6
Other (g)	'000	89.4	29.1	10.1	2.9	20.3	0.5	3.4	2.3	158.0
All students	'000	467.1	342.9	230.4	143.4	99.3	30.7	25.0	21.1	1 360.1
Proportion of VET students										
Diploma and above (e)	%	10.8	19.0	14.0	11.1	11.2	9.4	26.6	2.8	13.6
Certificate III or IV	%	44.1	52.7	62.1	54.7	43.8	59.9	48.7	46.2	50.9
Certificate I or II or lower (f)	%	26.0	19.7	19.4	32.2	24.6	29.0	11.2	40.3	23.9
Other (g)	%	19.1	8.5	4.4	2.0	20.4	1.7	13.5	10.8	11.6

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.
- (d) 'Program level' denotes the highest qualification attempted by a student in a reporting year.
- (e) 'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.

Table 5A.5 **Government funded VET students, by program level, all students (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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(f) '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.

(g) '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.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.6

Table 5A.6 Government funded AQF VET enrolments, AQF VET enrolments, all students (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>
2014										
AQF Certificate III or above	'000	368.2	488.1	250.1	115.0	92.9	29.2	24.2	13.5	1 381.3
Indigenous status										
Aboriginal and Torres Strait Islander	'000	33.8	9.9	18.0	16.3	5.7	2.2	1.1	9.7	96.6
Non-Indigenous	'000	476.0	612.4	255.3	136.3	126.7	38.8	28.4	13.3	1 687.0
Remoteness										
Major cities	'000	316.8	424.1	168.5	102.6	83.9	0.4	24.7	0.1	1 121.3
Inner regional	'000	126.5	155.4	65.2	19.3	13.1	24.8	2.2	0.1	406.6
Outer regional	'000	46.5	30.4	46.1	19.4	16.1	13.9	0.5	11.0	183.7
Remote and very remote	'000	7.2	1.7	13.8	19.5	4.7	1.9	–	10.4	59.2
Remote	'000	5.3	1.3	8.3	10.7	3.5	1.8	–	6.1	37.1
Very remote	'000	1.9	0.3	5.5	8.8	1.2	0.1	–	4.3	22.1
Outside Australia	'000	9.6	13.1	6.9	5.4	1.3	0.3	2.1	0.2	38.9
Not known	'000	6.6	5.3	2.2	0.7	16.1	0.1	0.3	1.2	32.5
All enrolments	'000	513.2	630.0	302.8	166.9	135.1	41.3	29.7	23.1	1 842.1
2013										
AQF Certificate III or above	'000	362.7	483.1	235.3	122.1	119.5	30.1	25.6	12.9	1 391.5
Indigenous status										
Aboriginal and Torres Strait Islander	'000	31.7	10.1	17.8	16.2	6.4	2.3	1.0	9.6	95.1
Non-Indigenous	'000	480.5	681.8	246.5	146.9	175.6	41.0	28.1	12.6	1 813.0
Remoteness										
Major cities	'000	321.1	470.3	159.6	113.0	127.5	0.4	24.1	0.1	1 216.1
Inner regional	'000	125.0	169.4	66.3	21.0	21.5	26.1	2.2	0.1	431.5
Outer regional	'000	48.5	36.3	48.7	20.2	24.2	14.7	0.6	10.6	203.8
Remote and very remote	'000	7.9	1.7	16.1	19.9	6.9	2.3	0.1	9.7	64.5

TABLE 5A.6

Table 5A.6 Government funded AQF VET enrolments, AQF VET enrolments, all students (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>
Remote	'000	5.8	1.4	9.1	11.4	5.1	2.1	–	5.2	40.2
Very remote	'000	2.0	0.2	7.0	8.5	1.9	0.1	–	4.5	24.3
Outside Australia	'000	7.0	18.9	5.8	4.6	1.4	0.3	1.7	0.3	40.0
Not known	'000	6.4	3.6	2.2	1.1	4.5	0.1	0.7	1.6	20.1
All enrolments	'000	515.8	700.1	298.8	179.8	186.1	43.8	29.3	22.4	1 976.0
2012										
AQF Certificate III or above	'000	360.3	513.2	252.1	121.8	101.3	33.7	26.9	13.3	1 422.4
Indigenous status										
Aboriginal and Torres Strait Islander	'000	30.3	9.1	22.7	16.8	7.5	2.5	0.8	10.2	99.9
Non-Indigenous	'000	489.2	692.3	275.2	138.2	138.1	46.4	27.4	14.1	1 821.0
Remoteness										
Major cities	'000	321.0	472.3	175.8	115.0	99.3	0.4	24.6	0.2	1 208.7
Inner regional	'000	131.3	175.9	77.7	20.3	18.2	29.2	2.1	0.1	454.8
Outer regional	'000	50.8	42.9	56.4	20.2	21.2	17.0	0.5	11.1	220.1
Remote and very remote	'000	8.9	1.7	19.3	21.5	6.3	2.7	0.1	11.1	71.6
Remote	'000	6.6	1.4	10.5	12.8	4.7	2.5	–	5.9	44.4
Very remote	'000	2.3	0.3	8.8	8.7	1.6	0.2	–	5.2	27.1
Outside Australia	'000	7.1	13.7	7.5	4.7	2.0	0.3	1.8	0.2	37.4
Not known	'000	9.5	3.4	3.1	0.9	2.0	0.1	1.3	1.7	22.1
All enrolments	'000	528.7	709.9	339.8	182.7	149.0	49.7	30.4	24.5	2 014.6
2011										
AQF Certificate III or above	'000	344.0	439.4	254.4	121.8	76.8	35.0	23.9	13.0	1 308.4
Indigenous status										
Aboriginal and Torres Strait Islander	'000	27.8	7.9	23.7	16.7	5.6	2.4	0.7	10.3	95.2
Non-Indigenous	'000	459.3	585.1	269.5	135.7	100.7	49.8	21.2	14.2	1 635.6

TABLE 5A.6

Table 5A.6 Government funded AQF VET enrolments, AQF VET enrolments, all students (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>
Remoteness										
Major cities	'000	300.0	388.1	177.8	116.4	60.3	0.6	22.0	0.2	1 065.2
Inner regional	'000	123.0	155.3	80.6	20.2	12.1	31.5	1.8	0.1	424.6
Outer regional	'000	47.8	42.2	58.1	20.1	15.6	17.7	0.4	10.6	212.4
Remote and very remote	'000	7.3	2.2	20.5	20.7	4.7	3.0	–	13.3	71.6
Remote	'000	5.5	2.0	10.7	12.1	3.5	2.7	–	7.2	43.8
Very remote	'000	1.8	0.2	9.8	8.6	1.2	0.2	–	6.1	27.9
Outside Australia	'000	7.7	18.4	8.3	6.5	2.1	0.5	1.8	0.3	45.6
Not known	'000	11.9	2.1	4.3	1.0	15.6	0.1	1.5	0.4	36.7
All enrolments	'000	497.6	608.2	349.6	184.8	110.3	53.3	27.4	24.8	1 856.2
2010										
AQF Certificate III or above	'000	319.6	338.0	237.4	117.1	69.1	34.7	23.4	12.7	1 152.0
Indigenous status										
Aboriginal and Torres Strait Islander	'000	25.8	6.8	20.3	16.2	5.5	2.3	0.7	9.8	87.3
Non-Indigenous	'000	437.4	464.1	254.3	134.8	85.7	54.2	21.3	14.4	1 466.1
Remoteness										
Major cities	'000	270.2	295.2	150.9	100.5	60.8	2.5	20.0	0.3	900.5
Inner regional	'000	107.1	129.5	68.8	34.8	13.8	28.5	4.3	0.1	386.8
Outer regional	'000	71.2	33.0	71.4	19.7	14.1	23.7	0.5	10.9	244.5
Remote and very remote	'000	9.7	2.0	23.6	21.8	5.6	2.4	–	12.6	77.8
Remote	'000	8.1	1.7	12.2	6.8	3.9	2.3	–	3.7	38.6
Very remote	'000	1.6	0.3	11.5	15.0	1.7	0.1	–	8.9	39.2
Outside Australia	'000	9.6	19.1	11.5	6.0	3.0	0.6	1.8	0.4	52.0
Not known	'000	6.1	3.8	0.9	0.8	5.4	0.3	0.6	0.1	17.9
All enrolments	'000	473.8	482.6	327.1	183.5	102.7	58.0	27.3	24.4	1 679.4

Table 5A.6 **Government funded AQF VET enrolments, AQF VET enrolments, all students (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) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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>.
- (d) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and RTO (in combination). Data has been backdated to 2003.
- Nil or rounded to zero.

Source: NCVER (unpublished) National VET provider collection.

TABLE 5A.7

Table 5A.7 Government funded AQF VET enrolments, students aged 20–64 years (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>
2014										
AQF Certificate III or above	'000	291.0	397.2	184.6	88.4	79.6	24.7	20.0	11.5	1 097.1
Indigenous status										
Aboriginal and Torres Strait Islander	'000	20.8	7.4	11.5	11.8	4.2	1.5	0.7	7.4	65.3
Non-Indigenous	'000	325.7	483.0	179.6	96.4	103.7	30.0	22.7	10.2	1 251.3
Remoteness										
Major cities	'000	222.9	340.8	119.8	72.6	71.3	0.4	19.5	0.1	847.5
Inner regional	'000	81.8	117.0	44.8	13.7	10.2	19.4	1.6	0.1	288.5
Outer regional	'000	29.6	22.3	31.7	13.4	12.4	10.1	0.4	8.3	128.2
Remote and very remote	'000	4.9	1.3	9.8	14.4	3.6	1.5	–	8.1	43.7
Remote	'000	3.5	1.1	5.7	7.7	2.6	1.4	–	4.7	26.7
Very remote	'000	1.4	0.3	4.2	6.7	1.0	0.1	–	3.4	17.0
Outside Australia	'000	6.6	10.8	5.6	4.7	1.2	0.3	1.9	0.2	31.2
Not known	'000	2.8	4.1	1.7	0.5	11.6	0.1	0.2	0.8	21.9
All enrolments	'000	348.6	496.4	213.4	119.3	110.3	31.8	23.6	17.6	1 360.9
2013										
AQF Certificate III or above	'000	286.5	389.1	171.3	93.9	102.4	25.5	21.3	10.9	1 101.0
Indigenous status										
Aboriginal and Torres Strait Islander	'000	18.9	7.2	11.7	11.9	4.7	1.5	0.7	7.3	63.8
Non-Indigenous	'000	326.0	515.3	171.9	104.3	139.4	31.4	22.9	9.7	1 321.0
Remoteness										
Major cities	'000	223.1	363.2	111.1	80.1	105.9	0.4	19.5	0.1	903.5
Inner regional	'000	80.3	120.9	44.3	15.0	16.3	20.2	1.7	0.1	298.8
Outer regional	'000	31.1	24.9	33.7	14.4	17.6	10.5	0.5	8.0	140.5
Remote and very remote	'000	5.4	1.3	11.1	15.1	5.1	1.7	0.1	7.5	47.2

TABLE 5A.7

Table 5A.7 Government funded AQF VET enrolments, students aged 20–64 years (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>
Remote	'000	3.9	1.1	6.2	8.4	3.7	1.6	–	3.9	28.8
Very remote	'000	1.5	0.2	4.9	6.7	1.4	0.1	–	3.5	18.4
Outside Australia	'000	5.6	15.9	4.7	4.2	1.3	0.3	1.6	0.2	33.9
Not known	'000	1.7	2.5	1.7	0.9	1.2	0.1	0.4	1.2	9.7
All enrolments	'000	347.2	528.7	206.6	129.5	147.5	33.3	23.8	17.1	1 433.6
2012										
AQF Certificate III or above	'000	286.7	405.8	184.9	92.6	85.3	28.3	22.0	11.3	1 116.8
Indigenous status										
Aboriginal and Torres Strait Islander	'000	17.8	6.1	14.9	12.3	5.3	1.6	0.5	7.6	66.2
Non-Indigenous	'000	330.6	505.7	190.5	96.1	105.3	35.7	22.5	10.5	1 297.0
Remoteness										
Major cities	'000	220.9	350.7	121.3	78.9	78.5	0.4	19.9	0.1	870.7
Inner regional	'000	84.1	122.3	51.4	13.9	12.7	22.7	1.6	0.1	308.9
Outer regional	'000	32.9	29.7	38.3	14.2	14.5	12.3	0.4	8.1	150.4
Remote and very remote	'000	6.0	1.2	13.2	16.6	4.5	2.1	0.1	8.6	52.3
Remote	'000	4.4	1.0	7.0	9.7	3.3	2.0	–	4.5	31.8
Very remote	'000	1.7	0.3	6.2	6.9	1.1	0.1	–	4.1	20.5
Outside Australia	'000	6.1	12.3	6.3	4.4	1.9	0.3	1.7	0.2	33.1
Not known	'000	5.1	2.5	2.3	0.7	1.3	0.1	1.1	1.3	14.4
All enrolments	'000	355.1	518.7	232.9	128.6	113.4	37.9	24.7	18.3	1 429.7
2011										
AQF Certificate III or above	'000	270.4	343.8	189.0	92.8	62.9	29.1	19.5	10.9	1 018.5
Indigenous status										
Aboriginal and Torres Strait Islander	'000	16.3	5.2	15.8	11.9	4.0	1.5	0.5	7.7	63.0
Non-Indigenous	'000	305.6	420.6	193.3	92.7	72.8	38.0	17.1	10.6	1 150.7

TABLE 5A.7

Table 5A.7 Government funded AQF VET enrolments, students aged 20–64 years (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>
Remoteness										
Major cities	'000	203.5	281.7	122.5	78.3	46.9	0.5	17.8	0.2	751.4
Inner regional	'000	77.4	107.8	53.6	13.8	8.3	24.4	1.3	0.1	286.7
Outer regional	'000	30.5	28.9	40.5	13.8	10.5	12.7	0.3	7.4	144.7
Remote and very remote	'000	4.8	1.3	14.3	15.6	3.3	2.2	–	10.2	51.7
Remote	'000	3.6	1.1	7.5	8.8	2.4	2.0	–	5.4	30.8
Very remote	'000	1.2	0.2	6.8	6.9	0.8	0.2	–	4.8	20.9
Outside Australia	'000	6.8	16.6	7.0	6.0	1.9	0.4	1.6	0.3	40.6
Not known	'000	6.8	1.5	3.3	0.7	9.3	0.1	0.9	0.3	22.9
All enrolments	'000	329.9	437.8	241.2	128.2	80.1	40.3	21.9	18.6	1 298.2
2010										
AQF Certificate III or above	'000	248.0	261.2	173.8	88.1	55.6	28.3	19.1	10.5	884.6
Indigenous status										
Aboriginal and Torres Strait Islander	'000	15.1	4.4	13.6	11.5	3.9	1.4	0.4	7.1	57.6
Non-Indigenous	'000	287.5	330.5	177.7	91.9	61.4	40.8	17.1	10.6	1 017.4
Remoteness										
Major cities	'000	181.4	211.7	105.5	67.7	45.1	2.4	16.0	0.2	629.9
Inner regional	'000	66.8	88.9	46.4	22.1	8.5	21.7	3.3	0.1	257.8
Outer regional	'000	45.4	22.0	48.6	13.3	9.2	16.7	0.4	7.5	163.2
Remote and very remote	'000	6.2	1.4	15.7	16.3	4.0	1.8	–	9.5	55.0
Remote	'000	5.1	1.1	7.9	4.7	2.7	1.7	–	2.7	25.8
Very remote	'000	1.2	0.3	7.9	11.6	1.3	0.1	–	6.9	29.2
Outside Australia	'000	8.4	17.2	9.2	5.5	2.7	0.6	1.6	0.4	45.6
Not known	'000	2.3	3.0	0.6	0.4	3.1	0.2	0.4	0.1	10.2
All enrolments	'000	310.5	344.2	226.0	125.4	72.5	43.5	21.8	17.9	1 161.7

TABLE 5A.7

Table 5A.7 **Government funded AQF VET enrolments, students aged 20–64 years (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) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Student remoteness is based on the ARIA+, which was developed by 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>.
- (d) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and RTO (in combination). Data has been backdated to 2003.
- Nil or rounded to zero.

Source: NCVER (unpublished) National VET provider collection.

TABLE 5A.8

Table 5A.8 **Real net assets of public VET providers per person aged 15–64 years (2014 dollars) (\$ per person) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2014	944.18	572.38	187.20	834.35	783.98	824.59	719.19	1 341.66	673.74
2013	956.54	836.06	527.33	841.92	835.80	848.54	786.39	1 350.90	817.78
2012	881.73	844.26	510.58	852.03	769.77	827.73	826.46	1 351.95	789.53
2011	657.78	819.25	535.19	885.97	624.93	875.88	855.49	1 459.37	712.71
2010	702.60	864.22	576.65	824.24	654.41	727.44	1 540.35	1 442.62	750.36

- (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 2010-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (c) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- (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 National financial collection (unpublished); ABS (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 2A.1.

TABLE 5A.9

Table 5A.9 **Government payments to non-TAFE providers for VET delivery (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government payments (2014 dollars)										
2014	\$m	132.3	855.0	262.0	113.3	93.5	16.3	8.3	16.4	1 497.0
2013	\$m	97.2	812.0	187.9	124.4	129.9	12.1	9.0	11.2	1 383.7
2012	\$m	151.0	817.1	203.6	134.6	82.2	11.5	8.9	13.8	1 422.7
2011	\$m	192.8	515.0	255.1	140.9	51.8	7.8	9.0	8.5	1 180.8
2010	\$m	200.5	300.8	199.8	122.9	38.9	8.7	8.8	16.1	896.5
2009	\$m	118.0	150.2	148.7	94.1	34.9	9.5	10.2	12.8	578.5
2008	\$m	124.1	153.2	132.4	66.6	23.1	9.3	9.7	12.7	531.2
2007	\$m	129.8	161.0	101.7	59.0	21.9	8.5	11.5	10.4	503.8
2006	\$m	117.7	167.8	66.0	67.9	24.3	8.7	10.7	9.8	472.9
2005	\$m	104.1	152.9	90.3	59.5	27.4	8.3	12.7	9.0	464.3
2014 payments to non-TAFE providers as a proportion of Government recurrent funding (d)	%	8.5	61.4	28.7	18.1	23.6	12.5	8.9	16.5	28.7
Real change in payments to non-TAFE providers between 2013 and 2014 (e)	%	36.2	5.3	39.4	- 8.9	- 28.0	34.4	- 8.1	47.1	8.2

(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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

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

(d) The denominator 'Government recurrent funding' is sourced from table 5A.10.

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

Source: NCVET unpublished, National financial collection.

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (d) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (d) (h)</i>	<i>Tas (i)</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust</i>
2014										
Government recurrent funding										
Australian Government recurrent funding	\$m	456.3	353.2	270.9	155.7	88.6	31.2	23.5	14.8	1 394.0
State/Territory Government recurrent funding	\$m	1 073.0	1 008.8	610.8	455.8	297.4	96.6	67.8	83.5	3 693.7
Commonwealth administered programs	\$m	35.0	29.8	29.5	16.1	10.5	2.7	1.4	1.2	126.3
Total	\$m	1 564.3	1 391.7	911.2	627.6	396.5	130.5	92.6	99.5	5 214.0
Amounts allocated										
Open competitive tendering (k)	\$m	32.1	..	29.7	20.8	6.8	12.9	2.4	..	104.7
Limited competitive tendering (l)	\$m	..	..	12.3	..	9.2	0.1	0.8	..	22.4
User choice	\$m	294.2	0.2	204.3	138.7	0.8	13.6	13.1	18.9	683.8
Entitlement funding (m)	\$m	..	1 098.8	109.1	62.7	299.9	21.0	1.3	16.5	1 609.3
Total	\$m	326.3	1 099.0	355.4	222.2	316.7	47.6	17.6	35.4	2 420.2
Proportion of government recurrent funding										
Open competitive tendering (k)	%	2.1	..	3.3	3.3	1.7	9.9	2.6	..	2.0
Limited competitive tendering (l)	%	..	..	1.3	..	2.3	0.1	0.9	..	0.4
User choice	%	18.8	–	22.4	22.1	0.2	10.4	14.1	19.0	13.1
Entitlement funding (m)	%	..	79.0	12.0	10.0	75.6	16.1	1.4	16.6	30.9
2013										
Government recurrent funding										
Australian Government recurrent funding	\$m	459.9	351.9	252.9	151.4	90.1	32.0	23.9	14.7	1 376.8
State/Territory Government recurrent funding	\$m	1 113.8	1 247.0	648.7	496.4	331.7	87.9	68.2	82.8	4 076.4
Commonwealth administered programs	\$m	147.4	120.0	100.9	49.7	33.9	10.3	5.0	3.0	470.1
Total	\$m	1 721.0	1 718.8	1 002.5	697.5	455.7	130.3	97.0	100.5	5 923.4
Amounts allocated										
Open competitive tendering (k)	\$m	48.5	..	26.0	32.0	19.6	9.3	3.8	2.0	141.2

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (d) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (d) (h)</i>	<i>Tas (i)</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust</i>
Limited competitive tendering (l)	\$m	..	..	14.1	..	9.8	1.5	0.9	..	26.3
User choice	\$m	250.7	1.9	206.7	152.3	7.6	27.9	13.1	16.8	677.1
Entitlement funding (m)	\$m	..	1 329.2	23.2	..	329.8	na	4.1	..	1 686.3
Total	\$m	299.2	1 331.2	270.0	184.3	366.8	38.8	21.8	18.8	2 530.8
Proportion of government recurrent funding										
Open competitive tendering (k)	%	2.8	..	2.6	4.6	4.3	7.2	3.9	2.0	2.4
Limited competitive tendering (l)	%	..	..	1.4	..	2.1	1.2	0.9	..	0.4
User choice	%	14.6	0.1	20.6	21.8	1.7	21.4	13.5	16.7	11.4
Entitlement funding (m)	%	..	77.3	2.3	..	72.4	na	4.2	..	28.5
2012										
Government recurrent funding										
Australian Government recurrent funding	\$m	457.3	346.5	246.2	144.9	89.7	32.2	23.6	14.4	1 354.8
State/Territory Government recurrent funding	\$m	1 183.6	1 571.9	694.8	490.8	223.3	88.5	71.9	78.4	4 403.3
Commonwealth administered programs	\$m	95.8	108.0	64.1	30.5	23.3	8.5	8.8	5.4	344.3
Total	\$m	1 736.8	2 026.4	1 005.1	666.1	336.3	129.2	104.3	98.2	6 102.4
Amounts allocated										
Open competitive tendering (k)	\$m	129.7	1 094.1	76.1	31.9	47.3	12.5	10.4	6.1	1 408.2
Limited competitive tendering (l)	\$m	..	..	11.1	..	9.7	1.9	0.9	..	23.5
User choice	\$m	232.0	316.0	204.6	170.6	36.5	29.3	13.0	16.0	1 017.8
Entitlement funding (m)	\$m	..	na	na	..	156.9	na	3.1	..	na
Total	\$m	361.7	1 410.1	291.8	202.5	250.3	43.7	27.3	22.0	2 449.6
Proportion of government recurrent funding										
Open competitive tendering (k)	%	7.5	54.0	7.6	4.8	14.1	9.7	10.0	6.2	23.1
Limited competitive tendering (l)	%	..	..	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

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (d) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (d) (h)</i>	<i>Tas (i)</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust</i>
Entitlement funding (m)	%	..	na	na	..	46.6	na	3.0	..	na
2011										
Government recurrent funding										
Australian Government recurrent funding	\$m	460.2	301.9	244.0	148.7	90.1	32.3	23.5	14.4	1 315.2
State/Territory Government recurrent funding	\$m	1 086.1	1 235.0	723.0	555.7	239.2	103.9	72.0	86.4	4 101.2
Commonwealth administered programs	\$m	165.5	119.8	101.8	63.6	38.9	13.7	9.5	28.1	541.0
Total	\$m	1 711.8	1 656.6	1 068.8	768.1	368.2	150.0	104.9	128.9	5 957.4
Amounts allocated										
Open competitive tendering (k)	\$m	181.6	883.6	127.0	18.0	39.2	8.6	14.4	8.0	1 280.3
Limited competitive tendering (l)	\$m	..	..	12.2	..	11.7	0.6	0.8	..	25.3
User choice	\$m	242.4	307.5	201.3	180.9	45.2	32.5	13.1	15.1	1 038.1
Entitlement funding (m)	\$m	..	na	na	..	na	na	..	..	na
Total	\$m	424.1	1 191.1	340.5	198.9	96.1	41.7	28.3	23.0	2 343.7
Proportion of government recurrent funding										
Open competitive tendering (k)	%	10.6	53.3	11.9	2.3	10.7	5.7	13.7	6.2	21.5
Limited competitive tendering (l)	%	..	..	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
Entitlement funding (m)	%	..	na	na	..	na	na	..	..	na
2010										
Government recurrent funding										
Australian Government recurrent funding	\$m	417.8	310.1	251.0	136.2	94.1	33.9	24.7	15.1	1 283.0
State/Territory Government recurrent funding	\$m	1 119.0	962.5	661.9	438.0	224.4	102.0	75.8	79.5	3 663.1
Commonwealth administered programs	\$m	136.0	56.6	98.1	46.6	37.4	6.8	8.6	25.5	415.6
Total	\$m	1 672.8	1 329.3	1 010.9	620.9	355.9	142.7	109.1	120.1	5 361.7
Amounts allocated										

TABLE 5A.10

Table 5A.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (d) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (d) (h)</i>	<i>Tas (i)</i>	<i>ACT (j)</i>	<i>NT</i>	<i>Aust</i>
Open competitive tendering (k)	\$m	210.5	308.3	86.7	25.3	29.4	5.9	12.5	7.5	686.2
Limited competitive tendering (l)	\$m	..	..	13.7	..	6.2	0.3	1.0	..	21.2
User choice	\$m	244.1	276.8	212.2	167.0	45.9	36.3	13.9	15.0	1 011.2
Entitlement funding (m)	\$m	..	na	na	..	na	na	..	..	na
Total	\$m	454.6	585.1	312.6	192.3	81.6	42.5	27.3	22.5	1 718.6
Proportion of government recurrent funding										
Open competitive tendering (k)	%	12.6	23.2	8.6	4.1	8.3	4.1	11.4	6.3	12.8
Limited competitive tendering (l)	%	..	..	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
Entitlement funding (m)	%	..	na	na	..	na	na	..	..	na

(a) Data for 2010-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

(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) 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.

(d) 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.

(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.10 Allocation of government real funds for VET (2014 dollars) (a), (b)

	<i>Units</i>	<i>NSW (c)</i>	<i>Vic (d) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (d) (h)</i>	<i>Tas (i)</i>	<i>ACT (j)</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)	Tas: 'Entitlement' has existed for many years in Tasmania, with policy formally introduced in January 2014. Entitlement funding is embedded in all funding programmes. In 2014, entitlement represented 90 per cent of the funding allocated on a competitive basis.									
(j)	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.									
(k)	The tendering process is open to both public and private providers, except where otherwise noted.									
(l)	The tendering process is restricted to community groups that deliver ACE VET programs.									
(m)	'Entitlement funding has been introduced in some jurisdictions to guarantee government-subsidised training places for qualifications at the providers of students' choice.									
	na Not available. – Nil or rounded to zero. .. Not applicable.									

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

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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>
2014										
Number of students by age										
All students	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.6	21.8	1 393.2
15–19 year olds	'000	137.5	85.5	63.5	38.3	18.7	7.0	3.9	4.4	358.9
20–24 year olds	'000	65.9	94.5	42.7	23.2	19.4	6.3	4.9	3.7	260.6
25–64 year olds	'000	194.2	269.2	100.4	69.1	67.4	20.4	10.5	13.1	744.3
15–64 year olds	'000	397.6	449.2	206.6	130.6	105.5	33.7	19.3	21.2	1 363.7
Number of students through recognition of prior learning										
All students	no.	35 790	7 066	18 499	7 073	7 356	2 044	2 074	1 747	81 649
Participation rate by age (c)										
All students	%	5.4	7.9	4.4	5.1	6.4	6.6	5.1	8.9	5.9
15–19 year olds	%	29.4	23.9	20.5	23.7	17.9	20.8	16.9	26.9	24.3
20–24 year olds	%	12.8	22.5	12.7	12.5	17.0	20.1	15.1	18.8	15.8
25–64 year olds	%	4.9	8.6	4.0	4.9	7.6	7.7	4.9	9.4	6.0
15–64 year olds	%	8.0	11.5	6.6	7.4	9.6	10.3	7.2	12.1	8.7
Proportion of students through recognition of prior learning										
All students	%	8.8	1.5	8.8	5.4	6.8	6.0	10.6	8.0	5.9
2013										
Number of students by age										
All students	'000	422.9	498.0	198.2	141.3	150.3	29.8	21.9	20.2	1 482.6
15–19 year olds	'000	144.6	105.0	64.5	40.4	28.3	6.5	4.3	4.2	397.7
20–24 year olds	'000	68.7	97.8	37.9	24.8	25.7	5.6	5.1	3.4	268.9
25–64 year olds	'000	197.8	283.0	92.9	74.5	93.0	17.3	12.3	12.2	782.9
15–64 year olds	'000	411.0	485.7	195.3	139.7	146.9	29.5	21.6	19.8	1 449.5

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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>
Number of students through recognition of prior learning										
All students	no.	30 219	23 787	18 708	8 583	14 220	1 793	1 765	1 261	100 336
Participation rate by age (c)										
All students	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.4	6.4
15–19 year olds	%	31.2	29.5	20.9	25.3	27.1	19.5	18.0	25.5	27.1
20–24 year olds	%	13.5	23.6	11.3	13.3	22.3	17.7	15.2	17.7	16.4
25–64 year olds	%	5.1	9.2	3.8	5.4	10.6	6.6	5.8	9.0	6.4
15–64 year olds	%	8.4	12.6	6.3	8.1	13.4	8.9	8.0	11.6	9.4
Proportion of students through recognition of prior learning										
All students	%	7.1	4.8	9.4	6.1	9.5	6.0	8.0	6.2	6.8
2012										
Number of students by age										
All students	'000	466.0	494.3	236.9	145.2	123.3	31.7	23.8	21.7	1 542.8
15–19 year olds	'000	151.5	119.6	73.8	43.6	27.1	8.0	4.5	4.9	433.0
20–24 year olds	'000	72.8	99.9	40.5	24.4	20.8	5.8	5.1	3.4	272.8
25–64 year olds	'000	228.3	266.9	117.1	75.2	72.3	17.5	13.9	12.7	803.9
15–64 year olds	'000	452.5	486.4	231.4	143.2	120.3	31.3	23.5	21.0	1 509.7
Number of students through recognition of prior learning										
All students	no.	29 963	42 902	22 258	9 530	13 012	2 211	2 820	993	123 689
Participation rate by age (c)										
All students	%	6.4	8.8	5.2	6.0	7.4	6.2	6.4	9.3	6.8
15–19 year olds	%	32.7	33.6	24.2	27.8	25.8	23.7	18.5	30.4	29.7
20–24 year olds	%	14.5	24.2	12.3	13.5	18.1	18.2	15.3	17.9	16.8
25–64 year olds	%	5.9	8.8	4.8	5.7	8.3	6.6	6.7	9.5	6.6
15–64 year olds	%	9.4	12.8	7.6	8.6	11.0	9.4	8.8	12.5	9.9

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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>
Proportion of students through recognition of prior learning										
All students	%	6.4	8.7	9.4	6.6	10.6	7.0	11.8	4.6	8.0
2011										
Number of students by age										
All students	'000	464.9	436.0	253.8	146.7	101.6	31.6	23.9	21.9	1 480.3
15–19 year olds	'000	150.7	108.8	76.3	44.6	24.8	8.5	4.8	5.2	423.8
20–24 year olds	'000	72.4	88.1	43.1	24.3	17.3	5.9	5.4	3.4	260.0
25–64 year olds	'000	228.1	230.8	127.2	74.6	56.1	16.7	13.4	12.6	759.6
15–64 year olds	'000	451.2	427.7	246.6	143.6	98.2	31.2	23.6	21.3	1 443.4
Number of students through recognition of prior learning										
All students	no.	32 127	29 697	22 374	9 687	7 988	2 264	2 033	732	106 902
Participation rate by age (c)										
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	13.4	13.7	15.0	18.2	16.1	17.8	16.1
25–64 year olds	%	5.9	7.7	5.3	5.8	6.5	6.3	6.6	9.7	6.4
15–64 year olds	%	9.4	11.4	8.2	8.9	9.0	9.4	9.0	12.8	9.6
Proportion of students through recognition of prior learning										
All students	%	6.9	6.8	8.8	6.6	7.9	7.2	8.5	3.3	7.2
2010										
Number of students by age										
All students	'000	467.1	342.9	230.4	143.4	99.3	30.7	25.0	21.1	1 360.1
15–19 year olds	'000	150.7	88.3	72.1	45.3	26.7	9.1	5.3	5.3	402.7
20–24 year olds	'000	71.9	71.6	41.2	23.8	17.7	5.9	5.5	3.2	240.8
25–64 year olds	'000	229.1	176.4	112.0	70.7	52.2	15.3	13.8	11.9	681.4

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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>
15–64 year olds	'000	451.7	336.2	225.4	139.9	96.5	30.3	24.6	20.3	1 324.9
Number of students through recognition of prior learning										
All students	no.	28 934	23 959	17 654	8 115	8 402	1 955	2 052	628	91 699
Participation rate by age (c)										
All students	%	6.5	6.3	5.2	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	12.9	13.7	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	7.6	8.9	8.9	9.1	9.5	12.3	8.9
Proportion of students through recognition of prior learning										
All students	%	6.2	7.0	7.7	5.7	8.5	6.4	8.2	3.0	6.7
2009										
Number of students by age										
All students	'000	446.9	306.2	214.3	135.7	98.5	30.0	22.5	21.1	1 275.1
15–19 year olds	'000	149.0	76.5	71.8	45.0	26.7	8.7	5.3	5.6	388.6
20–24 year olds	'000	68.4	60.0	38.2	22.8	17.2	5.8	5.1	3.1	220.7
25–64 year olds	'000	210.4	160.6	98.8	64.2	50.8	15.1	11.9	11.5	623.3
15–64 year olds	'000	427.8	297.1	208.9	132.0	94.7	29.6	22.2	20.3	1 232.6
Number of students through recognition of prior learning										
All students	no.	24 483	19 570	14 606	5 870	7 738	2 111	1 194	357	75 929
Participation rate by age (c)										
All students	%	6.3	5.7	4.9	6.1	6.1	5.9	6.3	9.3	5.9
15–19 year olds	%	31.9	21.3	23.9	29.2	25.0	25.4	20.8	34.0	26.6
20–24 year olds	%	13.8	14.8	12.2	13.5	15.3	18.1	16.0	16.3	14.0
25–64 year olds	%	5.6	5.6	4.3	5.3	6.0	5.7	6.0	9.1	5.4

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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>
15–64 year olds	%	9.1	8.1	7.1	8.6	8.8	9.0	8.8	12.5	8.4
Proportion of students through recognition of prior learning										
All students	%	5.5	6.4	6.8	4.3	7.9	7.0	5.3	1.7	6.0
2008										
Number of students by age										
All students	'000	447.2	301.7	210.1	126.2	95.4	31.2	21.6	20.8	1 254.2
15–19 year olds	'000	150.3	74.8	70.2	44.7	26.7	7.7	5.4	5.5	385.3
20–24 year olds	'000	68.0	59.3	37.1	20.9	16.2	6.0	4.8	3.1	215.6
25–64 year olds	'000	209.0	156.7	97.7	56.4	48.5	17.0	11.1	11.5	607.9
15–64 year olds	'000	427.3	290.8	205.0	122.0	91.4	30.8	21.4	20.1	1 208.8
Number of students through recognition of prior learning										
All students	no.	21 009	12 879	13 433	3 617	5 730	2 090	1 167	446	60 371
Participation rate by age (c)										
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	23.9	29.4	25.1	22.6	21.3	33.7	26.6
20–24 year olds	%	14.1	15.3	12.3	13.0	14.7	19.2	15.7	16.9	14.1
25–64 year olds	%	5.6	5.6	4.3	4.8	5.8	6.5	5.7	9.4	5.3
15–64 year olds	%	9.2	8.2	7.2	8.2	8.6	9.4	8.6	12.8	8.4
Proportion of students through recognition of prior learning										
All students	%	4.7	4.3	6.4	2.9	6.0	6.7	5.4	2.1	4.8
2007										
Number of students by age										
All students	'000	454.7	294.2	206.0	121.3	94.3	30.2	21.8	21.4	1 243.9
15–19 year olds	'000	149.3	72.1	67.5	43.4	26.3	6.9	5.4	5.8	376.8
20–24 year olds	'000	71.1	58.1	37.6	21.2	15.9	6.0	5.0	3.3	218.2

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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>
25–64 year olds	'000	215.2	152.7	96.5	53.2	48.1	16.6	11.1	11.5	604.9
15–64 year olds	'000	435.6	282.9	201.5	117.8	90.3	29.6	21.4	20.7	1 199.8
Number of students through recognition of prior learning										
All students	no.	19 676	8 667	11 050	2 665	4 719	1 372	1 027	533	49 709
Participation rate by age (c)										
All students	%	6.7	5.7	5.0	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	12.7	13.8	14.6	19.4	16.3	19.0	14.7
25–64 year olds	%	5.9	5.5	4.4	4.7	5.8	6.4	5.8	9.7	5.4
15–64 year olds	%	9.5	8.1	7.3	8.2	8.6	9.1	8.7	13.6	8.5
Proportion of students through recognition of prior learning										
All students	%	4.3	2.9	5.4	2.2	5.0	4.5	4.7	2.5	4.0
2006										
Number of students by age										
All students	'000	469.1	300.8	204.6	110.2	91.5	29.5	21.2	21.0	1 247.9
15–19 year olds	'000	149.5	72.0	62.5	35.5	26.9	6.9	5.0	5.9	364.2
20–24 year olds	'000	73.8	58.9	38.6	20.5	15.1	5.7	5.0	3.5	221.1
25–64 year olds	'000	225.3	145.4	98.4	51.7	43.0	16.1	10.9	11.0	601.8
15–64 year olds	'000	448.6	276.3	199.5	107.8	85.0	28.6	21.0	20.4	1 187.1
Number of students through recognition of prior learning										
All students	no.	20 524	8 681	10 075	2 732	4 066	1 175	1 147	731	49 131
Participation rate by age (c)										
All students	%	7.0	5.9	5.1	5.4	5.9	6.0	6.3	10.1	6.1
15–19 year olds	%	33.2	21.0	22.6	24.4	26.0	20.4	20.6	38.2	26.2
20–24 year olds	%	15.9	16.2	13.4	13.8	14.2	18.3	16.9	20.5	15.3

TABLE 5A.11

Table 5A.11 **Government funded VET participation, by age group (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>
25–64 year olds	%	6.3	5.4	4.6	4.7	5.2	6.2	5.9	9.5	5.5
15–64 year olds	%	9.9	8.1	7.4	7.7	8.2	8.9	8.7	13.7	8.6
Proportion of students through recognition of prior learning										
All students	%	4.4	2.9	4.9	2.5	4.4	4.0	5.4	3.5	3.9
2005										
Number of students by age										
All students	'000	455.5	292.2	196.2	108.3	95.6	28.4	20.1	20.3	1 216.6
15–19 year olds	'000	110.0	71.9	57.8	34.6	29.0	6.5	4.8	5.4	320.0
20–24 year olds	'000	74.0	58.1	37.3	19.7	15.6	5.5	4.7	3.0	217.9
25–64 year olds	'000	243.9	147.8	95.9	51.3	44.1	15.9	10.4	10.8	620.2
15–64 year olds	'000	428.0	277.8	191.0	105.7	88.7	27.8	20.0	19.2	1 158.1
Number of students through recognition of prior learning										
All students	no.	23 780	7 876	7 116	2 251	3 803	915	1 286	895	47 922
Participation rate by age (c)										
All students	%	6.8	5.9	5.0	5.4	6.2	5.9	6.1	9.9	6.0
15–19 year olds	%	24.5	21.2	21.3	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	4.6	4.7	5.4	6.2	5.7	9.5	5.7
15–64 year olds	%	9.6	8.3	7.2	7.7	8.7	8.7	8.4	13.1	8.5
Proportion of students through recognition of prior learning										
All students	%	5.2	2.7	3.6	2.1	4.0	3.2	6.4	4.4	3.9

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

Table 5A.11 **Government funded VET participation, by age group (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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(c) 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 (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 2A.1.

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
2014										
Number of students by age										
All students total	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.6	21.8	1 393.2
18–24 year olds	'000	116.9	156.2	71.9	39.9	29.7	10.3	7.5	5.5	437.8
20–64 year olds	'000	260.1	363.7	143.1	92.3	86.8	26.7	15.4	16.8	1 004.8
15–64 year olds	'000	397.6	449.2	206.6	130.6	105.5	33.7	19.3	21.2	1 363.7
Aboriginal and Torres Strait Islander students total	'000	30.3	6.7	12.4	11.7	4.7	1.7	0.8	9.2	77.5
18–24 year olds	'000	9.9	2.7	4.5	3.4	1.5	0.7	0.3	2.3	25.2
20–64 year olds	'000	18.3	4.8	7.8	8.2	3.4	1.2	0.5	7.0	51.0
15–64 year olds	'000	29.7	6.6	12.2	11.6	4.6	1.7	0.7	8.8	76.0
Non-Indigenous students total	'000	369.3	447.8	178.9	109.8	100.2	32.0	18.6	12.5	1 269.1
18–24 year olds	'000	106.2	151.7	62.0	34.1	27.6	9.4	7.1	3.2	401.2
20–64 year olds	'000	236.2	354.3	122.0	76.4	80.9	25.2	14.7	9.7	919.6
15–64 year olds	'000	361.2	436.8	176.8	108.7	98.1	31.6	18.4	12.3	1 243.9
Participation rate by age (c)										
All students total	%	5.4	7.9	4.4	5.1	6.4	6.6	5.1	8.9	5.9
18–24 year olds	%	16.5	27.4	15.5	15.8	18.8	22.8	17.8	20.8	19.3
20–64 year olds	%	5.8	10.2	5.1	5.8	8.7	9.0	6.3	10.6	7.1
15–64 year olds	%	8.0	11.5	6.6	7.4	9.6	10.3	7.2	12.1	8.7
Aboriginal and Torres Strait Islander students total	%	13.7	13.1	6.1	12.5	11.7	6.7	11.3	12.7	10.9
18–24 year olds	%	32.0	35.8	16.0	26.6	26.4	20.4	27.8	23.6	25.4
20–64 year olds	%	16.7	18.3	7.7	16.4	16.4	9.0	13.4	17.3	14.0
15–64 year olds	%	22.0	20.9	9.9	19.4	18.4	11.0	16.4	18.8	17.2
Non-Indigenous students total	%	5.1	7.7	4.0	4.4	6.1	6.5	4.9	7.2	5.6
18–24 year olds	%	15.7	26.9	14.3	14.2	18.1	22.7	17.4	19.1	18.5

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
20–64 year olds	%	5.4	10.1	4.5	5.0	8.3	8.9	6.1	8.2	6.7
15–64 year olds	%	7.5	11.3	5.9	6.4	9.1	10.1	7.0	9.6	8.2
2013										
Number of students by age										
All students total	'000	422.9	498.0	198.2	141.3	150.3	29.8	21.9	20.2	1 482.6
18–24 year olds	'000	123.0	163.6	65.0	42.8	40.7	9.3	7.9	5.1	457.4
20–64 year olds	'000	266.5	380.7	130.8	99.3	118.6	22.9	17.4	15.6	1 051.8
15–64 year olds	'000	411.0	485.7	195.3	139.7	146.9	29.5	21.6	19.8	1 449.5
Aboriginal and Torres Strait Islander students total	'000	29.0	6.9	12.3	11.8	5.1	1.5	0.9	8.7	76.2
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	7.9	8.5	3.7	1.0	0.6	6.7	50.3
15–64 year olds	'000	28.3	6.8	12.1	11.7	5.0	1.5	0.9	8.5	74.8
Non-Indigenous students total	'000	385.2	483.9	165.6	117.0	140.9	27.8	20.8	11.4	1 352.7
18–24 year olds	'000	112.8	158.9	55.1	36.7	38.1	8.5	7.5	3.0	420.6
20–64 year olds	'000	243.7	370.6	110.4	81.2	111.5	21.5	16.6	8.8	964.4
15–64 year olds	'000	375.9	472.1	163.3	115.7	137.9	27.5	20.6	11.2	1 324.1
Participation rate by age (c)										
All students total	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.4	6.4
18–24 year olds	%	17.6	29.0	14.1	17.0	25.7	20.5	18.1	19.6	20.4
20–64 year olds	%	6.0	10.9	4.7	6.4	12.0	7.7	7.1	10.1	7.5
15–64 year olds	%	8.4	12.6	6.3	8.1	13.4	8.9	8.0	11.6	9.4
Aboriginal and Torres Strait Islander students total	%	13.4	14.0	6.2	12.8	13.1	5.8	13.2	12.3	10.9
18–24 year olds	%	31.3	37.3	15.5	27.8	31.2	17.8	29.9	21.9	25.4
20–64 year olds	%	16.0	18.9	8.1	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	9.4	19.4	18.3	17.4

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
Non-Indigenous students total	%	5.4	8.5	3.7	4.8	8.6	5.7	5.5	6.8	6.0
18–24 year olds	%	16.9	28.6	12.7	15.4	24.9	20.4	17.6	18.2	19.6
20–64 year olds	%	5.6	10.7	4.1	5.4	11.5	7.6	6.9	7.6	7.1
15–64 year olds	%	7.9	12.4	5.5	7.0	12.9	8.8	7.8	9.0	8.8
2012										
Number of students by age										
All students total	'000	466.0	494.3	236.9	145.2	123.3	31.7	23.8	21.7	1 542.8
18–24 year olds	'000	131.0	172.1	71.0	42.6	34.2	9.9	8.1	5.2	474.2
20–64 year olds	'000	301.1	366.9	157.6	99.7	93.2	23.3	19.0	16.1	1 076.7
15–64 year olds	'000	452.5	486.4	231.4	143.2	120.3	31.3	23.5	21.0	1 509.7
Aboriginal and Torres Strait Islander students total	'000	29.3	6.2	15.5	12.3	5.7	1.6	0.8	9.4	80.7
18–24 year olds	'000	9.0	2.4	4.8	3.5	1.7	0.6	0.3	2.2	24.6
20–64 year olds	'000	17.2	4.1	10.0	8.8	4.0	1.0	0.5	7.0	52.6
15–64 year olds	'000	28.5	6.1	15.2	12.2	5.6	1.6	0.8	9.0	79.0
Non-Indigenous students total	'000	421.9	479.9	194.7	112.1	113.3	29.5	21.1	12.2	1 384.6
18–24 year olds	'000	120.1	167.2	59.0	35.8	31.6	9.2	7.1	3.0	433.1
20–64 year olds	'000	272.8	356.4	131.0	76.6	85.7	21.9	17.1	8.9	970.5
15–64 year olds	'000	411.4	472.7	191.0	111.0	110.7	29.2	20.8	11.8	1 358.7
Participation rate by age (c)										
All students total	%	6.4	8.8	5.2	6.0	7.4	6.2	6.4	9.3	6.8
18–24 year olds	%	19.0	30.8	15.7	17.3	21.6	22.0	18.3	20.4	21.4
20–64 year olds	%	6.9	10.7	5.7	6.6	9.4	7.8	7.9	10.6	7.8
15–64 year olds	%	9.4	12.8	7.6	8.6	11.0	9.4	8.8	12.5	9.9
Aboriginal and Torres Strait Islander students total	%	13.8	12.7	8.0	13.7	15.0	6.5	12.2	13.4	11.8
18–24 year olds	%	32.0	34.1	18.9	28.9	33.2	17.9	24.8	23.2	26.7

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
20–64 year olds	%	16.5	16.9	10.5	18.9	20.5	8.1	14.9	18.3	15.3
15–64 year olds	%	22.2	20.5	13.1	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	13.8	15.4	20.7	22.0	16.4	18.7	20.4
20–64 year olds	%	6.4	10.4	4.9	5.2	8.9	7.7	7.2	7.9	7.2
15–64 year olds	%	8.7	12.6	6.5	6.9	10.4	9.2	8.0	9.6	9.2
2011										
Number of students by age										
All students total	'000	464.9	436.0	253.8	146.7	101.6	31.6	23.9	21.9	1 480.3
18–24 year olds	'000	131.5	153.8	75.1	42.5	29.5	10.2	8.5	5.4	456.5
20–64 year olds	'000	300.5	318.9	170.3	99.0	73.4	22.6	18.8	16.1	1 019.6
15–64 year olds	'000	451.2	427.7	246.6	143.6	98.2	31.2	23.6	21.3	1 443.4
Aboriginal and Torres Strait Islander students total	'000	28.6	5.6	16.2	12.3	4.7	1.6	0.6	10.0	79.7
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	17.0	3.8	10.6	8.4	3.3	1.0	0.4	7.5	52.1
15–64 year olds	'000	27.8	5.5	15.9	12.0	4.6	1.6	0.6	9.6	77.6
Non-Indigenous students total	'000	419.4	416.3	198.5	110.0	91.6	29.0	18.5	11.7	1 295.0
18–24 year olds	'000	120.8	147.6	61.3	34.5	26.9	9.4	6.6	3.0	410.2
20–64 year olds	'000	271.3	304.2	138.9	73.7	65.9	21.0	14.7	8.4	898.1
15–64 year olds	'000	409.6	408.5	194.1	108.4	88.7	28.7	18.3	11.4	1 267.7
Participation rate by age (c)										
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	16.9	17.7	18.6	22.4	18.8	20.9	20.7
20–64 year olds	%	6.9	9.4	6.3	6.8	7.5	7.6	7.9	10.7	7.5
15–64 year olds	%	9.4	11.4	8.2	8.9	9.0	9.4	9.0	12.8	9.6

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
Aboriginal and Torres Strait Islander students total	%	13.7	11.8	8.6	13.9	12.7	6.5	10.4	14.5	11.9
18–24 year olds	%	32.0	31.0	21.4	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	14.1	21.8	20.2	10.8	15.6	21.8	19.1
Non-Indigenous students total	%	6.0	7.6	4.6	4.9	5.7	6.0	5.1	7.2	6.0
18–24 year olds	%	18.3	26.7	14.6	15.1	17.5	22.3	15.1	18.5	19.4
20–64 year olds	%	6.4	9.0	5.3	5.2	6.8	7.3	6.3	7.5	6.8
15–64 year olds	%	8.8	11.0	6.7	6.9	8.3	9.0	7.1	9.4	8.7
2010										
Number of students by age										
All students total	'000	467.1	342.9	230.4	143.4	99.3	30.7	25.0	21.1	1 360.1
18–24 year olds	'000	131.8	126.1	72.6	41.9	30.4	10.5	8.8	5.1	427.2
20–64 year olds	'000	301.0	247.9	153.3	94.5	69.8	21.2	19.3	15.0	922.2
15–64 year olds	'000	451.7	336.2	225.4	139.9	96.5	30.3	24.6	20.3	1 324.9
Aboriginal and Torres Strait Islander students total	'000	28.1	4.8	14.4	11.5	4.7	1.4	0.7	9.1	74.7
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	419.7	326.9	182.3	106.9	82.1	28.0	19.3	11.8	1 177.1
18–24 year olds	'000	121.5	121.1	60.3	33.9	24.7	9.6	6.9	3.0	381.1
20–64 year olds	'000	271.9	235.9	122.8	71.0	58.6	19.4	14.9	8.3	802.8
15–64 year olds	'000	409.7	320.7	179.0	105.2	80.1	27.7	19.1	11.4	1 152.9
Participation rate by age (c)										
All students total	%	6.5	6.3	5.2	6.3	6.1	6.0	6.9	9.2	6.2
18–24 year olds	%	19.1	22.4	16.5	17.7	19.1	22.8	19.9	19.4	19.4

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
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	7.6	8.9	8.9	9.1	9.5	12.3	8.9
Aboriginal and Torres Strait Islander students total	%	13.7	10.5	7.8	13.2	12.9	5.9	11.2	13.3	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	%	6.0	6.0	4.3	4.9	5.2	5.8	5.4	7.3	5.5
18–24 year olds	%	18.3	21.8	14.4	15.1	16.1	22.5	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	6.1
15–64 year olds	%	8.8	8.7	6.3	6.9	7.6	8.7	7.5	9.4	8.0

2009**Number of students by age**

All students total	'000	446.9	306.2	214.3	135.7	98.5	30.0	22.5	21.1	1 275.1
18–24 year olds	'000	127.5	107.0	67.8	40.5	29.6	10.3	8.5	5.0	396.2
20–64 year olds	'000	278.8	220.6	137.1	87.0	68.0	20.9	16.9	14.6	844.0
15–64 year olds	'000	427.8	297.1	208.9	132.0	94.7	29.6	22.2	20.3	1 232.6
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	12.7	9.9	3.9	1.2	0.5	8.9	64.7
Non-Indigenous students total	'000	400.9	290.9	165.0	96.5	78.3	27.6	19.2	11.4	1 090.0
18–24 year olds	'000	118.3	102.8	56.2	32.3	24.3	9.5	7.6	2.9	354.0
20–64 year olds	'000	253.5	209.7	108.1	61.7	54.3	19.3	14.4	7.9	728.8
15–64 year olds	'000	388.9	283.1	161.9	94.9	75.7	27.3	19.1	11.0	1 062.0

Participation rate by age (c)

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
All students total	%	6.3	5.7	4.9	6.1	6.1	5.9	6.3	9.3	5.9
18–24 year olds	%	18.5	19.2	15.6	17.4	18.8	22.4	19.8	19.4	18.1
20–64 year olds	%	6.6	6.7	5.2	6.3	7.1	7.1	7.4	10.1	6.4
15–64 year olds	%	9.1	8.1	7.1	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	24.9	23.9	14.8	17.4	22.5	22.5
20–64 year olds	%	14.4	13.9	9.5	15.7	15.3	6.9	12.9	18.0	13.4
15–64 year olds	%	19.8	16.1	12.1	19.0	18.2	8.8	13.8	20.8	16.9
Non-Indigenous students total	%	5.8	5.5	4.0	4.5	5.0	5.7	5.5	7.2	5.2
18–24 year olds	%	17.8	18.6	13.6	14.6	16.0	22.3	18.1	17.3	16.8
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	7.4
2008										
Number of students by age										
All students total	'000	447.2	301.7	210.1	126.2	95.4	31.2	21.6	20.8	1 254.2
18–24 year olds	'000	126.4	104.8	65.2	38.2	28.2	10.4	8.1	5.1	386.4
20–64 year olds	'000	277.0	216.0	134.8	77.3	64.7	23.1	15.9	14.6	823.4
15–64 year olds	'000	427.3	290.8	205.0	122.0	91.4	30.8	21.4	20.1	1 208.8
Aboriginal and Torres Strait Islander students total	'000	24.9	4.4	12.6	9.3	4.2	1.2	0.4	9.8	66.9
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	0.8	0.3	7.0	42.1
15–64 year olds	'000	23.2	4.3	12.3	9.0	4.1	1.2	0.4	9.4	63.8
Non-Indigenous students total	'000	397.8	284.2	167.2	89.4	82.9	29.3	19.3	10.9	1 081.1
18–24 year olds	'000	117.0	100.0	56.2	30.7	25.4	9.7	7.6	2.7	349.5
20–64 year olds	'000	250.6	203.1	109.5	55.7	56.7	21.6	14.2	7.5	718.9

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
15–64 year olds	'000	385.3	274.6	164.3	87.8	79.9	28.9	19.2	10.5	1 050.5
Participation rate by age (c)										
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	15.5	17.1	18.4	23.0	19.4	20.3	18.2
20–64 year olds	%	6.6	6.7	5.3	5.8	6.8	7.9	7.1	10.4	6.4
15–64 year olds	%	9.2	8.2	7.2	8.2	8.6	9.4	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	14.7	18.7	25.2	22.9
20–64 year olds	%	15.0	14.7	9.3	14.9	16.5	7.7	11.2	19.9	13.7
15–64 year olds	%	20.2	16.7	12.0	17.7	19.4	8.8	12.5	22.3	17.1
Non-Indigenous students total	%	5.9	5.5	4.1	4.3	5.3	6.2	5.6	7.1	5.2
18–24 year olds	%	18.0	18.8	14.1	14.4	17.1	23.2	18.5	17.2	17.1
20–64 year olds	%	6.1	6.4	4.4	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
2007										
Number of students by age										
All students total	'000	454.7	294.2	206.0	121.3	94.3	30.2	21.8	21.4	1 243.9
18–24 year olds	'000	129.9	103.1	65.6	39.1	27.7	10.2	8.5	5.3	389.3
20–64 year olds	'000	286.3	210.9	134.0	74.4	63.9	22.6	16.1	14.9	823.0
15–64 year olds	'000	435.6	282.9	201.5	117.8	90.3	29.6	21.4	20.7	1 199.8
Aboriginal and Torres Strait Islander students total	'000	22.3	4.0	13.1	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	17.8
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	62.3
Non-Indigenous students total	'000	395.5	277.7	171.8	88.5	80.4	28.4	19.7	11.1	1 073.1

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
18–24 year olds	'000	117.4	98.2	57.9	31.9	24.7	9.6	8.1	2.8	350.5
20–64 year olds	'000	250.4	199.1	112.0	54.2	55.4	21.4	14.5	7.4	714.3
15–64 year olds	'000	383.1	267.6	168.7	87.0	77.7	27.9	19.6	10.7	1 042.3
Participation rate by age (c)										
All students total	%	6.7	5.7	5.0	5.8	6.0	6.1	6.4	10.0	6.0
18–24 year olds	%	19.8	20.0	16.1	18.3	18.3	23.0	20.5	22.5	19.0
20–64 year olds	%	7.0	6.7	5.4	5.8	6.8	7.8	7.3	10.9	6.5
15–64 year olds	%	9.5	8.1	7.3	8.2	8.6	9.1	8.7	13.6	8.5
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	17.8	24.6	26.2	15.8	15.4	27.3	23.3
20–64 year olds	%	14.6	13.2	10.4	15.5	16.4	7.6	10.4	21.3	14.1
15–64 year olds	%	19.1	15.7	12.8	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	15.0	15.7	16.8	23.2	20.0	19.4	17.7
20–64 year olds	%	6.2	6.4	4.6	4.3	6.0	7.7	6.6	7.3	5.8
15–64 year olds	%	8.6	7.7	6.3	6.3	7.6	9.0	8.1	9.7	7.6
2006										
Number of students by age										
All students total	'000	469.1	300.8	204.6	110.2	91.5	29.5	21.2	21.0	1 247.9
18–24 year olds	'000	134.1	105.1	67.2	38.4	26.6	9.9	8.4	5.6	395.2
20–64 year olds	'000	299.1	204.3	136.9	72.2	58.1	21.7	15.9	14.5	822.9
15–64 year olds	'000	448.6	276.3	199.5	107.8	85.0	28.6	21.0	20.4	1 187.1
Aboriginal and Torres Strait Islander students total	'000	20.9	3.7	11.9	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	12.7	2.4	7.9	6.4	2.9	0.7	0.3	7.0	40.5

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
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	387.3	265.4	171.7	81.3	75.1	27.6	19.4	10.7	1 038.5
18–24 year olds	'000	116.7	97.4	59.5	30.4	23.5	9.3	8.0	3.0	347.8
20–64 year olds	'000	245.0	188.2	114.6	52.4	49.7	20.5	14.5	7.3	692.3
15–64 year olds	'000	374.7	254.9	168.1	80.1	72.1	27.0	19.3	10.4	1 006.5
Participation rate by age (c)										
All students total	%	7.0	5.9	5.1	5.4	5.9	6.0	6.3	10.1	6.1
18–24 year olds	%	20.8	21.0	16.9	18.6	17.9	22.6	20.8	24.5	19.7
20–64 year olds	%	7.4	6.6	5.6	5.8	6.2	7.5	7.4	10.9	6.6
15–64 year olds	%	9.9	8.1	7.4	7.7	8.2	8.9	8.7	13.7	8.6
Aboriginal and Torres Strait Islander students total	%	11.1	9.0	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	12.7	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	15.8	15.5	16.3	22.7	20.1	22.5	18.0
20–64 year olds	%	6.2	6.2	4.9	4.3	5.4	7.4	6.8	7.4	5.7
15–64 year olds	%	8.5	7.5	6.4	5.9	7.1	8.7	8.1	9.7	7.5
2005										
Number of students by age										
All students total	'000	455.5	292.2	196.2	108.3	95.6	28.4	20.1	20.3	1 216.6
18–24 year olds	'000	131.9	105.3	66.2	37.8	27.9	9.5	8.1	4.9	391.6
20–64 year olds	'000	317.9	205.9	133.2	71.0	59.8	21.4	15.1	13.8	838.1
15–64 year olds	'000	428.0	277.8	191.0	105.7	88.7	27.8	20.0	19.2	1 158.1
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

TABLE 5A.12

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
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	7.9	6.7	2.5	0.7	0.2	6.2	38.5
15–64 year olds	'000	17.3	3.4	11.1	9.1	3.8	1.0	0.3	8.7	54.7
Non-Indigenous students total	'000	351.6	265.7	164.7	79.0	77.6	26.6	18.5	10.9	994.6
18–24 year olds	'000	112.0	96.7	58.6	29.5	24.6	8.8	7.7	2.8	340.7
20–64 year olds	'000	243.8	187.7	111.2	50.9	50.8	20.0	13.8	7.5	685.8
15–64 year olds	'000	336.6	253.5	161.3	77.7	74.4	26.0	18.4	10.3	958.2
Participation rate by age (c)										
All students total	%	6.8	5.9	5.0	5.4	6.2	5.9	6.1	9.9	6.0
18–24 year olds	%	20.7	21.5	17.1	18.7	19.1	21.6	20.2	21.9	19.9
20–64 year olds	%	7.9	6.8	5.6	5.8	6.5	7.5	7.1	10.6	6.9
15–64 year olds	%	9.6	8.3	7.2	7.7	8.7	8.7	8.4	13.1	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	15.9	15.4	17.3	21.5	19.5	20.5	17.9
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	6.3	5.9	7.4	8.5	7.8	9.7	7.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) 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.

Table 5A.12 **Government funded VET participation, by target age group and Indigenous status (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>
<i>Source:</i>	NCVER unpublished, National VET provider collection; ABS (2014) Australian Demographic Statistics, June 2014, Cat. no. 3101.0, Canberra; ABS (2013) <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> , Cat. no. 3238.0; table 2A.1; table 2A.13.									

TABLE 5A.13

Table 5A.13 Government funded VET participation of people aged 15–64 years, by sex (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>
2014										
Number of students										
Male students	'000	191.5	239.2	112.5	73.5	53.7	17.1	9.7	11.6	708.7
Female students	'000	205.9	209.3	93.5	57.1	51.5	16.6	9.5	9.6	653.1
All 15–64 year old students (c)	'000	397.6	449.2	206.6	130.6	105.5	33.7	19.3	21.2	1 363.7
Participation rate (d)										
Male students	%	7.8	12.3	7.2	8.2	9.7	10.4	7.2	12.4	9.1
Female students	%	8.3	10.7	6.0	6.7	9.4	10.1	7.1	11.8	8.4
All 15–64 year old students	%	8.0	11.5	6.6	7.4	9.6	10.3	7.2	12.1	8.7
2013										
Number of students										
Male students	'000	196.2	259.8	104.3	77.7	71.3	14.6	11.2	10.7	745.8
Female students	'000	214.6	225.4	90.6	61.9	74.8	14.9	10.5	9.0	701.6
All 15–64 year old students (c)	'000	411.0	485.7	195.3	139.7	146.9	29.5	21.6	19.8	1 449.5
Participation rate (d)										
Male students	%	8.0	13.6	6.7	8.8	13.0	8.9	8.3	11.9	9.7
Female students	%	8.8	11.7	5.8	7.4	13.7	9.0	7.8	11.2	9.1
All 15–64 year old students	%	8.4	12.6	6.3	8.1	13.4	8.9	8.0	11.6	9.4
2012										
Number of students										
Male students	'000	214.8	251.2	122.0	79.3	58.4	15.4	11.6	11.8	764.4
Female students	'000	237.2	234.8	108.9	63.9	61.1	15.9	11.8	9.2	743.0
All 15–64 year old students (c)	'000	452.5	486.4	231.4	143.2	120.3	31.3	23.5	21.0	1 509.7
Participation rate (d)										
Male students	%	8.9	13.3	8.0	9.3	10.7	9.3	8.8	13.3	10.0

TABLE 5A.13

Table 5A.13 **Government funded VET participation of people aged 15–64 years, by sex (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>
Female students	%	9.8	12.3	7.1	7.8	11.2	9.6	8.9	11.5	9.8
All 15–64 year old students	%	9.4	12.8	7.6	8.6	11.0	9.4	8.8	12.5	9.9
2011										
Number of students										
Male students	'000	214.8	218.7	130.9	77.9	49.1	15.8	11.6	12.3	731.0
Female students	'000	235.9	208.0	115.0	65.7	48.7	15.1	11.9	9.0	709.3
All 15–64 year old students (c)	'000	451.2	427.7	246.6	143.6	98.2	31.2	23.6	21.3	1 443.4
Participation rate (d)										
Male students	%	8.9	11.7	8.7	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	8.2	8.9	9.0	9.4	9.0	12.8	9.6
2010										
Number of students										
Male students	'000	215.7	174.9	122.2	76.8	49.9	15.4	11.7	11.8	678.5
Female students	'000	235.3	160.1	102.5	63.1	46.5	14.6	12.7	8.5	643.3
All 15–64 year old students (c)	'000	451.7	336.2	225.4	139.9	96.5	30.3	24.6	20.3	1 324.9
Participation rate (d)										
Male students	%	9.0	9.5	8.2	9.6	9.2	9.3	9.1	13.7	9.1
Female students	%	9.9	8.6	6.9	8.2	8.6	8.8	9.8	10.8	8.7
All 15–64 year old students	%	9.5	9.1	7.6	8.9	8.9	9.1	9.5	12.3	8.9

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) 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.

(d) 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.

Table 5A.13 **Government funded VET participation of people aged 15–64 years, by sex (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, National VET provider collection; ABS (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0, Canberra; Table 2A.1.

TABLE 5A.14

Table 5A.14 **Government funded VET participation, all ages, by region (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>
2014										
Number of students										
Major cities	'000	249.2	319.0	122.8	86.8	69.3	..	16.1	..	863.8
Inner regional	'000	109.3	112.5	45.5	15.4	11.1	21.4	–	..	315.2
Outer regional	'000	43.7	21.5	31.4	14.5	13.1	11.3	..	10.0	145.7
Remote and very remote	'000	5.7	0.4	9.0	14.5	3.8	1.5	..	10.3	45.1
Interstate	'000	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	23.4
Total	'000	407.9	460.5	209.4	132.0	107.9	34.1	19.6	21.8	1 393.2
Participation rate										
Major cities	%	4.5	7.3	4.3	4.5	5.6	..	4.2	..	5.3
Inner regional	%	7.6	10.3	4.8	6.7	6.1	6.4	4.6	..	7.5
Outer regional	%	9.8	8.8	4.6	7.7	6.5	6.8	..	7.3	7.0
Remote and very remote	%	14.5	8.2	6.4	8.5	6.3	13.8	..	9.9	8.5
All students	%	5.4	7.9	4.4	5.1	6.4	6.6	5.1	8.9	5.9
2013										
Number of students										
Major cities	'000	256.4	342.9	110.0	94.6	101.5	..	17.9	..	923.3
Inner regional	'000	111.1	121.7	45.8	16.5	18.3	19.2	–	..	332.7
Outer regional	'000	44.4	27.2	33.2	14.9	21.1	9.6	..	9.8	160.2
Remote and very remote	'000	5.7	0.5	10.1	15.1	6.6	1.3	..	9.1	48.5
Interstate	'000	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	18.0
Total	'000	422.9	498.0	198.2	141.3	150.3	29.8	21.9	20.2	1 482.6

TABLE 5A.14

Table 5A.14 **Government funded VET participation, all ages, by region (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>
Participation rate										
Major cities	%	4.7	7.8	3.8	4.9	8.3	..	4.7	..	5.7
Inner regional	%	7.8	11.1	4.8	7.2	10.1	5.7	4.9	..	7.9
Outer regional	%	10.0	11.1	4.8	7.9	10.4	5.8	..	7.2	7.7
Remote and very remote	%	14.6	11.1	7.3	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	8.4	6.4
2012										
Number of students										
Major cities	'000	269.7	339.0	129.2	98.5	84.4	..	19.6	..	940.4
Inner regional	'000	121.0	123.9	57.8	16.6	16.5	20.1	–	..	356.0
Outer regional	'000	48.4	29.0	41.4	15.5	18.4	10.6	..	10.3	173.6
Remote and very remote	'000	6.4	0.5	13.2	16.1	5.6	1.6	..	10.5	53.8
Interstate	'000	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	18.9
Total	'000	466.0	494.3	236.9	145.2	123.3	31.7	23.8	21.7	1 542.8
Participation rate										
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	11.8	6.2	8.4	9.1	6.4	..	7.8	8.5
Remote and very remote	%	16.2	9.6	9.5	9.6	9.2	15.2	..	10.1	10.2
All students	%	6.4	8.8	5.2	6.0	7.4	6.2	6.4	9.3	6.8
2011										
Number of students										
Major cities	'000	277.7	293.7	135.5	98.8	57.6	..	19.6	..	882.9
Inner regional	'000	121.2	111.8	60.8	16.3	11.8	19.8	0.1	..	341.7

TABLE 5A.14

Table 5A.14 **Government funded VET participation, all ages, by region (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>
Outer regional	'000	47.8	27.4	42.9	15.5	14.4	10.5	..	9.8	168.2
Remote and very remote	'000	6.2	0.5	13.5	15.7	4.1	1.6	..	12.0	53.7
Interstate	'000	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	33.8
Total	'000	464.9	436.0	253.8	146.7	101.6	31.6	23.9	21.9	1 480.3
Participation rate										
Major cities	%	5.2	7.0	4.9	5.5	4.8	..	5.3	..	5.6
Inner regional	%	8.6	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	14.8	..	11.7	10.4
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
2010										
Number of students										
Major cities	'000	267.4	223.0	110.9	84.3	59.6	..	19.6	..	764.8
Inner regional	'000	111.1	93.6	51.7	28.4	13.6	15.0	1.4	..	314.9
Outer regional	'000	74.1	21.2	53.0	14.9	14.1	12.4	..	10.0	199.8
Remote and very remote	'000	10.1	0.4	16.1	16.4	5.6	1.2	..	11.1	60.8
Interstate	'000	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.4	0.6	0.2	0.7	0.2	0.1	–	0.1	19.8
Total	'000	467.1	342.9	230.4	143.4	99.3	30.7	25.0	21.1	1 360.1
Participation rate										
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	8.6	8.1	8.3	7.0	7.5	..	7.8	9.9
Remote and very remote	%	25.7	8.8	11.9	10.4	9.4	10.9	..	10.9	11.9

Table 5A.14 **Government funded VET participation, all ages, by region (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>
All students	%	6.5	6.3	5.2	6.3	6.1	6.0	6.9	9.2	6.2

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Student remoteness is based on the ARIA+, which was developed by 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. 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>.
 - Data prior to 2011 are based on ABS postal areas and ARIA+.
 - 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.
- (d) 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.
- .. Not applicable. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, National VET provider collection; ABS (2015), *Regional Population Growth, Australia, 2014*, Cat. no. 3218.0, Canberra; table 2A.12.

TABLE 5A.15

Table 5A.15 **Government funded VET students, all ages, by disability status (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>
2014									
Proportion of VET students									
Reported as having disability	8.7	9.3	5.9	5.4	12.1	10.4	9.0	5.9	8.4
Reported as not having disability	78.9	89.9	72.8	85.1	87.9	87.8	89.6	91.1	83.4
Disability status not reported	12.5	0.9	21.4	9.6	–	1.8	1.3	3.0	8.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	9.9	9.4	7.4	5.9	12.1	10.6	9.2	6.1	9.1
2013									
Proportion of VET students									
Reported as having disability	8.5	8.4	5.7	5.3	6.7	10.7	8.7	5.9	7.6
Reported as not having disability	78.8	90.3	63.4	84.5	93.3	86.1	90.3	90.7	83.1
Disability status not reported	12.7	1.3	30.9	10.2	–	3.2	1.0	3.4	9.3
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	9.8	8.5	8.3	5.9	6.7	11.1	8.7	6.1	8.4
2012									
Proportion of VET students									
Reported as having disability	8.2	7.4	5.7	5.4	7.1	10.8	7.4	5.4	7.2
Reported as not having disability	78.9	92.6	62.0	79.5	92.9	86.9	90.4	89.0	82.4
Disability status not reported	12.9	–	32.2	15.1	–	2.3	2.2	5.6	10.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	9.5	7.4	8.5	6.3	7.1	11.1	7.6	5.7	8.0

TABLE 5A.15

Table 5A.15 **Government funded VET students, all ages, by disability status (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Proportion of VET students									
Reported as having disability	8.1	7.9	5.9	5.2	5.8	10.5	7.2	5.3	7.2
Reported as not having disability	79.0	87.2	61.6	76.9	94.2	85.4	89.3	89.6	79.7
Disability status not reported	12.9	4.9	32.6	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 (c)	9.3	8.3	8.7	6.3	5.8	10.9	7.5	5.6	8.3
2010									
Proportion of VET students									
Reported as having disability	7.7	8.0	6.0	5.0	5.9	9.7	7.5	5.3	7.1
Reported as not having disability	79.8	86.9	63.1	76.3	91.3	78.9	90.3	86.4	79.5
Disability status not reported	12.5	5.1	30.8	18.7	2.8	11.4	2.1	8.3	13.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	8.8	8.4	8.7	6.2	6.0	10.9	7.7	5.8	8.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) 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.16

Table 5A.16 **Government funded 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>
2014									
Proportion of VET students									
Speaking a language other than English (LOTE) at home	18.7	26.9	7.1	15.8	13.6	5.7	14.6	34.2	18.9
Speaking English at home	76.2	71.4	84.3	73.3	71.2	92.5	73.8	61.1	75.3
Language spoken at home not reported	5.1	1.6	8.7	10.9	15.2	1.8	11.6	4.7	5.8
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported	19.7	27.4	7.8	17.8	16.0	5.8	16.5	35.9	20.0
Proportion of total population speaking a LOTE at home (c)	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2
2013									
Proportion of VET students									
Speaking a LOTE at home	18.6	23.4	5.9	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	19.5	24.3	6.4	17.3	14.2	7.6	16.2	36.9	18.7
2012									
Proportion of VET students									
Speaking a LOTE at home	18.2	19.5	5.8	12.8	11.6	5.2	12.0	31.5	15.5
Speaking English at home	75.5	78.3	88.7	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	2.3	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	19.4	19.9	6.2	15.7	13.5	5.3	13.8	34.0	16.6

TABLE 5A.16

Table 5A.16 **Government funded 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>
2011									
Proportion of VET students									
Speaking a LOTE at home	18.2	17.9	5.5	11.8	12.8	4.8	8.5	31.8	14.7
Speaking English at home	76.4	79.3	89.0	69.1	73.5	93.0	77.5	63.7	78.7
Language spoken at home not reported	5.4	2.8	5.5	19.0	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	19.3	18.4	5.9	14.6	14.8	4.9	9.9	33.3	15.7
2010									
Proportion of VET students									
Speaking a LOTE at home	18.6	16.5	5.7	10.9	13.7	4.6	6.3	30.8	14.4
Speaking English at home	75.4	80.2	89.5	69.0	80.8	92.8	78.7	65.0	79.0
Language spoken at home not reported	6.0	3.2	4.8	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	19.8	17.1	6.0	13.7	14.5	4.8	7.4	32.1	15.4

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2011 Census data (table 2A.17).

Source: NCVET unpublished, National VET provider collection; ABS (unpublished) *2011 Census of Population and Housing*, Table generated on 4/10/2012 using ABS TableBuilder; table 2A.17.

TABLE 5A.17

Table 5A.17 **Government funded VET participation, all ages, by language spoken at home (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>
2011										
Number of students										
Speaking a LOTE at home	'000	84.7	77.9	14.1	17.4	13.0	1.5	2.0	7.0	217.6
Speaking English at home	'000	355.2	345.7	225.9	101.4	74.6	29.4	18.5	14.0	1 164.6
Language spoken at home not reported	'000	25.0	12.3	13.9	27.9	14.0	0.7	3.3	1.0	98.1
All students	'000	464.9	436.0	253.8	146.7	101.6	31.6	23.9	21.9	1 480.3
Participation rate										
Speaking a LOTE at home (c)	%	5.5	6.3	3.3	5.3	5.7	6.9	3.1	12.3	5.6
Speaking English at home (d)	%	7.1	8.9	6.1	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	9.0
All students	%	6.4	7.8	5.6	6.0	6.1	6.2	6.4	9.3	6.6
2006										
Number of students										
Speaking a LOTE at home	'000	84.6	42.9	11.3	12.6	10.8	1.0	1.6	7.0	171.8
Speaking English at home	'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	469.1	300.8	204.6	110.2	91.5	29.5	21.2	21.0	1 247.9
Participation rate										
Speaking a LOTE at home (c)	%	6.4	4.3	3.7	5.6	5.8	6.2	3.4	15.7	5.5
Speaking English at home (d)	%	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	%	7.0	5.9	5.1	5.4	5.9	6.0	6.3	10.1	6.1

TABLE 5A.17

Table 5A.17 **Government funded VET participation, all ages, by language spoken at home (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>
2001										
Number of students										
Speaking a LOTE at home	'000	55.6	38.7	9.2	5.5	8.0	0.5	1.5	5.2	124.1
Speaking English at home	'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
Participation rate										
Speaking a LOTE at home (c)	%	4.6	4.2	3.6	2.7	4.6	3.3	3.6	11.2	4.3
Speaking English at home (d)	%	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	%	6.9	6.7	6.0	5.4	5.9	5.1	5.6	9.9	6.4

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(c) The VET participation rate for people speaking a LOTE at home 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.

(d) 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 Census population estimate of people speaking only English at home.

Source: NCVER unpublished, National VET provider collection; ABS (unpublished) *2001 Census of Population and Housing, Australia*, Cat. no. 2002.0; ABS (unpublished) *2006 Census of Population and Housing*, Cat. no. 2068.0; ABS (unpublished) *2011 Census of Population and Housing*, Table generated on 4/10/2012 using ABS TableBuilder; ABS (2014) *Australian Demographic Statistics, June 2014*, Cat. no. 3101.0; table 2A.1; table 2A.15–17.

TABLE 5A.18

Table 5A.18 **Government funded VET participation by Indigenous status (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>
2014									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	7.4	1.4	5.9	8.9	4.3	5.1	3.9	42.1	5.6
Reported as non-Indigenous	90.5	97.2	85.4	83.2	92.9	93.7	94.8	57.4	91.1
Indigenous status not reported	2.0	1.3	8.6	7.9	2.8	1.2	1.4	0.5	3.3
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	7.6	1.5	6.5	9.6	4.5	5.2	3.9	42.3	5.8
Proportion of total population reported as Aboriginal and Torres Strait Islander (d)	2.9	0.9	4.3	3.6	2.4	5.0	1.7	29.5	3.0
2013									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	6.9	1.4	6.2	8.4	3.4	4.9	3.9	43.1	5.1
Reported as non-Indigenous	91.1	97.2	83.6	82.8	93.8	93.4	95.0	56.3	91.2
Indigenous status not reported	2.1	1.4	10.2	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 (c)	7.0	1.4	6.9	9.2	3.5	5.0	4.0	43.3	5.3
2012									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	6.3	1.2	6.6	8.5	4.6	5.1	3.3	43.0	5.2
Reported as non-Indigenous	90.5	97.1	82.2	77.2	91.9	93.1	88.5	56.0	89.7
Indigenous status not reported	3.2	1.7	11.3	14.3	3.4	1.8	8.2	0.9	5.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	6.5	1.3	7.4	9.9	4.8	5.2	3.5	43.4	5.5

TABLE 5A.18

Table 5A.18 **Government funded VET participation by Indigenous status (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Proportion of VET students, all ages									
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
Indigenous status not reported	3.6	3.2	15.4	16.6	5.2	3.0	20.0	0.9	7.1
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (c)	6.4	1.3	7.6	10.0	4.9	5.2	3.3	45.9	5.8
2010									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	6.0	1.4	6.3	8.0	4.8	4.6	2.6	43.1	5.5
Reported as non-Indigenous	89.9	95.3	79.1	74.5	82.7	91.3	77.1	55.9	86.5
Indigenous status not reported	4.1	3.3	14.6	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 (c)	6.3	1.5	7.3	9.7	5.4	4.7	3.3	43.5	6.0

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

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

(d) The proportion of the total population that is reported as Aboriginal and Torres Strait Islander is calculated from ABS 2011 Census data.

Source: NCVET unpublished, National VET provider collection; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0, Canberra; table 2A.13.

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
Number of students by age										
All students total	'000	245.7	355.7	185.6	94.1	71.5	21.3	16.6	10.9	1 001.6
18–24 year olds	'000	90.1	131.6	66.4	32.8	21.8	7.3	6.5	3.3	359.8
20–64 year olds	'000	182.0	288.7	132.0	71.0	61.0	17.4	13.5	9.2	774.7
15–64 year olds	'000	244.2	352.8	183.6	93.6	71.1	21.2	16.4	10.8	993.8
Aboriginal and Torres Strait Islander students total	'000	14.9	4.3	9.6	4.3	1.7	0.9	0.5	2.5	38.8
18–24 year olds	'000	5.8	1.9	3.7	1.5	0.6	0.4	0.3	0.7	14.9
20–64 year olds	'000	10.7	3.3	6.4	3.4	1.4	0.7	0.4	2.1	28.4
15–64 year olds	'000	14.9	4.3	9.5	4.3	1.7	0.9	0.5	2.5	38.6
Non-Indigenous students total	'000	228.6	346.7	160.5	82.6	67.9	20.1	15.9	8.4	930.7
18–24 year olds	'000	84.0	128.1	57.8	29.5	20.7	6.8	6.2	2.6	335.8
20–64 year olds	'000	169.6	281.6	113.8	61.7	57.9	16.5	13.0	7.0	721.0
15–64 year olds	'000	227.3	343.9	159.0	82.2	67.5	20.0	15.8	8.3	923.9
Participation rate by age (d)										
All students total	%	3.3	6.1	3.9	3.7	4.2	4.1	4.3	4.5	4.3
18–24 year olds	%	12.7	23.1	14.3	13.0	13.8	16.2	15.5	12.7	15.9
20–64 year olds	%	4.1	8.1	4.7	4.5	6.1	5.9	5.5	5.8	5.5
15–64 year olds	%	4.9	9.0	5.9	5.3	6.5	6.4	6.1	6.2	6.4
Aboriginal and Torres Strait Islander students total	%	6.8	8.4	4.7	4.6	4.3	3.6	7.6	3.5	5.4
18–24 year olds	%	18.7	25.4	13.2	11.9	11.0	12.0	21.2	7.0	15.0
20–64 year olds	%	9.7	12.7	6.4	6.8	6.8	5.4	10.1	5.3	7.8
15–64 year olds	%	11.0	13.5	7.7	7.3	6.9	5.9	11.3	5.3	8.7
Non-Indigenous students total	%	3.1	6.0	3.6	3.3	4.1	4.1	4.2	4.8	4.1

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
18–24 year olds	%	12.4	22.8	13.3	12.3	13.6	16.4	15.2	15.9	15.5
20–64 year olds	%	3.9	8.0	4.2	4.0	5.9	5.8	5.4	5.9	5.2
15–64 year olds	%	4.7	8.9	5.3	4.8	6.3	6.4	6.0	6.5	6.1
2013										
Number of students by age										
All students total	'000	250.4	364.2	166.8	98.9	94.5	20.5	17.6	10.4	1 023.3
18–24 year olds	'000	94.6	128.6	57.7	34.6	27.2	7.1	6.7	3.1	359.7
20–64 year olds	'000	185.8	290.5	115.3	74.2	80.4	16.7	14.5	8.7	786.1
15–64 year olds	'000	248.8	361.1	164.9	98.3	93.9	20.3	17.5	10.3	1 015.1
Aboriginal and Torres Strait Islander students total	'000	13.7	3.9	8.6	4.2	2.1	0.8	0.5	2.7	36.6
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	5.9	3.3	1.7	0.6	0.4	2.3	27.1
15–64 year olds	'000	13.6	3.9	8.5	4.2	2.1	0.8	0.5	2.6	36.3
Non-Indigenous students total	'000	234.5	355.3	142.8	86.4	89.4	19.3	16.9	7.6	952.3
18–24 year olds	'000	89.0	125.3	49.9	31.2	25.7	6.6	6.4	2.5	336.7
20–64 year olds	'000	174.1	283.7	99.4	63.9	76.2	15.8	14.0	6.3	733.3
15–64 year olds	'000	233.1	352.3	141.3	85.9	88.9	19.2	16.7	7.6	945.0
Participation rate by age (d)										
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	12.5	13.7	17.2	15.7	15.4	12.1	16.0
20–64 year olds	%	4.2	8.3	4.1	4.8	8.1	5.6	5.9	5.6	5.6
15–64 year olds	%	5.1	9.4	5.3	5.7	8.6	6.2	6.5	6.0	6.6
Aboriginal and Torres Strait Islander students total	%	6.3	7.8	4.3	4.6	5.5	3.3	8.3	3.8	5.2
18–24 year olds	%	18.2	22.8	11.4	12.0	13.7	11.6	21.5	7.1	14.2

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
20–64 year olds	%	9.2	11.8	6.0	6.9	8.5	4.9	10.7	5.9	7.7
15–64 year olds	%	10.3	12.6	7.1	7.3	8.7	5.4	12.4	5.7	8.5
Non-Indigenous students total	%	3.3	6.2	3.2	3.6	5.5	4.0	4.5	4.5	4.2
18–24 year olds	%	13.3	22.5	11.5	13.1	16.8	15.8	15.1	15.0	15.7
20–64 year olds	%	4.0	8.2	3.7	4.2	7.8	5.6	5.8	5.4	5.4
15–64 year olds	%	4.9	9.2	4.7	5.2	8.3	6.1	6.3	6.1	6.3
2012										
Number of students by age										
All students total	'000	269.5	388.3	188.4	98.8	80.1	22.3	19.3	11.2	1 077.9
18–24 year olds	'000	98.0	142.3	59.6	34.2	24.8	7.6	7.0	3.2	376.6
20–64 year olds	'000	204.3	301.3	133.0	73.2	66.4	18.0	15.8	9.4	821.3
15–64 year olds	'000	267.4	385.6	185.3	98.1	79.6	22.2	19.1	11.1	1 068.3
Aboriginal and Torres Strait Islander students total	'000	12.8	3.7	9.7	4.4	2.3	0.9	0.5	2.8	37.1
18–24 year olds	'000	4.8	1.5	3.1	1.5	0.7	0.4	0.2	0.7	13.0
20–64 year olds	'000	9.4	2.7	6.8	3.5	1.9	0.7	0.3	2.4	27.8
15–64 year olds	'000	12.8	3.7	9.6	4.4	2.3	0.9	0.5	2.8	36.9
Non-Indigenous students total	'000	250.7	378.5	159.7	82.4	75.0	21.0	17.1	8.3	992.8
18–24 year olds	'000	92.2	138.6	51.1	30.6	23.5	7.1	6.0	2.5	351.7
20–64 year olds	'000	189.8	293.5	113.5	59.3	62.1	17.0	14.1	6.9	756.3
15–64 year olds	'000	249.0	375.9	157.7	81.9	74.6	20.9	16.9	8.2	985.2
Participation rate by age (d)										
All students total	%	3.7	6.9	4.1	4.1	4.8	4.4	5.1	4.8	4.8
18–24 year olds	%	14.2	25.4	13.2	13.9	15.7	16.8	15.7	12.5	17.0
20–64 year olds	%	4.7	8.8	4.8	4.9	6.7	6.0	6.5	6.2	6.0

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
15–64 year olds	%	5.5	10.2	6.1	5.9	7.3	6.7	7.2	6.6	7.0
Aboriginal and Torres Strait Islander students total	%	6.0	7.6	5.0	4.9	6.1	3.7	7.7	4.0	5.4
18–24 year olds	%	17.1	22.0	12.2	12.6	13.3	11.1	18.3	7.1	14.1
20–64 year olds	%	9.0	11.3	7.2	7.4	9.8	5.5	9.7	6.3	8.1
15–64 year olds	%	9.9	12.4	8.2	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	%	13.9	25.1	12.0	13.1	15.4	17.0	14.0	15.6	16.5
20–64 year olds	%	4.4	8.6	4.3	4.1	6.4	6.0	6.0	6.1	5.6
15–64 year olds	%	5.3	10.0	5.4	5.1	7.0	6.6	6.5	6.7	6.7

2011**Number of students by age**

All students total	'000	267.9	331.4	195.5	98.5	62.2	21.5	18.3	11.0	1 006.3
18–24 year olds	'000	98.2	128.7	61.5	34.0	21.5	7.9	7.0	3.2	362.0
20–64 year olds	'000	201.9	254.2	139.8	72.8	49.9	16.9	14.8	9.1	759.4
15–64 year olds	'000	265.8	329.3	191.9	97.8	61.8	21.4	18.1	10.9	997.0
Aboriginal and Torres Strait Islander students total	'000	12.4	3.2	9.7	4.0	1.9	0.9	0.4	2.9	35.4
18–24 year olds	'000	4.6	1.4	3.2	1.4	0.6	0.4	0.2	0.7	12.5
20–64 year olds	'000	9.0	2.4	7.0	3.1	1.5	0.6	0.3	2.5	26.4
15–64 year olds	'000	12.3	3.2	9.6	4.0	1.9	0.9	0.4	2.8	35.1
Non-Indigenous students total	'000	248.7	317.8	159.7	79.1	56.9	20.0	14.1	8.0	904.3
18–24 year olds	'000	92.6	124.0	52.2	29.2	20.0	7.4	5.5	2.5	333.4
20–64 year olds	'000	187.1	243.5	117.9	56.9	45.5	15.7	11.6	6.5	684.7
15–64 year olds	'000	247.1	315.8	157.7	78.6	56.6	19.9	14.1	8.0	897.7

Participation rate by age (d)

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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	13.8	14.2	13.6	17.3	15.5	12.5	16.4
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	6.4	6.1	5.7	6.4	6.9	6.6	6.6
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	13.3	12.2	10.9	11.7	14.3	7.5	14.1
20–64 year olds	%	8.8	10.3	7.6	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	%	3.5	5.8	3.7	3.5	3.6	4.1	3.9	5.0	4.2
18–24 year olds	%	14.1	22.5	12.4	12.8	13.0	17.4	12.5	15.2	15.8
20–64 year olds	%	4.4	7.2	4.5	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	6.5	6.1

2010**Number of students by age**

All students total	'000	256.4	246.1	175.5	94.4	54.6	21.2	18.8	10.4	877.5
18–24 year olds	'000	96.1	102.6	59.7	33.1	20.4	8.2	7.1	3.1	330.4
20–64 year olds	'000	192.2	185.5	122.9	69.0	42.8	16.0	15.0	8.3	651.8
15–64 year olds	'000	254.2	244.7	172.8	93.8	54.4	21.1	18.5	10.3	869.9
Aboriginal and Torres Strait Islander students total	'000	11.0	2.6	8.5	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	8.4	3.5	1.4	0.7	0.4	2.5	30.4
Non-Indigenous students total	'000	239.0	236.1	143.8	76.5	45.2	19.7	14.2	7.7	782.2
18–24 year olds	'000	91.2	99.1	51.4	28.6	16.7	7.7	5.6	2.5	302.6

TABLE 5A.19

Table 5A.19 **Government funded VET participation in Certificate III and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
20–64 year olds	'000	178.8	177.4	101.5	54.7	36.2	14.7	11.3	6.2	580.9
15–64 year olds	'000	237.4	234.7	142.2	76.1	45.1	19.6	14.1	7.7	776.8
Participation rate by age (d)										
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	%	13.9	18.3	13.5	14.0	12.9	17.9	16.0	11.8	15.0
20–64 year olds	%	4.5	5.5	4.6	4.9	4.4	5.3	6.5	5.6	4.9
15–64 year olds	%	5.3	6.6	5.8	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	7.0	6.0	6.6	4.2	9.1	5.7	7.0
15–64 year olds	%	9.0	9.3	7.7	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	12.3	12.7	10.8	18.0	12.9	14.6	14.3
20–64 year olds	%	4.3	5.3	3.9	4.0	3.8	5.1	4.9	5.5	4.4
15–64 year olds	%	5.1	6.4	5.0	5.0	4.3	6.1	5.6	6.3	5.4

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

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

(d) 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. Aboriginal and Torres Strait Islander population estimates are based on Series B projections.

Source: NCVET unpublished, National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, 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.1; table 2A.13.

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014										
Number of students by age										
All students total	'000	42.3	60.6	22.7	14.5	17.4	3.3	4.0	0.9	165.6
18–24 year olds	'000	13.2	23.5	8.2	5.1	4.1	0.6	1.2	0.2	56.0
20–64 year olds	'000	37.1	51.1	17.6	11.5	16.2	3.1	3.7	0.9	141.2
15–64 year olds	'000	42.1	60.3	22.6	14.4	17.4	3.2	3.9	0.9	164.9
Aboriginal and Torres Strait Islander students total	'000	2.1	0.6	1.1	0.3	0.2	0.1	0.1	0.2	4.7
18–24 year olds	'000	0.6	0.2	0.4	0.1	0.1	–	–	–	1.4
20–64 year olds	'000	1.9	0.5	0.9	0.3	0.2	0.1	0.1	0.2	4.1
15–64 year olds	'000	2.1	0.6	1.1	0.3	0.2	0.1	0.1	0.2	4.7
Non-Indigenous students total	'000	39.9	59.4	19.0	12.8	16.8	3.1	3.8	0.7	155.6
18–24 year olds	'000	12.6	23.1	6.7	4.7	3.9	0.5	1.2	0.1	52.9
20–64 year olds	'000	34.9	50.2	14.8	10.0	15.6	3.0	3.6	0.7	132.7
15–64 year olds	'000	39.7	59.2	19.0	12.7	16.7	3.1	3.8	0.7	154.9
Participation rate by age (d)										
All students total	%	0.6	1.0	0.5	0.6	1.0	0.6	1.0	0.4	0.7
18–24 year olds	%	1.9	4.1	1.8	2.0	2.6	1.2	2.9	0.6	2.5
20–64 year olds	%	0.8	1.4	0.6	0.7	1.6	1.1	1.5	0.6	1.0
15–64 year olds	%	0.9	1.5	0.7	0.8	1.6	1.0	1.5	0.5	1.1
Aboriginal and Torres Strait Islander students total	%	1.0	1.1	0.5	0.4	0.6	0.5	1.3	0.2	0.7
18–24 year olds	%	1.8	3.0	1.4	0.9	1.3	0.7	2.8	0.3	1.4
20–64 year olds	%	1.7	1.9	0.9	0.6	1.0	0.9	2.3	0.4	1.1
15–64 year olds	%	1.5	1.8	0.9	0.6	1.0	0.8	2.0	0.4	1.1
Non-Indigenous students total	%	0.5	1.0	0.4	0.5	1.0	0.6	1.0	0.4	0.7

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
18–24 year olds	%	1.9	4.1	1.5	2.0	2.6	1.3	2.8	0.8	2.4
20–64 year olds	%	0.8	1.4	0.5	0.6	1.6	1.1	1.5	0.6	1.0
15–64 year olds	%	0.8	1.5	0.6	0.8	1.6	1.0	1.4	0.6	1.0
2013										
Number of students by age										
All students total	'000	41.2	63.6	25.7	14.1	19.4	3.6	4.5	0.9	172.9
18–24 year olds	'000	13.2	24.0	8.2	4.6	4.1	0.6	1.3	0.2	56.2
20–64 year olds	'000	36.4	54.1	20.3	11.6	18.2	3.4	4.2	0.9	149.0
15–64 year olds	'000	41.0	63.3	25.5	14.0	19.3	3.5	4.5	0.9	172.1
Aboriginal and Torres Strait Islander students total	'000	1.8	0.5	1.1	0.3	0.2	0.1	0.1	0.2	4.3
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	3.8
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	39.1	62.5	21.2	12.4	18.6	3.4	4.3	0.7	162.3
18–24 year olds	'000	12.7	23.7	6.3	4.3	4.0	0.6	1.3	0.1	53.0
20–64 year olds	'000	34.5	53.1	17.3	10.1	17.5	3.3	4.0	0.7	140.5
15–64 year olds	'000	38.9	62.2	21.1	12.4	18.6	3.4	4.3	0.7	161.6
Participation rate by age (d)										
All students total	%	0.6	1.1	0.6	0.6	1.2	0.7	1.2	0.4	0.7
18–24 year olds	%	1.9	4.3	1.8	1.8	2.6	1.3	3.0	0.6	2.5
20–64 year olds	%	0.8	1.5	0.7	0.7	1.8	1.1	1.7	0.6	1.1
15–64 year olds	%	0.8	1.6	0.8	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

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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	0.9	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	0.6	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
2012										
Number of students by age										
All students total	'000	50.4	82.3	33.0	15.8	16.0	4.0	5.3	0.8	207.6
18–24 year olds	'000	14.5	28.5	9.0	4.9	3.6	0.7	1.5	0.1	62.9
20–64 year olds	'000	44.8	70.7	26.7	13.2	14.9	3.8	4.9	0.8	179.8
15–64 year olds	'000	50.0	81.9	32.2	15.7	15.9	4.0	5.3	0.8	205.7
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	47.0	80.5	26.3	13.1	15.4	3.8	4.9	0.6	191.7
18–24 year olds	'000	13.9	28.0	6.8	4.4	3.5	0.6	1.4	0.1	58.7
20–64 year olds	'000	41.7	69.1	22.3	10.8	14.3	3.6	4.5	0.6	167.0
15–64 year olds	'000	46.7	80.1	26.1	13.0	15.3	3.8	4.9	0.6	190.5
Participation rate by age (d)										
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	2.0	2.0	2.3	1.5	3.4	0.5	2.8
20–64 year olds	%	1.0	2.1	1.0	0.9	1.5	1.3	2.0	0.5	1.3

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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	1.6	1.9	2.3	1.5	3.2	0.8	2.8
20–64 year olds	%	1.0	2.0	0.8	0.7	1.5	1.3	1.9	0.5	1.2
15–64 year olds	%	1.0	2.1	0.9	0.8	1.4	1.2	1.9	0.5	1.3
2011										
Number of students by age										
All students total	'000	53.4	78.5	36.6	17.7	12.4	3.5	5.8	0.6	208.6
18–24 year olds	'000	15.3	28.5	9.7	5.4	3.0	0.6	1.9	0.1	64.5
20–64 year olds	'000	47.5	66.2	29.6	14.9	11.4	3.3	5.3	0.6	178.8
15–64 year olds	'000	53.1	78.1	35.6	17.6	12.4	3.5	5.8	0.6	206.6
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	49.5	76.0	28.4	14.4	11.7	3.3	4.8	0.5	188.6
18–24 year olds	'000	14.7	27.9	7.2	4.8	2.9	0.6	1.5	0.1	59.7
20–64 year olds	'000	43.9	64.0	24.2	11.9	10.7	3.1	4.4	0.5	162.6
15–64 year olds	'000	49.2	75.6	28.1	14.3	11.6	3.3	4.8	0.5	187.4
Participation rate by age (d)										

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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	0.6	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	1.7	2.1	1.9	1.4	3.5	0.5	2.8
20–64 year olds	%	1.0	1.9	0.9	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
2010										
Number of students by age										
All students total	'000	50.6	65.2	32.3	16.0	11.1	2.9	6.6	0.6	185.3
18–24 year olds	'000	16.6	24.8	9.3	5.3	3.1	0.6	2.0	0.1	61.8
20–64 year olds	'000	43.9	54.1	26.4	13.1	10.0	2.7	6.0	0.6	156.7
15–64 year olds	'000	50.3	64.9	31.9	15.9	11.1	2.9	6.6	0.6	184.0
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	0.2	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	3.1
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	47.3	62.5	25.5	13.0	10.2	2.7	5.5	0.5	167.1
18–24 year olds	'000	16.0	24.2	7.1	4.7	2.9	0.6	1.7	0.1	57.3

TABLE 5A.20

Table 5A.20 **Government funded VET participation in diploma and above, 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
20–64 year olds	'000	40.8	51.6	21.5	10.4	9.2	2.5	5.0	0.4	141.4
15–64 year olds	'000	47.0	62.1	25.3	12.9	10.2	2.7	5.4	0.5	166.1
Participation rate by age (d)										
All students total	%	0.7	1.2	0.7	0.7	0.7	0.6	1.8	0.3	0.8
18–24 year olds	%	2.4	4.4	2.1	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	1.7	2.1	1.9	1.3	3.9	0.6	2.7
20–64 year olds	%	1.0	1.6	0.8	0.8	1.0	0.9	2.2	0.4	1.1
15–64 year olds	%	1.0	1.7	0.9	0.8	1.0	0.8	2.1	0.4	1.1

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

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

(d) 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. Aboriginal and Torres Strait Islander population estimates are based on Series B projections.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection; ABS (2014), *Australian Demographic Statistics, June 2014*, 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.1; table 2A.13.

TABLE 5A.21

Table 5A.21 **Number of government funded VET qualifications completed by students, by region, preliminary ('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>
2014									
Major cities	92.1	128.2	69.1	32.2	28.3	0.1	7.5	0.1	357.4
Inner regional	33.8	42.6	21.9	4.8	4.7	6.4	0.6	–	114.9
Outer regional	11.3	9.3	13.9	4.6	5.2	3.5	0.1	3.2	51.2
Remote and very remote	1.3	0.6	3.7	3.3	1.4	0.4	–	2.0	12.7
All students	144.3	186.7	111.7	48.1	44.4	10.7	9.1	5.7	560.7
2013									
Major cities	85.6	137.0	54.4	36.8	41.7	0.1	7.6	0.1	363.4
Inner regional	30.7	40.2	19.5	5.8	7.2	6.6	0.7	–	110.8
Outer regional	10.2	8.0	12.1	5.7	7.2	3.5	0.2	3.1	50.1
Remote and very remote	1.4	0.4	3.9	3.9	1.8	0.5	–	2.4	14.4
All students	132.4	192.7	92.6	55.4	64.0	10.8	9.5	6.1	563.4
2012									
Major cities	93.8	141.2	55.1	35.0	29.8	0.1	9.3	0.1	364.4
Inner regional	35.8	49.3	22.3	5.0	5.3	7.2	0.9	0.1	125.9
Outer regional	11.9	12.0	14.8	5.1	5.6	3.7	0.2	3.1	56.2
Remote and very remote	1.8	0.5	4.4	3.9	1.6	0.4	–	2.2	14.8
All students	150.0	209.4	100.6	52.0	43.9	11.5	11.6	5.7	584.7
2011									
Major cities	87.4	102.8	59.1	35.2	22.4	0.1	8.1	0.1	315.1
Inner regional	31.9	36.7	24.2	5.0	4.0	6.8	0.7	–	109.3
Outer regional	10.2	9.8	15.9	4.8	4.6	3.3	0.1	3.1	52.0
Remote and very remote	1.2	0.4	5.0	3.8	1.4	0.4	–	2.4	14.7
All students	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1

TABLE 5A.21

Table 5A.21 **Number of government funded VET qualifications completed by students, by region, preliminary ('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>
2010									
Major cities	76.9	72.7	45.4	29.7	15.3	0.3	7.1	0.1	247.4
Inner regional	28.9	27.7	20.9	9.5	3.2	5.1	1.1	–	96.6
Outer regional	15.9	6.4	17.1	4.6	4.1	4.1	0.1	2.6	54.8
Remote and very remote	1.6	0.4	4.9	4.1	1.4	0.4	–	2.0	14.8
All students	130.6	115.6	93.3	51.7	25.4	10.2	9.2	4.9	440.8

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 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 <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (e) 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.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.22

Table 5A.22 **Number of government funded VET qualifications completed by students, by disability status, preliminary ('000)**
(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>
2014									
Reported as having disability	11.7	12.5	6.0	2.2	4.9	1.2	0.6	0.3	39.4
Reported as not having disability	131.4	172.7	74.6	41.5	39.5	9.3	8.4	5.0	482.5
Not reported (disability)	1.2	1.5	31.1	4.4	–	0.2	0.1	0.4	38.9
All students	144.3	186.7	111.7	48.1	44.4	10.7	9.1	5.7	560.7
2013									
Reported as having disability	9.8	11.8	4.4	2.6	4.7	1.1	0.7	0.3	35.3
Reported as not having disability	121.4	179.2	53.9	47.7	59.2	9.4	8.7	5.5	485.0
Not reported (disability)	1.2	1.7	34.3	5.1	–	0.3	0.1	0.3	43.1
All students	132.4	192.7	92.6	55.4	64.0	10.8	9.5	6.1	563.4
2012									
Reported as having disability	10.7	12.1	5.0	2.3	3.2	1.1	0.7	0.3	35.4
Reported as not having disability	136.1	197.2	59.4	41.0	40.8	10.2	9.5	4.8	499.1
Not reported (disability)	3.1	0.1	36.2	8.7	–	0.2	1.3	0.6	50.2
All students	150.0	209.4	100.6	52.0	43.9	11.5	11.6	5.7	584.7
2011									
Reported as having disability	8.7	8.7	5.6	2.2	1.9	1.0	0.6	0.3	29.0
Reported as not having disability	121.9	142.7	64.1	40.8	33.9	9.4	9.1	5.4	427.2
Not reported (disability)	8.0	6.3	38.5	9.1	–	0.4	0.3	0.2	62.9
All students	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1
2010									
Reported as having disability	7.9	5.8	4.4	2.0	1.1	0.9	0.7	0.2	23.1
Reported as not having disability	115.7	102.9	55.5	40.4	23.9	8.5	8.3	4.3	359.5
Not reported (disability)	7.0	6.9	33.3	9.2	0.3	0.9	0.3	0.4	58.3

Table 5A.22 **Number of government funded VET qualifications completed by students, by disability status, preliminary ('000)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	130.6	115.6	93.3	51.7	25.4	10.2	9.2	4.9	440.8

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.23

Table 5A.23 **Number of government funded VET qualifications completed by students, by language spoken at home, preliminary ('000) (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>
2014									
Language other than English	36.8	47.3	10.4	9.8	5.3	0.6	1.7	1.3	113.3
English	102.1	136.6	89.9	33.6	33.3	9.9	5.9	4.2	415.3
Not reported (language)	5.5	2.8	11.5	4.7	5.8	0.2	1.5	0.2	32.1
All students	144.3	186.7	111.7	48.1	44.4	10.7	9.1	5.7	560.7
2013									
Language other than English	32.9	47.4	7.4	10.1	6.5	0.6	1.8	1.7	108.4
English	95.2	141.0	76.1	39.2	47.3	10.0	6.4	4.2	419.4
Not reported (language)	4.2	4.3	9.1	6.0	10.2	0.2	1.4	0.2	35.6
All students	132.4	192.7	92.6	55.4	64.0	10.8	9.5	6.1	563.4
2012									
Language other than English	36.1	41.1	7.8	8.3	4.9	0.7	1.8	1.1	101.9
English	106.9	161.2	85.2	34.2	33.4	10.7	8.1	4.1	443.9
Not reported (language)	6.9	7.1	7.5	9.4	5.6	0.2	1.7	0.4	38.9
All students	150.0	209.4	100.6	52.0	43.9	11.5	11.6	5.7	584.7
2011									
Language other than English	31.0	30.3	7.9	8.2	4.9	0.7	1.2	1.3	85.5
English	96.9	122.2	89.7	34.8	28.3	10.0	7.3	4.3	393.4
Not reported (language)	10.8	5.1	10.7	9.0	2.6	0.2	1.6	0.2	40.2
All students	138.7	157.7	108.3	52.0	35.7	10.9	10.1	5.9	519.1
2010									
Language other than English	30.3	25.1	8.5	7.8	3.3	0.6	0.8	1.2	77.7
English	88.7	86.3	77.4	34.7	20.7	9.3	7.5	3.5	328.1
Not reported (language)	11.6	4.2	7.3	9.1	1.5	0.3	1.0	0.2	35.1

Table 5A.23 **Number of government funded VET qualifications completed by students, by language spoken at home, preliminary ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	130.6	115.6	93.3	51.7	25.4	10.2	9.2	4.9	440.8

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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>
2014										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	19 475	19 043	12 028	5 631	5 448	825	1 569	346	64 365
Advanced diploma	no.	2 882	4 066	454	876	856	126	437	29	9 726
Other higher level qualification	no.	210	540	91	23	58	–	54	3	979
Total diploma and above	no.	22 567	23 649	12 573	6 530	6 362	951	2 060	378	75 070
Certificate III or IV	no.	91 147	124 045	81 081	28 440	25 357	6 133	6 143	2 825	365 171
Certificate I or II or lower (d)	no.	30 603	39 007	18 088	13 088	12 674	3 593	899	2 508	120 460
All qualifications	no.	144 317	186 701	111 742	48 058	44 393	10 677	9 102	5 711	560 701
Proportion of qualifications completed										
Diploma and above	%	15.6	12.7	11.3	13.6	14.3	8.9	22.6	6.6	13.4
Certificate III or IV	%	63.2	66.4	72.6	59.2	57.1	57.4	67.5	49.5	65.1
Certificate I or II or lower (d)	%	21.2	20.9	16.2	27.2	28.5	33.7	9.9	43.9	21.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	16 323	23 992	11 650	6 124	6 894	1 120	1 737	427	68 267
Advanced diploma	no.	2 636	5 154	720	948	1 174	187	421	1	11 241
Other higher level qualification	no.	142	742	644	18	65	–	26	1	1 638
Total diploma and above	no.	19 101	29 888	13 014	7 090	8 133	1 307	2 184	429	81 146
Certificate III or IV	no.	85 917	118 246	60 651	32 872	33 184	6 306	6 223	2 931	346 330
Certificate I or II or lower (d)	no.	27 348	44 573	18 915	15 390	22 652	3 205	1 120	2 742	135 945

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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>
All qualifications	no.	132 366	192 707	92 580	55 352	63 969	10 818	9 527	6 102	563 421
Proportion of qualifications completed										
Diploma and above	%	14.4	15.5	14.1	12.8	12.7	12.1	22.9	7.0	14.4
Certificate III or IV	%	64.9	61.4	65.5	59.4	51.9	58.3	65.3	48.0	61.5
Certificate I or II or lower (d)	%	20.7	23.1	20.4	27.8	35.4	29.6	11.8	44.9	24.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	19 514	27 839	13 538	5 964	5 898	1 186	1 744	292	75 975
Advanced diploma	no.	3 786	5 369	861	942	1 188	155	489	18	12 808
Other higher level qualification	no.	195	1 232	357	20	59	–	24	–	1 887
Total diploma and above	no.	23 495	34 440	14 756	6 926	7 145	1 341	2 257	310	90 670
Certificate III or IV	no.	93 131	134 863	62 116	29 892	24 912	6 857	7 457	3 029	362 257
Certificate I or II or lower (d)	no.	33 382	40 122	23 720	15 167	11 883	3 306	1 842	2 333	131 755
All qualifications	no.	150 008	209 425	100 592	51 985	43 940	11 504	11 556	5 672	584 682
Proportion of qualifications completed										
Diploma and above	%	15.7	16.4	14.7	13.3	16.3	11.7	19.5	5.5	15.5
Certificate III or IV	%	62.1	64.4	61.8	57.5	56.7	59.6	64.5	53.4	62.0
Certificate I or II or lower (d)	%	22.3	19.2	23.6	29.2	27.0	28.7	15.9	41.1	22.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Number of VET qualifications completed										
Diploma and above										

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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>
Diploma	no.	21 300	22 297	13 024	6 193	4 960	980	1 835	274	70 863
Advanced diploma	no.	4 259	5 025	969	923	1 081	125	452	7	12 841
Other higher level qualification	no.	122	1 061	503	25	77	–	15	–	1 803
Total diploma and above	no.	25 681	28 383	14 496	7 141	6 118	1 105	2 302	281	85 507
Certificate III or IV	no.	86 168	94 306	63 561	29 743	21 532	6 575	5 956	3 119	310 960
Certificate I or II or lower (d)	no.	26 807	34 989	30 200	15 116	8 090	3 174	1 820	2 452	122 648
All qualifications	no.	138 656	157 678	108 257	52 000	35 740	10 854	10 078	5 852	519 115
Proportion of qualifications completed										
Diploma and above	%	18.5	18.0	13.4	13.7	17.1	10.2	22.8	4.8	16.5
Certificate III or IV	%	62.1	59.8	58.7	57.2	60.2	60.6	59.1	53.3	59.9
Certificate I or II or lower (d)	%	19.3	22.2	27.9	29.1	22.6	29.2	18.1	41.9	23.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	16 959	17 800	10 342	5 530	2 293	885	1 521	227	55 557
Advanced diploma	no.	3 575	4 641	767	784	404	125	403	8	10 707
Other higher level qualification	no.	181	768	160	–	8	–	–	–	1 117
Total diploma and above	no.	20 715	23 209	11 269	6 314	2 705	1 010	1 924	235	67 381
Certificate III or IV	no.	82 298	66 190	53 950	29 865	14 972	6 163	5 706	2 509	261 653
Certificate I or II or lower (d)	no.	27 552	26 246	28 040	15 481	7 744	3 020	1 618	2 110	111 811
All qualifications	no.	130 565	115 645	93 259	51 660	25 421	10 193	9 248	4 854	440 845
Proportion of qualifications completed										
Diploma and above	%	15.9	20.1	12.1	12.2	10.6	9.9	20.8	4.8	15.3

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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>
Certificate III or IV	%	63.0	57.2	57.8	57.8	58.9	60.5	61.7	51.7	59.4
Certificate I or II or lower (d)	%	21.1	22.7	30.1	30.0	30.5	29.6	17.5	43.5	25.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	12 800	12 947	8 898	4 239	3 492	976	1 313	190	44 855
Advanced diploma	no.	3 032	3 392	650	604	944	131	366	–	9 119
Other higher level qualification	no.	181	692	80	10	9	–	–	–	972
Total diploma and above	no.	16 013	17 031	9 628	4 853	4 445	1 107	1 679	190	54 946
Certificate III or IV	no.	77 255	55 159	45 468	25 117	17 577	5 771	5 899	2 039	234 285
Certificate I or II or lower (d)	no.	27 755	21 781	23 843	13 245	9 160	2 784	1 808	1 770	102 146
All qualifications	no.	121 142	96 163	79 144	43 215	31 182	9 662	9 386	4 007	393 901
Proportion of qualifications completed										
Diploma and above	%	13.2	17.7	12.2	11.2	14.3	11.5	17.9	4.7	13.9
Certificate III or IV	%	63.8	57.4	57.4	58.1	56.4	59.7	62.8	50.9	59.5
Certificate I or II or lower (d)	%	22.9	22.7	30.1	30.6	29.4	28.8	19.3	44.2	25.9
Total	%	99.9	97.7	99.7	100.0	100.0	100.0	100.0	99.8	99.4
2008										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	10 768	10 796	8 290	3 458	4 065	1 094	1 011	156	39 638
Advanced diploma	no.	2 699	3 368	474	533	728	226	345	2	8 375
Other higher level qualification	no.	245	524	67	10	3	–	20	–	869

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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>
Total diploma and above	no.	13 712	14 688	8 831	4 001	4 796	1 320	1 376	158	48 882
Certificate III or IV	no.	68 699	47 808	41 001	21 000	14 170	6 276	4 106	1 628	204 688
Certificate I or II or lower (d)	no.	27 774	21 806	18 274	12 823	9 175	2 720	1 599	1 579	95 750
All qualifications	no.	110 318	86 374	68 130	37 824	28 141	10 316	7 081	3 375	351 559
Proportion of qualifications completed										
Diploma and above	%	12.4	17.0	13.0	10.6	17.0	12.8	19.4	4.7	13.9
Certificate III or IV	%	62.3	55.3	60.2	55.5	50.4	60.8	58.0	48.2	58.2
Certificate I or II or lower (d)	%	25.2	25.2	26.8	33.9	32.6	26.4	22.6	46.8	27.2
Total	%	99.9	97.6	100.0	100.0	100.0	100.0	100.0	99.7	99.4
2007										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	10 637	10 512	7 385	3 222	3 776	786	1 003	121	37 442
Advanced diploma	no.	2 916	3 748	448	577	629	168	400	1	8 887
Other higher level qualification	no.	225	288	24	6	3	–	59	–	605
Total diploma and above	no.	13 778	14 548	7 857	3 805	4 408	954	1 462	122	46 934
Certificate III or IV	no.	60 729	49 120	31 003	17 528	12 109	4 742	4 321	1 209	180 761
Certificate I or II or lower (d)	no.	29 945	21 013	14 448	11 301	7 253	2 659	2 177	1 716	90 512
All qualifications	no.	104 518	86 936	53 312	32 634	23 770	8 355	7 960	3 056	320 541
Proportion of qualifications completed										
Diploma and above	%	13.2	16.7	14.7	11.7	18.5	11.4	18.4	4.0	14.6
Certificate III or IV	%	58.1	56.5	58.2	53.7	50.9	56.8	54.3	39.6	56.4
Certificate I or II or lower (d)	%	28.7	24.2	27.1	34.6	30.5	31.8	27.3	56.2	28.2
Total	%	99.9	97.4	100.0	100.0	100.0	100.0	100.0	99.7	99.3

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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>
2006										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	10 278	8 884	6 803	2 910	2 994	824	995	125	33 813
Advanced diploma	no.	2 956	3 296	550	618	673	185	339	2	8 619
Other higher level qualification	no.	285	227	–	5	27	–	47	–	591
Total diploma and above	no.	13 519	12 407	7 353	3 533	3 694	1 009	1 381	127	43 023
Certificate III or IV	no.	53 862	41 686	27 106	16 596	12 869	4 531	3 629	1 068	161 347
Certificate I or II or lower (d)	no.	29 820	18 905	15 170	11 161	6 760	2 692	1 385	1 127	87 020
All qualifications	no.	97 413	74 727	49 629	31 290	23 323	8 232	6 395	2 334	293 343
Proportion of qualifications completed										
Diploma and above	%	13.9	16.6	14.8	11.3	15.8	12.3	21.6	5.4	14.7
Certificate III or IV	%	55.3	55.8	54.6	53.0	55.2	55.0	56.7	45.8	55.0
Certificate I or II or lower (d)	%	30.6	25.3	30.6	35.7	29.0	32.7	21.7	48.3	29.7
Total	%	99.8	97.7	100.0	100.0	100.0	100.0	100.0	99.5	99.3
2005										
Number of VET qualifications completed										
Diploma and above										
Diploma	no.	9 651	9 444	6 038	2 782	2 866	580	1 143	104	32 608
Advanced diploma	no.	2 947	3 820	442	590	622	110	400	2	8 933
Other higher level qualification	no.	381	264	–	5	76	–	61	–	787
Total diploma and above	no.	12 979	13 528	6 480	3 377	3 564	690	1 604	106	42 328
Certificate III or IV	no.	64 637	42 652	25 310	14 745	12 522	3 979	3 656	1 088	168 589
Certificate I or II or lower (d)	no.	32 741	18 534	12 438	9 466	7 143	2 746	1 549	1 188	85 805

TABLE 5A.24

Table 5A.24 **Number of government funded VET qualifications completed by students, by course level, preliminary (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>
All qualifications	no.	110 592	76 539	44 228	27 588	23 229	7 415	6 809	2 399	298 799
Proportion of qualifications completed										
Diploma and above	%	11.7	17.7	14.7	12.2	15.3	9.3	23.6	4.4	14.2
Certificate III or IV	%	58.4	55.7	57.2	53.4	53.9	53.7	53.7	45.4	56.4
Certificate I or II or lower (d)	%	29.6	24.2	28.1	34.3	30.8	37.0	22.7	49.5	28.7
Total	%	99.8	97.6	100.0	100.0	100.0	100.0	100.0	99.3	99.3

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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>
2014										
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Diploma and above	'000	0.8	0.2	0.4	0.1	–	–	0.1	0.1	1.6
Certificate III or IV	'000	3.9	1.2	3.4	0.8	0.5	0.2	0.2	0.4	10.7
Certificate I or II or lower (d)	'000	2.6	0.7	1.7	1.5	0.7	0.3	0.1	1.1	8.6
All qualifications	'000	7.3	2.0	5.4	2.5	1.2	0.6	0.3	1.6	20.9
Proportion of qualifications completed										
Diploma and above	%	10.7	7.4	7.3	4.1	3.1	4.4	17.2	3.7	7.7
Certificate III and above	%	64.2	66.5	69.5	37.5	44.1	48.8	77.8	30.0	58.7
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	21.7	23.3	10.6	5.7	6.1	0.9	2.0	0.3	70.6
Certificate III or IV	'000	86.4	120.7	69.8	25.2	24.0	5.8	5.8	2.4	340.1
Certificate I or II or lower (d)	'000	27.8	37.9	14.6	10.5	11.7	3.3	0.8	1.4	108.0
All qualifications	'000	135.8	181.9	95.0	41.4	41.9	10.0	8.5	4.1	518.6
Proportion of qualifications completed										
Diploma and above	%	15.9	12.8	11.1	13.8	14.7	9.3	22.9	7.8	13.6
Certificate III and above	%	79.5	79.2	84.6	74.5	72.1	67.2	91.0	66.3	79.2
2013										
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Diploma and above	'000	0.5	0.1	0.4	0.1	0.1	–	0.1	0.1	1.3
Certificate III or IV	'000	3.1	0.9	2.5	1.0	0.6	0.2	0.2	0.5	9.0

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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>
Certificate I or II or lower (d)	'000	2.0	0.8	1.8	1.8	0.8	0.3	0.1	1.4	8.8
All qualifications	'000	5.6	1.8	4.6	2.9	1.4	0.5	0.3	1.9	19.1
Proportion of qualifications completed										
Diploma and above	%	8.9	7.4	7.8	3.2	5.3	6.5	20.1	3.0	6.9
Certificate III and above	%	64.9	56.5	61.9	38.1	44.5	52.9	77.4	27.1	53.9
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	18.4	29.6	10.3	6.2	7.9	1.3	2.1	0.4	76.0
Certificate III or IV	'000	81.8	116.1	51.7	28.9	31.6	6.0	6.0	2.5	324.5
Certificate I or II or lower (d)	'000	25.3	43.3	14.5	12.4	21.4	2.9	1.0	1.3	122.2
All qualifications	'000	125.5	189.0	76.4	47.5	60.9	10.2	9.1	4.2	522.7
Proportion of qualifications completed										
Diploma and above	%	14.7	15.6	13.5	13.1	12.9	12.4	23.0	8.9	14.5
Certificate III and above	%	79.9	77.1	81.0	73.9	64.8	71.2	88.6	68.0	76.6
2012										
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Diploma and above	'000	0.6	0.2	0.4	0.1	0.1	–	–	–	1.4
Certificate III or IV	'000	3.1	1.0	2.9	1.0	0.9	0.3	0.2	0.5	9.7
Certificate I or II or lower (d)	'000	2.5	0.7	2.3	1.6	0.8	0.3	0.1	1.1	9.4
All qualifications	'000	6.1	1.8	5.6	2.7	1.8	0.5	0.3	1.7	20.5
Proportion of qualifications completed										
Diploma and above	%	9.0	8.5	7.8	2.1	4.2	5.6	8.4	2.5	6.7
Certificate III and above	%	59.4	61.9	59.3	39.2	52.9	53.7	68.2	32.6	54.2

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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>
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	22.3	33.9	11.7	5.6	6.9	1.3	2.0	0.3	83.9
Certificate III or IV	'000	88.5	131.0	52.6	24.9	23.4	6.5	6.2	2.5	335.4
Certificate I or II or lower (d)	'000	30.4	38.9	17.7	10.3	10.8	3.0	1.4	1.2	113.8
All qualifications	'000	141.2	203.8	81.9	40.8	41.0	10.8	9.7	3.9	533.1
Proportion of qualifications completed										
Diploma and above	%	15.8	16.6	14.3	13.6	16.7	12.0	21.0	6.7	15.7
Certificate III and above	%	78.4	80.9	78.4	74.7	73.7	72.1	85.1	70.0	78.7
2011										
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
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	8.6
Certificate I or II or lower (d)	'000	2.1	0.7	2.5	1.7	0.6	0.2	0.1	1.2	9.1
All qualifications	'000	5.3	1.6	5.6	2.6	1.5	0.4	0.2	1.7	18.9
Proportion of qualifications completed										
Diploma and above	%	8.3	9.7	6.2	2.8	5.4	6.0	23.6	2.7	6.5
Certificate III and above	%	61.0	55.2	54.6	34.5	55.8	57.3	67.9	30.3	51.9
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	22.1	27.5	10.8	5.9	5.9	1.1	1.8	0.2	75.3
Certificate III or IV	'000	79.2	90.5	52.1	24.3	19.9	6.2	4.2	2.6	279.1
Certificate I or II or lower (d)	'000	24.1	32.9	21.0	10.4	7.1	2.9	1.2	1.3	101.0

TABLE 5A.25

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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>
All qualifications	'000	125.4	151.0	84.0	40.5	32.9	10.2	7.3	4.1	455.3
Proportion of qualifications completed										
Diploma and above	%	17.6	18.2	12.9	14.5	17.8	10.5	25.2	5.7	16.5
Certificate III and above	%	80.8	78.2	74.9	74.4	78.3	71.3	83.5	69.5	77.8
2010										
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Diploma and above	'000	0.4	0.1	0.3	—	—	—	—	—	0.8
Certificate III or IV	'000	2.4	0.5	2.2	0.6	0.5	0.2	0.1	0.4	6.8
Certificate I or II or lower (d)	'000	1.9	0.4	2.2	1.5	0.7	0.2	0.1	1.1	8.0
All qualifications	'000	4.6	1.0	4.7	2.1	1.1	0.4	0.2	1.5	15.6
Proportion of qualifications completed										
Diploma and above	%	7.7	8.2	5.4	2.2	2.0	5.3	10.2	1.1	5.2
Certificate III and above	%	58.9	60.3	53.0	29.4	42.8	55.2	62.6	25.6	48.8
Non-Indigenous graduates										
Number of VET qualifications completed										
Diploma and above	'000	18.0	22.7	8.2	5.1	2.6	1.0	1.5	0.2	59.3
Certificate III or IV	'000	75.9	63.7	42.5	25.0	12.8	5.8	3.7	2.1	231.4
Certificate I or II or lower (d)	'000	25.0	25.2	20.1	10.3	6.4	2.7	1.0	1.0	91.8
All qualifications	'000	118.9	111.6	70.8	40.3	21.8	9.5	6.2	3.3	382.5
Proportion of qualifications completed										
Diploma and above	%	15.1	20.4	11.6	12.6	11.8	10.3	24.0	6.4	15.5
Certificate III and above	%	79.0	77.4	71.6	74.4	70.6	71.4	83.5	70.1	76.0

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

Table 5A.25 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — all ages (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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(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years (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>
2014										
All graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	7.0	9.2	4.6	2.4	1.2	0.2	0.6	–	25.3
Certificate III or IV	'000	31.7	40.1	25.2	9.7	6.6	2.3	2.2	0.6	118.3
Certificate I or II or lower (d)	'000	7.3	12.8	4.3	2.9	4.1	1.1	0.2	0.4	33.2
All qualifications	'000	46.0	62.0	34.1	15.0	11.9	3.6	3.1	1.1	176.8
Proportion of qualifications completed										
Diploma and above	%	15.1	14.9	13.5	16.3	10.1	5.3	20.8	3.6	14.3
Certificate III and above	%	84.2	79.4	87.3	80.8	65.4	68.1	92.0	62.1	81.2
Aboriginal and Torres Strait Islander graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	0.2	–	0.1	–	–	–	–	–	0.4
Certificate III or IV	'000	1.6	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.2
Certificate I or II or lower (d)	'000	0.9	0.3	0.5	0.4	0.2	0.1	–	0.3	2.8
All qualifications	'000	2.6	0.9	1.9	0.8	0.4	0.2	0.1	0.4	7.3
Proportion of qualifications completed										
Diploma and above	%	6.6	4.7	6.2	5.9	1.6	2.1	18.0	1.5	5.7
Certificate III and above	%	67.4	64.5	71.4	47.0	43.5	55.0	76.3	28.9	62.3
Non-Indigenous graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	6.8	9.2	3.7	2.2	1.2	0.2	0.6	–	23.8
Certificate III or IV	'000	30.0	39.1	21.7	8.8	6.2	2.1	2.1	0.5	110.5
Certificate I or II or lower (d)	'000	6.4	12.3	3.3	2.3	3.8	1.0	0.2	0.1	29.5

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years (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>
All qualifications	'000	43.2	60.6	28.7	13.3	11.1	3.3	2.9	0.7	163.8
Proportion of qualifications completed										
Diploma and above	%	15.7	15.1	12.8	16.8	10.4	5.6	20.9	4.7	14.5
Certificate III and above	%	85.2	79.6	88.3	83.0	66.0	68.8	92.8	80.7	82.0
2013										
All graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	5.7	10.7	3.9	2.4	1.4	0.2	0.6	0.1	24.9
Certificate III or IV	'000	30.4	35.7	17.3	11.8	9.2	2.3	2.1	0.8	109.5
Certificate I or II or lower (d)	'000	7.0	18.3	5.0	3.6	8.0	1.0	0.3	0.5	43.8
All qualifications	'000	43.1	64.6	26.2	17.8	18.6	3.6	3.0	1.3	178.2
Proportion of qualifications completed										
Diploma and above	%	13.3	16.5	15.0	13.5	7.3	6.3	19.0	3.9	14.0
Certificate III and above	%	83.7	71.7	80.9	79.9	56.7	71.6	89.2	62.6	75.4
Aboriginal and Torres Strait Islander graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	0.1	–	0.1	–	–	–	–	–	0.3
Certificate III or IV	'000	1.3	0.4	0.7	0.3	0.2	0.1	0.1	0.1	3.3
Certificate I or II or lower (d)	'000	0.6	0.4	0.6	0.5	0.3	0.1	–	0.3	2.8
All qualifications	'000	2.1	0.8	1.4	0.8	0.5	0.2	0.1	0.5	6.5
Proportion of qualifications completed										
Diploma and above	%	5.7	5.9	5.8	2.8	2.5	4.8	17.1	0.2	4.9
Certificate III and above	%	68.9	54.5	58.0	43.7	41.3	57.8	88.3	29.6	56.3

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years (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>
Non-Indigenous graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	5.6	10.6	2.9	2.3	1.3	0.2	0.5	0.1	23.5
Certificate III or IV	'000	29.0	35.0	14.8	10.8	8.8	2.2	2.0	0.6	103.2
Certificate I or II or lower (d)	'000	6.4	17.8	3.8	2.8	7.6	0.9	0.3	0.2	39.7
All qualifications	'000	40.9	63.3	21.5	15.9	17.7	3.3	2.9	0.9	166.4
Proportion of qualifications completed										
Diploma and above	%	13.6	16.7	13.6	14.3	7.4	6.4	19.0	5.8	14.1
Certificate III and above	%	84.4	71.9	82.5	82.4	57.2	72.5	89.2	79.9	76.1
2012										
All graduates aged 18–24 years										
Number of VET qualifications completed										
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	46.3	17.7	10.2	7.0	2.5	2.4	0.8	119.2
Certificate I or II or lower (d)	'000	9.0	14.6	6.8	3.1	4.2	1.0	0.4	0.4	39.7
All qualifications	'000	47.9	72.4	28.7	15.4	13.5	3.7	3.5	1.2	186.3
Proportion of qualifications completed										
Diploma and above	%	13.8	15.8	14.7	13.2	17.0	5.8	16.5	1.4	14.7
Certificate III and above	%	81.1	79.8	76.3	79.7	69.2	72.2	87.2	63.7	78.7
Aboriginal and Torres Strait Islander graduates aged 18–24 years										
Number of VET qualifications completed										
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 (d)	'000	0.8	0.3	0.7	0.4	0.3	0.1	–	0.2	2.9

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years (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>
All qualifications	'000	2.1	0.7	1.6	0.8	0.5	0.2	0.1	0.4	6.3
Proportion of qualifications completed										
Diploma and above	%	5.4	5.5	4.6	2.0	2.5	1.9	6.5	0.3	4.1
Certificate III and above	%	63.2	60.8	54.1	46.3	36.9	56.3	71.0	36.7	54.9
Non-Indigenous graduates aged 18–24 years										
Number of VET qualifications completed										
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	44.7	15.1	9.2	6.8	2.4	1.9	0.6	111.5
Certificate I or II or lower (d)	'000	8.2	14.2	4.9	2.3	3.7	0.9	0.3	0.2	34.7
All qualifications	'000	45.4	70.2	23.1	13.3	12.8	3.5	2.7	0.8	171.9
Proportion of qualifications completed										
Diploma and above	%	14.1	16.1	13.6	13.7	17.8	6.0	18.3	1.9	14.9
Certificate III and above	%	82.0	79.8	78.8	83.0	70.7	73.2	87.8	75.9	79.8
2011										
All graduates aged 18–24 years										
Number of VET qualifications completed										
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	33.7	19.5	10.4	6.8	2.6	2.2	0.8	106.4
Certificate I or II or lower (d)	'000	7.4	12.4	9.1	3.1	3.0	1.0	0.5	0.5	37.0
All qualifications	'000	45.7	56.2	32.5	15.8	11.3	3.8	3.4	1.3	169.9
Proportion of qualifications completed										
Diploma and above	%	16.8	18.1	11.8	14.6	13.6	5.8	20.8	2.0	15.6
Certificate III and above	%	83.9	78.0	71.9	80.2	73.4	73.7	84.9	61.7	78.2

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years (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>
Aboriginal and Torres Strait Islander graduates aged 18–24 years										
Number of VET qualifications completed										
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 (d)	'000	0.7	0.3	0.9	0.4	0.3	0.1	–	0.3	2.8
All qualifications	'000	1.8	0.6	1.8	0.7	0.4	0.2	0.1	0.4	6.0
Proportion of qualifications completed										
Diploma and above	%	4.4	6.3	2.9	2.0	2.5	1.1	19.8	0.6	3.7
Certificate III and above	%	62.7	58.9	50.9	42.9	42.4	60.9	74.5	27.1	53.1
Non-Indigenous graduates aged 18–24 years										
Number of VET qualifications completed										
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	32.6	16.3	9.2	6.4	2.4	1.5	0.7	97.3
Certificate I or II or lower (d)	'000	6.5	11.6	6.5	2.3	2.7	0.9	0.3	0.2	31.1
All qualifications	'000	41.0	54.2	25.3	13.6	10.5	3.6	2.4	0.9	151.5
Proportion of qualifications completed										
Diploma and above	%	15.3	18.5	10.0	15.4	14.3	6.1	23.7	2.6	15.3
Certificate III and above	%	84.2	78.5	74.3	83.1	74.7	74.5	85.6	75.6	79.5
2010										
All graduates aged 18–24 years										
Number of VET qualifications completed										
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	25.7	18.5	11.4	4.3	2.4	1.8	0.7	95.2
Certificate I or II or lower (d)	'000	7.5	9.9	8.2	3.1	2.9	1.0	0.4	0.4	33.4

TABLE 5A.26

Table 5A.26 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years (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>
All qualifications	'000	45.2	44.4	30.4	16.7	7.6	3.6	2.8	1.1	151.8
Proportion of qualifications completed										
Diploma and above	%	16.1	19.8	12.1	13.1	6.0	5.0	19.6	2.0	15.3
Certificate III and above	%	83.5	77.6	72.9	81.7	62.0	73.0	85.5	63.4	78.0
Aboriginal and Torres Strait Islander graduates aged 18–24 years										
Number of VET qualifications completed										
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 (d)	'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
Proportion of qualifications completed										
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	60.6	49.7	42.7	31.1	63.5	72.2	26.9	51.6
Non-Indigenous graduates aged 18–24 years										
Number of VET qualifications completed										
Diploma and above	'000	6.1	8.7	2.3	1.9	0.4	0.2	0.5	–	20.1
Certificate III or IV	'000	28.3	24.7	14.8	10.1	3.5	2.3	1.2	0.6	85.6
Certificate I or II or lower (d)	'000	6.7	9.5	5.8	2.3	2.4	0.9	0.3	0.2	28.0
All qualifications	'000	41.1	42.9	23.0	14.3	6.4	3.3	1.9	0.8	133.7
Proportion of qualifications completed										
Diploma and above	%	14.8	20.3	10.2	13.4	6.9	5.3	24.1	2.7	15.1
Certificate III and above	%	83.7	77.9	74.7	84.1	62.0	74.1	86.6	77.8	79.1

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

Table 5A.26 Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 18–24 years (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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(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years (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>
2014										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	20.4	21.4	10.4	5.4	6.2	0.9	2.0	0.4	67.0
Certificate III or IV	'000	76.5	103.8	62.0	22.5	22.8	5.3	5.4	2.5	300.7
Certificate I or II or lower (d)	'000	21.3	26.8	7.2	5.3	8.5	2.1	0.6	1.2	73.2
All qualifications	'000	118.2	152.0	79.7	33.2	37.5	8.4	7.9	4.0	440.9
Proportion of qualifications completed										
Diploma and above	%	17.3	14.1	13.1	16.2	16.4	11.1	24.7	9.2	15.2
Certificate III and above	%	81.9	82.4	90.9	84.1	77.2	74.3	92.1	70.8	83.4
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.7	0.1	0.3	0.1	–	–	0.1	0.1	1.5
Certificate III or IV	'000	3.2	1.0	2.4	0.7	0.4	0.2	0.1	0.4	8.3
Certificate I or II or lower (d)	'000	1.6	0.4	0.7	0.8	0.5	0.2	–	0.7	4.8
All qualifications	'000	5.5	1.5	3.4	1.5	0.9	0.4	0.2	1.1	14.5
Proportion of qualifications completed										
Diploma and above	%	13.3	9.3	10.3	5.3	4.0	5.8	22.3	5.3	10.1
Certificate III and above	%	70.4	73.8	80.8	48.9	46.9	59.0	83.0	38.1	66.9
Non-Indigenous graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	19.6	21.1	8.8	4.6	5.9	0.9	1.9	0.3	63.1
Certificate III or IV	'000	72.6	100.9	53.5	19.7	21.6	5.0	5.1	2.1	280.5
Certificate I or II or lower (d)	'000	19.6	26.1	5.7	3.9	7.8	2.0	0.5	0.5	66.1

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years (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>
All qualifications	'000	111.8	148.1	68.0	28.2	35.4	7.9	7.5	2.9	409.7
Proportion of qualifications completed										
Diploma and above	%	17.5	14.2	12.9	16.3	16.8	11.5	24.9	10.7	15.4
Certificate III and above	%	82.5	82.4	91.7	86.0	77.9	75.0	92.8	83.5	83.9
2013										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	17.2	27.8	11.2	6.1	7.9	1.3	2.1	0.4	74.0
Certificate III or IV	'000	71.2	99.8	46.5	25.8	29.3	5.4	5.5	2.6	286.2
Certificate I or II or lower (d)	'000	18.1	27.4	8.1	6.4	13.4	1.5	0.8	1.4	77.2
All qualifications	'000	106.5	155.1	65.7	38.3	50.7	8.2	8.5	4.4	437.4
Proportion of qualifications completed										
Diploma and above	%	16.1	17.9	17.0	15.9	15.7	15.5	25.1	9.6	16.9
Certificate III and above	%	83.0	82.3	87.7	83.2	73.6	81.7	90.3	68.1	82.4
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.5	0.1	0.3	0.1	0.1	–	0.1	0.1	1.2
Certificate III or IV	'000	2.5	0.7	1.9	0.8	0.5	0.2	0.1	0.4	7.1
Certificate I or II or lower (d)	'000	1.1	0.5	0.8	1.0	0.6	0.1	–	0.9	5.0
All qualifications	'000	4.0	1.3	3.0	1.9	1.1	0.3	0.2	1.4	13.3
Proportion of qualifications completed										
Diploma and above	%	11.8	9.6	10.6	4.3	6.7	9.6	25.6	4.3	9.2
Certificate III and above	%	73.5	64.2	72.8	47.6	48.3	68.7	83.9	33.9	62.6
Non-Indigenous graduates aged 20–64 years										

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years (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>
Number of VET qualifications completed										
Diploma and above	'000	16.6	27.5	9.0	5.2	7.7	1.2	2.0	0.4	69.6
Certificate III or IV	'000	68.0	98.1	39.9	22.3	27.9	5.2	5.3	2.2	268.8
Certificate I or II or lower (d)	'000	17.0	26.7	6.0	4.9	12.5	1.4	0.8	0.5	69.7
All qualifications	'000	101.6	152.2	54.9	32.4	48.1	7.8	8.1	3.0	408.1
Proportion of qualifications completed										
Diploma and above	%	16.3	18.1	16.4	16.2	16.0	15.7	25.0	12.1	17.1
Certificate III and above	%	83.3	82.5	89.0	84.9	74.0	82.2	90.5	83.3	82.9
2012										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	21.5	31.6	12.8	6.2	6.8	1.3	2.2	0.3	82.7
Certificate III or IV	'000	77.7	107.4	48.2	23.6	22.0	5.8	6.5	2.7	293.8
Certificate I or II or lower (d)	'000	21.5	21.3	11.2	6.5	7.1	1.7	1.5	1.2	71.9
All qualifications	'000	120.7	160.3	72.2	36.2	35.9	8.8	10.1	4.2	448.4
Proportion of qualifications completed										
Diploma and above	%	17.9	19.7	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
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
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 (d)	'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

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years (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>
Proportion of qualifications completed										
Diploma and above	%	12.2	11.4	10.9	2.9	4.8	9.0	12.3	3.3	9.1
Certificate III and above	%	68.5	69.6	71.6	49.1	58.9	66.3	66.0	38.5	63.3
Non-Indigenous graduates aged 20–64 years										
Number of VET qualifications completed										
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	73.9	104.3	41.0	19.2	20.6	5.5	5.5	2.2	272.3
Certificate I or II or lower (d)	'000	19.8	20.5	8.1	4.6	6.3	1.6	1.2	0.4	62.6
All qualifications	'000	114.1	155.9	59.6	28.6	33.5	8.3	8.8	2.9	411.7
Proportion of qualifications completed										
Diploma and above	%	17.8	19.9	17.6	16.9	19.6	14.9	22.6	8.9	18.7
Certificate III and above	%	82.6	86.8	86.4	84.0	81.2	81.3	85.9	85.9	84.8
2011										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	23.7	26.5	12.7	6.4	5.9	1.1	2.2	0.3	78.7
Certificate III or IV	'000	71.9	76.8	51.0	23.7	19.0	5.6	5.2	2.8	256.1
Certificate I or II or lower (d)	'000	17.7	17.8	17.2	5.9	4.7	1.7	1.3	1.2	67.5
All qualifications	'000	113.3	121.2	80.9	36.0	29.7	8.3	8.7	4.3	402.4
Proportion of qualifications completed										
Diploma and above	%	20.9	21.9	15.7	17.7	20.0	12.8	25.3	6.4	19.6
Certificate III and above	%	84.4	85.3	78.8	83.7	84.1	79.9	84.6	71.5	83.2
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years (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>
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 (d)	'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
Proportion of qualifications completed										
Diploma and above	%	11.0	12.5	8.3	4.3	6.7	8.5	29.0	3.6	8.7
Certificate III and above	%	70.2	62.3	63.1	48.3	61.8	69.4	73.1	38.2	61.2
Non-Indigenous graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	20.2	25.7	9.8	5.2	5.7	1.0	1.8	0.2	69.6
Certificate III or IV	'000	66.0	73.6	42.9	18.9	17.6	5.3	3.8	2.4	230.4
Certificate I or II or lower (d)	'000	16.2	16.4	12.0	4.2	4.0	1.6	0.9	0.5	55.8
All qualifications	'000	102.4	115.7	64.7	28.2	27.3	7.9	6.6	3.0	355.8
Proportion of qualifications completed										
Diploma and above	%	19.8	22.2	15.2	18.3	20.7	13.1	27.0	7.5	19.6
Certificate III and above	%	84.2	85.8	81.4	85.2	85.2	80.2	85.7	84.9	84.3
2010										
All graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	18.7	21.6	9.5	5.5	2.6	1.0	1.8	0.2	60.9
Certificate III or IV	'000	68.1	55.0	42.7	23.7	13.3	5.1	4.8	2.3	214.9
Certificate I or II or lower (d)	'000	18.3	13.2	15.2	6.2	5.1	1.6	1.0	1.1	61.7
All qualifications	'000	105.2	89.8	67.4	35.3	21.0	7.6	7.6	3.6	337.6
Proportion of qualifications completed										

TABLE 5A.27

Table 5A.27 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years (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>
Diploma and above	%	17.8	24.0	14.1	15.5	12.4	12.7	24.1	6.4	18.0
Certificate III and above	%	82.6	85.3	77.5	82.5	75.5	79.7	86.7	68.7	81.7
Aboriginal and Torres Strait Islander graduates aged 20–64 years										
Number of VET qualifications completed										
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	5.5
Certificate I or II or lower (d)	'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	10.8
Proportion of qualifications completed										
Diploma and above	%	10.0	10.8	7.2	3.3	2.4	8.8	13.9	1.5	7.0
Certificate III and above	%	67.4	69.0	63.7	41.5	46.7	71.4	77.5	30.6	58.2
Non-Indigenous graduates aged 20–64 years										
Number of VET qualifications completed										
Diploma and above	'000	16.1	21.1	7.1	4.3	2.5	0.9	1.5	0.2	53.8
Certificate III or IV	'000	62.7	52.9	34.1	19.4	11.5	4.8	3.2	1.9	190.4
Certificate I or II or lower (d)	'000	16.8	12.6	10.7	4.5	4.3	1.4	0.6	0.4	51.3
All qualifications	'000	95.6	86.6	51.9	28.3	18.2	7.2	5.2	2.5	295.5
Proportion of qualifications completed										
Diploma and above	%	16.9	24.4	13.8	15.3	13.6	13.0	27.9	8.5	18.2
Certificate III and above	%	82.4	85.4	79.3	84.0	76.6	80.3	88.8	85.5	82.6

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

Table 5A.27 Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 20–64 years (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
2014										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	22.4	23.5	12.5	6.5	6.3	0.9	2.0	0.4	74.7
Certificate III or IV	'000	90.6	123.0	80.4	28.3	25.2	6.1	6.1	2.8	362.4
Certificate I or II or lower (d)	'000	29.7	38.3	17.8	12.9	12.6	3.6	0.9	2.3	118.0
All qualifications	'000	142.7	184.8	110.7	47.7	44.1	10.6	9.0	5.5	555.1
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.5	6.0	4.0	3.7	5.8	2.9	7.6	2.1	4.8
Certificate III or IV	no.	18.3	31.5	25.7	16.1	22.9	18.6	22.6	16.0	23.2
Certificate I or II or lower (d)	no.	6.0	9.8	5.7	7.3	11.4	10.8	3.3	13.3	7.6
All qualifications	no.	28.8	47.3	35.4	27.2	40.0	32.3	33.5	31.4	35.6
Proportion of qualifications completed										
Diploma and above	%	15.7	12.7	11.3	13.6	14.4	8.9	22.7	6.8	13.5
Certificate III and above	%	79.2	79.3	83.9	73.0	71.5	66.4	90.2	57.8	78.7
Aboriginal and Torres Strait Islander graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.8	0.2	0.4	0.1	–	–	0.1	0.1	1.6
Certificate III or IV	'000	3.9	1.2	3.4	0.8	0.5	0.2	0.2	0.4	10.6
Certificate I or II or lower (d)	'000	2.6	0.7	1.6	1.5	0.7	0.3	0.1	1.0	8.5
All qualifications	'000	7.3	2.0	5.4	2.4	1.2	0.6	0.3	1.5	20.7
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	5.8	4.8	3.2	1.7	1.5	1.5	11.5	1.2	3.6
Certificate III or IV	no.	28.8	38.2	27.3	13.8	20.1	15.5	40.3	8.7	24.0

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
Certificate I or II or lower (d)	no.	19.1	21.5	13.2	25.6	27.3	17.8	14.8	21.6	19.2
All qualifications	no.	53.7	64.5	43.7	41.0	48.9	34.8	66.6	31.5	46.8
Proportion of qualifications completed										
Diploma and above	%	10.7	7.4	7.3	4.1	3.1	4.4	17.2	3.9	7.7
Certificate III and above	%	64.4	66.6	69.8	37.7	44.2	48.9	77.8	31.5	59.1
Non-Indigenous graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	21.5	23.2	10.5	5.7	6.1	0.9	1.9	0.3	70.2
Certificate III or IV	'000	85.9	119.7	69.3	25.1	23.8	5.8	5.7	2.4	337.7
Certificate I or II or lower (d)	'000	27.0	37.1	14.4	10.3	11.6	3.3	0.8	1.3	105.8
All qualifications	'000	134.4	180.0	94.3	41.1	41.6	9.9	8.4	4.0	513.7
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.5	6.0	3.5	3.4	5.7	2.9	7.3	2.5	4.6
Certificate III or IV	no.	17.8	30.9	23.1	14.8	22.2	18.4	21.7	18.6	22.3
Certificate I or II or lower (d)	no.	5.6	9.6	4.8	6.1	10.8	10.4	2.9	10.0	7.0
All qualifications	no.	27.9	46.5	31.4	24.2	38.6	31.7	31.9	31.1	33.9
Proportion of qualifications completed										
Diploma and above	%	16.0	12.9	11.2	13.8	14.7	9.2	23.0	7.9	13.7
Certificate III and above	%	79.9	79.4	84.7	74.8	72.1	67.2	91.0	67.9	79.4
2013										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	19.0	29.7	12.9	7.1	8.1	1.3	2.2	0.4	80.7
Certificate III or IV	'000	85.1	117.3	60.1	32.7	32.9	6.3	6.2	2.9	343.4

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
Certificate I or II or lower (d)	'000	26.5	44.0	18.7	15.1	22.4	3.2	1.1	2.6	133.6
All qualifications	'000	130.6	191.0	91.7	54.9	63.4	10.7	9.4	5.9	557.7
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.9	7.7	4.2	4.1	7.4	3.9	8.1	2.5	5.2
Certificate III or IV	no.	17.4	30.5	19.4	19.0	30.0	19.0	22.8	17.0	22.3
Certificate I or II or lower (d)	no.	5.4	11.4	6.0	8.8	20.5	9.6	4.1	14.9	8.7
All qualifications	no.	26.7	49.6	29.6	31.9	57.9	32.6	35.0	34.5	36.2
Proportion of qualifications completed										
Diploma and above	%	14.5	15.6	14.1	12.9	12.7	12.1	23.1	7.2	14.5
Certificate III and above	%	79.7	77.0	79.6	72.5	64.6	70.5	88.3	56.7	76.0
Aboriginal and Torres Strait Islander graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	0.5	0.1	0.4	0.1	0.1	–	0.1	0.1	1.3
Certificate III or IV	'000	3.1	0.9	2.5	1.0	0.6	0.2	0.2	0.5	8.9
Certificate I or II or lower (d)	'000	1.9	0.8	1.7	1.8	0.8	0.3	0.1	1.3	8.6
All qualifications	'000	5.5	1.8	4.5	2.9	1.4	0.5	0.3	1.8	18.9
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.8	4.5	3.0	1.6	3.1	2.3	14.6	1.3	3.1
Certificate III or IV	no.	23.7	29.7	20.7	17.2	23.3	16.1	41.8	9.9	20.8
Certificate I or II or lower (d)	no.	14.5	26.1	14.4	30.5	32.9	16.3	16.2	28.6	20.1
All qualifications	no.	41.9	60.2	38.1	49.3	59.3	34.7	72.6	39.8	43.9
Proportion of qualifications completed										
Diploma and above	%	9.0	7.4	7.8	3.2	5.2	6.6	20.1	3.2	6.9
Certificate III and above	%	65.4	56.7	62.1	38.1	44.6	53.0	77.7	28.1	54.3

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
Non-Indigenous graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	18.3	29.4	10.2	6.2	7.8	1.3	2.1	0.4	75.7
Certificate III or IV	'000	81.2	115.2	51.2	28.7	31.4	6.0	5.9	2.4	322.0
Certificate I or II or lower (d)	'000	24.5	42.7	14.4	12.2	21.2	2.9	1.0	1.2	120.1
All qualifications	'000	124.0	187.3	75.8	47.1	60.4	10.1	9.0	4.0	517.7
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.9	7.7	3.4	3.7	7.3	4.0	7.9	3.0	5.0
Certificate III or IV	no.	17.1	30.2	17.2	17.3	29.3	19.0	22.3	19.6	21.5
Certificate I or II or lower (d)	no.	5.2	11.2	4.8	7.3	19.8	9.2	3.9	9.8	8.0
All qualifications	no.	26.1	49.1	25.4	28.3	56.3	32.2	34.0	32.3	34.5
Proportion of qualifications completed										
Diploma and above	%	14.8	15.7	13.5	13.1	13.0	12.4	23.1	9.2	14.6
Certificate III and above	%	80.2	77.2	81.1	74.2	64.9	71.3	88.6	69.8	76.8
2012										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	23.4	34.3	14.4	6.9	7.1	1.3	2.2	0.3	90.0
Certificate III or IV	'000	92.4	133.9	61.4	29.7	24.7	6.8	7.4	3.0	359.4
Certificate I or II or lower (d)	'000	32.3	39.4	23.4	14.7	11.8	3.3	1.8	2.2	128.9
All qualifications	'000	148.1	207.6	99.3	51.3	43.6	11.4	11.4	5.5	578.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.8	9.0	4.7	4.1	6.5	4.0	8.4	1.8	5.9
Certificate III or IV	no.	19.1	35.3	20.1	17.9	22.6	20.6	27.8	17.8	23.6

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
Certificate I or II or lower (d)	no.	6.7	10.4	7.7	8.8	10.8	9.9	6.8	13.1	8.5
All qualifications	no.	30.6	54.8	32.5	30.8	39.9	34.5	43.0	32.8	38.0
Proportion of qualifications completed										
Diploma and above	%	15.8	16.5	14.6	13.4	16.3	11.6	19.6	5.6	15.6
Certificate III and above	%	78.2	81.0	76.4	71.4	73.0	71.3	84.1	60.0	77.7
Aboriginal and Torres Strait Islander graduates aged 15–64 years										
Number of VET qualifications completed										
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 (d)	'000	2.4	0.7	2.2	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
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.3	5.2	3.7	1.0	3.1	2.1	5.9	0.9	3.3
Certificate III or IV	no.	23.9	33.1	24.5	17.5	36.1	17.5	42.1	11.1	23.1
Certificate I or II or lower (d)	no.	18.6	23.6	19.3	28.4	34.8	16.7	22.1	23.9	21.9
All qualifications	no.	46.8	62.0	47.5	47.0	74.1	36.3	70.1	35.9	48.3
Proportion of qualifications completed										
Diploma and above	%	9.1	8.5	7.8	2.2	4.2	5.7	8.5	2.6	6.7
Certificate III and above	%	60.2	61.9	59.4	39.5	53.0	53.9	68.5	33.5	54.6
Non-Indigenous graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	22.1	33.7	11.6	5.5	6.8	1.3	2.0	0.3	83.4
Certificate III or IV	'000	87.9	130.1	52.1	24.8	23.2	6.5	6.1	2.5	333.1
Certificate I or II or lower (d)	'000	29.5	38.2	17.5	10.3	10.7	3.0	1.4	1.1	111.6

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
All qualifications	'000	139.5	202.0	81.2	40.6	40.8	10.8	9.6	3.8	528.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.7	9.0	4.0	3.4	6.4	4.0	7.7	2.1	5.6
Certificate III or IV	no.	18.7	34.6	17.8	15.4	21.7	20.5	23.4	20.0	22.5
Certificate I or II or lower (d)	no.	6.3	10.1	5.9	6.4	10.0	9.5	5.4	9.0	7.6
All qualifications	no.	29.6	53.7	27.7	25.2	38.1	34.0	36.6	31.1	35.7
Proportion of qualifications completed										
Diploma and above	%	15.9	16.7	14.3	13.7	16.8	11.9	21.1	6.8	15.8
Certificate III and above	%	78.8	81.1	78.5	74.7	73.8	72.2	85.1	71.0	78.9
2011										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	25.5	28.2	14.1	7.1	6.1	1.1	2.3	0.3	84.8
Certificate III or IV	'000	85.5	93.7	62.5	29.6	21.4	6.5	5.9	3.1	308.3
Certificate I or II or lower (d)	'000	26.3	34.6	29.6	14.0	8.0	3.2	1.8	2.3	119.9
All qualifications	'000	137.4	156.6	106.2	50.8	35.4	10.8	10.0	5.7	512.9
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	5.3	7.5	4.7	4.4	5.6	3.3	8.7	1.7	5.6
Certificate III or IV	no.	17.8	25.0	20.8	18.3	19.7	19.6	22.5	18.6	20.5
Certificate I or II or lower (d)	no.	5.5	9.2	9.9	8.7	7.3	9.5	6.8	14.1	8.0
All qualifications	no.	28.6	41.8	35.4	31.5	32.6	32.4	38.0	34.4	34.2
Proportion of qualifications completed										
Diploma and above	%	18.6	18.0	13.3	14.0	17.2	10.2	22.9	4.9	16.5
Certificate III and above	%	80.8	77.9	72.1	72.3	77.5	70.7	82.2	59.0	76.6

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
Aboriginal and Torres Strait Islander graduates aged 15–64 years										
Number of VET qualifications completed										
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 (d)	'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
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.6	5.4	3.1	1.3	3.5	1.8	14.3	1.0	3.0
Certificate III or IV	no.	22.4	25.2	23.8	14.8	32.2	15.1	26.9	10.5	21.0
Certificate I or II or lower (d)	no.	16.4	24.7	22.3	28.2	27.5	12.6	19.5	25.4	21.7
All qualifications	no.	42.3	55.4	49.1	44.4	63.2	29.5	60.8	37.0	45.7
Proportion of qualifications completed										
Diploma and above	%	8.4	9.8	6.2	3.0	5.5	6.1	23.6	2.8	6.6
Certificate III and above	%	61.3	55.3	54.6	36.4	56.5	57.3	67.9	31.2	52.5
Non-Indigenous graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	22.0	27.4	10.7	5.8	5.8	1.1	1.8	0.2	74.8
Certificate III or IV	'000	78.7	90.0	51.4	24.2	19.8	6.2	4.2	2.6	277.0
Certificate I or II or lower (d)	'000	23.7	32.6	20.6	10.1	7.1	2.9	1.2	1.2	99.3
All qualifications	'000	124.4	149.9	82.7	40.1	32.6	10.2	7.2	4.0	451.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.7	7.4	3.7	3.7	5.5	3.4	7.1	1.9	5.1
Certificate III or IV	no.	16.8	24.2	17.8	15.5	18.6	19.4	16.3	21.3	19.0
Certificate I or II or lower (d)	no.	5.1	8.8	7.1	6.4	6.6	9.2	4.5	9.8	6.8

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
All qualifications	no.	26.6	40.3	28.6	25.7	30.7	31.9	27.9	33.0	30.9
Proportion of qualifications completed										
Diploma and above	%	17.7	18.3	12.9	14.6	17.8	10.5	25.4	5.7	16.6
Certificate III and above	%	80.9	78.3	75.0	74.9	78.4	71.3	83.8	70.2	78.0
2010										
All graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	20.6	23.1	11.0	6.3	2.7	1.0	1.9	0.2	66.9
Certificate III or IV	'000	81.8	65.9	53.2	29.8	14.9	6.1	5.6	2.5	259.7
Certificate I or II or lower (d)	'000	27.0	26.0	27.5	14.1	7.7	3.0	1.6	2.0	108.8
All qualifications	'000	129.4	115.0	91.7	50.2	25.2	10.1	9.0	4.7	435.4
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	4.3	6.2	3.7	4.0	2.5	3.0	7.3	1.4	4.5
Certificate III or IV	no.	17.2	17.8	17.9	19.0	13.7	18.5	21.6	15.1	17.5
Certificate I or II or lower (d)	no.	5.7	7.0	9.3	9.0	7.1	9.0	6.0	12.1	7.3
All qualifications	no.	27.1	31.1	30.9	32.0	23.3	30.5	35.0	28.6	29.3
Proportion of qualifications completed										
Diploma and above	%	15.9	20.1	12.0	12.5	10.6	9.9	21.0	5.0	15.4
Certificate III and above	%	79.1	77.4	70.0	71.8	69.6	70.5	82.7	57.8	75.0
Aboriginal and Torres Strait Islander graduates aged 15–64 years										
Number of VET qualifications completed										
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 (d)	'000	1.8	0.4	2.2	1.4	0.6	0.2	0.1	1.0	7.7

TABLE 5A.28

Table 5A.28 **Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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>
All qualifications	'000	4.5	0.9	4.6	2.0	1.1	0.4	0.2	1.4	15.2
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	2.9	2.8	2.3	0.8	1.0	1.4	6.2	0.4	2.0
Certificate III or IV	no.	19.2	17.9	20.2	10.8	20.4	13.2	31.3	8.3	17.0
Certificate I or II or lower (d)	no.	15.1	13.6	19.8	26.0	28.8	11.9	22.3	23.7	19.4
All qualifications	no.	37.3	34.3	42.3	37.6	50.3	26.6	59.8	32.4	38.5
Proportion of qualifications completed										
Diploma and above	%	7.8	8.1	5.5	2.2	2.1	5.3	10.4	1.2	5.3
Certificate III and above	%	59.4	60.4	53.2	30.8	42.6	55.2	62.8	26.8	49.5
Non-Indigenous graduates aged 15–64 years										
Number of VET qualifications completed										
Diploma and above	'000	17.9	22.7	8.1	5.1	2.6	1.0	1.5	0.2	59.0
Certificate III or IV	'000	75.5	63.4	42.1	24.9	12.7	5.8	3.7	2.1	230.1
Certificate I or II or lower (d)	'000	24.6	24.9	19.8	10.0	6.4	2.7	1.0	0.9	90.2
All qualifications	'000	118.0	111.0	70.0	39.9	21.6	9.5	6.2	3.3	379.4
Number of VET qualifications completed, per 1000 people aged 15–64 years										
Diploma and above	no.	3.9	6.2	2.9	3.3	2.4	3.0	5.9	1.8	4.1
Certificate III or IV	no.	16.3	17.2	14.7	16.4	12.0	18.2	14.4	17.3	15.9
Certificate I or II or lower (d)	no.	5.3	6.8	6.9	6.6	6.0	8.5	3.9	7.8	6.2
All qualifications	no.	25.4	30.2	24.5	26.3	20.4	29.7	24.2	26.8	26.3
Proportion of qualifications completed										
Diploma and above	%	15.2	20.4	11.6	12.7	11.8	10.2	24.2	6.5	15.6
Certificate III and above	%	79.2	77.5	71.8	75.0	70.6	71.6	83.7	71.0	76.2

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

Table 5A.28 Number of government funded VET qualifications completed by students, by course level and Indigenous status, preliminary — students aged 15–64 years (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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(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) *plus* the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) '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.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.29

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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>
2014										
All graduates										
Diploma and above	no.	21 802	25 389	8 821	5 381	5 641	777	1 241	317	69 368
Certificate III or IV	no.	103 105	159 916	84 781	31 651	20 540	6 333	4 915	3 275	414 517
Certificate I or II	no.	38 336	51 328	14 910	19 313	15 439	4 037	1 069	2 938	147 369
All qualifications	no.	163 243	236 633	108 513	56 344	41 620	11 147	7 225	6 530	631 255
Change between 2013 and 2014										
Diploma and above	%	33.9	13.9	15.3	8.7	-9.2	-21.9	-4.4	24.9	15.7
Certificate III or IV	%	7.8	5.0	46.9	-9.1	-37.5	7.5	-6.0	25.3	7.1
Certificate I or II	%	-1.2	-27.5	-9.3	-5.4	-48.3	35.9	4.2	2.3	-19.6
All qualifications	%	8.3	-3.6	32.7	-6.4	-39.7	13.1	-4.3	13.8	0.2
Aboriginal and Torres Strait Islander graduates										
Diploma and above	no.	855	185	348	113	62	27	30	32	1 651
Certificate III or IV	no.	4 911	1 675	3 933	1 327	432	257	161	517	13 212
Certificate I or II	no.	3 720	938	1 394	2 902	1 181	305	59	1 482	11 980
All qualifications	no.	9 486	2 798	5 674	4 341	1 675	588	251	2 031	26 844
Non-Indigenous graduates										
Diploma and above	no.	20 801	24 827	7 464	4 802	5 439	749	1 185	285	65 551
Certificate III or IV	no.	97 155	154 783	73 367	28 111	19 450	5 985	4 730	2 741	386 322
Certificate I or II	no.	34 437	50 004	12 070	15 084	13 946	3 702	1 000	1 429	131 673
All qualifications	no.	152 392	229 614	92 902	47 998	38 835	10 435	6 915	4 455	583 546
2013										
All graduates										
Diploma and above	no.	16 287	22 293	7 649	4 952	6 215	995	1 299	253	59 944
Certificate III or IV	no.	95 668	152 264	57 705	34 835	32 884	5 893	5 229	2 614	387 090

TABLE 5A.29

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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>
Certificate I or II	no.	38 804	70 823	16 441	20 406	29 867	2 970	1 026	2 872	183 210
All qualifications	no.	150 759	245 380	81 795	60 193	68 966	9 858	7 553	5 739	630 244
Change between 2012 and 2013										
Diploma and above	%	-19.9	-29.5	-24.0	-3.2	35.2	-18.4	5.9	14.3	-19.4
Certificate III or IV	%	-4.5	-2.7	-2.0	4.7	18.9	-14.8	1.7	-18.1	-1.2
Certificate I or II	%	-15.1	19.6	-33.6	-6.6	57.0	-29.6	–	-14.6	2.3
All qualifications	%	-9.3	-0.8	-12.7	-0.1	34.5	-20.2	2.2	-15.3	-2.3
Aboriginal and Torres Strait Islander graduates										
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
Non-Indigenous graduates										
Diploma and above	no.	15 662	22 023	6 218	4 401	5 986	952	1 214	222	56 677
Certificate III or IV	no.	90 824	149 237	49 140	30 876	31 039	5 575	5 017	2 095	363 804
Certificate I or II	no.	35 438	68 888	12 678	15 731	27 986	2 690	908	1 295	165 613
All qualifications	no.	141 923	240 147	68 036	51 008	65 011	9 217	7 139	3 612	586 093
2012										
All graduates										
Diploma and above	no.	20 332	31 616	10 064	5 117	4 597	1 219	1 227	222	74 392
Certificate III or IV	no.	100 198	156 510	58 858	33 271	27 649	6 913	5 141	3 192	391 732
Certificate I or II	no.	45 730	59 214	24 742	21 847	19 028	4 222	1 026	3 364	179 174
All qualifications	no.	166 260	247 341	93 663	60 235	51 274	12 354	7 394	6 778	645 298
Change between 2011 and 2012										
Diploma and above	%	-9.2	14.0	-9.2	-9.3	24.7	30.0	-10.9	30.2	1.9

TABLE 5A.29

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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>
Certificate III or IV	%	4.8	39.1	-3.6	1.2	35.0	2.8	9.0	16.4	16.4
Certificate I or II	%	10.8	23.2	-20.7	-3.8	35.8	-0.8	-6.4	-6.5	7.8
All qualifications	%	4.4	31.4	-9.3	-1.6	34.3	3.6	2.8	4.1	12.1
Aboriginal and Torres Strait Islander graduates										
Diploma and above	no.	525	184	430	71	55	33	15	31	1 343
Certificate III or IV	no.	3 924	1 297	3 137	1 310	845	279	94	623	11 508
Certificate I or II	no.	3 688	1 052	2 447	3 120	1 580	317	60	1 697	13 961
All qualifications	no.	8 136	2 533	6 013	4 501	2 480	629	168	2 351	26 812
Non-Indigenous graduates										
Diploma and above	no.	19 268	30 978	7 699	4 227	4 434	1 168	1 133	189	69 097
Certificate III or IV	no.	94 516	152 949	50 428	28 233	25 871	6 557	4 649	2 526	365 729
Certificate I or II	no.	41 541	57 410	18 818	14 946	17 167	3 850	841	1 639	156 212
All qualifications	no.	155 325	241 337	76 946	47 406	47 472	11 576	6 623	4 354	591 038
2011										
All graduates										
Diploma and above	no.	22 385	27 722	11 084	5 642	3 687	937	1 376	170	73 004
Certificate III or IV	no.	95 598	112 490	61 033	32 870	20 474	6 725	4 719	2 741	336 650
Certificate I or II	no.	41 276	48 055	31 206	22 719	14 014	4 258	1 097	3 599	166 223
All qualifications	no.	159 259	188 267	103 323	61 232	38 174	11 920	7 191	6 510	575 876
Change between 2010 and 2011										
Diploma and above	%	13.3	21.1	15.4	10.4	13.1	21.4	2.0	5.7	16.0
Certificate III or IV	%	4.0	47.6	20.0	1.8	16.0	8.1	7.1	-3.8	19.2
Certificate I or II	%	-4.2	39.4	19.6	-6.4	-2.0	4.0	0.1	4.2	10.2
All qualifications	%	2.9	40.9	19.4	-0.7	8.4	7.5	5.0	0.7	16.1
Aboriginal and Torres Strait Islander graduates										

TABLE 5A.29

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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>
Diploma and above	no.	480	140	363	85	54	26	18	22	1 189
Certificate III or IV	no.	3 797	998	2 918	1 184	692	272	82	573	10 516
Certificate I or II	no.	3 637	915	3 086	2 917	1 126	295	74	1 990	14 040
All qualifications	no.	7 914	2 053	6 367	4 187	1 872	593	174	2 585	25 744
Non-Indigenous graduates										
Diploma and above	no.	20 883	26 988	8 349	4 628	3 500	903	1 099	147	66 498
Certificate III or IV	no.	89 886	107 772	50 787	26 946	18 750	6 292	3 508	2 126	306 066
Certificate I or II	no.	37 216	45 618	20 885	15 872	12 609	3 865	697	1 584	138 347
All qualifications	no.	147 985	180 378	80 021	47 446	34 859	11 060	5 304	3 858	510 910
2010										
All graduates										
Diploma and above	no.	19 765	22 900	9 607	5 110	3 260	772	1 350	161	62 925
Certificate III or IV	no.	91 881	76 195	50 859	32 300	17 647	6 221	4 405	2 851	282 359
Certificate I or II	no.	43 100	34 484	26 081	24 274	14 306	4 093	1 096	3 455	150 889
All qualifications	no.	154 746	133 579	86 548	61 683	35 213	11 087	6 850	6 467	496 173
Aboriginal and Torres Strait Islander graduates										
Diploma and above	no.	401	143	284	62	43	17	18	21	989
Certificate III or IV	no.	3 388	751	2 475	1 009	485	207	88	635	9 036
Certificate I or II	no.	3 524	682	2 344	2 954	1 098	273	81	1 870	12 826
All qualifications	no.	7 312	1 576	5 103	4 026	1 626	497	186	2 526	22 852
Non-Indigenous graduates										
Diploma and above	no.	18 618	21 971	7 317	4 224	3 021	733	1 039	140	57 063
Certificate III or IV	no.	86 791	73 208	41 871	26 913	14 319	5 804	3 182	2 192	254 280
Certificate I or II	no.	39 029	32 855	18 743	16 654	12 149	3 675	698	1 563	125 364
All qualifications	no.	144 438	128 034	67 932	47 791	29 489	10 211	4 918	3 894	436 706

Table 5A.29 **Government funded Qualification Equivalents, by course level and Indigenous status (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) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Qualification Equivalents 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 completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.
- Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
2014									
Units of competency completed									
Major cities	1 591.0	2 339.8	1 071.3	547.2	388.9	0.6	107.7	0.8	6 047.2
Inner regional	608.5	811.4	349.0	91.7	65.3	110.1	11.2	0.8	2 047.9
Outer regional	207.2	157.3	231.0	84.3	77.3	62.4	2.7	59.3	881.5
Remote and very remote	23.8	4.6	61.5	71.5	22.0	7.8	0.1	38.6	229.9
All students	2 448.2	3 337.7	1 723.8	798.8	586.8	181.4	123.0	103.8	9 303.4
Modules completed									
Major cities	191.7	274.8	30.8	63.0	46.4	–	10.5	–	617.3
Inner regional	47.7	71.1	7.4	6.6	3.3	8.2	0.7	–	145.0
Outer regional	18.0	9.5	6.7	6.0	4.5	2.5	0.2	2.1	49.3
Remote and very remote	2.3	0.2	1.2	5.1	1.0	0.1	–	1.7	11.5
All students	262.1	357.3	46.6	81.2	61.6	10.9	11.7	3.9	835.2
Units of competency and modules combined									
Major cities	1 782.7	2 614.6	1 102.1	610.1	435.3	0.6	118.2	0.8	6 664.5
Inner regional	656.1	882.5	356.5	98.3	68.5	118.3	11.9	0.8	2 192.9
Outer regional	225.2	166.8	237.7	90.3	81.7	64.9	2.8	61.4	930.8
Remote and very remote	26.1	4.8	62.7	76.5	23.0	7.9	0.1	40.3	241.4
All students	2 710.2	3 695.0	1 770.4	880.0	648.4	192.3	134.7	107.7	10 138.7
2013									
Units of competency completed									
Major cities	1 476.3	2 456.5	766.9	581.9	648.3	0.6	102.3	0.6	6 033.3
Inner regional	542.2	853.6	304.2	95.9	115.2	99.8	10.8	0.6	2 022.4
Outer regional	184.9	181.8	204.2	92.9	126.1	52.1	3.0	50.2	895.3
Remote and very remote	22.4	4.3	63.1	76.5	34.4	6.9	0.3	35.4	243.4

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
All students	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.9
Modules completed									
Major cities	253.0	392.6	36.3	68.8	65.7	–	15.3	–	831.8
Inner regional	69.6	104.5	8.8	7.3	5.9	8.9	1.2	–	206.3
Outer regional	26.7	15.0	7.8	6.0	9.0	3.2	0.2	2.3	70.4
Remote and very remote	4.5	0.3	2.2	3.6	2.4	0.2	–	2.5	15.7
All students	355.6	515.1	55.6	86.5	84.1	12.4	17.0	5.1	1 131.4
Units of competency and modules combined									
Major cities	1 729.3	2 849.1	803.2	650.7	714.0	0.6	117.6	0.6	6 865.1
Inner regional	611.8	958.1	313.0	103.2	121.1	108.8	12.0	0.6	2 228.7
Outer regional	211.6	196.9	212.0	99.0	135.1	55.4	3.1	52.6	965.6
Remote and very remote	27.0	4.7	65.2	80.0	36.8	7.1	0.3	37.9	259.1
All students	2 602.4	4 037.9	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.3
2012									
Units of competency completed									
Major cities	1 501.6	2 609.6	852.4	588.7	484.2	0.6	108.6	0.8	6 146.5
Inner regional	615.6	935.3	360.2	94.6	89.0	118.3	11.7	0.9	2 225.7
Outer regional	220.8	254.1	242.6	91.4	106.2	60.7	2.6	53.4	1 031.7
Remote and very remote	31.0	5.0	74.7	83.4	29.3	8.0	0.3	37.4	269.0
All students	2 416.3	3 819.2	1 540.4	861.8	713.2	188.1	127.3	96.6	9 762.9
Modules completed									
Major cities	305.4	309.3	44.5	75.5	57.1	–	23.5	–	815.4
Inner regional	87.6	87.4	11.1	6.8	5.9	10.4	2.2	–	211.4
Outer regional	34.9	15.3	7.3	7.0	9.7	4.1	0.5	2.0	80.7
Remote and very remote	5.5	0.3	1.9	4.2	2.3	0.4	–	3.2	17.7

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
All students	435.8	413.8	65.3	94.2	76.2	15.0	27.3	5.7	1 133.3
Units of competency and modules combined									
Major cities	1 807.0	2 918.9	896.9	664.2	541.3	0.6	132.1	0.9	6 962.0
Inner regional	703.2	1 022.7	371.3	101.4	94.9	128.8	13.9	0.9	2 437.1
Outer regional	255.6	269.4	249.9	98.4	115.8	64.8	3.1	55.4	1 112.4
Remote and very remote	36.5	5.3	76.6	87.6	31.6	8.3	0.3	40.6	286.8
All students	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.2
2011									
Units of competency completed									
Major cities	1 586.4	2 048.3	942.0	586.7	324.1	0.6	81.0	0.6	5 569.8
Inner regional	608.3	746.1	389.4	98.4	66.3	115.1	7.3	0.3	2 031.1
Outer regional	205.5	214.0	262.5	89.7	78.3	60.8	1.5	49.5	961.8
Remote and very remote	24.9	4.1	82.7	79.1	22.8	8.5	0.1	41.7	263.9
All students	2 468.6	3 021.9	1 689.6	857.3	556.2	185.4	95.2	93.6	8 967.7
Modules completed									
Major cities	322.9	217.1	53.1	88.9	47.0	–	44.0	–	773.0
Inner regional	93.4	65.6	16.1	7.8	5.7	9.2	4.4	–	202.3
Outer regional	37.6	12.4	9.5	8.2	11.0	4.4	0.9	2.0	86.2
Remote and very remote	5.9	0.2	2.8	4.8	1.8	0.4	0.1	4.4	20.4
All students	468.0	296.3	82.2	110.6	77.3	14.1	51.4	6.7	1 106.6
Units of competency and modules combined									
Major cities	1 909.3	2 265.5	995.2	675.6	371.1	0.6	125.0	0.6	6 342.9
Inner regional	701.6	811.7	405.5	106.2	72.0	124.3	11.8	0.3	2 233.4
Outer regional	243.1	226.4	272.0	97.9	89.4	65.2	2.4	51.5	1 047.9
Remote and very remote	30.8	4.4	85.4	83.9	24.6	8.9	0.2	46.2	284.3

TABLE 5A.30

Table 5A.30 **Government funded 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), (e)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
All students	2 936.6	3 318.2	1 771.8	967.9	633.5	199.5	146.7	100.2	10 074.4
2010									
Units of competency completed									
Major cities	1 445.0	1 412.0	716.0	480.6	313.0	4.3	78.8	1.0	4 450.7
Inner regional	565.8	591.8	334.1	183.5	76.1	87.9	20.7	0.8	1 860.8
Outer regional	328.7	137.9	303.9	87.0	76.0	74.7	2.5	50.0	1 060.8
Remote and very remote	38.1	6.4	89.4	85.8	29.0	7.6	0.1	42.2	298.5
All students	2 393.7	2 164.7	1 449.0	842.7	529.4	175.1	105.7	94.4	7 754.6
Modules completed									
Major cities	354.2	182.2	57.6	88.7	60.3	–	35.9	0.1	778.9
Inner regional	103.0	58.6	22.6	19.0	7.9	9.3	9.1	–	229.4
Outer regional	62.5	10.1	17.9	8.5	12.7	5.5	1.7	4.7	123.6
Remote and very remote	9.9	0.1	4.7	7.2	5.2	0.3	0.1	5.5	33.1
All students	532.3	254.2	103.1	123.9	86.2	15.2	47.3	10.3	1 172.7
Units of competency and modules combined									
Major cities	1 799.1	1 594.2	773.6	569.3	373.3	4.3	114.7	1.1	5 229.6
Inner regional	668.9	650.4	356.6	202.4	83.9	97.2	29.9	0.9	2 090.2
Outer regional	391.2	148.1	321.8	95.5	88.8	80.2	4.2	54.6	1 184.5
Remote and very remote	48.0	6.6	94.2	93.0	34.2	7.9	0.2	47.7	331.6
All students	2 926.1	2 418.9	1 552.1	966.6	615.6	190.3	152.9	104.7	8 927.3

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

Table 5A.30 **Government funded 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 Tas (d), (e)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
(c)	Student remoteness is based on the ARIA+, which was developed by 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 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 < 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 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.							
(e)	For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.							

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('000) (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>
2014									
Units of competency completed									
Reported as having disability	203.7	219.8	96.2	37.5	69.1	18.5	10.2	5.2	660.2
Reported as not having disability	2 221.9	3 092.8	1 293.6	700.2	517.7	160.3	110.8	92.6	8 190.0
Not reported (disability)	22.5	25.0	334.0	61.1	–	2.7	1.9	6.0	453.3
All students	2 448.2	3 337.7	1 723.8	798.8	586.8	181.4	123.0	103.8	9 303.4
Modules completed									
Reported as having disability	40.9	52.2	4.3	6.1	7.6	2.9	0.8	0.3	115.3
Reported as not having disability	219.5	303.4	15.7	64.1	54.0	7.9	10.9	3.5	679.0
Not reported (disability)	1.7	1.6	26.5	11.0	–	–	–	0.1	40.9
All students	262.1	357.3	46.6	81.2	61.6	10.9	11.7	3.9	835.2
Units of competency and modules combined									
Reported as having disability	244.6	272.0	100.5	43.6	76.7	21.4	11.1	5.5	775.4
Reported as not having disability	2 441.4	3 396.3	1 309.3	764.3	571.7	168.2	121.7	96.1	8 869.0
Not reported (disability)	24.2	26.7	360.6	72.1	–	2.7	1.9	6.0	494.2
All students	2 710.2	3 695.0	1 770.4	880.0	648.4	192.3	134.7	107.7	10 138.7
2013									
Units of competency completed									
Reported as having disability	171.5	202.3	68.1	39.9	67.4	15.7	9.8	3.9	578.5
Reported as not having disability	2 058.1	3 289.6	882.2	741.3	875.2	139.9	108.1	82.7	8 177.3
Not reported (disability)	17.1	30.9	396.1	69.4	–	4.3	1.2	4.0	523.1
All students	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.9
Modules completed									
Reported as having disability	55.3	58.8	6.0	7.3	10.6	3.2	1.7	0.7	143.5
Reported as not having disability	299.0	453.9	17.0	68.0	73.5	9.1	15.3	4.4	940.2

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('000) (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>
Not reported (disability)	1.3	2.4	32.6	11.2	–	0.1	–	0.1	47.7
All students	355.6	515.1	55.6	86.5	84.1	12.4	17.0	5.1	1 131.4
Units of competency and modules combined									
Reported as having disability	226.8	261.0	74.1	47.2	78.0	18.9	11.5	4.5	722.0
Reported as not having disability	2 357.2	3 743.5	899.2	809.3	948.7	149.0	123.4	87.1	9 117.5
Not reported (disability)	18.4	33.3	428.7	80.6	–	4.4	1.3	4.1	570.8
All students	2 602.4	4 037.9	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.3
2012									
Units of competency completed									
Reported as having disability	180.4	217.5	79.7	40.1	52.6	17.9	8.8	4.0	601.1
Reported as not having disability	2 188.5	3 601.8	999.5	716.9	660.6	166.9	114.6	85.2	8 534.0
Not reported (disability)	47.4	–	461.1	104.8	–	3.2	3.9	7.4	627.8
All students	2 416.3	3 819.2	1 540.4	861.8	713.2	188.1	127.3	96.6	9 762.9
Modules completed									
Reported as having disability	67.8	49.1	6.6	6.9	10.9	3.7	2.3	0.8	148.2
Reported as not having disability	364.1	364.6	23.2	66.7	65.2	11.1	24.9	4.6	924.6
Not reported (disability)	3.9	–	35.5	20.6	–	0.2	0.1	0.3	60.5
All students	435.8	413.8	65.3	94.2	76.2	15.0	27.3	5.7	1 133.3
Units of competency and modules combined									
Reported as having disability	248.2	266.6	86.3	47.0	63.6	21.6	11.1	4.8	749.2
Reported as not having disability	2 552.6	3 966.4	1 022.8	783.6	725.8	178.0	139.5	89.8	9 458.5
Not reported (disability)	51.3	–	496.6	125.4	–	3.4	4.0	7.7	688.4
All students	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.2

2011

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('000) (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>
Units of competency completed									
Reported as having disability	179.3	174.6	91.5	37.5	29.6	17.9	5.9	4.1	540.3
Reported as not having disability	2 237.9	2 694.9	1 084.5	685.8	526.6	160.6	82.2	83.6	7 556.0
Not reported (disability)	51.4	152.4	513.6	134.0	–	6.9	7.2	5.9	871.4
All students	2 468.6	3 021.9	1 689.6	857.3	556.2	185.4	95.2	93.6	8 967.7
Modules completed									
Reported as having disability	74.4	35.7	7.8	7.1	10.3	2.8	3.8	0.8	142.7
Reported as not having disability	390.3	256.0	35.0	79.2	67.0	11.0	47.5	5.4	891.5
Not reported (disability)	3.3	4.7	39.4	24.4	–	0.3	–	0.5	72.5
All students	468.0	296.3	82.2	110.6	77.3	14.1	51.4	6.7	1 106.6
Units of competency and modules combined									
Reported as having disability	253.7	210.3	99.3	44.5	39.9	20.7	9.7	4.9	683.0
Reported as not having disability	2 628.2	2 950.8	1 119.6	765.0	593.6	171.7	129.7	89.0	8 447.5
Not reported (disability)	54.7	157.1	553.0	158.4	–	7.2	7.2	6.4	943.9
All students	2 936.6	3 318.2	1 771.8	967.9	633.5	199.5	146.7	100.2	10 074.4
2010									
Units of competency completed									
Reported as having disability	163.2	118.8	74.2	34.9	27.9	14.8	7.6	3.4	445.0
Reported as not having disability	2 185.5	1 941.4	955.5	680.4	486.5	146.3	94.9	82.5	6 573.1
Not reported (disability)	45.0	104.4	419.2	127.4	14.9	14.0	3.1	8.5	736.5
All students	2 393.7	2 164.7	1 449.0	842.7	529.4	175.1	105.7	94.4	7 754.6
Modules completed									
Reported as having disability	73.3	27.4	8.9	7.0	8.8	2.9	3.1	1.2	132.6
Reported as not having disability	454.6	223.0	55.9	85.3	74.4	12.1	44.2	8.7	958.2
Not reported (disability)	4.5	3.9	38.3	31.7	3.0	0.2	–	0.4	81.9

TABLE 5A.31

Table 5A.31 **Government funded units of competency and modules completed, by disability status ('000) (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>
All students	532.3	254.2	103.1	123.9	86.2	15.2	47.3	10.3	1 172.7
Units of competency and modules combined									
Reported as having disability	236.5	146.2	83.1	41.9	36.8	17.7	10.7	4.7	577.5
Reported as not having disability	2 640.1	2 164.4	1 011.5	765.7	560.9	158.4	139.1	91.1	7 531.3
Not reported (disability)	49.5	108.3	457.5	159.1	17.9	14.2	3.1	8.9	818.5
All students	2 926.1	2 418.9	1 552.1	966.6	615.6	190.3	152.9	104.7	8 927.3

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.32

Table 5A.32 Government funded units of competency and modules completed, by language spoken at home ('000) (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>
2014									
Units of competency completed									
Language other than English	483.0	780.7	128.7	109.2	61.1	6.1	17.0	22.4	1 608.2
English	1 861.9	2 513.8	1 435.2	622.7	468.6	172.2	96.1	77.1	7 247.7
Not reported (language)	103.3	43.1	159.9	66.9	57.1	3.1	9.8	4.3	447.5
All students	2 448.2	3 337.7	1 723.8	798.8	586.8	181.4	123.0	103.8	9 303.4
Modules completed									
Language other than English	124.0	136.9	11.7	28.2	22.2	3.0	2.1	3.3	331.5
English	127.5	215.2	30.4	39.0	21.7	7.6	5.6	0.5	447.7
Not reported (language)	10.5	5.2	4.5	14.0	17.7	0.2	3.9	–	56.1
All students	262.1	357.3	46.6	81.2	61.6	10.9	11.7	3.9	835.2
Units of competency and modules combined									
Language other than English	607.0	917.6	140.3	137.4	83.4	9.1	19.2	25.7	1 939.7
English	1 989.4	2 729.1	1 465.6	661.8	490.2	179.9	101.8	77.6	7 695.4
Not reported (language)	113.8	48.3	164.4	80.8	74.8	3.3	13.7	4.4	503.6
All students	2 710.2	3 695.0	1 770.4	880.0	648.4	192.3	134.7	107.7	10 138.7
2013									
Units of competency completed									
Language other than English	447.5	745.1	67.8	109.4	87.9	5.2	15.6	20.6	1 498.9
English	1 720.1	2 643.6	1 191.2	658.4	741.6	151.6	93.8	65.5	7 265.6
Not reported (language)	79.2	134.1	87.5	83.0	113.3	3.1	9.8	4.5	514.4
All students	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.9

TABLE 5A.32

Table 5A.32 **Government funded units of competency and modules completed, by language spoken at home ('000) (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>
Modules completed									
Language other than English	151.4	160.7	12.5	28.5	26.8	3.0	3.0	4.0	389.8
English	191.5	336.8	38.1	44.1	35.4	9.1	11.6	1.1	667.7
Not reported (language)	12.8	17.5	5.0	13.9	21.9	0.3	2.5	0.1	73.9
All students	355.6	515.1	55.6	86.5	84.1	12.4	17.0	5.1	1 131.4
Units of competency and modules combined									
Language other than English	598.8	905.8	80.3	137.8	114.6	8.2	18.6	24.6	1 888.7
English	1 911.6	2 980.4	1 229.2	702.5	777.0	160.7	105.3	66.6	7 933.3
Not reported (language)	92.0	151.7	92.5	96.9	135.1	3.4	12.2	4.5	588.4
All students	2 602.4	4 037.9	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.3
2012									
Units of competency completed									
Language other than English	466.4	678.3	74.6	91.2	61.6	5.9	15.7	18.5	1 412.1
English	1 836.9	3 060.1	1 383.2	641.0	574.2	179.1	100.5	71.6	7 846.5
Not reported (language)	113.0	80.9	82.7	129.6	77.3	3.0	11.1	6.6	504.2
All students	2 416.3	3 819.2	1 540.4	861.8	713.2	188.1	127.3	96.6	9 762.9
Modules completed									
Language other than English	169.1	116.5	13.2	25.7	22.2	3.4	3.4	4.1	357.4
English	245.1	288.0	46.8	45.7	36.6	11.4	19.4	1.2	694.3
Not reported (language)	21.6	9.3	5.3	22.8	17.4	0.2	4.6	0.3	81.6
All students	435.8	413.8	65.3	94.2	76.2	15.0	27.3	5.7	1 133.3
Units of competency and modules combined									
Language other than English	635.4	794.7	87.7	116.9	83.8	9.3	19.0	22.6	1 769.6
English	2 082.1	3 348.1	1 430.0	686.7	610.8	190.5	119.8	72.8	8 540.8

TABLE 5A.32

Table 5A.32 **Government funded units of competency and modules completed, by language spoken at home ('000) (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>
Not reported (language)	134.6	90.2	87.9	152.4	94.7	3.3	15.7	6.9	585.8
All students	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.2
2011									
Units of competency completed									
Language other than English	473.8	447.6	74.5	83.9	61.4	6.1	7.3	18.4	1 173.0
English	1 888.4	2 494.2	1 513.1	639.8	442.4	176.1	78.0	70.2	7 302.3
Not reported (language)	106.4	80.0	101.9	133.6	52.4	3.3	9.9	5.0	492.4
All students	2 468.6	3 021.9	1 689.6	857.3	556.2	185.4	95.2	93.6	8 967.7
Modules completed									
Language other than English	171.6	83.9	15.2	26.0	21.0	2.9	4.4	4.4	329.4
English	283.2	208.4	62.2	58.3	40.0	10.9	38.7	2.1	703.9
Not reported (language)	13.1	3.9	4.9	26.3	16.3	0.2	8.3	0.1	73.3
All students	468.0	296.3	82.2	110.6	77.3	14.1	51.4	6.7	1 106.6
Units of competency and modules combined									
Language other than English	645.4	531.6	89.7	109.9	82.4	9.0	11.7	22.8	1 502.4
English	2 171.6	2 702.6	1 575.3	698.0	482.4	187.1	116.7	72.3	8 006.2
Not reported (language)	119.5	84.0	106.8	159.9	68.7	3.5	18.3	5.1	565.8
All students	2 936.6	3 318.2	1 771.8	967.9	633.5	199.5	146.7	100.2	10 074.4
2010									
Units of competency completed									
Language other than English	447.9	297.6	61.6	74.3	45.7	5.4	6.0	19.4	957.9
English	1 820.8	1 797.9	1 322.8	640.3	458.4	165.5	84.8	71.4	6 362.0
Not reported (language)	125.0	69.2	64.5	128.1	25.2	4.2	14.9	3.6	434.8

TABLE 5A.32

Table 5A.32 **Government funded units of competency and modules completed, by language spoken at home ('000) (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>
All students	2 393.7	2 164.7	1 449.0	842.7	529.4	175.1	105.7	94.4	7 754.6
Modules completed									
Language other than English	188.2	65.6	15.5	24.2	28.9	2.7	2.6	5.8	333.5
English	323.3	181.9	81.7	65.8	52.6	12.3	34.6	4.4	756.5
Not reported (language)	20.8	6.8	5.9	33.9	4.8	0.3	10.1	0.1	82.6
All students	532.3	254.2	103.1	123.9	86.2	15.2	47.3	10.3	1 172.7
Units of competency and modules combined									
Language other than English	636.1	363.1	77.1	98.5	74.6	8.1	8.6	25.2	1 291.4
English	2 144.1	1 979.8	1 404.5	706.2	511.0	177.8	119.3	75.8	7 118.5
Not reported (language)	145.8	76.0	70.5	161.9	30.0	4.5	25.0	3.7	517.4
All students	2 926.1	2 418.9	1 552.1	966.6	615.6	190.3	152.9	104.7	8 927.3

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (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>
2014										
Units of competency completed										
Aboriginal and Torres Strait Islander students	'000	138.9	39.5	88.9	50.8	21.5	9.9	5.0	30.3	384.6
Non-Indigenous students	'000	2 286.3	3 237.8	1 485.6	686.0	548.8	169.3	115.9	72.9	8 602.5
Indigenous status not reported	'000	23.0	60.4	149.3	62.1	16.5	2.2	2.1	0.7	316.3
All students	'000	2 448.2	3 337.7	1 723.8	798.8	586.8	181.4	123.0	103.8	9 303.4
Modules completed										
Aboriginal and Torres Strait Islander students	'000	20.8	5.7	4.2	10.0	3.9	0.8	0.4	1.9	47.6
Non-Indigenous students	'000	238.7	347.4	37.1	67.0	57.5	10.0	11.4	2.0	771.1
Indigenous status not reported	'000	2.6	4.2	5.3	4.3	0.2	–	–	–	16.6
All students	'000	262.1	357.3	46.6	81.2	61.6	10.9	11.7	3.9	835.2
Units of competency and modules combined										
Aboriginal and Torres Strait Islander students	'000	159.7	45.2	93.1	60.7	25.4	10.7	5.4	32.1	432.3
Non-Indigenous students	'000	2 524.9	3 585.2	1 522.8	752.9	606.3	179.3	127.2	74.9	9 373.5
Indigenous status not reported	'000	25.6	64.6	154.6	66.4	16.7	2.3	2.1	0.7	332.9
All students	'000	2 710.2	3 695.0	1 770.4	880.0	648.4	192.3	134.7	107.7	10 138.7
2013										
Units of competency completed										
Aboriginal and Torres Strait Islander students	'000	112.9	37.1	69.5	54.9	25.3	8.4	4.6	29.2	341.8
Non-Indigenous students	'000	2 117.6	3 449.1	1 139.2	722.3	890.0	149.3	113.1	60.9	8 641.3
Indigenous status not reported	'000	16.3	36.7	137.7	73.6	27.4	2.1	1.4	0.5	295.8
All students	'000	2 246.7	3 522.8	1 346.4	850.7	942.7	159.9	119.1	90.6	9 278.9
Modules completed										
Aboriginal and Torres Strait Islander students	'000	26.1	7.5	5.6	8.2	5.8	1.0	0.6	3.0	57.8
Non-Indigenous students	'000	327.7	503.5	42.1	73.8	78.1	11.3	16.4	2.1	1 054.9

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (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>
Indigenous status not reported	'000	1.9	4.1	7.9	4.5	0.2	0.1	–	–	18.7
All students	'000	355.6	515.1	55.6	86.5	84.1	12.4	17.0	5.1	1 131.4
Units of competency and modules combined										
Aboriginal and Torres Strait Islander students	'000	138.9	44.6	75.1	63.1	31.1	9.4	5.3	32.2	399.6
Non-Indigenous students	'000	2 445.3	3 952.6	1 181.3	796.1	968.0	160.6	129.4	63.0	9 696.2
Indigenous status not reported	'000	18.2	40.8	145.6	78.0	27.7	2.3	1.5	0.5	314.5
All students	'000	2 602.4	4 037.9	1 402.0	937.2	1 026.8	172.3	136.1	95.7	10 410.3
2012										
Units of competency completed										
Aboriginal and Torres Strait Islander students	'000	110.8	35.3	90.8	56.7	28.2	9.0	3.0	30.3	364.1
Non-Indigenous students	'000	2 264.2	3 734.4	1 277.3	683.9	664.1	176.8	111.5	65.2	8 977.4
Indigenous status not reported	'000	41.3	49.6	172.3	121.1	20.9	2.3	12.8	1.1	421.4
All students	'000	2 416.3	3 819.2	1 540.4	861.8	713.2	188.1	127.3	96.6	9 762.9
Modules completed										
Aboriginal and Torres Strait Islander students	'000	30.9	6.4	5.6	9.6	8.8	1.2	0.6	3.5	66.8
Non-Indigenous students	'000	400.9	402.3	48.6	72.7	66.9	13.6	26.6	2.1	1 033.8
Indigenous status not reported	'000	4.0	5.0	11.0	11.9	0.5	0.2	0.1	0.1	32.7
All students	'000	435.8	413.8	65.3	94.2	76.2	15.0	27.3	5.7	1 133.3
Units of competency and modules combined										
Aboriginal and Torres Strait Islander students	'000	141.7	41.7	96.4	66.3	37.0	10.2	3.7	33.8	430.9
Non-Indigenous students	'000	2 665.1	4 136.7	1 326.0	756.6	730.9	190.4	138.1	67.3	10 011.2
Indigenous status not reported	'000	45.3	54.6	183.3	133.1	21.4	2.5	12.8	1.1	454.1
All students	'000	2 852.1	4 233.0	1 605.7	956.0	789.4	203.1	154.6	102.3	10 896.2

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (a), (b)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Units of competency completed										
Aboriginal and Torres Strait Islander students	'000	110.1	29.9	97.2	49.6	22.4	8.4	2.5	33.2	353.3
Non-Indigenous students	'000	2 306.0	2 902.0	1 320.6	662.0	507.6	173.0	65.9	59.2	7 996.3
Indigenous status not reported	'000	52.5	90.0	271.8	145.6	26.2	4.0	26.9	1.2	618.1
All students	'000	2 468.6	3 021.9	1 689.6	857.3	556.2	185.4	95.2	93.6	8 967.7
Modules completed										
Aboriginal and Torres Strait Islander students	'000	35.4	4.7	6.5	10.3	7.7	1.2	1.0	4.6	71.4
Non-Indigenous students	'000	428.7	287.6	61.3	86.6	69.3	12.8	47.1	2.0	995.4
Indigenous status not reported	'000	3.9	4.1	14.4	13.8	0.3	0.1	3.3	–	39.9
All students	'000	468.0	296.3	82.2	110.6	77.3	14.1	51.4	6.7	1 106.6
Units of competency and modules combined										
Aboriginal and Torres Strait Islander students	'000	145.5	34.5	103.7	59.9	30.1	9.6	3.5	37.8	424.7
Non-Indigenous students	'000	2 734.7	3 189.6	1 381.9	748.6	577.0	185.8	113.0	61.2	8 991.7
Indigenous status not reported	'000	56.4	94.1	286.2	159.4	26.4	4.1	30.2	1.2	658.0
All students	'000	2 936.6	3 318.2	1 771.8	967.9	633.5	199.5	146.7	100.2	10 074.4
2010										
Units of competency completed										
Aboriginal and Torres Strait Islander students	'000	103.8	22.7	80.7	45.2	18.7	7.2	2.6	32.6	313.5
Non-Indigenous students	'000	2 240.0	2 076.7	1 151.6	655.0	437.5	162.5	75.2	61.0	6 859.7
Indigenous status not reported	'000	49.9	65.3	216.7	142.4	73.1	5.4	27.8	0.9	581.4
All students	'000	2 393.7	2 164.7	1 449.0	842.7	529.4	175.1	105.7	94.4	7 754.6
Modules completed										
Aboriginal and Torres Strait Islander students	'000	37.6	3.7	6.2	10.5	9.0	1.1	0.8	5.9	74.8
Non-Indigenous students	'000	491.6	246.9	79.6	94.8	73.9	14.0	43.9	4.4	1 049.0

TABLE 5A.33

Table 5A.33 **Government funded units of competency and modules completed, by Indigenous status (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>
Indigenous status not reported	'000	3.1	3.6	17.3	18.6	3.4	0.1	2.6	–	48.9
All students	'000	532.3	254.2	103.1	123.9	86.2	15.2	47.3	10.3	1 172.7
Units of competency and modules combined										
Aboriginal and Torres Strait Islander students	'000	141.4	26.4	86.9	55.7	27.6	8.3	3.4	38.5	388.3
Non-Indigenous students	'000	2 731.7	2 323.6	1 231.2	749.8	511.4	176.5	119.1	65.4	7 908.7
Indigenous status not reported	'000	53.0	68.9	234.0	161.1	76.5	5.5	30.5	0.9	630.3
All students	'000	2 926.1	2 418.9	1 552.1	966.6	615.6	190.3	152.9	104.7	8 927.3

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.34

Table 5A.34 **Government real recurrent expenditure per annual hour (2014 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic(f)</i>	<i>Qld</i>	<i>WA (g)</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT</i>	<i>Aust (i)</i>
2014	12.76	7.80	13.55	15.08	13.98	16.67	17.01	19.25	11.40
2013	14.29	9.51	17.68	15.71	11.18	17.56	17.56	24.23	12.86
2012	12.85	11.05	15.43	14.86	10.74	14.73	18.58	21.52	12.74
2011	12.98	11.54	15.32	17.20	14.33	17.12	17.03	29.40	13.69
2010	13.03	11.87	16.20	14.33	14.86	18.01	18.27	27.58	13.80
2009	13.41	12.77	18.37	14.84	15.76	17.15	17.73	28.05	14.63
2008	13.87	13.56	18.28	14.48	15.83	16.67	19.68	30.75	15.00
2007	14.60	13.72	18.46	16.05	17.67	17.61	19.11	28.79	15.60
2006	15.29	14.90	17.09	17.37	18.98	18.09	19.02	29.56	16.21
2005	15.16	15.18	18.88	18.60	18.36	18.55	20.46	31.35	16.64

- (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 2014 training activity, SA, WA, Tasmania, the ACT, and the NT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.

Table 5A.34 **Government real recurrent expenditure per annual hour (2014 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i> (f)	<i>Qld</i>	<i>WA</i> (g)	<i>SA</i>	<i>Tas</i> (h)	<i>ACT</i> (h)	<i>NT</i>	<i>Aust</i> (i)
(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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).								
(f)	In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.								
(g)	The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.								
(h)	Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014.								
(i)	Excludes payroll tax estimates for Tasmania and the ACT.								

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

Table 5A.35 **Government real recurrent expenditure per hour of government funded load pass (2014 dollars)**
(\$ per hour) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2014	15.83	9.40	14.80	18.87	16.07	20.84	20.34	26.56	13.66
2013	18.27	11.31	20.42	19.79	12.53	22.41	20.60	30.74	15.54
2012	16.62	13.08	18.12	19.06	12.24	18.41	22.18	28.15	15.53
2011	16.62	13.99	17.61	21.84	17.07	21.81	21.00	39.82	16.82
2010	16.78	15.37	19.24	18.12	17.33	23.10	22.57	36.28	17.40
2009	17.21	16.93	22.17	18.98	18.45	21.15	21.83	38.82	18.62
2008	17.88	18.17	22.10	19.03	18.38	20.25	23.94	42.51	19.21
2007	18.97	18.95	22.92	21.43	20.34	22.93	23.81	38.65	20.34
2006	19.86	21.98	21.30	23.57	22.52	22.78	23.85	41.53	21.55
2005	19.83	22.39	24.58	25.81	22.09	23.69	25.36	42.71	22.39

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) Data for 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

Table 5A.35 **Government real recurrent expenditure per hour of government funded load pass (2014 dollars)**
(\$ per hour) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas (g)</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
(e)									
(f)									
(g)									
(h)									

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

TABLE 5A.36

Table 5A.36 Value of physical non-current assets and user cost of capital, 2014 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
Value of physical non-current assets										
Land	\$m	724.1	460.9	149.6	270.3	125.4	22.2	43.7	15.0	1 811.3
Buildings	\$m	3 744.8	1 375.9	260.0	858.6	625.9	254.5	136.4	180.5	7 436.6
Plant, equipment and motor vehicles	\$m	84.3	74.5	241.1	31.6	20.4	8.4	7.4	2.9	470.7
Other	\$m	4.7	38.9	1.8	59.2	14.7	–	0.5	4.4	124.3
Total physical non-current assets	\$m	4 558.0	1 950.3	652.5	1 219.8	786.4	285.1	188.0	202.8	9 842.9
User cost of capital										
Land	\$m	57.9	36.9	12.0	21.6	10.0	1.8	3.5	1.2	144.9
Buildings	\$m	299.6	110.1	20.8	68.7	50.1	20.4	10.9	14.4	594.9
Plant, equipment and motor vehicles	\$m	6.7	6.0	19.3	2.5	1.6	0.7	0.6	0.2	37.7
Other	\$m	0.4	3.1	0.1	4.7	1.2	–	–	0.4	9.9
Total user cost of capital	\$m	364.6	156.0	52.2	97.6	62.9	22.8	15.0	16.2	787.4
Capital charge (e)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
User cost of capital per annual hour (f)										
Land	\$	0.47	0.21	0.18	0.52	0.35	0.22	0.61	0.23	0.32
Buildings	\$	2.45	0.62	0.31	1.66	1.77	2.49	1.89	2.81	1.30
Plant, equipment and motor vehicles	\$	0.06	0.03	0.29	0.06	0.06	0.08	0.10	0.04	0.08
Other	\$	–	0.02	–	0.11	0.04	–	0.01	0.07	0.02
Total per annual hour	\$	2.98	0.87	0.78	2.35	2.22	2.79	2.60	3.16	1.72
Annual hours (g)	million hours	122.84	179.50	66.95	40.90	28.02	8.14	5.76	4.89	457.01
Course mix weight	index	0.997	0.994	1.004	1.015	1.012	1.005	1.004	1.051	1.000

Table 5A.36 Value of physical non-current assets and user cost of capital, 2014 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
User cost of capital per hour of government funded load pass										
Land	\$	0.59	0.25	0.19	0.65	0.41	0.27	0.72	0.32	0.38
Buildings	\$	3.04	0.74	0.34	2.07	2.03	3.11	2.26	3.88	1.56
Plant, equipment and motor vehicles	\$	0.07	0.04	0.31	0.08	0.07	0.10	0.12	0.06	0.10
Other	\$	–	0.02	–	0.14	0.05	–	0.01	0.09	0.03
Total per hour of government funded load pass	\$	3.70	1.05	0.85	2.94	2.55	3.48	3.11	4.35	2.07
Load pass annual hours (h)	million hours	98.68	148.06	61.56	33.15	24.68	6.55	4.83	3.73	381.24

- (a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.
- (b) In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.
- (c) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- (d) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.
- (e) 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.
- (f) 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.
- (g) 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.

Table 5A.36 Value of physical non-current assets and user cost of capital, 2014 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
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- For 2014 training activity, SA, WA, Tasmania, the ACT, and the NT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.

(h) 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.37

Table 5A.37 **Government real user cost of capital (2014 dollars) (\$ million) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
2014	364.6	156.0	52.2	97.6	62.9	22.8	15.0	16.2	787.4
2013	362.1	230.4	142.8	96.6	69.9	23.8	16.7	15.6	958.0
2012	343.1	237.4	150.8	89.8	64.5	23.7	17.0	15.1	941.5
2011	257.6	222.2	157.0	82.8	52.6	24.7	18.3	16.1	831.3
2010	272.3	230.2	165.7	87.5	57.6	21.1	33.4	16.9	884.7
2009	267.6	216.2	159.3	87.3	55.4	20.6	32.1	15.2	853.9
2008	279.4	212.0	160.1	97.5	44.9	20.6	32.3	14.9	861.6
2007	285.4	217.5	138.1	89.3	47.1	18.6	12.6	16.2	824.8
2006	242.5	212.2	120.9	79.6	48.7	18.9	13.0	14.0	749.9
2005	252.6	220.3	111.7	69.4	48.4	20.1	13.5	14.7	750.8

- (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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).
- (c) In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.
- (d) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.
- (e) 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.38

Table 5A.38 Total government costs per annual hour (\$ per hour) (2014 dollars) (a), (b), (c), (d), (e)

		<i>NSW</i>	<i>Vic (f)</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT</i>	<i>Aust (i)</i>
2014										
Recurrent expenditure	\$/annual hour	12.76	7.80	13.55	15.08	13.98	16.67	17.01	19.25	11.40
User cost of capital	\$/annual hour	2.98	0.87	0.78	2.35	2.22	2.79	2.60	3.16	1.72
Total government costs	\$/annual hour	15.73	8.68	14.33	17.43	16.20	19.45	19.61	22.40	13.12
2013										
Recurrent expenditure	\$/annual hour	14.29	9.51	17.68	15.71	11.18	17.56	17.56	24.23	12.86
User cost of capital	\$/annual hour	3.01	1.27	2.52	2.19	1.72	3.10	2.86	3.79	2.08
Total government costs	\$/annual hour	17.30	10.79	20.20	17.90	12.90	20.66	20.41	28.02	14.94
2012										
Recurrent expenditure	\$/annual hour	12.85	11.05	15.43	14.86	10.74	14.73	18.58	21.52	12.74
User cost of capital	\$/annual hour	2.54	1.30	2.32	2.01	2.06	2.64	2.88	3.33	1.97
Total government costs	\$/annual hour	15.40	12.35	17.75	16.87	12.80	17.37	21.47	24.85	14.70
2011										
Recurrent expenditure	\$/annual hour	12.98	11.54	15.32	17.20	14.33	17.12	17.03	29.40	13.69
User cost of capital	\$/annual hour	1.95	1.55	2.25	1.86	2.05	2.82	2.83	3.69	1.91
Total government costs	\$/annual hour	14.93	13.09	17.57	19.05	16.38	19.94	19.86	33.09	15.60
2010										
Recurrent expenditure	\$/annual hour	13.03	11.87	16.20	14.33	14.86	18.01	18.27	27.58	13.80
User cost of capital	\$/annual hour	2.12	2.06	2.66	2.02	2.41	2.66	5.30	3.91	2.28
Total government costs	\$/annual hour	15.16	13.93	18.86	16.35	17.26	20.67	23.57	31.49	16.07
2009										
Recurrent expenditure	\$/annual hour	13.41	12.77	18.37	14.84	15.76	17.15	17.73	28.05	14.63
User cost of capital	\$/annual hour	2.23	2.24	2.89	2.18	2.38	2.83	5.37	3.70	2.43
Total government costs	\$/annual hour	15.64	15.01	21.26	17.03	18.14	19.98	23.09	31.75	17.06

TABLE 5A.38

Table 5A.38 Total government costs per annual hour (\$ per hour) (2014 dollars) (a), (b), (c), (d), (e)

		<i>NSW</i>	<i>Vic (f)</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT</i>	<i>Aust (i)</i>
2008										
Recurrent expenditure	\$/annual hour	13.87	13.56	18.28	14.48	15.83	16.67	19.68	30.75	15.00
User cost of capital	\$/annual hour	2.41	2.37	3.12	2.76	2.18	2.79	6.26	3.86	2.62
Total government costs	\$/annual hour	16.29	15.93	21.41	17.25	18.01	19.45	25.94	34.61	17.62
2007										
Recurrent expenditure	\$/annual hour	14.60	13.72	18.46	16.05	17.67	17.61	19.11	28.79	15.60
User cost of capital	\$/annual hour	2.54	2.50	2.83	2.66	2.25	2.65	2.32	4.19	2.59
Total government costs	\$/annual hour	17.14	16.22	21.29	18.71	19.92	20.26	21.44	32.98	18.19
2006										
Recurrent expenditure	\$/annual hour	15.29	14.90	17.09	17.37	18.98	18.09	19.02	29.56	16.21
User cost of capital	\$/annual hour	2.20	2.67	2.53	2.48	2.58	2.90	2.33	3.64	2.46
Total government costs	\$/annual hour	17.49	17.57	19.63	19.85	21.56	20.99	21.35	33.20	18.67
2005										
Recurrent expenditure	\$/annual hour	15.16	15.18	18.88	18.60	18.36	18.55	20.46	31.35	16.64
User cost of capital	\$/annual hour	2.26	2.84	2.45	2.21	2.48	3.21	2.55	3.92	2.49
Total government costs	\$/annual hour	17.43	18.01	21.33	20.81	20.84	21.76	23.01	35.27	19.13

(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 2014 training activity, SA, WA, Tasmania, the ACT, and the NT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.

(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.38 **Total government costs per annual hour (\$ per hour) (2014 dollars) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic (f)</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT</i>	<i>Aust (i)</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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).								
(f)	In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.								
(g)	In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.								
(h)	Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014.								
(i)	Excludes Tasmania and ACT payroll tax estimate.								

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

TABLE 5A.39

Table 5A.39 Total government costs per hour of government funded load pass (\$ per hour) (2014 dollars) (a), (b), (c)

		<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (f) (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2014										
Recurrent expenditure	\$/load pass	15.83	9.40	14.80	18.87	16.07	20.84	20.34	26.56	13.66
User cost of capital	\$/load pass	3.70	1.05	0.85	2.94	2.55	3.48	3.11	4.35	2.07
Total government costs	\$/load pass	19.53	10.45	15.64	21.82	18.62	24.33	23.45	30.92	15.73
2013										
Recurrent expenditure	\$/load pass	18.27	11.31	20.42	19.79	12.53	22.41	20.60	30.74	15.54
User cost of capital	\$/load pass	3.85	1.52	2.91	2.75	1.92	3.96	3.35	4.81	2.52
Total government costs	\$/load pass	22.12	12.83	23.33	22.55	14.45	26.37	23.96	35.55	18.05
2012										
Recurrent expenditure	\$/load pass	16.62	13.08	18.12	19.06	12.24	18.41	22.18	28.15	15.53
User cost of capital	\$/load pass	3.29	1.53	2.72	2.57	2.35	3.30	3.44	4.35	2.40
Total government costs	\$/load pass	19.91	14.61	20.84	21.63	14.58	21.72	25.62	32.51	17.92
2011										
Recurrent expenditure	\$/load pass	16.62	13.99	17.61	21.84	17.07	21.81	21.00	39.82	16.82
User cost of capital	\$/load pass	2.50	1.88	2.59	2.36	2.44	3.59	3.49	5.00	2.35
Total government costs	\$/load pass	19.12	15.87	20.20	24.20	19.50	25.40	24.49	44.82	19.17
2010										
Recurrent expenditure	\$/load pass	16.78	15.37	19.24	18.12	17.33	23.10	22.57	36.28	17.40
User cost of capital	\$/load pass	2.73	2.66	3.16	2.56	2.81	3.41	6.55	5.14	2.87
Total government costs	\$/load pass	19.51	18.03	22.40	20.68	20.14	26.51	29.12	41.42	20.27
2009										
Recurrent expenditure	\$/load pass	17.21	16.93	22.17	18.98	18.45	21.15	21.83	38.82	18.62
User cost of capital	\$/load pass	2.87	2.97	3.49	2.79	2.78	3.49	6.61	5.12	3.09
Total government costs	\$/load pass	20.07	19.91	25.66	21.77	21.23	24.63	28.44	43.93	21.71

TABLE 5A.39

Table 5A.39 **Total government costs per hour of government funded load pass (\$ per hour) (2014 dollars) (a), (b), (c)**

		<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (f) (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2008										
Recurrent expenditure	\$/load pass	17.88	18.17	22.10	19.03	18.38	20.25	23.94	42.51	19.21
User cost of capital	\$/load pass	3.11	3.17	3.78	3.63	2.53	3.38	7.61	5.34	3.36
Total government costs	\$/load pass	20.99	21.34	25.88	22.66	20.91	23.64	31.54	47.85	22.57
2007										
Recurrent expenditure	\$/load pass	18.97	18.95	22.92	21.43	20.34	22.93	23.81	38.65	20.34
User cost of capital	\$/load pass	3.30	3.45	3.51	3.56	2.59	3.45	2.90	5.63	3.37
Total government costs	\$/load pass	22.28	22.39	26.43	24.98	22.93	26.38	26.71	44.28	23.71
2006										
Recurrent expenditure	\$/load pass	19.86	21.98	21.30	23.57	22.52	22.78	23.85	41.53	21.55
User cost of capital	\$/load pass	2.86	3.93	3.16	3.36	3.06	3.66	2.92	5.12	3.28
Total government costs	\$/load pass	22.72	25.91	24.46	26.94	25.58	26.44	26.77	46.65	24.82
2005										
Recurrent expenditure	\$/load pass	19.83	22.39	24.58	25.81	22.09	23.69	25.36	42.71	22.39
User cost of capital	\$/load pass	2.96	4.19	3.19	3.07	2.99	4.11	3.16	5.34	3.36
Total government costs	\$/load pass	22.79	26.58	27.77	28.87	25.08	27.79	28.53	48.05	25.74

(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 2005-2013 have been adjusted to 2014 dollars using the GDP chain price index (table 5A.96).

(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.

Table 5A.39 **Total government costs per hour of government funded load pass (\$ per hour) (2014 dollars) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (f) (g)</i>	<i>NT</i>	<i>Aust (h)</i>
(d) In Victoria, the Education and Training Reform Amendment (Dual Sector Universities) Bill 2013 came into effect. As a result the Ministerial directions and guidelines to TAFE institutes no longer apply to the four dual sector universities in Victoria. The Victorian 2014 AVETMISS financial statements therefore reflect a de-consolidation of these entities in the 2014 reporting year. State funding provided to the Universities for training delivery during the 2014 reporting year is reflected as a payment to a non-TAFE provider for VET delivery.									
(e) In Queensland the ownership and management of Queensland's training assets transferred to the Queensland Training Assets Management Authority (QTAMA) effective 1 July 2014. As a result, TAFE assets (predominately land and buildings) were transferred to QTAMA and TAFE Queensland was required to lease land and buildings from QTAMA at a commercial rental rate. The Queensland 2014 AVETMISS financial statements therefore, reflect a divestiture of these assets in the 2014 reporting year.									
(f) Tasmania and the ACT do not levy payroll tax on its VET employees. In order to improve data comparability with jurisdictions that do, a payroll tax estimate based on the jurisdictional tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.9 million and by \$5.7 million in Tasmania and the ACT, respectively, in 2014.									
(g) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.									
(h) Excludes Tasmania and ACT payroll tax estimate.									
<i>Source:</i> NCVER unpublished, National financial and VET provider collections.									

TABLE 5A.40

Table 5A.40 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (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>
2014									
Employed or in further study	87.6 ± 0.9	85.5 ± 1.0	87.5 ± 1.3	89.3 ± 1.5	89.0 ± 1.3	89.1 ± 2.3	91.3 ± 1.8	91.0 ± 3.0	87.4 ± 0.5
Employed after training	74.7 ± 1.2	74.8 ± 1.3	78.8 ± 1.5	77.9 ± 2.0	77.8 ± 1.7	78.4 ± 2.9	84.8 ± 2.4	84.3 ± 3.6	76.4 ± 0.6
In further study after training	39.1 ± 1.4	34.3 ± 1.6	30.7 ± 1.7	36.7 ± 2.5	35.2 ± 2.0	32.4 ± 3.2	36.5 ± 3.3	37.6 ± 4.6	35.5 ± 0.8
At TAFE	59.1 ± 2.1	33.7 ± 2.9	38.4 ± 3.2	55.8 ± 4.0	41.7 ± 3.5	50.1 ± 5.8	44.5 ± 5.8	33.3 ± 7.6	46.0 ± 1.3
At University	19.8 ± 1.8	27.2 ± 2.6	30.5 ± 3.0	23.5 ± 3.5	18.8 ± 3.0	20.3 ± 4.5	26.9 ± 5.3	33.4 ± 8.8	23.8 ± 1.1
At private provider or other registered provider	21.0 ± 1.7	39.2 ± 3.2	31.1 ± 3.0	20.7 ± 2.9	39.6 ± 3.4	29.6 ± 5.3	28.5 ± 4.8	33.3 ± 8.3	30.2 ± 1.3
2013									
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
2012									
Employed or in further study	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8
Employed after training	76.2 ± 1.6	74.2 ± 2.6	77.3 ± 2.5	81.8 ± 2.2	79.5 ± 2.8	76.0 ± 4.3	83.5 ± 3.9	79.6 ± 4.2	76.9 ± 1.0
In further study after training	39.1 ± 1.9	36.6 ± 2.8	32.4 ± 2.8	38.9 ± 2.6	35.2 ± 3.4	38.2 ± 5.0	35.3 ± 5.1	33.9 ± 4.9	36.8 ± 1.2
At TAFE	57.7 ± 3.1	36.9 ± 4.4	39.8 ± 5.0	57.4 ± 4.3	47.4 ± 5.8	66.4 ± 8.2	52.8 ± 8.8	29.1 ± 7.6	48.6 ± 2.0
At University	22.3 ± 2.6	22.8 ± 3.8	22.4 ± 3.9	20.4 ± 3.5	18.6 ± 5.2	10.5 ± 5.5	19.3 ± 7.2	29.8 ± 8.6	21.7 ± 1.6
At private provider or other registered provider	20.0 ± 2.5	40.3 ± 5.0	37.8 ± 5.2	22.2 ± 3.7	34.0 ± 5.8	23.1 ± 7.4	27.9 ± 7.8	41.1 ± 8.7	29.7 ± 1.9

TABLE 5A.40

Table 5A.40 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Employed or in further study	88.2 ± 0.8	88.5 ± 1.0	85.6 ± 0.9	90.0 ± 0.8	85.8 ± 1.3	88.0 ± 1.7	91.7 ± 1.9	88.0 ± 2.9	87.9 ± 0.4
Employed after training	76.0 ± 1.0	79.6 ± 1.2	77.5 ± 1.0	80.4 ± 1.1	75.8 ± 1.6	76.9 ± 2.3	86.0 ± 2.3	80.3 ± 3.5	77.9 ± 0.5
In further study after training	38.8 ± 1.2	34.4 ± 1.2	29.1 ± 1.1	36.2 ± 1.3	34.7 ± 1.8	37.7 ± 2.6	35.2 ± 3.4	34.5 ± 4.0	35.2 ± 0.6
At TAFE	62.4 ± 1.9	46.0 ± 2.2	37.5 ± 2.2	58.0 ± 2.2	53.8 ± 3.2	59.8 ± 4.3	40.1 ± 5.8	33.3 ± 6.8	52.9 ± 1.0
At University	19.1 ± 1.5	27.2 ± 1.8	27.0 ± 2.0	18.2 ± 1.7	14.0 ± 2.2	11.6 ± 2.8	27.8 ± 5.2	30.2 ± 6.2	21.7 ± 0.8
At private provider or other registered provider	18.6 ± 1.6	26.8 ± 2.0	35.5 ± 2.2	23.9 ± 2.0	32.2 ± 2.9	28.6 ± 4.0	32.0 ± 5.8	36.5 ± 6.6	25.4 ± 0.9
2010									
Employed or in further study	86.7 ± 1.3	89.1 ± 1.5	85.4 ± 1.5	89.3 ± 1.5	85.3 ± 2.9	87.6 ± 2.5	94.5 ± 2.1	88.9 ± 2.8	87.3 ± 0.7
Employed after training	72.7 ± 1.6	78.7 ± 1.8	76.5 ± 1.8	79.4 ± 1.9	77.6 ± 3.3	77.0 ± 3.1	88.2 ± 2.9	81.6 ± 3.2	76.3 ± 0.8
In further study after training	38.3 ± 1.8	36.2 ± 2.3	28.8 ± 2.0	36.8 ± 2.3	32.9 ± 3.6	34.9 ± 3.5	36.6 ± 4.8	35.5 ± 4.9	35.3 ± 1.0
At TAFE	61.1 ± 2.9	52.5 ± 3.9	45.5 ± 4.0	59.5 ± 3.9	57.7 ± 6.2	57.1 ± 6.8	37.9 ± 7.0	34.8 ± 7.5	55.6 ± 1.7
At University	22.3 ± 2.5	27.2 ± 3.5	26.8 ± 3.4	15.3 ± 2.7	21.2 ± 5.0	11.9 ± 4.6	24.2 ± 6.6	31.9 ± 8.8	22.9 ± 1.4
At private provider or other registered provider	16.6 ± 2.3	20.3 ± 3.4	27.6 ± 3.9	25.2 ± 3.6	21.1 ± 5.0	31.1 ± 6.7	37.9 ± 8.1	33.3 ± 7.8	21.5 ± 1.4

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.40 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (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>
(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.41

Table 5A.41 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
Employed or in further study	81.2 ± 5.4	78.5 ±16.5	74.0 ± 7.7	71.2 ± 8.8	83.9 ± 9.3	88.1 ± 8.0	89.2 ± 7.4	78.5 ±10.6	78.8 ± 3.7
Employed after training	66.1 ± 6.0	56.5 ±19.0	66.7 ± 8.0	59.0 ±10.1	59.2 ±12.7	65.5 ±11.5	88.0 ± 7.8	69.3 ±11.9	64.3 ± 4.2
In further study after training	42.9 ± 6.4	37.7 ±17.1	28.2 ± 7.8	26.2 ± 9.6	37.8 ±12.6	40.6 ±11.9	39.6 ±14.0	33.8 ±12.1	36.5 ± 4.0
At TAFE	69.8 ± 8.3	58.6 ±23.1	35.9 ±16.5	44.8 ±20.5	56.1 ±20.3	74.0 ±17.1	46.6 ±22.7	49.4 ±22.3	58.7 ± 6.4
At University	15.5 ± 6.6	12.8 ±12.2	35.3 ±17.6	np	np	np	np	27.1 ±20.2	18.1 ± 5.0
At private provider or other registered provider	14.7 ± 5.8	28.5 ±19.6	28.8 ±13.5	37.9 ±19.8	37.7 ±19.8	np	32.1 ±19.5	23.5 ±16.1	23.2 ± 5.0
2013									
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
2012									
Employed or in further study	87.5 ± 5.2	41.0 ±24.1	75.2 ±12.8	84.9 ±10.2	80.7 ±12.3	83.7 ±15.9	73.9 ±30.9	83.9 ± 9.4	78.9 ± 5.6
Employed after training	70.4 ± 9.0	35.6 ±22.5	68.4 ±13.1	70.3 ±13.3	64.8 ±15.2	51.4 ±20.2	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

TABLE 5A.41

Table 5A.41 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Employed or in further study	84.3 ± 4.4	72.3 ±12.5	76.0 ± 4.6	79.5 ± 7.3	73.8 ± 8.0	79.0 ± 9.8	86.7 ±14.6	79.8 ± 9.4	79.4 ± 2.6
Employed after training	72.1 ± 5.3	58.7 ±11.9	65.1 ± 5.2	66.3 ± 8.5	60.4 ± 9.0	60.8 ±11.9	80.3 ±16.9	69.5 ±11.0	67.2 ± 3.0
In further study after training	34.1 ± 5.6	34.8 ± 9.8	27.4 ± 5.1	39.2 ± 8.4	41.8 ± 9.2	42.3 ±11.7	43.7 ±20.7	28.3 ±10.1	33.5 ± 2.9
At TAFE	69.1 ± 9.1	69.2 ±14.9	41.3 ±11.3	47.8 ±14.0	44.7 ±14.5	65.9 ±16.4	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
2010									
Employed or in further study	84.1 ± 7.0	83.4 ±13.0	73.5 ± 9.2	72.9 ±11.9	71.2 ±15.7	93.2 ± 6.4	97.0 ± 5.9	88.2 ± 7.1	79.6 ± 4.1
Employed after training	64.9 ± 9.3	76.3 ±14.2	57.5 ±10.4	60.8 ±11.9	66.8 ±16.5	85.4 ± 8.6	86.4 ±13.9	78.4 ± 8.5	65.8 ± 4.8
In further study after training	45.7 ±10.0	45.9 ±19.6	34.9 ±10.1	33.3 ±10.2	21.5 ±14.6	30.2 ±12.1	44.2 ±27.0	28.5 ±10.7	37.4 ± 5.0
At TAFE	64.2 ±15.7	41.6 ±29.4	55.8 ±18.7	45.8 ±16.5	58.9 ±36.2	97.2 ± 5.5	np	np	57.1 ± 8.7
At University	20.2 ±13.3	np	20.4 ±16.8	np	np	–	np	np	17.3 ± 7.3
At private provider or other registered provider	15.7 ±13.0	np	23.8 ±16.5	45.3 ±16.4	np	np	np	46.7 ±20.3	25.6 ± 7.7

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) 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.
- (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).

Table 5A.41 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(f)	Data for some jurisdictions are not published due to 5 or fewer responses.								
(g)	'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.								
(h)	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.42

Table 5A.42 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (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>
2014									
Employed or in further study	87.8 ± 0.9	85.4 ± 1.0	88.2 ± 1.3	90.0 ± 1.5	88.9 ± 1.3	89.0 ± 2.5	91.3 ± 1.9	94.7 ± 2.1	87.6 ± 0.5
Employed after training	74.9 ± 1.2	74.8 ± 1.3	79.3 ± 1.6	78.5 ± 2.1	78.0 ± 1.8	79.2 ± 3.0	84.4 ± 2.5	88.6 ± 3.1	76.6 ± 0.7
In further study after training	38.9 ± 1.4	34.0 ± 1.7	30.8 ± 1.8	37.5 ± 2.6	35.0 ± 2.0	31.9 ± 3.4	36.1 ± 3.4	38.0 ± 4.7	35.4 ± 0.8
At TAFE	58.5 ± 2.2	33.0 ± 2.9	38.9 ± 3.3	55.8 ± 4.2	41.1 ± 3.6	47.6 ± 6.2	44.6 ± 6.1	29.9 ± 7.2	45.4 ± 1.4
At University	20.3 ± 1.9	27.4 ± 2.6	29.9 ± 3.0	23.9 ± 3.7	19.4 ± 3.1	21.7 ± 4.9	27.4 ± 5.6	33.9 ± 9.8	24.1 ± 1.2
At private provider or other registered provider	21.3 ± 1.8	39.6 ± 3.3	31.2 ± 3.1	20.2 ± 2.9	39.5 ± 3.5	30.8 ± 5.6	28.0 ± 4.9	36.2 ± 9.8	30.5 ± 1.4
2013									
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
2012									
Employed or in further study	88.7 ± 1.2	86.2 ± 2.1	86.2 ± 2.2	92.4 ± 1.6	88.4 ± 2.3	88.0 ± 3.4	91.9 ± 2.7	87.8 ± 3.5	88.0 ± 0.8
Employed after training	76.3 ± 1.6	74.9 ± 2.6	77.7 ± 2.6	82.2 ± 2.2	79.9 ± 2.8	77.4 ± 4.4	84.1 ± 3.9	80.2 ± 4.5	77.3 ± 1.0
In further study after training	38.8 ± 2.0	36.8 ± 2.9	32.2 ± 2.8	39.2 ± 2.7	35.0 ± 3.5	38.0 ± 5.2	35.0 ± 5.1	34.8 ± 5.3	36.7 ± 1.2
At TAFE	57.8 ± 3.2	36.8 ± 4.5	39.3 ± 5.2	57.7 ± 4.4	48.4 ± 6.0	66.8 ± 8.7	52.3 ± 9.0	28.7 ± 8.1	48.5 ± 2.0
At University	22.6 ± 2.7	23.2 ± 3.9	22.7 ± 4.1	21.1 ± 3.6	18.6 ± 5.4	10.6 ± 5.9	19.1 ± 7.3	31.5 ± 9.5	22.1 ± 1.6
At private provider or other registered provider	19.6 ± 2.6	40.0 ± 5.0	38.0 ± 5.4	21.2 ± 3.8	33.0 ± 5.9	22.6 ± 7.7	28.6 ± 8.0	39.7 ± 9.3	29.4 ± 2.0

TABLE 5A.42

Table 5A.42 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Employed or in further study	88.3 ± 0.8	88.6 ± 1.0	86.1 ± 0.9	90.5 ± 0.8	86.2 ± 1.3	88.6 ± 1.7	92.2 ± 1.8	90.2 ± 2.5	88.1 ± 0.4
Employed after training	76.0 ± 1.0	79.7 ± 1.2	78.0 ± 1.0	80.9 ± 1.1	76.2 ± 1.7	77.7 ± 2.3	86.4 ± 2.3	83.4 ± 3.1	78.2 ± 0.5
In further study after training	39.2 ± 1.2	34.3 ± 1.3	29.2 ± 1.1	36.0 ± 1.3	34.3 ± 1.8	37.6 ± 2.8	34.8 ± 3.5	35.7 ± 4.2	35.3 ± 0.6
At TAFE	62.4 ± 2.0	45.8 ± 2.3	37.5 ± 2.2	58.6 ± 2.3	55.0 ± 3.3	59.0 ± 4.5	41.3 ± 6.0	29.7 ± 6.7	53.1 ± 1.0
At University	19.3 ± 1.6	27.4 ± 1.9	27.2 ± 2.1	18.5 ± 1.7	14.4 ± 2.4	12.1 ± 3.0	27.0 ± 5.3	29.7 ± 6.3	21.9 ± 0.8
At private provider or other registered provider	18.4 ± 1.6	26.8 ± 2.1	35.3 ± 2.2	22.9 ± 1.9	30.6 ± 2.9	28.9 ± 4.2	31.7 ± 6.0	40.6 ± 7.3	25.0 ± 0.9
2010									
Employed or in further study	86.7 ± 1.3	89.2 ± 1.5	85.8 ± 1.5	90.0 ± 1.5	86.1 ± 2.9	87.0 ± 2.7	94.6 ± 2.2	89.0 ± 3.1	87.6 ± 0.7
Employed after training	72.8 ± 1.6	78.8 ± 1.9	77.3 ± 1.8	80.3 ± 1.9	78.0 ± 3.4	76.2 ± 3.4	88.4 ± 2.9	82.2 ± 3.6	76.7 ± 0.9
In further study after training	38.0 ± 1.8	36.1 ± 2.3	28.4 ± 2.0	36.9 ± 2.4	33.5 ± 3.7	35.4 ± 3.7	36.2 ± 4.9	37.3 ± 5.6	35.1 ± 1.0
At TAFE	60.7 ± 3.0	52.6 ± 4.0	45.1 ± 4.1	60.0 ± 4.0	57.8 ± 6.3	54.5 ± 7.2	37.2 ± 7.4	33.7 ± 8.2	55.4 ± 1.7
At University	22.5 ± 2.6	27.7 ± 3.6	27.2 ± 3.5	15.7 ± 2.8	21.5 ± 5.1	12.8 ± 4.9	23.5 ± 6.5	35.2 ± 9.8	23.3 ± 1.5
At private provider or other registered provider	16.8 ± 2.4	19.7 ± 3.4	27.7 ± 4.0	24.2 ± 3.7	20.7 ± 5.1	32.8 ± 7.2	39.3 ± 8.3	31.0 ± 8.2	21.4 ± 1.5

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.

Table 5A.42 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (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>
(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.43

Table 5A.43 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (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 (h)</i>	<i>Aust</i>
2014									
Employed or in further study	86.8 ± 1.2	84.5 ± 1.3	86.6 ± 1.7	88.6 ± 1.8	88.1 ± 1.6	np	91.1 ± 1.9	np	86.5 ± 0.6
Employed after training	72.6 ± 1.5	73.1 ± 1.6	76.1 ± 1.9	76.8 ± 2.4	76.6 ± 2.1	np	84.7 ± 2.5	np	74.5 ± 0.8
In further study after training	39.9 ± 1.7	35.2 ± 1.7	31.7 ± 2.1	35.1 ± 2.7	36.0 ± 2.4	np	36.5 ± 3.5	–	36.2 ± 0.9
At TAFE	59.7 ± 2.6	33.0 ± 3.0	35.0 ± 3.7	53.7 ± 4.7	39.2 ± 4.1	np	44.8 ± 6.1	na	44.9 ± 1.5
At University	21.5 ± 2.3	30.9 ± 3.0	32.8 ± 3.5	25.5 ± 4.2	21.1 ± 3.7	–	26.3 ± 5.5	na	26.2 ± 1.4
At private provider or other registered provider	18.8 ± 2.1	36.0 ± 3.0	32.2 ± 3.6	20.8 ± 3.3	39.7 ± 4.1	–	28.9 ± 5.1	na	29.0 ± 1.4
2013									
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
2012									
Employed or in further study	87.9 ± 1.5	85.2 ± 2.6	85.0 ± 3.0	92.1 ± 1.8	86.3 ± 3.1	np	91.3 ± 3.0	np	87.1 ± 1.0
Employed after training	74.7 ± 2.0	73.4 ± 3.3	76.3 ± 3.3	80.3 ± 2.7	76.0 ± 3.7	np	83.0 ± 4.3	np	75.5 ± 1.3
In further study after training	39.1 ± 2.3	36.2 ± 3.4	33.7 ± 3.7	40.0 ± 3.2	36.5 ± 4.3	np	35.9 ± 5.5	np	37.3 ± 1.5
At TAFE	57.8 ± 3.8	38.4 ± 5.4	38.7 ± 6.5	55.8 ± 5.1	47.8 ± 7.4	np	55.0 ± 9.5	np	48.9 ± 2.4
At University	23.6 ± 3.3	26.0 ± 4.9	24.9 ± 5.3	22.2 ± 4.2	19.0 ± 7.2	–	18.0 ± 7.6	–	23.7 ± 2.1
At private provider or other registered provider	18.6 ± 2.9	35.6 ± 5.9	36.5 ± 6.8	22.0 ± 4.3	33.2 ± 7.0	–	27.1 ± 8.3	np	27.4 ± 2.3

TABLE 5A.43

Table 5A.43 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (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 (h)</i>	<i>Aust</i>
2011									
Employed or in further study	87.8 ± 0.9	87.4 ± 1.2	84.8 ± 1.2	89.5 ± 1.1	84.5 ± 1.7	67.9 ±16.1	90.5 ± 2.4	90.3 ±18.3	87.2 ± 0.5
Employed after training	74.8 ± 1.3	77.6 ± 1.4	75.4 ± 1.5	78.1 ± 1.5	73.4 ± 2.1	52.1 ±16.9	84.6 ± 2.8	79.5 ±25.9	76.1 ± 0.7
In further study after training	39.7 ± 1.5	36.0 ± 1.5	31.0 ± 1.6	37.9 ± 1.7	35.2 ± 2.2	34.7 ±16.1	35.1 ± 3.9	np	36.6 ± 0.8
At TAFE	61.5 ± 2.4	46.1 ± 2.6	36.9 ± 3.0	57.6 ± 2.8	51.2 ± 3.9	49.0 ±28.9	37.1 ± 6.5	np	52.4 ± 1.3
At University	20.6 ± 1.9	28.3 ± 2.2	28.9 ± 2.8	20.6 ± 2.2	14.4 ± 2.7	np	28.4 ± 6.1	np	23.3 ± 1.1
At private provider or other registered provider	17.9 ± 1.9	25.6 ± 2.4	34.2 ± 3.0	21.8 ± 2.4	34.4 ± 3.6	np	34.5 ± 6.8	–	24.3 ± 1.1
2010									
Employed or in further study	84.8 ± 1.7	88.2 ± 1.9	83.5 ± 2.2	89.3 ± 2.0	84.4 ± 3.5	58.6 ±16.5	94.1 ± 2.5	90.9 ±17.8	86.0 ± 0.9
Employed after training	70.0 ± 2.1	77.6 ± 2.4	74.2 ± 2.6	78.6 ± 2.5	75.8 ± 4.1	46.7 ±16.9	87.1 ± 3.3	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

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.43 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (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 (h)</i>	<i>Aust</i>
(f)	Student remoteness is based on the ARIA+, which was developed by 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 < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(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.								

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.44

Table 5A.44 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (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 (h)</i>	<i>Aust</i>
2014									
Employed or in further study	88.3 ± 1.8	87.4 ± 2.0	87.6 ± 3.0	91.4 ± 3.5	92.0 ± 2.9	90.6 ± 2.9	94.5 ± 6.0	87.0 ± 23.9	88.5 ± 1.1
Employed after training	78.0 ± 2.2	77.7 ± 2.7	81.1 ± 3.6	80.5 ± 5.1	81.8 ± 4.4	80.3 ± 3.6	84.0 ± 9.8	np	78.9 ± 1.4
In further study after training	36.4 ± 2.7	32.7 ± 4.3	28.5 ± 3.8	39.7 ± 7.1	35.2 ± 5.5	33.2 ± 4.1	40.9 ± 12.9	np	33.9 ± 1.9
At TAFE	59.0 ± 4.4	36.4 ± 7.9	38.5 ± 7.9	56.8 ± 10.8	52.2 ± 9.6	49.6 ± 7.3	48.3 ± 20.6	–	47.7 ± 3.5
At University	16.7 ± 3.2	16.9 ± 4.6	31.5 ± 7.3	22.5 ± 11.1	11.5 ± 6.0	22.2 ± 5.8	32.9 ± 19.6	np	19.0 ± 2.3
At private provider or other registered provider	24.4 ± 3.8	46.7 ± 9.1	30.0 ± 7.0	20.7 ± 7.5	36.3 ± 9.1	28.2 ± 6.5	18.7 ± 14.1	–	33.2 ± 3.9
2013									
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
2012									
Employed or in further study	90.2 ± 2.2	85.9 ± 4.2	84.5 ± 4.8	92.7 ± 4.0	88.3 ± 6.6	87.0 ± 4.5	98.7 ± 2.5	np	87.7 ± 1.8
Employed after training	80.0 ± 3.0	75.0 ± 5.2	75.3 ± 5.6	85.4 ± 5.3	84.8 ± 7.0	75.0 ± 5.6	95.2 ± 7.3	np	77.9 ± 2.2
In further study after training	38.6 ± 3.9	37.9 ± 5.7	25.9 ± 5.3	37.6 ± 7.8	34.9 ± 9.1	36.2 ± 6.3	30.3 ± 18.1	–	35.5 ± 2.5
At TAFE	57.4 ± 6.5	34.8 ± 8.6	40.8 ± 11.3	59.9 ± 12.6	55.4 ± 14.5	69.4 ± 10.5	54.0 ± 31.0	na	48.5 ± 4.4
At University	19.9 ± 5.2	16.6 ± 6.3	23.2 ± 9.8	24.1 ± 11.5	19.8 ± 12.1	10.9 ± 7.1	np	na	19.0 ± 3.3
At private provider or other registered provider	22.7 ± 5.8	48.6 ± 9.9	36.0 ± 11.6	16.0 ± 8.6	24.8 ± 12.7	19.7 ± 9.3	np	na	32.5 ± 4.7

TABLE 5A.44

Table 5A.44 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (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 (h)</i>	<i>Aust</i>
2011									
Employed or in further study	88.7 ± 1.6	90.8 ± 1.8	85.0 ± 1.7	90.0 ± 1.9	88.4 ± 3.0	90.5 ± 2.2	95.7 ± 2.8	np	88.8 ± 0.8
Employed after training	77.9 ± 2.0	83.9 ± 2.2	76.6 ± 2.1	81.7 ± 2.4	80.2 ± 4.1	79.4 ± 3.0	90.7 ± 4.3	np	79.8 ± 1.0
In further study after training	37.3 ± 2.4	31.9 ± 2.5	28.5 ± 2.2	33.8 ± 2.8	34.6 ± 4.9	39.2 ± 3.8	34.9 ± 7.9	np	33.8 ± 1.2
At TAFE	63.3 ± 4.0	43.9 ± 4.5	34.2 ± 4.4	52.7 ± 5.1	58.6 ± 8.9	53.6 ± 6.1	51.4 ± 13.8	np	52.0 ± 2.2
At University	17.7 ± 3.1	25.8 ± 3.8	25.6 ± 4.0	15.6 ± 3.5	13.3 ± 6.3	13.5 ± 4.2	20.3 ± 10.9	–	20.2 ± 1.7
At private provider or other registered provider	19.0 ± 3.4	30.2 ± 4.4	40.3 ± 4.6	31.8 ± 4.9	28.1 ± 7.8	32.8 ± 5.8	28.3 ± 11.9	–	27.8 ± 2.0
2010									
Employed or in further study	90.6 ± 2.1	90.9 ± 2.5	86.5 ± 3.0	89.8 ± 3.4	87.5 ± 6.3	90.4 ± 3.3	95.3 ± 3.7	np	89.7 ± 1.2
Employed after training	77.3 ± 2.9	80.8 ± 3.2	77.9 ± 3.7	80.4 ± 4.5	82.4 ± 7.1	79.7 ± 4.6	91.7 ± 5.3	np	79.1 ± 1.6
In further study after training	38.5 ± 3.6	34.0 ± 4.1	27.8 ± 4.0	38.6 ± 5.7	36.8 ± 10.4	37.4 ± 5.3	30.5 ± 10.3	–	35.1 ± 2.0
At TAFE	59.0 ± 5.8	49.7 ± 7.2	48.3 ± 8.4	72.3 ± 8.3	78.3 ± 12.7	55.6 ± 9.5	29.0 ± 14.9	na	57.3 ± 3.4
At University	21.3 ± 4.7	26.7 ± 6.7	21.1 ± 6.1	12.3 ± 6.2	np	11.1 ± 5.1	40.0 ± 19.2	na	20.0 ± 2.7
At private provider or other registered provider	19.7 ± 5.0	23.6 ± 6.8	30.6 ± 7.9	15.4 ± 6.4	20.8 ± 12.7	33.3 ± 9.2	31.0 ± 19.2	na	22.7 ± 3.0

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.44 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (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 (h)</i>	<i>Aust</i>
(f)	Student remoteness is based on the ARIA+, which was developed by 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 < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(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.								
	na Not available. – Nil or rounded to zero. np Not published.								

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (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</i>	<i>Aust</i>
2014									
Employed or in further study	91.1 ± 2.1	91.7 ± 3.8	90.0 ± 3.2	90.1 ± 5.3	91.5 ± 3.0	86.1 ± 4.2	78.2 ±21.3	88.7 ± 4.0	90.4 ± 1.3
Employed after training	81.7 ± 3.0	86.6 ± 4.8	83.8 ± 4.1	77.8 ± 7.8	81.1 ± 4.4	73.9 ± 5.3	78.2 ±21.3	81.5 ± 4.8	81.7 ± 1.8
In further study after training	39.4 ± 4.3	29.2 ± 7.0	29.4 ± 5.0	39.7 ±10.1	30.6 ± 5.4	30.1 ± 5.5	np	39.4 ± 5.9	33.9 ± 2.4
At TAFE	53.1 ± 6.9	27.8 ±10.9	49.4 ±10.4	64.3 ±12.4	44.8 ±10.6	51.7 ±10.7	np	32.1 ± 9.4	48.5 ± 4.1
At University	15.1 ± 5.5	19.7 ± 8.9	20.1 ± 8.9	18.9 ±10.0	13.6 ± 8.7	18.3 ± 8.1	–	33.9 ±11.8	18.1 ± 3.3
At private provider or other registered provider	31.8 ± 6.1	52.5 ±12.3	30.4 ± 8.9	16.8 ± 8.2	41.6 ±10.3	30.0 ± 9.5	np	34.0 ±11.3	33.4 ± 3.7
2013									
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
2012									
Employed or in further study	92.2 ± 3.3	88.1 ± 6.6	88.6 ± 5.1	88.4 ± 6.8	91.3 ± 5.6	88.4 ± 5.3	np	86.4 ± 4.1	89.4 ± 2.2
Employed after training	77.6 ± 6.8	79.4 ± 8.2	82.3 ± 5.8	80.3 ± 7.7	82.6 ± 7.2	78.0 ± 7.0	np	76.5 ± 5.4	80.0 ± 2.8
In further study after training	40.5 ± 8.3	35.7 ± 9.7	37.0 ± 7.1	32.0 ± 7.5	27.8 ± 9.3	37.0 ± 8.3	–	33.0 ± 6.0	35.6 ± 3.4
At TAFE	59.5 ±12.1	29.8 ±15.1	39.8 ±11.4	66.0 ±15.2	57.3 ±20.5	63.0 ±14.2	na	24.5 ± 8.6	47.6 ± 5.9
At University	20.7 ± 9.7	15.7 ±10.8	17.6 ± 8.1	8.1 ± 5.7	17.7 ±13.2	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

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (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</i>	<i>Aust</i>
2011									
Employed or in further study	89.6 ± 2.1	91.2 ± 2.6	87.9 ± 1.7	91.0 ± 2.4	85.2 ± 3.3	86.0 ± 2.8	100.0	86.7 ± 3.8	88.7 ± 1.0
Employed after training	78.2 ± 2.8	84.9 ± 3.5	82.3 ± 2.0	83.6 ± 3.0	75.8 ± 4.1	74.8 ± 3.6	92.9 ±10.5	78.3 ± 4.3	80.2 ± 1.2
In further study after training	37.0 ± 3.3	26.5 ± 4.3	25.1 ± 2.3	33.1 ± 3.7	34.9 ± 4.7	36.1 ± 4.0	36.4 ±22.7	35.6 ± 4.8	31.9 ± 1.5
At TAFE	67.1 ± 5.2	52.2 ± 8.8	39.1 ± 5.2	70.9 ± 6.1	61.0 ± 8.3	67.8 ± 6.5	59.6 ±32.6	29.6 ± 7.5	57.4 ± 2.7
At University	15.2 ± 4.1	18.0 ± 7.8	25.4 ± 4.6	11.9 ± 4.3	13.0 ± 6.4	9.4 ± 4.1	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
2010									
Employed or in further study	88.1 ± 3.5	90.6 ± 4.0	87.3 ± 3.3	87.7 ± 5.1	86.2 ± 8.0	90.3 ± 3.2	100.0	87.7 ± 4.1	88.2 ± 1.7
Employed after training	75.4 ± 4.9	79.1 ± 6.9	77.0 ± 4.3	81.5 ± 6.4	78.2 ± 8.7	80.3 ± 4.1	97.0 ± 5.9	81.4 ± 5.0	77.7 ± 2.3
In further study after training	36.7 ± 5.3	35.8 ± 8.5	28.6 ± 4.9	38.6 ± 7.7	31.8 ±10.0	33.7 ± 5.3	48.9 ±29.5	32.8 ± 7.4	33.5 ± 2.6
At TAFE	77.3 ± 7.4	63.7 ±16.5	49.1 ±10.1	57.1 ±12.8	65.4 ±16.2	65.6 ± 9.9	np	23.1 ±10.6	61.6 ± 4.7
At University	14.9 ± 6.7	11.3 ± 9.8	24.1 ± 9.0	6.2 ± 7.2	np	7.9 ± 5.4	np	38.4 ±14.1	16.8 ± 3.7
At private provider or other registered provider	7.8 ± 3.9	25.0 ±14.9	26.8 ± 9.4	36.7 ±11.7	22.3 ±15.6	26.4 ± 9.7	np	38.5 ±12.9	21.5 ± 3.9

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.45 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (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</i>	<i>Aust</i>
(f)	Student remoteness is based on the ARIA+, which was developed by 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 < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(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 outer regional areas in the ACT. Data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction.								
	na Not available. – Nil or rounded to zero. np Not published.								

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT</i>	<i>Aust</i>
2014									
Employed or in further study	86.5 ± 9.5	np	94.1 ± 4.7	91.5 ± 3.7	87.0 ± 7.0	90.2 ± 9.8	np	94.6 ± 4.8	90.5 ± 2.6
Employed after training	73.9 ±13.9	np	92.8 ± 4.9	84.5 ± 5.8	76.5 ± 8.8	87.9 ±10.6	np	88.8 ± 6.4	83.8 ± 3.4
In further study after training	40.7 ±14.8	np	30.9 ±10.8	42.6 ±10.8	36.0 ±10.4	35.4 ±16.4	–	36.7 ± 8.0	37.1 ± 5.1
At TAFE	75.6 ±16.1	–	61.5 ±19.2	58.9 ±18.1	39.4 ±18.4	np	na	38.0 ±13.8	54.8 ± 8.8
At University	17.1 ±13.9	np	22.2 ±16.8	14.4 ±11.3	15.5 ±11.3	np	na	29.8 ±12.8	18.3 ± 6.1
At private provider or other registered provider	7.3 ± 6.2	–	16.3 ±14.8	26.6 ±16.0	45.1 ±17.7	54.2 ±29.7	na	32.2 ±12.2	26.9 ± 7.5
2013									
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
2012									
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

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

	NSW	Vic (h)	Qld	WA	SA	Tas	ACT (h)	NT	Aust
2011									
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	<i>59.5 ±33.1</i>	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
2010									
Employed or in further study	95.1 ± 6.4	83.0 ±30.9	90.3 ± 4.8	92.2 ± 3.3	90.3 ± 9.6	100.0	na	91.9 ± 5.4	91.8 ± 2.5
Employed after training	83.3 ±11.2	87.2 ±24.1	87.5 ± 5.0	84.6 ± 6.2	88.7 ± 9.8	86.7 ±13.1	na	84.5 ± 6.3	86.0 ± 3.3
In further study after training	39.0 ±16.0	np	28.5 ± 8.2	37.6 ± 8.0	37.3 ±16.1	20.6 ±16.4	na	37.0 ±10.1	33.8 ± 5.0
At TAFE	66.9 ±25.3	np	53.7 ±16.6	72.1 ±12.7	43.2 ±24.6	np	na	57.6 ±14.8	61.2 ± 8.8
At University	np	–	np	12.3 ± 9.5	np	–	na	22.2 ±14.6	13.8 ± 5.9
At private provider or other registered provider	np	–	28.3 ±16.2	15.6 ±10.3	37.5 ±24.9	np	na	20.2 ±11.4	25.1 ± 8.4

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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).

Table 5A.46 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (a), (b), (c), (d), (e), (f), (g), (h)**

	NSW	Vic (h)	Qld	WA	SA	Tas	ACT (h)	NT	Aust
(f)	Student remoteness is based on the ARIA+, which was developed by 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 < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(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 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.								

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (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>
2014									
Employed or in further study	77.7 ± 3.3	69.7 ± 4.3	71.7 ± 5.3	79.3 ± 7.8	73.2 ± 5.5	76.5 ± 9.1	85.8 ± 6.5	80.6 ±13.6	74.2 ± 2.0
Employed after training	50.4 ± 4.3	49.7 ± 4.7	52.4 ± 6.3	50.6 ± 8.7	53.6 ± 6.3	47.3 ±10.8	72.0 ± 9.5	65.2 ±19.7	51.4 ± 2.4
In further study after training	49.0 ± 4.2	34.9 ± 4.5	31.8 ± 6.2	47.3 ± 8.8	35.9 ± 6.0	42.2 ±10.9	32.1 ±10.1	48.1 ±20.9	40.1 ± 2.3
At TAFE	64.8 ± 5.9	33.5 ± 7.7	48.0 ±12.2	63.7 ±12.0	41.5 ±10.3	68.2 ±15.9	51.1 ±19.0	50.4 ±35.0	51.9 ± 3.8
At University	16.9 ± 5.2	19.8 ± 6.5	22.4 ± 9.8	20.3 ±10.7	16.2 ± 8.2	17.6 ±13.0	20.2 ±15.5	np	18.5 ± 3.1
At private provider or other registered provider	18.3 ± 4.5	46.7 ± 8.2	29.6 ±10.4	16.1 ± 7.8	42.3 ±10.3	np	28.7 ±16.6	np	29.6 ± 3.4
2013									
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
2012									
Employed or in further study	77.9 ± 4.4	66.8 ± 9.8	68.0 ± 9.9	80.1 ±11.0	75.8 ±10.2	76.6 ±13.6	80.0 ±12.8	75.5 ±16.4	73.1 ± 3.8
Employed after training	53.1 ± 5.9	48.1 ±10.2	52.5 ±10.3	51.0 ±10.6	57.6 ±11.7	42.3 ±15.8	61.3 ±16.3	60.4 ±18.1	51.9 ± 4.1
In further study after training	44.1 ± 5.9	33.4 ± 9.4	29.4 ± 8.8	52.3 ±10.6	34.5 ±10.5	40.9 ±15.4	53.0 ±16.8	45.0 ±18.0	38.5 ± 3.9
At TAFE	73.2 ± 7.9	42.1 ±16.5	38.3 ±15.6	73.6 ±10.7	42.2 ±16.1	91.1 ±16.3	61.0 ±23.4	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

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (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>
2011									
Employed or in further study	73.6 ± 3.4	71.4 ± 5.2	66.5 ± 3.8	75.7 ± 4.6	70.0 ± 4.5	74.0 ± 7.1	72.6 ± 9.2	70.3 ±17.8	71.5 ± 1.9
Employed after training	48.5 ± 3.8	54.5 ± 5.2	51.1 ± 4.0	55.6 ± 5.2	49.2 ± 5.0	52.4 ± 8.4	58.5 ±10.2	65.8 ±17.7	51.3 ± 2.0
In further study after training	44.0 ± 3.7	33.2 ± 4.5	28.9 ± 3.7	39.4 ± 5.1	33.9 ± 4.8	43.7 ± 8.2	28.1 ± 8.8	26.6 ±13.1	37.0 ± 1.9
At TAFE	74.1 ± 4.9	52.7 ± 8.0	44.3 ± 7.7	59.4 ± 8.5	53.9 ± 8.7	61.8 ±11.6	43.6 ±17.4	46.2 ±25.7	61.6 ± 3.1
At University	15.2 ± 4.0	18.9 ± 6.6	15.5 ± 5.4	12.1 ± 5.0	6.2 ± 4.0	11.2 ± 7.1	20.4 ±14.4	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
2010									
Employed or in further study	71.6 ± 5.5	76.9 ± 5.6	63.6 ± 7.6	81.8 ± 8.1	72.3 ±10.3	71.7 ±13.3	81.3 ±16.1	92.0 ± 9.4	72.5 ± 3.1
Employed after training	49.8 ± 5.8	59.4 ± 6.8	44.5 ± 7.6	67.3 ± 9.8	56.2 ±12.2	52.8 ±13.6	62.0 ±17.1	77.4 ±15.1	53.5 ± 3.3
In further study after training	39.4 ± 5.7	34.0 ± 6.9	30.4 ± 7.3	38.5 ±10.1	32.1 ±11.9	33.9 ±12.1	36.2 ±17.4	46.0 ±19.9	35.7 ± 3.2
At TAFE	68.7 ± 8.9	48.5 ±11.7	44.3 ±14.0	63.7 ±15.7	76.2 ±20.4	62.0 ±21.1	21.5 ±18.4	np	59.2 ± 5.6
At University	15.4 ± 7.1	22.1 ± 9.4	26.7 ±14.2	7.8 ± 7.7	np	np	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

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.

Table 5A.47 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (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>
(f)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 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.								

TABLE 5A.48

Table 5A.48 **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 (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>
2014									
Employed or in further study	80.8 ± 2.1	79.0 ± 2.2	79.7 ± 4.1	83.4 ± 4.6	84.7 ± 3.8	81.0 ±10.0	84.3 ± 5.2	78.9 ± 9.1	80.7 ± 1.3
Employed after training	61.8 ± 2.7	66.3 ± 2.6	67.0 ± 4.6	67.7 ± 6.1	68.2 ± 5.0	71.8 ±11.6	75.8 ± 6.1	73.7 ± 9.4	65.6 ± 1.6
In further study after training	39.9 ± 2.8	30.1 ± 2.6	32.0 ± 4.4	36.5 ± 6.2	37.9 ± 5.2	28.0 ±11.5	38.6 ± 6.8	29.2 ± 9.0	34.8 ± 1.6
At TAFE	66.1 ± 4.1	28.2 ± 4.6	42.3 ± 7.4	66.0 ±10.8	45.5 ± 8.9	np	47.8 ±11.9	42.0 ±17.6	48.8 ± 2.8
At University	19.4 ± 3.5	34.6 ± 5.1	33.0 ± 7.6	21.1 ±10.5	23.1 ± 8.0	32.3 ±22.2	25.0 ±10.1	36.0 ±17.0	26.3 ± 2.6
At private provider or other registered provider	14.6 ± 2.9	37.2 ± 5.0	24.7 ± 6.6	12.9 ± 5.2	31.5 ± 8.3	48.7 ±24.2	27.1 ± 9.8	22.0 ±11.4	24.9 ± 2.3
2013									
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
2012									
Employed or in further study	82.6 ± 3.0	83.3 ± 4.3	77.3 ± 7.7	88.4 ± 3.4	80.7 ± 8.0	69.8 ±18.5	83.2 ± 8.3	82.4 ± 8.7	82.7 ± 2.1
Employed after training	63.5 ± 3.7	65.8 ± 5.9	64.5 ± 8.3	72.4 ± 4.9	67.4 ± 8.7	48.9 ±19.2	70.5 ±12.1	74.9 ± 9.9	65.5 ± 2.7
In further study after training	40.0 ± 3.8	34.4 ± 5.9	33.3 ± 7.8	45.6 ± 5.9	33.4 ± 8.3	35.7 ±18.0	31.8 ±12.0	33.9 ±11.8	37.4 ± 2.7
At TAFE	59.4 ± 5.9	36.9 ± 9.3	50.5 ±13.6	57.9 ± 8.9	52.7 ±15.0	79.0 ±25.9	43.1 ±22.1	30.9 ±19.4	51.1 ± 4.4
At University	27.8 ± 5.7	24.0 ± 8.5	30.8 ±12.5	25.0 ± 8.1	21.7 ±11.6	np	31.5 ±25.8	53.7 ±21.7	26.4 ± 3.8
At private provider or other registered provider	12.7 ± 3.8	39.0 ±10.8	18.7 ±11.6	17.1 ± 6.9	25.5 ±13.8	np	25.4 ±19.7	15.4 ±12.9	22.5 ± 4.3

TABLE 5A.48

Table 5A.48 **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 (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>
2011									
Employed or in further study	81.7 ± 1.8	82.7 ± 2.1	79.2 ± 2.8	84.4 ± 2.2	77.6 ± 4.8	78.5 ± 7.8	87.5 ± 5.4	82.9 ± 9.2	81.8 ± 1.1
Employed after training	61.9 ± 2.3	68.0 ± 2.5	66.7 ± 3.3	66.5 ± 2.9	62.3 ± 5.5	58.0 ± 9.5	80.4 ± 6.6	74.7 ± 10.3	65.0 ± 1.3
In further study after training	40.7 ± 2.4	35.4 ± 2.5	32.2 ± 3.3	43.7 ± 3.1	36.8 ± 5.3	39.5 ± 9.4	37.9 ± 8.6	26.7 ± 9.4	38.3 ± 1.3
At TAFE	63.4 ± 3.7	47.5 ± 4.1	41.5 ± 6.0	62.0 ± 4.7	61.3 ± 8.5	68.9 ± 13.9	32.5 ± 13.9	34.5 ± 22.3	56.5 ± 2.2
At University	23.0 ± 3.2	33.8 ± 4.0	31.6 ± 5.7	20.1 ± 3.8	12.7 ± 5.5	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
2010									
Employed or in further study	78.5 ± 3.1	82.5 ± 4.0	77.7 ± 4.8	81.4 ± 4.4	84.1 ± 7.2	79.4 ± 11.5	93.5 ± 3.6	84.7 ± 6.5	80.3 ± 1.9
Employed after training	57.2 ± 3.6	67.3 ± 4.7	62.3 ± 5.5	66.4 ± 4.9	68.0 ± 8.8	64.1 ± 14.1	86.5 ± 5.9	76.3 ± 8.2	62.5 ± 2.2
In further study after training	38.2 ± 3.6	39.5 ± 4.9	36.4 ± 5.7	42.2 ± 5.4	38.4 ± 8.7	32.3 ± 12.9	30.5 ± 10.0	33.4 ± 11.7	38.4 ± 2.2
At TAFE	60.1 ± 5.7	46.5 ± 7.8	50.0 ± 9.9	64.8 ± 8.0	49.9 ± 12.1	49.2 ± 24.6	45.6 ± 19.3	18.5 ± 15.9	55.2 ± 3.6
At University	25.7 ± 5.0	33.0 ± 7.6	26.3 ± 8.5	16.4 ± 6.2	30.3 ± 9.0	np	32.9 ± 18.2	46.3 ± 22.6	27.0 ± 3.2
At private provider or other registered provider	14.2 ± 4.4	20.6 ± 7.2	23.7 ± 9.1	18.8 ± 6.6	19.8 ± 11.3	np	21.5 ± 17.3	35.2 ± 19.5	17.9 ± 3.0

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.

Table 5A.48 **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 (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>
(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).								
(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.49

Table 5A.49 **Labour force status after the course of VET graduates who were unemployed 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>
2014									
Employed	43.7 ± 3.4	48.3 ± 3.3	48.1 ± 4.3	48.4 ± 6.3	45.0 ± 4.8	47.5 ± 8.7	58.2 ± 9.9	47.3 ±19.7	46.7 ± 1.8
Unemployed	46.8 ± 3.4	44.3 ± 3.3	45.2 ± 4.3	46.7 ± 6.2	49.9 ± 4.8	42.1 ± 8.6	35.5 ± 9.5	52.7 ±19.7	45.9 ± 1.8
Not in the labour force	9.2 ± 2.0	7.3 ± 1.7	6.5 ± 1.8	4.7 ± 2.7	4.7 ± 1.9	10.4 ± 5.3	6.3 ± 4.0	–	7.2 ± 0.9
2013									
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
2012									
Employed	50.1 ± 4.7	51.6 ± 7.1	52.5 ± 7.6	51.8 ± 7.9	46.6 ± 8.8	56.4 ±12.2	53.6 ±17.1	52.5 ±14.9	51.1 ± 3.1
Unemployed	40.3 ± 4.6	37.2 ± 6.7	42.1 ± 7.5	43.1 ± 7.9	41.7 ± 8.4	35.7 ±11.7	41.2 ±16.6	40.4 ±14.8	40.1 ± 3.0
Not in the labour force	9.6 ± 2.7	11.2 ± 4.2	5.4 ± 2.8	5.1 ± 2.9	11.7 ± 5.5	np	np	np	8.8 ± 1.7
2011									
Employed	45.6 ± 3.0	55.7 ± 3.9	51.3 ± 2.8	51.9 ± 4.0	47.9 ± 3.9	52.6 ± 7.2	56.6 ±12.7	49.7 ±14.7	50.1 ± 1.6
Unemployed	45.9 ± 3.0	35.8 ± 3.8	42.2 ± 2.8	38.2 ± 3.9	45.3 ± 3.9	38.6 ± 7.1	37.4 ±12.3	33.5 ±13.9	41.9 ± 1.5
Not in the labour force	8.3 ± 1.5	8.3 ± 1.9	6.3 ± 1.3	9.4 ± 2.4	6.6 ± 1.8	8.0 ± 3.7	4.9 ± 4.5	16.8 ±12.2	7.8 ± 0.8
2010									
Employed	46.4 ± 4.5	55.0 ± 5.9	44.6 ± 6.0	51.1 ± 8.2	42.8 ± 8.9	53.0 ±10.1	73.7 ±15.6	68.1 ±18.6	48.6 ± 2.7
Unemployed	43.8 ± 4.4	36.6 ± 5.8	45.7 ± 6.1	42.1 ± 8.2	49.7 ± 9.2	42.4 ±10.0	20.4 ±13.5	25.7 ±15.9	42.5 ± 2.7
Not in the labour force	9.7 ± 2.9	8.0 ± 2.7	9.6 ± 3.2	6.8 ± 4.3	7.3 ± 4.9	4.2 ± 3.9	np	np	8.7 ± 1.5
2009									
Employed	48.3 ± 3.3	53.6 ± 4.2	53.5 ± 4.3	54.3 ± 5.9	51.4 ± 6.4	61.8 ± 9.6	63.8 ±12.8	47.1 ±18.1	51.5 ± 2.0
Unemployed	39.7 ± 3.2	37.1 ± 4.2	35.6 ± 4.1	31.7 ± 5.4	33.1 ± 6.4	29.3 ± 9.0	23.2 ±10.2	43.9 ±17.9	37.0 ± 1.9
Not in the labour force	11.6 ± 2.1	8.6 ± 2.5	9.9 ± 2.6	13.8 ± 4.3	15.0 ± 4.1	8.1 ± 5.1	12.9 ± 9.4	np	11.0 ± 1.2

TABLE 5A.49

Table 5A.49 **Labour force status after the course of VET graduates who were unemployed 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>
2008									
Employed	49.1 ± 5.6	66.6 ± 6.7	64.6 ± 8.0	59.1 ±11.9	72.6 ±13.4	49.0 ±15.4	45.7 ±19.8	69.4 ±18.2	57.3 ± 3.5
Unemployed	39.5 ± 5.5	28.5 ± 6.4	28.2 ± 7.9	34.0 ±11.3	22.4 ±12.5	42.9 ±15.2	31.7 ±16.9	28.4 ±17.8	34.0 ± 3.4
Not in the labour force	10.3 ± 3.1	4.9 ± 2.5	6.6 ± 3.2	6.9 ± 5.9	np	np	22.6 ±17.7	np	8.2 ± 1.7
2007									
Employed	53.9 ± 3.7	62.0 ± 4.5	68.7 ± 4.5	59.6 ± 6.3	67.0 ± 6.7	62.4 ± 8.9	54.0 ±16.2	57.7 ±19.2	59.2 ± 2.2
Unemployed	36.8 ± 3.6	31.4 ± 4.3	22.5 ± 3.9	30.5 ± 5.9	25.0 ± 6.3	30.6 ± 8.5	32.6 ±14.9	37.6 ±19.6	32.3 ± 2.1
Not in the labour force	8.9 ± 2.1	6.3 ± 2.1	8.3 ± 2.8	9.6 ± 3.8	7.0 ± 3.2	6.9 ± 4.5	13.3 ±10.3	np	8.2 ± 1.2
2006									
Employed	55.6 ± 6.2	61.6 ± 6.4	62.2 ± 6.8	65.3 ± 8.2	60.4 ± 9.8	68.4 ±16.2	72.3 ±16.0	69.7 ±17.5	59.1 ± 3.6
Unemployed	31.7 ± 5.7	29.5 ± 6.0	29.4 ± 6.3	28.4 ± 7.5	30.8 ± 9.5	29.0 ±16.3	19.0 ±11.1	27.7 ±17.2	30.4 ± 3.3
Not in the labour force	12.7 ± 4.1	8.6 ± 3.5	8.2 ± 2.7	6.3 ± 4.5	8.8 ± 5.2	np	np	np	10.3 ± 2.2
2005									
Employed	50.4 ± 4.6	59.2 ± 4.4	59.8 ± 4.3	58.5 ± 5.0	63.1 ± 6.0	59.5 ± 9.9	54.6 ±12.2	63.3 ±12.8	55.1 ± 2.5
Unemployed	40.7 ± 4.4	30.4 ± 4.1	32.5 ± 4.2	32.9 ± 4.9	28.9 ± 5.7	29.6 ± 9.1	40.1 ±12.2	20.3 ±10.9	36.0 ± 2.4
Not in the labour force	8.4 ± 2.3	8.8 ± 2.6	7.2 ± 2.0	8.3 ± 2.5	8.0 ± 3.1	10.1 ± 6.2	np	16.4 ± 8.2	8.3 ± 1.3

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

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

(c) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

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

Table 5A.49 **Labour force status after the course of VET graduates who were unemployed 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>
(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: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.50

Table 5A.50 **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>
2014									
Employed	34.9 ±11.5	39.4 ±20.1	41.7 ±14.9	51.0 ±24.5	41.3 ±24.0	39.5 ±22.5	83.4 ±22.2	42.2 ±33.7	40.0 ± 7.3
Unemployed	47.2 ±12.9	55.7 ±20.7	44.8 ±15.1	46.7 ±23.9	52.3 ±23.8	50.3 ±23.3	np	57.8 ±33.7	48.2 ± 7.5
Not in the labour force	17.9 ±12.3	np	11.3 ± 8.4	np	np	np	np	–	11.4 ± 5.8
2013									
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
2012									
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
2011									
Employed	47.8 ±14.3	45.7 ±21.1	34.9 ± 9.6	59.5 ±17.4	30.7 ±13.2	35.9 ±26.7	np	42.7 ±24.9	42.5 ± 6.2
Unemployed	46.5 ±14.3	49.1 ±22.2	57.3 ±10.0	36.0 ±17.2	58.6 ±14.6	60.8 ±27.5	np	np	49.8 ± 6.3
Not in the labour force	np	np	7.8 ± 5.4	np	np	np	–	np	7.5 ± 3.1
2010									
Employed	32.8 ±20.1	np	32.6 ±24.0	30.4 ±16.7	np	72.2 ±18.2	np	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
2009									
Employed	46.7 ±16.2	72.2 ±23.1	41.2 ±20.0	49.3 ±27.9	71.5 ±26.2	58.6 ±31.3	–	np	52.7 ± 9.6
Unemployed	45.5 ±16.3	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

TABLE 5A.50

Table 5A.50 **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>
2008									
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
2007									
Employed	55.1 ±18.6	np	68.2 ±20.1	33.7 ±26.7	np	np	na	np	53.6 ±10.9
Unemployed	38.6 ±18.3	np	29.8 ±20.1	50.4 ±27.8	np	np	na	np	39.4 ±10.8
Not in the labour force	np	np	np	np	np	–	na	–	7.0 ± 4.7
2006									
Employed	np	np	44.7 ±17.6	np	np	np	np	np	49.3 ±16.3
Unemployed	44.2 ±37.6	np	27.1 ±17.1	58.0 ±31.0	np	np	–	np	42.4 ±15.6
Not in the labour force	–	–	np	–	–	np	–	np	np
2005									
Employed	50.2 ±21.7	np	54.0 ±16.8	48.6 ±28.4	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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.
- (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.50 **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>
(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).									

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.51

Table 5A.51 **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)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2014									
Employed	44.5 ± 3.6	48.6 ± 3.4	48.6 ± 4.5	48.0 ± 6.5	45.1 ± 4.9	48.9 ± 9.4	55.9 ±10.6	51.1 ±23.9	47.0 ± 1.9
Unemployed	46.7 ± 3.5	44.1 ± 3.3	45.3 ± 4.5	46.9 ± 6.4	49.8 ± 4.9	40.7 ± 9.3	37.9 ±10.2	48.9 ±23.9	45.8 ± 1.8
Not in the labour force	8.5 ± 1.8	7.3 ± 1.7	6.1 ± 1.8	4.9 ± 2.9	4.6 ± 2.0	10.5 ± 5.7	6.1 ± 4.1	–	7.0 ± 0.9
2013									
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
2012									
Employed	50.7 ± 4.8	52.8 ± 7.2	53.2 ± 7.9	53.0 ± 8.1	45.9 ± 9.1	57.1 ±12.9	57.3 ±17.3	50.2 ±17.9	51.8 ± 3.2
Unemployed	40.5 ± 4.7	35.6 ± 6.7	41.3 ± 7.8	41.4 ± 8.2	42.5 ± 8.7	37.1 ±12.6	37.1 ±16.7	42.5 ±17.8	39.4 ± 3.1
Not in the labour force	8.7 ± 2.7	11.5 ± 4.4	5.4 ± 3.0	5.6 ± 3.1	11.6 ± 5.7	np	np	np	8.8 ± 1.7
2011									
Employed	45.2 ± 3.1	56.0 ± 4.0	52.7 ± 2.9	51.9 ± 4.2	49.3 ± 4.1	53.6 ± 7.3	55.9 ±13.2	55.1 ±16.5	50.5 ± 1.6
Unemployed	46.0 ± 3.1	35.6 ± 3.9	40.9 ± 2.9	37.6 ± 4.0	44.7 ± 4.1	37.0 ± 7.1	37.8 ±12.7	36.8 ±15.5	41.4 ± 1.6
Not in the labour force	8.7 ± 1.6	8.3 ± 2.0	6.3 ± 1.4	10.0 ± 2.6	5.8 ± 1.7	8.5 ± 4.0	5.2 ± 4.8	np	7.8 ± 0.8
2010									
Employed	46.8 ± 4.6	55.2 ± 6.1	45.4 ± 6.2	54.4 ± 8.8	46.4 ± 9.5	51.2 ±10.9	74.5 ±15.8	49.5 ±23.1	49.3 ± 2.8
Unemployed	43.8 ± 4.6	36.3 ± 5.9	44.5 ± 6.3	38.6 ± 8.6	45.8 ± 9.6	44.6 ±10.8	19.4 ±13.5	39.5 ±20.2	41.8 ± 2.8
Not in the labour force	9.4 ± 2.9	8.1 ± 2.7	10.0 ± 3.3	7.1 ± 4.6	7.7 ± 5.3	4.2 ± 4.2	np	np	8.7 ± 1.6
2009									
Employed	48.6 ± 3.3	53.2 ± 4.3	54.3 ± 4.5	54.8 ± 6.1	50.8 ± 6.5	62.2 ±10.0	64.5 ±12.8	41.9 ±20.1	51.6 ± 2.0
Unemployed	39.5 ± 3.2	37.3 ± 4.2	34.8 ± 4.2	31.2 ± 5.5	33.1 ± 6.5	27.6 ± 9.1	23.5 ±10.3	45.3 ±20.7	36.8 ± 2.0
Not in the labour force	11.4 ± 2.0	8.9 ± 2.6	10.2 ± 2.7	13.9 ± 4.4	15.6 ± 4.3	9.2 ± 5.7	12.0 ± 9.3	np	11.1 ± 1.2

TABLE 5A.51

Table 5A.51 **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)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Employed	50.5 ± 5.7	66.8 ± 6.7	62.9 ± 8.4	61.9 ±11.7	74.9 ±13.6	47.3 ±15.8	45.7 ±19.8	66.0 ±21.4	57.9 ± 3.6
Unemployed	38.2 ± 5.6	28.2 ± 6.5	29.3 ± 8.4	31.3 ±11.0	22.4 ±13.1	44.3 ±15.6	31.7 ±16.9	31.3 ±20.9	33.4 ± 3.5
Not in the labour force	10.3 ± 3.1	5.0 ± 2.6	7.0 ± 3.5	np	np	np	22.6 ±17.7	np	8.1 ± 1.7
2007									
Employed	53.7 ± 3.8	62.2 ± 4.6	68.6 ± 4.6	60.8 ± 6.5	68.2 ± 6.7	64.7 ± 9.2	54.0 ±16.2	56.6 ±18.0	59.3 ± 2.3
Unemployed	37.0 ± 3.7	31.3 ± 4.4	22.0 ± 4.0	29.5 ± 6.0	24.5 ± 6.3	27.9 ± 8.7	32.6 ±14.9	38.1 ±18.9	32.1 ± 2.2
Not in the labour force	9.1 ± 2.2	6.2 ± 2.1	8.7 ± 3.0	9.3 ± 3.9	6.3 ± 3.1	7.5 ± 4.8	13.3 ±10.3	np	8.3 ± 1.3
2006									
Employed	56.1 ± 6.3	61.4 ± 6.5	63.7 ± 7.1	67.3 ± 8.6	62.5 ±10.0	69.8 ±17.4	69.3 ±17.0	77.7 ±19.9	59.9 ± 3.7
Unemployed	30.9 ± 5.8	29.5 ± 6.1	29.8 ± 6.7	25.9 ± 7.8	28.1 ± 9.5	29.2 ±17.4	21.1 ±11.9	np	29.8 ± 3.4
Not in the labour force	12.9 ± 4.2	8.8 ± 3.5	6.3 ± 2.7	6.9 ± 4.9	9.3 ± 5.5	np	np	–	10.2 ± 2.3
2005									
Employed	50.5 ± 4.7	59.7 ± 4.5	60.3 ± 4.5	58.8 ± 5.1	63.8 ± 6.1	58.9 ±10.5	57.8 ±12.3	51.9 ±15.1	55.3 ± 2.6
Unemployed	40.3 ± 4.5	30.1 ± 4.1	31.8 ± 4.3	32.8 ± 5.0	28.2 ± 5.8	29.3 ± 9.5	36.6 ±12.1	25.0 ±13.7	35.6 ± 2.5
Not in the labour force	8.6 ± 2.4	8.7 ± 2.6	7.4 ± 2.1	8.1 ± 2.6	8.0 ± 3.2	11.0 ± 6.7	np	23.1 ±11.1	8.4 ± 1.3

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(b) Some data 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) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

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

TABLE 5A.52

Table 5A.52 **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>
2014									
Employed	90.4 ± 1.0	89.5 ± 1.2	89.9 ± 1.5	90.4 ± 1.8	91.5 ± 1.4	90.5 ± 2.7	92.0 ± 2.1	92.5 ± 3.0	90.3 ± 0.6
Unemployed	5.6 ± 0.8	7.8 ± 1.0	6.0 ± 1.2	6.0 ± 1.1	5.3 ± 1.1	5.4 ± 2.3	5.1 ± 1.8	2.6 ± 1.8	6.2 ± 0.5
Not in the labour force	3.9 ± 0.7	2.7 ± 0.6	3.7 ± 1.0	3.5 ± 1.4	2.9 ± 0.9	3.7 ± 1.4	2.8 ± 1.3	5.0 ± 2.5	3.3 ± 0.3
2013									
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
2012									
Employed	90.1 ± 1.3	87.6 ± 2.5	89.5 ± 2.2	92.4 ± 1.7	93.1 ± 1.8	90.3 ± 3.5	93.3 ± 3.1	90.3 ± 3.6	90.0 ± 0.9
Unemployed	5.7 ± 1.1	7.2 ± 2.1	6.4 ± 1.8	4.3 ± 1.4	4.5 ± 1.5	6.1 ± 2.8	4.3 ± 2.5	4.7 ± 2.2	5.9 ± 0.8
Not in the labour force	4.2 ± 0.8	5.1 ± 1.5	4.1 ± 1.4	3.2 ± 1.0	2.3 ± 1.0	3.6 ± 2.2	2.4 ± 2.0	5.0 ± 3.0	4.1 ± 0.5
2011									
Employed	90.3 ± 0.8	89.4 ± 1.0	88.7 ± 0.9	90.6 ± 0.9	89.4 ± 1.4	89.1 ± 2.0	94.1 ± 1.8	91.1 ± 2.5	89.9 ± 0.4
Unemployed	5.7 ± 0.7	6.0 ± 0.8	7.4 ± 0.8	4.8 ± 0.7	6.8 ± 1.1	5.8 ± 1.5	2.4 ± 1.2	4.3 ± 1.8	6.0 ± 0.3
Not in the labour force	3.9 ± 0.5	4.4 ± 0.6	3.7 ± 0.5	4.4 ± 0.6	3.6 ± 0.9	5.1 ± 1.4	3.4 ± 1.4	4.6 ± 1.8	4.1 ± 0.3
2010									
Employed	87.2 ± 1.5	89.6 ± 1.6	87.4 ± 1.7	89.1 ± 1.8	88.9 ± 2.9	88.5 ± 3.2	92.0 ± 2.9	90.9 ± 2.9	88.3 ± 0.8
Unemployed	7.5 ± 1.2	6.0 ± 1.3	7.4 ± 1.3	6.5 ± 1.4	5.7 ± 2.0	5.8 ± 2.6	4.0 ± 2.2	4.8 ± 1.9	6.8 ± 0.6
Not in the labour force	4.9 ± 0.9	4.1 ± 1.0	4.9 ± 1.1	4.2 ± 1.1	5.2 ± 2.2	5.5 ± 1.9	4.1 ± 1.9	4.3 ± 2.2	4.7 ± 0.5

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.52 **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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(d) Proportions may not sum to 100 per cent as 'Not employed - no further information' responses are not presented here.

(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.53

Table 5A.53 **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>
2014									
Highly relevant	56.5 ± 1.9	48.1 ± 2.2	58.6 ± 2.2	61.3 ± 3.0	52.6 ± 2.6	61.0 ± 4.1	54.8 ± 4.1	62.8 ± 5.1	54.5 ± 1.0
Some relevance	24.7 ± 1.6	28.2 ± 1.9	23.6 ± 1.9	21.9 ± 2.4	28.0 ± 2.3	25.1 ± 3.6	25.6 ± 3.4	24.4 ± 4.9	25.7 ± 0.9
Very little relevance	7.9 ± 1.0	9.4 ± 1.2	6.6 ± 1.1	6.5 ± 1.5	6.3 ± 1.2	6.7 ± 2.0	9.3 ± 2.5	5.5 ± 3.5	7.8 ± 0.5
Not relevant at all	10.9 ± 1.1	14.3 ± 1.9	11.2 ± 1.4	10.3 ± 1.7	13.1 ± 1.8	7.2 ± 2.1	10.3 ± 2.8	7.2 ± 2.7	12.0 ± 0.7
2013									
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
2012									
Highly relevant	58.6 ± 2.5	50.3 ± 3.6	55.2 ± 3.7	61.9 ± 3.1	55.6 ± 4.3	62.3 ± 6.2	53.5 ± 6.6	60.4 ± 6.4	56.0 ± 1.5
Some relevance	25.2 ± 2.2	30.8 ± 3.4	24.6 ± 3.3	21.3 ± 2.7	28.3 ± 3.7	21.3 ± 5.1	29.1 ± 5.9	25.1 ± 5.7	26.3 ± 1.4
Very little relevance	7.0 ± 1.3	6.1 ± 1.7	7.9 ± 2.2	7.0 ± 1.6	6.4 ± 1.8	5.1 ± 2.8	7.8 ± 3.6	7.6 ± 3.1	6.8 ± 0.8
Not relevant at all	9.2 ± 1.3	12.9 ± 2.6	12.3 ± 2.4	9.8 ± 1.7	9.7 ± 2.9	11.3 ± 4.1	9.7 ± 3.6	7.0 ± 3.2	10.8 ± 0.9
2011									
Highly relevant	57.0 ± 1.5	56.8 ± 1.6	59.1 ± 1.5	59.7 ± 1.6	57.3 ± 2.3	58.9 ± 3.5	57.2 ± 4.1	62.4 ± 5.2	57.8 ± 0.7
Some relevance	26.1 ± 1.4	26.2 ± 1.4	23.2 ± 1.3	24.0 ± 1.4	25.4 ± 2.0	24.4 ± 3.0	26.9 ± 3.6	22.8 ± 4.5	25.2 ± 0.7
Very little relevance	7.2 ± 0.8	7.6 ± 0.8	7.4 ± 0.8	6.3 ± 0.8	6.8 ± 1.1	5.6 ± 1.8	8.1 ± 2.2	6.3 ± 2.6	7.2 ± 0.4
Not relevant at all	9.7 ± 0.9	9.4 ± 0.9	10.3 ± 0.9	10.0 ± 1.0	10.5 ± 1.4	11.1 ± 2.2	7.8 ± 2.4	8.5 ± 2.6	9.8 ± 0.4
2010									
Highly relevant	56.6 ± 2.4	55.7 ± 2.8	57.3 ± 2.9	60.1 ± 3.0	56.7 ± 5.0	59.7 ± 5.0	54.3 ± 6.2	65.4 ± 7.0	57.1 ± 1.3
Some relevance	25.4 ± 2.1	26.0 ± 2.5	25.0 ± 2.6	21.6 ± 2.6	25.1 ± 4.4	24.4 ± 4.5	29.5 ± 5.8	23.0 ± 6.6	25.0 ± 1.1
Very little relevance	7.3 ± 1.3	7.6 ± 1.5	7.0 ± 1.4	7.2 ± 1.7	6.7 ± 2.3	6.5 ± 2.7	6.1 ± 2.5	4.5 ± 2.4	7.2 ± 0.7

TABLE 5A.53

Table 5A.53 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>
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

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) Proportions may not sum to 100 per cent due to rounding.
- (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: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.54

Table 5A.54 **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>
2014									
Obtained a job	30.6 ± 1.8	30.3 ± 2.0	31.0 ± 2.2	35.6 ± 3.3	27.4 ± 2.3	28.1 ± 4.0	30.9 ± 3.8	35.3 ± 5.4	30.6 ± 0.9
An increase in earnings	26.2 ± 1.8	19.8 ± 1.7	26.2 ± 2.1	26.5 ± 3.2	20.3 ± 2.1	28.6 ± 4.2	26.9 ± 3.7	38.9 ± 5.4	23.8 ± 0.9
A promotion (or increased status at work)	32.3 ± 1.8	22.9 ± 1.7	32.2 ± 2.3	37.3 ± 3.4	30.6 ± 2.4	37.4 ± 4.3	37.4 ± 3.9	46.2 ± 5.9	30.2 ± 0.9
Change of job or new job	18.8 ± 1.5	16.3 ± 1.5	18.0 ± 1.8	18.7 ± 2.5	16.4 ± 1.9	18.7 ± 3.5	13.6 ± 2.7	24.7 ± 4.6	17.6 ± 0.8
Ability to start own business	8.8 ± 1.1	9.7 ± 1.0	7.6 ± 1.2	6.6 ± 1.5	7.5 ± 1.4	4.4 ± 2.4	5.7 ± 2.0	9.9 ± 3.3	8.3 ± 0.5
At least one benefit	77.6 ± 1.6	69.9 ± 2.2	76.0 ± 1.9	79.4 ± 2.2	73.6 ± 2.2	77.8 ± 3.4	76.8 ± 3.3	81.6 ± 4.5	74.8 ± 0.9
2013									
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
2012									
Obtained a job	32.5 ± 2.4	33.7 ± 3.3	39.3 ± 3.7	37.9 ± 3.2	29.4 ± 4.1	39.6 ± 6.4	30.6 ± 6.6	37.4 ± 6.5	34.5 ± 1.4
An increase in earnings	28.4 ± 2.3	27.0 ± 3.3	33.9 ± 3.5	34.3 ± 3.2	29.1 ± 4.2	39.2 ± 6.4	30.6 ± 6.2	36.0 ± 6.2	30.1 ± 1.4
A promotion (or increased status at work)	34.9 ± 2.4	27.4 ± 3.2	34.2 ± 3.5	35.7 ± 3.2	34.6 ± 4.1	34.6 ± 6.3	41.0 ± 6.6	37.1 ± 6.2	33.1 ± 1.4
Change of job or new job	19.3 ± 1.9	18.6 ± 2.7	26.1 ± 3.4	23.9 ± 2.8	18.2 ± 3.2	22.2 ± 5.4	19.1 ± 5.3	19.4 ± 5.1	20.8 ± 1.2
Ability to start own business	8.8 ± 1.4	9.4 ± 1.9	8.8 ± 2.2	8.2 ± 1.7	6.1 ± 1.8	5.8 ± 2.8	7.3 ± 3.5	10.2 ± 4.1	8.6 ± 0.8
At least one benefit	77.7 ± 2.0	74.7 ± 3.3	82.4 ± 2.7	81.5 ± 2.4	79.7 ± 3.6	83.3 ± 4.7	76.0 ± 5.5	78.9 ± 5.2	78.5 ± 1.2

TABLE 5A.54

Table 5A.54 **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>
2011									
Obtained a job	30.2 ± 1.5	35.4 ± 1.6	39.0 ± 1.5	36.0 ± 1.6	31.0 ± 2.1	35.2 ± 3.4	28.1 ± 3.9	34.1 ± 5.5	33.9 ± 0.7
An increase in earnings	25.0 ± 1.4	28.0 ± 1.4	31.8 ± 1.5	32.4 ± 1.6	25.7 ± 2.0	32.5 ± 3.3	29.5 ± 3.9	36.5 ± 5.2	28.3 ± 0.7
A promotion (or increased status at work)	32.6 ± 1.5	28.8 ± 1.4	29.7 ± 1.4	32.5 ± 1.6	31.9 ± 2.1	31.2 ± 3.3	39.3 ± 4.1	37.0 ± 5.2	31.3 ± 0.7
Change of job or new job	18.4 ± 1.2	17.1 ± 1.1	20.5 ± 1.2	19.5 ± 1.3	18.9 ± 1.8	20.5 ± 2.8	16.0 ± 2.9	22.8 ± 4.6	18.7 ± 0.6
Ability to start own business	7.8 ± 0.8	8.1 ± 0.8	9.3 ± 0.9	7.7 ± 0.9	6.0 ± 1.2	6.5 ± 1.8	6.5 ± 2.2	5.6 ± 2.2	7.9 ± 0.4
At least one benefit	78.3 ± 1.2	79.6 ± 1.3	82.7 ± 1.1	79.9 ± 1.3	75.6 ± 2.0	80.9 ± 2.8	79.5 ± 3.3	82.1 ± 4.1	79.6 ± 0.6
2010									
Obtained a job	34.3 ± 2.3	35.3 ± 2.7	42.3 ± 2.8	38.9 ± 3.1	36.4 ± 4.8	34.6 ± 4.4	29.9 ± 5.9	37.0 ± 7.0	36.7 ± 1.2
An increase in earnings	29.3 ± 2.3	29.4 ± 2.7	38.4 ± 2.7	37.5 ± 3.1	30.1 ± 4.9	40.4 ± 5.0	33.9 ± 5.9	41.6 ± 7.6	32.6 ± 1.2
A promotion (or increased status at work)	31.0 ± 2.3	29.5 ± 2.6	29.3 ± 2.6	33.0 ± 3.0	31.1 ± 4.7	37.7 ± 5.0	37.9 ± 6.4	36.7 ± 7.8	31.0 ± 1.2
Change of job or new job	19.2 ± 2.0	17.7 ± 2.2	22.2 ± 2.5	21.2 ± 2.5	18.5 ± 3.9	21.2 ± 3.9	17.9 ± 4.9	27.4 ± 7.2	19.8 ± 1.1
Ability to start own business	8.6 ± 1.4	7.1 ± 1.4	8.5 ± 1.5	9.5 ± 1.9	4.9 ± 1.9	6.4 ± 1.9	10.9 ± 4.4	11.3 ± 5.1	8.1 ± 0.7
At least one benefit	75.3 ± 2.1	76.8 ± 2.4	80.5 ± 2.2	79.7 ± 2.4	77.4 ± 4.6	84.3 ± 3.4	76.8 ± 4.9	74.4 ± 6.9	77.6 ± 1.1

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

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

(c) Graduates can state multiple benefits, so proportions will not sum to 100 per cent.

(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.55

Table 5A.55 **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>
2014									
Obtained a job	37.5 ± 8.5	56.5 ±24.8	42.9 ±10.8	40.9 ±14.8	38.4 ±18.9	46.3 ±16.1	51.1 ±17.6	46.2 ±16.6	42.6 ± 6.1
An increase in earnings	34.3 ± 9.0	16.4 ±13.3	34.4 ±10.5	35.1 ±15.3	24.2 ±15.7	30.1 ±15.6	45.4 ±17.6	36.8 ±16.3	31.8 ± 5.3
A promotion (or increased status at work)	33.7 ± 8.1	19.3 ±15.0	34.8 ±10.6	37.2 ±15.8	37.4 ±20.5	29.8 ±14.8	52.3 ±17.6	47.9 ±16.7	33.7 ± 5.2
Change of job or new job	23.8 ± 7.4	19.7 ±14.5	23.3 ± 8.9	37.2 ±15.4	np	27.4 ±14.8	14.4 ±11.4	27.8 ±15.0	23.7 ± 4.5
Ability to start own business	7.6 ± 3.3	np	6.9 ± 4.2	13.7 ± 9.8	np	np	np	np	7.3 ± 2.1
At least one benefit	80.2 ± 7.8	78.8 ±15.4	79.3 ± 9.4	78.3 ±12.9	81.9 ±16.0	64.2 ±15.0	81.6 ±14.0	89.8 ± 9.2	79.7 ± 4.5
2013									
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
2012									
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

TABLE 5A.55

Table 5A.55 **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>
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
2011									
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
2010									
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

(a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.

Table 5A.55 **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>
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(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) Graduates can state multiple benefits, so proportions will not sum to 100 per cent.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 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.56

Table 5A.56 **Proportion of VET graduates who improved their employment circumstances after training (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>
2014	59.0 ± 1.4	55.9 ± 1.7	62.0 ± 1.8	63.0 ± 2.4	59.2 ± 2.1	62.6 ± 3.4	68.0 ± 3.2	69.1 ± 4.7	59.3 ± 0.8
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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.57

Table 5A.57 **VET graduates who improved their employment circumstances after training (a), (b), (c), (d), (e)**

	<i>LOTE</i>	<i>Disability</i>	<i>Remote & Very Remote</i>	<i>All graduates</i>
2014	53.1 ± 1.7	41.0 ± 2.4	63.8 ± 4.9	59.3 ± 0.8
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
2006	56.9 ± 2.2	50.1 ± 3.0	69.8 ± 3.8	66.7 ± 0.8

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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 ARIA+, which was developed by 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 www.adelaide.edu.au/apmrc/reserach/projects/category/about_aria.html

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.58

Table 5A.58 **Proportion of Aboriginal and Torres Strait Islander VET graduates who improved their employment circumstances after training (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>
2014	53.4 ± 6.5	50.6 ±19.2	54.2 ± 8.5	50.4 ±10.9	48.9 ±13.2	48.3 ±12.0	80.6 ±10.2	60.7 ±12.6	53.3 ± 4.3
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	<i>24.6 ±18.1</i>	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	<i>34.3 ±18.3</i>	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	<i>55.0 ±33.3</i>	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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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) 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.
- (d) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.
- (e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey 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.59

Table 5A.59 **Proportion of non-Indigenous VET graduates who improved their employment circumstances after training (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>
2014	59.3 ± 1.4	56.0 ± 1.7	62.6 ± 1.9	63.3 ± 2.5	59.4 ± 2.1	63.8 ± 3.6	67.6 ± 3.3	71.2 ± 4.9	59.5 ± 0.8
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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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>
2014									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	15.7 ± 4.5	14.7 ± 8.7	12.9 ± 5.0	15.9 ± 9.6	16.3 ± 9.6	11.8 ± 7.9	27.1 ±14.1	5.9 ± 5.2	14.7 ± 2.7
Employed at a higher skill level after training	7.6 ± 3.4	2.6 ± 2.7	8.4 ± 4.4	7.3 ± 6.2	np	7.7 ± 6.2	21.8 ±12.3	6.3 ± 6.0	7.3 ± 1.9
Received a job-related benefit	51.6 ± 6.5	43.6 ±19.3	53.4 ± 8.5	46.9 ±11.0	47.7 ±13.2	46.3 ±12.0	69.6 ±13.1	59.7 ±12.6	50.7 ± 4.3
Total with improved employment status after training	53.4 ± 6.5	50.6 ±19.2	54.2 ± 8.5	50.4 ±10.9	48.9 ±13.2	48.3 ±12.0	80.6 ±10.2	60.7 ±12.6	53.3 ± 4.3
Non-Indigenous graduates									
Not employed before training to employed after training	13.2 ± 1.1	14.7 ± 1.2	12.5 ± 1.3	13.1 ± 1.8	12.6 ± 1.4	12.7 ± 2.4	13.2 ± 2.8	6.3 ± 2.2	13.4 ± 0.6
Employed at a higher skill level after training	9.7 ± 0.9	8.9 ± 1.1	11.5 ± 1.3	11.0 ± 2.0	8.2 ± 1.2	14.1 ± 3.0	13.1 ± 2.5	11.4 ± 3.2	9.8 ± 0.5
Received a job-related benefit	55.9 ± 1.5	51.1 ± 1.7	59.1 ± 1.9	60.0 ± 2.6	55.9 ± 2.1	60.6 ± 3.6	63.1 ± 3.5	69.9 ± 4.9	55.6 ± 0.8
Total with improved employment status after training	59.3 ± 1.4	56.0 ± 1.7	62.6 ± 1.9	63.3 ± 2.5	59.4 ± 2.1	63.8 ± 3.6	67.6 ± 3.3	71.2 ± 4.9	59.5 ± 0.8
All graduates (g)									
Not employed before training to employed after training	13.2 ± 1.0	14.6 ± 1.1	12.6 ± 1.3	13.2 ± 1.8	12.6 ± 1.4	12.5 ± 2.3	13.8 ± 2.7	6.1 ± 2.0	13.4 ± 0.6
Employed at a higher skill level after training	9.6 ± 0.9	8.7 ± 1.1	11.3 ± 1.3	10.9 ± 1.9	8.2 ± 1.2	13.6 ± 2.8	13.4 ± 2.5	10.2 ± 2.9	9.7 ± 0.5
Received a job-related benefit	55.6 ± 1.4	51.0 ± 1.7	58.7 ± 1.8	59.5 ± 2.5	55.8 ± 2.1	59.5 ± 3.5	63.3 ± 3.3	67.8 ± 4.8	55.4 ± 0.8
Total with improved employment status after training	59.0 ± 1.4	55.9 ± 1.7	62.0 ± 1.8	63.0 ± 2.4	59.2 ± 2.1	62.6 ± 3.4	68.0 ± 3.2	69.1 ± 4.7	59.3 ± 0.8

TABLE 5A.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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>
2013									
Aboriginal and Torres Strait Islander graduates									
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
Non-Indigenous graduates									
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
All graduates (g)									
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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	14.8 ± 8.1	16.7 ±16.1	22.6 ±12.7	12.2 ± 9.0	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
Non-Indigenous graduates									
Not employed before training to employed after training	13.5 ± 1.4	14.6 ± 2.1	17.5 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	15.6 ± 4.1	11.9 ± 3.8	11.8 ± 3.5	14.3 ± 0.9
Employed at a higher skill level after training	12.2 ± 1.4	10.5 ± 1.7	13.3 ± 2.0	15.9 ± 2.1	11.9 ± 2.2	14.4 ± 3.9	14.4 ± 4.0	12.8 ± 3.8	12.4 ± 0.8
Received a job-related benefit	57.0 ± 2.0	53.9 ± 2.9	62.0 ± 3.0	64.0 ± 2.7	62.6 ± 3.5	64.8 ± 5.1	62.0 ± 5.2	61.4 ± 5.5	58.5 ± 1.2
Total with improved employment status after training	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
All graduates (g)									
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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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>
2011									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	13.9 ± 4.3	18.1 ± 7.4	20.4 ± 4.6	22.5 ± 7.1	13.1 ± 5.6	8.9 ± 6.5	19.2 ± 15.8	14.1 ± 7.0	16.8 ± 2.3
Employed at a higher skill level after training	11.9 ± 4.0	11.2 ± 6.3	10.6 ± 3.4	9.3 ± 4.2	11.1 ± 5.6	11.0 ± 7.0	np	10.3 ± 6.7	11.0 ± 2.0
Received a job-related benefit	55.4 ± 6.1	44.6 ± 11.0	49.1 ± 5.5	54.0 ± 8.5	51.9 ± 9.2	44.7 ± 11.6	61.2 ± 21.0	55.9 ± 11.6	52.1 ± 3.2
Total with improved employment status after training	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
Non-Indigenous graduates									
Not employed before training to employed after training	12.3 ± 0.8	14.2 ± 1.0	16.7 ± 1.0	13.1 ± 1.0	14.4 ± 1.3	13.2 ± 1.9	7.9 ± 2.0	10.9 ± 2.9	13.7 ± 0.4
Employed at a higher skill level after training	12.2 ± 0.9	14.3 ± 0.9	15.3 ± 0.9	15.5 ± 1.1	13.8 ± 1.3	16.7 ± 2.2	16.1 ± 2.8	13.8 ± 3.1	14.0 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.7 ± 1.4	62.9 ± 1.2	61.5 ± 1.3	56.2 ± 1.9	61.7 ± 2.8	66.1 ± 3.3	64.3 ± 4.2	60.1 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
All graduates (g)									
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.60

Table 5A.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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>
2010									
Aboriginal and Torres Strait Islander graduates									
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
Non-Indigenous graduates									
Not employed before training to employed after training	12.9 ± 1.3	15.1 ± 1.7	13.5 ± 1.7	12.9 ± 1.8	12.3 ± 2.6	15.1 ± 3.2	10.7 ± 3.6	8.0 ± 2.9	13.4 ± 0.7
Employed at a higher skill level after training	12.9 ± 1.4	15.2 ± 1.7	16.8 ± 1.7	17.6 ± 2.0	13.4 ± 2.9	18.0 ± 3.2	16.2 ± 3.9	18.8 ± 5.0	15.0 ± 0.8
Received a job-related benefit	52.8 ± 1.9	59.0 ± 2.3	59.6 ± 2.1	60.8 ± 2.4	59.1 ± 4.2	61.5 ± 3.9	64.6 ± 4.6	63.5 ± 5.5	57.3 ± 1.0
Total with improved employment status after training	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
All graduates (g)									
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.60 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (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>
(a)	This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.								
(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)	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.								
(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 \pm 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).								
(g)	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.61

Table 5A.61 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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>
2014									
Major cities	56.7 ± 1.8	55.6 ± 1.8	58.9 ± 2.3	61.8 ± 2.8	58.0 ± 2.5	np	67.8 ± 3.4	np	57.6 ± 0.9
Inner regional	63.3 ± 2.7	55.4 ± 4.2	66.4 ± 4.1	70.5 ± 6.1	62.4 ± 5.6	66.1 ± 4.3	65.5 ±12.4	np	61.6 ± 1.9
Outer regional	63.3 ± 3.9	64.1 ± 7.8	67.6 ± 5.1	60.5 ± 9.0	62.7 ± 5.7	55.6 ± 6.0	74.3 ±22.1	69.6 ± 6.1	63.7 ± 2.3
Remote and very remote	56.0 ±14.5	np	69.2 ±11.1	64.0 ± 9.6	60.7 ±10.8	65.2 ±16.0	np	68.0 ± 7.8	63.8 ± 4.9
All students	59.0 ± 1.4	55.9 ± 1.7	62.0 ± 1.8	63.0 ± 2.4	59.2 ± 2.1	62.6 ± 3.4	68.0 ± 3.2	69.1 ± 4.7	59.3 ± 0.8
2013									
Major cities	56.1 ± 1.6	55.7 ± 2.8	64.0 ± 2.0	63.2 ± 1.7	58.6 ± 2.1	100.0	63.4 ± 3.1	77.8 ±20.0	58.3 ± 1.2
Inner regional	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	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	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	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									
Major cities	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	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	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	61.9 ±21.4	–	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	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									
Major cities	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	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	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	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	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.61

Table 5A.61 **Proportion of VET graduates who improved their employment circumstances after training, by remoteness (ARIA) (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>
2010									
Major cities	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	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	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	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	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

- (a) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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 ARIA+, which was developed by 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 www.adelaide.edu.au/apmrc/reserach/projects/category/about_aria.html

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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>
2014									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	13.5 ± 4.3	16.4 ±10.8	10.5 ± 4.7	17.9 ±12.4	14.9 ± 9.0	11.5 ± 8.9	25.1 ±16.8	5.5 ± 5.3	13.5 ± 2.8
Employed at a higher skill level after training	9.0 ± 4.1	np	8.1 ± 4.7	10.0 ± 8.3	np	np	26.6 ±15.2	6.6 ± 6.3	8.3 ± 2.3
Received a job-related benefit	52.1 ± 6.9	55.3 ±22.0	53.6 ± 8.9	54.4 ±13.1	53.5 ±14.5	42.3 ±13.3	77.6 ±13.6	61.1 ±12.8	53.8 ± 4.7
Total with improved employment status after training	53.5 ± 6.9	62.2 ±21.4	53.9 ± 8.9	59.1 ±12.7	55.1 ±14.5	44.8 ±13.4	88.8 ± 7.9	62.2 ±12.9	56.2 ± 4.7
Non-Indigenous graduates									
Not employed before training to employed after training	12.2 ± 1.1	13.4 ± 1.2	11.6 ± 1.3	11.2 ± 1.9	11.6 ± 1.5	12.3 ± 2.6	12.0 ± 2.8	5.7 ± 2.2	12.3 ± 0.6
Employed at a higher skill level after training	9.1 ± 0.9	9.0 ± 1.2	11.0 ± 1.4	9.9 ± 2.1	8.1 ± 1.3	14.2 ± 3.3	14.0 ± 2.7	11.6 ± 3.4	9.5 ± 0.6
Received a job-related benefit	56.8 ± 1.5	52.3 ± 1.8	60.4 ± 2.0	62.6 ± 2.8	56.6 ± 2.2	62.1 ± 3.9	64.8 ± 3.6	70.0 ± 5.1	56.8 ± 0.9
Total with improved employment status after training	59.6 ± 1.5	57.1 ± 1.8	63.1 ± 2.0	65.0 ± 2.8	59.8 ± 2.2	64.9 ± 3.8	68.1 ± 3.5	71.0 ± 5.0	60.2 ± 0.9
All graduates (g)									
Not employed before training to employed after training	12.2 ± 1.1	13.4 ± 1.2	11.6 ± 1.3	11.5 ± 1.8	11.6 ± 1.5	12.1 ± 2.4	12.6 ± 2.8	5.6 ± 2.1	12.3 ± 0.6
Employed at a higher skill level after training	9.1 ± 0.9	8.8 ± 1.2	10.8 ± 1.3	9.9 ± 2.1	8.1 ± 1.2	13.5 ± 3.1	14.5 ± 2.7	10.4 ± 3.0	9.4 ± 0.5
Received a job-related benefit	56.4 ± 1.5	52.4 ± 1.8	59.9 ± 2.0	62.3 ± 2.7	56.6 ± 2.2	60.8 ± 3.7	65.2 ± 3.5	68.3 ± 4.9	56.7 ± 0.8
Total with improved employment status after training	59.3 ± 1.5	57.2 ± 1.8	62.5 ± 1.9	64.8 ± 2.7	59.8 ± 2.2	63.4 ± 3.7	68.8 ± 3.3	69.3 ± 4.8	60.1 ± 0.8

TABLE 5A.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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>
2013									
Aboriginal and Torres Strait Islander graduates									
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
Non-Indigenous graduates									
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
All graduates (g)									
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.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	6.5 ± 3.5	20.7 ±20.7	21.2 ±15.3	9.5 ± 6.8	np	np	–	13.4 ±10.6	12.8 ± 4.8
Employed at a higher skill level after training	9.5 ±10.0	np	10.0 ± 8.6	17.0 ±12.1	np	–	np	np	9.5 ± 4.7
Received a job-related benefit	49.3 ±11.1	31.3 ±24.8	63.7 ±16.0	62.4 ±15.6	52.9 ±17.4	46.0 ±24.2	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
Non-Indigenous graduates									
Not employed before training to employed after training	12.5 ± 1.4	14.2 ± 2.4	15.9 ± 2.8	11.9 ± 1.9	11.6 ± 2.6	15.2 ± 4.5	11.4 ± 4.0	9.3 ± 3.9	13.4 ± 1.0
Employed at a higher skill level after training	11.9 ± 1.5	10.6 ± 1.9	13.9 ± 2.4	14.9 ± 2.3	11.4 ± 2.3	14.8 ± 4.4	13.0 ± 4.1	13.2 ± 4.4	12.3 ± 0.9
Received a job-related benefit	57.9 ± 2.1	54.9 ± 3.3	64.4 ± 3.4	67.7 ± 2.7	64.4 ± 3.8	65.8 ± 5.6	62.2 ± 5.5	66.0 ± 6.2	60.0 ± 1.3
Total with improved employment status after training	61.5 ± 2.1	60.4 ± 3.2	67.9 ± 3.3	70.5 ± 2.6	66.9 ± 3.7	67.3 ± 5.5	65.3 ± 5.4	69.8 ± 5.9	63.9 ± 1.3
All graduates (g)									
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.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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>
2011									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	10.4 ± 4.2	18.9 ± 8.5	20.0 ± 5.5	21.4 ± 8.3	13.0 ± 5.9	np	np	12.8 ± 8.3	14.9 ± 2.5
Employed at a higher skill level after training	12.4 ± 4.7	14.4 ± 8.0	10.9 ± 4.0	11.5 ± 5.6	9.6 ± 5.1	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
Non-Indigenous graduates									
Not employed before training to employed after training	11.0 ± 0.9	13.3 ± 1.1	15.2 ± 1.0	10.1 ± 0.9	13.8 ± 1.4	12.2 ± 2.0	7.3 ± 2.1	8.2 ± 3.1	12.3 ± 0.5
Employed at a higher skill level after training	12.2 ± 0.9	15.0 ± 1.0	15.9 ± 1.1	14.6 ± 1.1	13.8 ± 1.4	17.1 ± 2.5	16.3 ± 2.9	15.4 ± 3.8	14.1 ± 0.5
Received a job-related benefit	58.5 ± 1.3	63.6 ± 1.5	65.6 ± 1.4	63.4 ± 1.4	57.4 ± 2.0	63.2 ± 3.1	67.1 ± 3.5	71.0 ± 4.6	61.8 ± 0.7
Total with improved employment status after training	61.5 ± 1.3	66.8 ± 1.4	68.9 ± 1.3	66.7 ± 1.4	61.7 ± 2.0	66.2 ± 3.0	71.2 ± 3.4	72.8 ± 4.5	65.1 ± 0.6
All graduates (g)									
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.62

Table 5A.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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>
2010									
Aboriginal and Torres Strait Islander graduates									
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
Non-Indigenous graduates									
Not employed before training to employed after training	11.6 ± 1.3	14.0 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.6 ± 2.7	14.5 ± 3.5	10.1 ± 3.9	6.9 ± 3.1	12.1 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.5	15.2 ± 1.9	18.3 ± 2.1	18.1 ± 2.4	11.8 ± 2.7	18.8 ± 3.5	16.3 ± 4.1	19.6 ± 6.0	15.0 ± 0.9
Received a job-related benefit	53.8 ± 2.0	60.1 ± 2.5	63.4 ± 2.4	65.6 ± 2.7	58.2 ± 4.7	63.7 ± 4.3	64.3 ± 5.0	70.6 ± 6.4	59.0 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	64.0 ± 2.4	65.9 ± 2.4	68.0 ± 2.6	62.1 ± 4.7	66.3 ± 4.2	67.8 ± 5.0	72.2 ± 6.2	62.7 ± 1.1
All graduates (g)									
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.62 **Proportion of VET graduates aged 20–64 years who improved their employment circumstances after training, by Indigenous status (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>
(a)	This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.								
(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)	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.								
(e)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 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).								
(g)	All graduates includes those for whom Indigenous status is unknown.								
	– Nil or rounded to zero. np Not published.								

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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>
2014									
Certificate level I/II									
Not employed before training to employed after training	16.4 ± 2.6	22.3 ± 2.6	17.7 ± 4.5	15.1 ± 3.6	16.9 ± 2.8	18.6 ± 5.5	32.7 ± 11.6	8.8 ± 5.4	18.8 ± 1.4
Employed at a higher skill level after training	3.2 ± 1.0	5.7 ± 1.4	7.1 ± 3.0	12.5 ± 4.3	5.8 ± 2.0	7.2 ± 3.6	np	9.4 ± 6.6	6.0 ± 0.9
Received a job-related benefit	34.0 ± 3.0	39.5 ± 3.0	43.2 ± 5.8	43.2 ± 5.7	42.0 ± 3.7	36.8 ± 6.6	38.9 ± 11.5	49.3 ± 12.0	39.4 ± 1.7
Total with improved employment status after training	38.5 ± 3.1	47.1 ± 3.1	49.8 ± 5.9	49.5 ± 5.5	47.7 ± 3.7	43.0 ± 6.8	48.9 ± 11.4	53.0 ± 12.2	45.8 ± 1.7
Certificate level III/IV									
Not employed before training to employed after training	13.1 ± 1.3	14.1 ± 1.6	13.2 ± 1.6	13.2 ± 2.2	12.5 ± 1.9	12.1 ± 3.0	12.8 ± 3.4	5.9 ± 2.4	13.2 ± 0.7
Employed at a higher skill level after training	10.8 ± 1.2	8.1 ± 1.2	11.9 ± 1.5	10.1 ± 2.4	9.3 ± 1.6	15.9 ± 3.9	11.9 ± 3.0	10.9 ± 3.4	10.1 ± 0.6
Received a job-related benefit	59.5 ± 1.8	53.6 ± 2.0	61.0 ± 2.2	62.8 ± 3.0	60.4 ± 2.8	67.2 ± 4.4	64.8 ± 4.2	70.9 ± 5.4	59.0 ± 1.0
Total with improved employment status after training	62.9 ± 1.7	57.9 ± 2.0	63.7 ± 2.2	65.7 ± 2.9	63.3 ± 2.7	69.6 ± 4.3	68.3 ± 4.0	71.7 ± 5.4	62.3 ± 0.9
Diploma and Above									
Not employed before training to employed after training	11.5 ± 2.3	7.4 ± 1.7	8.1 ± 1.9	10.8 ± 4.3	5.5 ± 2.7	5.4 ± 3.9	10.5 ± 4.7	np	8.8 ± 1.0
Employed at a higher skill level after training	10.1 ± 2.0	13.6 ± 3.7	11.4 ± 2.9	12.5 ± 4.0	8.2 ± 3.0	14.8 ± 7.4	19.9 ± 5.2	np	11.7 ± 1.5
Received a job-related benefit	57.8 ± 3.5	56.8 ± 4.9	58.6 ± 4.1	64.4 ± 6.5	61.6 ± 5.3	64.8 ± 7.9	66.9 ± 6.1	75.6 ± 14.4	59.0 ± 2.1
Total with improved employment status after training	60.4 ± 3.4	60.3 ± 4.9	62.5 ± 4.0	66.9 ± 6.5	63.5 ± 5.3	66.1 ± 7.8	72.9 ± 5.8	75.6 ± 14.4	62.0 ± 2.1

TABLE 5A.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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									
Certificate level I/II									
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
Certificate level III/IV									
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
Diploma and Above									
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.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Certificate level I/II									
Not employed before training to employed after training	14.3 ± 3.5	19.5 ± 6.3	25.9 ± 6.2	18.6 ± 5.7	15.4 ± 5.8	16.4 ± 6.8	9.1 ± 7.7	19.2 ± 6.3	19.0 ± 2.5
Employed at a higher skill level after training	7.5 ± 3.3	9.4 ± 3.7	7.4 ± 3.7	14.7 ± 5.2	9.6 ± 4.7	8.2 ± 5.2	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
Certificate level III/IV									
Not employed before training to employed after training	14.5 ± 1.8	14.5 ± 2.6	16.7 ± 3.1	11.7 ± 2.0	12.7 ± 3.2	17.2 ± 5.3	14.6 ± 5.5	10.2 ± 4.1	14.5 ± 1.1
Employed at a higher skill level after training	13.8 ± 1.9	9.8 ± 2.1	13.9 ± 2.5	16.6 ± 2.6	12.7 ± 2.8	15.7 ± 5.0	15.7 ± 5.6	17.0 ± 5.0	13.1 ± 1.0
Received a job-related benefit	61.1 ± 2.4	55.9 ± 3.8	68.6 ± 3.5	68.1 ± 2.9	67.2 ± 4.0	69.9 ± 6.0	67.2 ± 6.4	72.8 ± 5.8	62.8 ± 1.5
Total with improved employment status after training	64.2 ± 2.4	61.1 ± 3.7	71.2 ± 3.4	71.0 ± 2.9	69.3 ± 4.0	72.9 ± 5.7	69.7 ± 6.2	76.5 ± 5.4	66.3 ± 1.5
Diploma and Above									
Not employed before training to employed after training	10.3 ± 2.2	9.7 ± 3.0	8.5 ± 2.9	10.3 ± 3.6	7.0 ± 3.7	np	6.2 ± 4.1	–	9.5 ± 1.3
Employed at a higher skill level after training	10.2 ± 2.5	12.6 ± 3.8	18.1 ± 5.4	13.2 ± 3.7	10.8 ± 4.5	12.3 ± 9.6	15.0 ± 6.5	np	12.3 ± 1.7
Received a job-related benefit	55.7 ± 4.0	55.9 ± 5.6	61.6 ± 5.5	65.0 ± 5.7	63.3 ± 8.5	71.4 ± 12.2	62.7 ± 10.3	60.2 ± 21.1	58.3 ± 2.4
Total with improved employment status after training	59.2 ± 3.9	60.6 ± 5.4	65.2 ± 5.4	68.0 ± 5.6	67.1 ± 8.3	71.4 ± 12.2	67.1 ± 10.1	60.2 ± 21.1	62.1 ± 2.4

TABLE 5A.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Certificate level I/II									
Not employed before training to employed after training	15.6 ± 2.3	18.6 ± 2.6	23.2 ± 2.2	20.1 ± 2.8	21.1 ± 3.1	15.4 ± 3.6	14.9 ± 8.0	17.3 ± 5.2	19.0 ± 1.1
Employed at a higher skill level after training	6.4 ± 1.5	10.0 ± 1.6	8.3 ± 1.5	11.9 ± 2.2	7.0 ± 1.9	9.3 ± 3.1	8.1 ± 4.6	5.5 ± 2.7	8.4 ± 0.7
Received a job-related benefit	39.0 ± 3.0	47.9 ± 3.4	44.1 ± 2.6	47.8 ± 3.4	36.0 ± 3.9	44.0 ± 5.2	37.3 ± 9.1	37.4 ± 7.0	43.0 ± 1.4
Total with improved employment status after training	44.5 ± 3.0	54.2 ± 3.4	50.8 ± 2.6	53.2 ± 3.4	42.7 ± 4.0	49.0 ± 5.2	45.6 ± 9.6	43.9 ± 7.3	49.0 ± 1.4
Certificate level III/IV									
Not employed before training to employed after training	12.2 ± 1.0	15.1 ± 1.4	17.2 ± 1.2	12.8 ± 1.1	14.9 ± 1.7	12.8 ± 2.3	7.0 ± 2.4	9.4 ± 3.4	13.9 ± 0.6
Employed at a higher skill level after training	14.1 ± 1.1	15.3 ± 1.2	17.7 ± 1.3	15.5 ± 1.3	14.6 ± 1.7	19.2 ± 2.9	15.8 ± 3.8	17.4 ± 4.2	15.4 ± 0.6
Received a job-related benefit	61.8 ± 1.5	65.9 ± 1.8	68.4 ± 1.4	64.7 ± 1.6	58.2 ± 2.4	66.8 ± 3.3	68.9 ± 4.3	75.0 ± 4.6	64.4 ± 0.7
Total with improved employment status after training	65.0 ± 1.4	68.5 ± 1.8	71.8 ± 1.4	68.3 ± 1.5	62.6 ± 2.3	69.8 ± 3.2	72.4 ± 4.1	75.7 ± 4.5	67.6 ± 0.7
Diploma and Above									
Not employed before training to employed after training	10.2 ± 1.5	8.3 ± 1.4	6.8 ± 1.5	6.9 ± 1.6	5.1 ± 2.0	6.3 ± 3.4	7.2 ± 3.1	np	8.3 ± 0.7
Employed at a higher skill level after training	10.3 ± 1.6	14.3 ± 1.8	13.3 ± 1.9	17.9 ± 2.5	17.5 ± 3.4	17.9 ± 6.0	18.8 ± 4.8	np	13.5 ± 0.9
Received a job-related benefit	56.5 ± 2.6	60.7 ± 2.4	63.0 ± 2.8	61.3 ± 3.1	71.7 ± 3.9	71.1 ± 7.1	70.3 ± 5.4	67.5 ± 16.8	61.0 ± 1.3
Total with improved employment status after training	59.4 ± 2.5	64.7 ± 2.3	65.6 ± 2.7	64.5 ± 3.0	73.3 ± 3.8	72.5 ± 7.0	73.5 ± 5.2	68.8 ± 16.8	64.0 ± 1.3

TABLE 5A.63

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Certificate level I/II									
Not employed before training to employed after training	13.4 ± 2.7	18.1 ± 3.9	16.3 ± 3.9	16.8 ± 4.1	19.0 ± 5.6	18.3 ± 6.1	19.4 ± 10.9	13.7 ± 8.0	16.1 ± 1.6
Employed at a higher skill level after training	8.3 ± 2.5	13.7 ± 3.4	9.4 ± 2.6	9.9 ± 3.3	9.2 ± 4.5	10.7 ± 4.8	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
Certificate level III/IV									
Not employed before training to employed after training	13.3 ± 1.6	16.2 ± 2.3	13.8 ± 2.0	13.2 ± 2.3	10.5 ± 2.9	17.3 ± 4.1	10.1 ± 4.6	9.3 ± 3.9	13.7 ± 0.9
Employed at a higher skill level after training	14.3 ± 1.8	16.3 ± 2.3	19.5 ± 2.4	19.0 ± 2.6	13.5 ± 3.5	21.3 ± 4.5	18.0 ± 5.4	18.8 ± 5.6	16.5 ± 1.0
Received a job-related benefit	58.8 ± 2.3	64.4 ± 2.8	65.0 ± 2.5	65.1 ± 2.9	59.5 ± 5.3	67.0 ± 4.8	69.1 ± 5.9	68.6 ± 6.7	62.4 ± 1.3
Total with improved employment status after training	63.8 ± 2.2	68.0 ± 2.7	67.8 ± 2.5	68.7 ± 2.8	62.9 ± 5.2	69.4 ± 4.7	71.2 ± 5.7	70.9 ± 6.4	66.2 ± 1.2
Diploma and Above									
Not employed before training to employed after training	10.6 ± 2.4	8.5 ± 2.8	8.2 ± 3.2	6.4 ± 3.4	7.7 ± 7.2	np	5.4 ± 3.1	–	8.7 ± 1.4
Employed at a higher skill level after training	11.6 ± 2.8	13.7 ± 3.6	16.1 ± 3.9	21.8 ± 5.3	15.1 ± 8.1	15.0 ± 6.5	18.1 ± 7.3	np	14.4 ± 1.7
Received a job-related benefit	48.9 ± 4.3	59.6 ± 4.9	59.7 ± 5.0	64.5 ± 5.8	67.8 ± 12.4	66.6 ± 9.7	64.1 ± 9.1	71.3 ± 39.4	57.1 ± 2.4
Total with improved employment status after training	53.2 ± 4.3	63.9 ± 4.8	64.2 ± 4.6	68.3 ± 5.7	70.7 ± 12.0	67.1 ± 9.7	65.8 ± 9.0	71.3 ± 39.4	61.2 ± 2.4

Table 5A.63 **Proportion of graduates with improved employment status after training (completed study only), by level (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)	This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.								
(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).								

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

Source NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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>
2014									
Certificate level I/II									
Not employed before training to employed after training	13.9 ± 2.6	21.3 ± 3.2	15.6 ± 4.8	9.8 ± 4.2	15.6 ± 3.1	19.5 ± 6.8	32.7 ± 15.0	6.8 ± 5.4	16.9 ± 1.5
Employed at a higher skill level after training	2.6 ± 1.0	5.8 ± 1.8	5.8 ± 3.1	8.1 ± 3.8	5.5 ± 2.2	np	np	10.5 ± 7.3	5.1 ± 0.9
Received a job-related benefit	33.9 ± 3.3	40.7 ± 3.7	40.7 ± 6.6	39.8 ± 6.6	42.5 ± 4.2	33.6 ± 8.1	40.8 ± 14.9	50.3 ± 12.7	39.3 ± 1.9
Total with improved employment status after training	38.1 ± 3.4	48.7 ± 3.8	46.7 ± 6.7	44.9 ± 6.9	47.5 ± 4.3	38.6 ± 8.3	46.5 ± 14.7	53.6 ± 12.9	45.3 ± 2.0
Certificate level III/IV									
Not employed before training to employed after training	12.1 ± 1.3	13.5 ± 1.5	12.3 ± 1.6	12.2 ± 2.2	11.8 ± 2.0	12.0 ± 3.1	11.8 ± 3.5	5.6 ± 2.4	12.4 ± 0.7
Employed at a higher skill level after training	9.9 ± 1.2	8.1 ± 1.3	11.8 ± 1.6	9.6 ± 2.7	9.1 ± 1.7	16.2 ± 4.2	13.0 ± 3.4	10.9 ± 3.5	9.8 ± 0.7
Received a job-related benefit	59.9 ± 1.8	54.4 ± 2.1	61.5 ± 2.3	65.5 ± 3.2	60.4 ± 2.9	67.6 ± 4.7	66.6 ± 4.3	71.0 ± 5.5	59.7 ± 1.0
Total with improved employment status after training	62.7 ± 1.8	58.6 ± 2.1	63.9 ± 2.3	67.6 ± 3.2	63.2 ± 2.9	70.0 ± 4.6	69.0 ± 4.2	71.6 ± 5.5	62.7 ± 1.0
Diploma and Above									
Not employed before training to employed after training	11.5 ± 2.3	6.9 ± 1.7	7.5 ± 2.1	10.1 ± 4.6	5.6 ± 2.8	5.5 ± 4.0	10.0 ± 4.6	np	8.5 ± 1.1
Employed at a higher skill level after training	10.1 ± 2.0	12.9 ± 3.7	9.6 ± 2.7	12.6 ± 4.4	8.4 ± 3.0	15.3 ± 7.6	20.1 ± 5.2	np	11.3 ± 1.5
Received a job-related benefit	58.5 ± 3.5	56.7 ± 5.0	62.5 ± 4.4	66.2 ± 6.0	62.2 ± 5.3	64.9 ± 8.0	67.6 ± 6.1	75.3 ± 14.5	59.9 ± 2.2
Total with improved employment status after training	60.9 ± 3.5	60.3 ± 5.1	64.3 ± 4.3	68.3 ± 5.9	64.2 ± 5.3	66.2 ± 7.9	73.0 ± 5.8	75.3 ± 14.5	62.6 ± 2.2

TABLE 5A.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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									
Certificate level I/II									
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
Certificate level III/IV									
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
Diploma and Above									
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.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Certificate level I/II									
Not employed before training to employed after training	13.6 ± 4.7	22.9 ± 9.6	26.4 ± 9.0	14.9 ± 6.3	15.4 ± 7.3	11.4 ± 7.7	np	18.7 ± 9.9	19.2 ± 3.7
Employed at a higher skill level after training	4.2 ± 2.6	7.8 ± 4.4	7.6 ± 5.5	10.7 ± 5.8	10.6 ± 6.2	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
Certificate level III/IV									
Not employed before training to employed after training	13.1 ± 1.8	14.3 ± 2.8	15.5 ± 3.4	11.9 ± 2.2	12.8 ± 3.4	17.7 ± 5.7	13.7 ± 5.7	8.8 ± 4.2	13.7 ± 1.2
Employed at a higher skill level after training	13.7 ± 2.1	10.1 ± 2.3	14.0 ± 2.8	16.0 ± 2.9	11.9 ± 2.9	15.9 ± 5.4	14.4 ± 5.7	16.0 ± 5.3	13.1 ± 1.1
Received a job-related benefit	61.2 ± 2.6	56.6 ± 4.2	70.7 ± 3.9	69.5 ± 3.1	68.4 ± 4.2	70.7 ± 6.3	66.7 ± 6.8	72.6 ± 6.2	63.6 ± 1.6
Total with improved employment status after training	64.4 ± 2.6	62.1 ± 4.1	73.1 ± 3.8	71.9 ± 3.0	70.3 ± 4.2	72.8 ± 6.1	69.0 ± 6.5	76.1 ± 5.8	67.0 ± 1.6
Diploma and Above									
Not employed before training to employed after training	9.6 ± 2.1	8.6 ± 2.9	7.6 ± 3.0	9.5 ± 3.6	6.1 ± 3.5	np	6.2 ± 4.2	–	8.7 ± 1.3
Employed at a higher skill level after training	10.3 ± 2.6	12.9 ± 3.9	18.6 ± 5.9	13.4 ± 4.0	10.8 ± 4.6	12.6 ± 9.8	15.1 ± 6.6	np	12.4 ± 1.7
Received a job-related benefit	55.9 ± 4.1	55.8 ± 5.6	63.9 ± 5.8	68.4 ± 5.7	63.6 ± 8.7	70.6 ± 12.5	62.5 ± 10.3	60.2 ± 21.1	58.9 ± 2.5
Total with improved employment status after training	59.5 ± 4.0	60.6 ± 5.5	66.6 ± 5.7	70.4 ± 5.6	66.6 ± 8.5	70.6 ± 12.5	66.9 ± 10.2	60.2 ± 21.1	62.5 ± 2.5

TABLE 5A.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Certificate level I/II									
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
Certificate level III/IV									
Not employed before training to employed after training	11.2 ± 1.1	14.7 ± 1.5	16.1 ± 1.3	10.6 ± 1.1	14.2 ± 1.7	12.4 ± 2.4	5.6 ± 2.2	8.7 ± 3.6	12.9 ± 0.6
Employed at a higher skill level after training	13.9 ± 1.2	15.9 ± 1.3	18.2 ± 1.4	15.0 ± 1.4	14.1 ± 1.8	19.1 ± 3.1	15.3 ± 3.9	17.0 ± 4.3	15.5 ± 0.6
Received a job-related benefit	63.1 ± 1.6	67.5 ± 1.9	70.4 ± 1.6	66.6 ± 1.7	58.0 ± 2.5	67.3 ± 3.5	68.4 ± 4.6	75.5 ± 4.8	65.7 ± 0.8
Total with improved employment status after training	65.9 ± 1.5	69.7 ± 1.8	73.2 ± 1.5	69.7 ± 1.6	62.2 ± 2.5	70.2 ± 3.5	71.6 ± 4.4	76.2 ± 4.7	68.5 ± 0.8
Diploma and Above									
Not employed before training to employed after training	9.5 ± 1.5	8.1 ± 1.4	5.7 ± 1.4	5.9 ± 1.4	5.2 ± 2.0	6.3 ± 3.4	6.9 ± 3.1	np	7.7 ± 0.7
Employed at a higher skill level after training	10.1 ± 1.6	14.4 ± 1.8	13.8 ± 2.1	16.8 ± 2.5	17.3 ± 3.4	17.9 ± 6.0	19.1 ± 4.9	np	13.4 ± 0.9
Received a job-related benefit	56.6 ± 2.6	61.2 ± 2.4	65.7 ± 2.9	62.0 ± 3.1	71.9 ± 3.9	71.1 ± 7.1	70.9 ± 5.5	67.5 ± 16.8	61.6 ± 1.3
Total with improved employment status after training	59.3 ± 2.6	65.3 ± 2.3	67.9 ± 2.8	65.0 ± 3.1	73.4 ± 3.8	72.5 ± 7.0	73.8 ± 5.3	68.8 ± 16.8	64.6 ± 1.3

TABLE 5A.64

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Certificate level I/II									
Not employed before training to employed after training	12.8 ± 3.5	15.9 ± 5.0	12.4 ± 5.6	11.2 ± 4.6	21.2 ± 7.2	16.1 ± 8.1	20.8 ± 14.9	np	14.3 ± 2.1
Employed at a higher skill level after training	6.1 ± 2.8	10.9 ± 4.4	8.8 ± 3.9	6.8 ± 3.4	5.2 ± 3.2	10.8 ± 6.6	np	17.4 ± 12.4	7.9 ± 1.6
Received a job-related benefit	30.0 ± 4.8	37.4 ± 6.3	36.9 ± 7.3	49.3 ± 7.6	42.6 ± 8.7	55.0 ± 10.0	44.6 ± 16.3	49.8 ± 15.3	37.1 ± 2.8
Total with improved employment status after training	37.6 ± 5.0	44.3 ± 6.5	39.9 ± 7.3	53.7 ± 7.5	48.5 ± 8.9	58.6 ± 9.7	57.6 ± 15.1	51.5 ± 15.2	43.3 ± 2.9
Certificate level III/IV									
Not employed before training to employed after training	11.5 ± 1.6	15.3 ± 2.4	13.1 ± 2.2	12.3 ± 2.5	9.4 ± 2.7	17.1 ± 4.3	9.7 ± 4.9	8.8 ± 4.0	12.6 ± 0.9
Employed at a higher skill level after training	14.1 ± 1.9	16.5 ± 2.5	20.5 ± 2.7	19.4 ± 3.0	12.6 ± 3.3	21.3 ± 4.6	18.2 ± 5.6	17.0 ± 5.8	16.5 ± 1.1
Received a job-related benefit	59.4 ± 2.5	65.1 ± 3.0	68.9 ± 2.8	67.6 ± 3.2	58.4 ± 5.6	67.3 ± 5.0	67.6 ± 6.3	68.2 ± 7.1	63.5 ± 1.4
Total with improved employment status after training	63.5 ± 2.4	68.2 ± 2.9	71.1 ± 2.7	69.8 ± 3.1	61.5 ± 5.6	69.8 ± 4.9	69.9 ± 6.1	70.8 ± 6.8	66.7 ± 1.3
Diploma and Above									
Not employed before training to employed after training	10.7 ± 2.6	8.8 ± 2.9	6.4 ± 2.9	5.7 ± 3.5	8.1 ± 7.7	np	4.7 ± 2.9	–	8.5 ± 1.4
Employed at a higher skill level after training	11.8 ± 2.9	14.0 ± 3.7	16.4 ± 4.3	20.2 ± 5.7	13.1 ± 7.4	15.2 ± 6.6	17.9 ± 7.3	np	14.2 ± 1.8
Received a job-related benefit	50.0 ± 4.5	59.7 ± 5.0	60.7 ± 5.4	70.3 ± 6.0	66.3 ± 12.8	66.6 ± 9.8	63.6 ± 9.2	70.8 ± 40.0	58.1 ± 2.5
Total with improved employment status after training	54.0 ± 4.4	64.0 ± 4.9	64.8 ± 4.9	72.0 ± 5.9	70.8 ± 12.3	67.1 ± 9.9	65.3 ± 9.1	70.8 ± 40.0	61.9 ± 2.5

Table 5A.64 **Proportion of graduates aged 20–64 years with improved employment status after training (completed study only), by level (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)	This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.								
(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).								

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

Source NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **Government funded load pass rates by Indigenous 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>
2014									
Reported as Aboriginal and Torres Strait Islander	70.4	72.3	87.7	73.7	84.7	77.7	81.6	64.6	74.8
Reported as non-Indigenous	80.8	81.3	92.6	83.2	85.8	80.3	85.0	78.8	83.1
Not reported	88.1	89.6	92.6	81.0	92.2	89.8	95.2	85.4	89.1
All students	80.2	81.3	92.3	82.4	85.9	80.2	85.0	74.6	82.9
2013									
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
2012									
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
2011									
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
2010									
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.65

Table 5A.65 **Government funded load pass rates by Indigenous 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>
2009									
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
2008									
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
2007									
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
2006									
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
2005									
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

Table 5A.65 **Government funded load pass rates by Indigenous 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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.66

Table 5A.66 **Government funded load pass rates by region (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
2014									
Major cities	80.1	80.6	92.3	82.0	85.0	86.3	84.5	80.9	82.5
Inner regional	80.5	82.1	92.7	83.3	91.5	77.3	88.8	87.7	83.2
Outer regional	80.3	87.1	91.6	84.9	91.9	85.2	92.2	77.3	85.8
Remote and very remote	79.8	90.3	92.6	81.2	94.1	89.4	96.0	70.8	83.4
All students	80.2	81.3	92.3	82.4	85.9	80.2	85.0	74.6	82.9
2013									
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
2012									
Major cities	78.1	82.5	88.3	79.6	85.5	79.8	80.9	90.6	81.9
Inner regional	79.9	84.1	90.0	81.9	89.0	80.0	84.1	86.2	83.5
Outer regional	80.4	89.5	89.6	83.8	89.2	83.4	87.0	79.4	85.9
Remote and very remote	81.3	88.5	89.3	83.1	88.3	87.4	91.3	76.5	84.2
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Major cities	79.3	81.7	88.7	79.7	82.4	75.5	82.9	75.1	81.8
Inner regional	80.2	82.3	91.0	82.1	84.6	79.3	87.0	76.9	82.9
Outer regional	80.7	87.7	91.1	83.1	85.2	83.3	84.2	77.4	85.4
Remote and very remote	79.0	86.4	91.0	81.8	80.0	86.4	79.7	71.5	82.3
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4

TABLE 5A.66

Table 5A.66 **Government funded load pass rates by region (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (e)</i>	<i>NT (e)</i>	<i>Aust</i>
2010									
Major cities	78.4	77.1	85.9	78.3	85.8	93.6	81.7	90.1	79.5
Inner regional	80.1	80.0	89.1	80.8	88.3	76.4	84.4	89.6	81.7
Outer regional	80.4	81.9	89.3	83.2	89.4	81.2	88.4	78.1	83.7
Remote and very remote	77.9	88.3	89.9	84.2	87.4	84.8	87.2	74.3	83.7
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) Student remoteness is based on the ARIA+, which was developed by the 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 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 <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (e) 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.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.67

Table 5A.67 **Government funded load pass rates 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>
2014									
Reported as having a disability	71.5	70.1	88.4	72.1	84.7	71.7	78.7	66.3	73.7
Reported as not having a disability	81.0	82.4	94.2	83.6	86.0	81.3	85.5	73.9	83.7
Not reported disability	91.9	80.6	87.3	76.9	–	87.2	96.5	94.1	85.5
All students	80.2	81.3	92.3	82.4	85.9	80.2	85.0	74.6	82.9
2013									
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
2012									
Reported as having a disability	71.6	73.4	83.3	69.6	84.2	71.7	76.1	73.5	74.3
Reported as not having a disability	79.6	84.2	90.7	81.6	86.6	82.5	81.7	76.7	83.3
Not reported disability	83.6	–	86.4	78.4	–	90.2	90.4	89.4	84.5
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Reported as having a disability	71.0	72.4	84.3	68.6	80.9	71.0	74.8	65.9	73.4
Reported as not having a disability	80.2	82.9	91.6	81.4	83.7	81.7	83.7	74.4	82.9
Not reported disability	90.7	86.0	86.9	79.7	–	91.5	93.7	86.5	85.7
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Reported as having a disability	70.6	68.1	80.3	68.3	80.6	69.1	76.4	67.1	71.4
Reported as not having a disability	79.7	78.8	89.6	80.8	87.3	79.2	82.9	76.5	81.3
Not reported disability	83.7	82.9	84.4	78.6	82.8	92.3	96.5	84.5	83.0
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7

Table 5A.67 **Government funded load pass rates 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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours 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 VET provider collection.

TABLE 5A.68

Table 5A.68 Government funded load pass rates by language spoken at home (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>
2014									
Language other than English	77.7	78.4	91.7	81.1	77.1	54.2	83.4	63.2	78.7
English	81.1	82.6	92.2	83.3	89.1	82.6	84.8	79.0	84.2
Not reported	79.8	70.4	94.4	77.9	77.5	80.0	88.6	75.9	82.1
All students	80.2	81.3	92.3	82.4	85.9	80.2	85.0	74.6	82.9
2013									
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
2012									
Language other than English	76.5	79.7	82.7	76.6	83.4	63.9	81.7	63.8	78.3
English	79.9	84.5	89.3	81.5	87.9	82.7	81.6	82.5	83.9
Not reported	77.0	76.5	89.3	79.6	79.3	81.9	79.8	80.4	79.7
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Language other than English	76.5	76.5	80.6	75.8	81.2	63.2	79.5	60.8	76.6
English	80.5	83.5	90.2	81.6	83.6	82.1	84.1	80.3	83.6
Not reported	79.2	86.3	90.6	79.5	86.3	79.3	82.7	76.5	83.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Language other than English	75.1	71.3	75.3	74.2	86.9	63.6	81.7	64.0	74.2
English	80.2	79.7	88.5	81.2	86.9	80.1	84.0	82.6	82.2
Not reported	79.8	80.7	83.4	78.2	83.4	82.1	77.3	74.0	79.9
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7

Table 5A.68 **Government funded load pass rates by language spoken at home (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>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (c) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.69

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (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>
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	73 722	142 203	77 931	27 993	21 121	6 568	3 517	3 511	356 566
Aboriginal and Torres Strait Islander students	no.	4 461	1 603	4 037	1 830	556	346	172	1 054	14 059
Non-Indigenous	no.	68 880	138 599	68 219	25 678	20 037	6 162	3 284	2 442	333 301
Proportion of all AQF qualifications completed										
All	%	51.1	76.2	69.7	58.2	47.6	61.5	38.6	61.5	63.6
Aboriginal and Torres Strait Islander students	%	60.9	78.5	74.4	74.5	45.5	62.8	57.0	67.2	67.3
Non-Indigenous	%	50.7	76.2	71.8	62.0	47.8	61.6	38.6	59.5	64.3
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	14.4	22.6	25.7	16.8	15.6	15.9	11.8	15.2	19.4
Aboriginal and Torres Strait Islander students	%	13.2	16.2	22.4	11.2	9.7	16.0	16.3	10.9	14.6
Non-Indigenous	%	14.5	22.6	26.7	18.8	15.8	15.9	11.6	18.4	19.8
2013										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	70 372	142 940	59 618	28 144	30 086	6 908	3 635	3 854	345 557
Aboriginal and Torres Strait Islander students	no.	3 531	1 428	3 234	1 927	716	371	144	1 289	12 640
Non-Indigenous	no.	66 537	140 299	50 300	25 506	28 429	6 488	3 437	2 546	323 542
Proportion of all AQF qualifications completed										
All	%	53.2	74.2	64.4	50.8	47.0	63.9	38.2	63.2	61.3
Aboriginal and Torres Strait Islander students	%	63.0	77.3	70.4	67.1	49.5	69.3	45.1	67.3	66.1
Non-Indigenous	%	53.0	74.2	65.8	53.7	46.7	63.7	37.9	61.3	61.9
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	13.6	20.4	20.0	15.7	16.2	15.8	12.4	17.2	17.5

TABLE 5A.69

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students	%	11.1	14.1	18.2	11.9	11.1	16.4	14.8	13.4	13.3
Non-Indigenous	%	13.8	20.6	20.4	17.4	16.2	15.8	12.3	20.1	17.8
2012										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	79 521	161 218	63 036	28 400	21 083	7 257	5 198	3 507	369 220
Aboriginal and Torres Strait Islander students	no.	3 846	1 455	3 745	1 939	885	384	185	1 199	13 638
Non-Indigenous	no.	74 862	158 009	52 693	24 149	19 531	6 797	3 824	2 267	342 132
Proportion of all AQF qualifications completed										
All	%	53.0	77.0	62.7	54.6	48.0	63.1	45.0	61.8	63.1
Aboriginal and Torres Strait Islander students	%	63.0	78.9	67.2	72.6	50.2	69.9	62.5	70.9	66.6
Non-Indigenous	%	53.0	77.5	64.3	59.2	47.6	62.8	39.6	57.8	64.2
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	15.0	22.7	18.6	15.5	14.2	14.6	17.1	14.3	18.3
Aboriginal and Torres Strait Islander students	%	12.7	16.1	16.5	11.5	11.7	15.3	23.0	11.8	13.6
Non-Indigenous	%	15.3	22.8	19.1	17.5	14.1	14.6	14.0	16.1	18.8
2011										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	70 790	113 311	65 200	29 392	20 051	6 914	4 874	3 360	313 892
Aboriginal and Torres Strait Islander students	no.	3 241	1 220	3 584	1 948	922	296	153	1 105	12 469
Non-Indigenous	no.	66 602	109 112	51 746	25 473	18 373	6 510	3 229	2 218	283 263
Proportion of all AQF qualifications completed										
All	%	51.1	71.9	60.2	56.5	56.1	63.7	48.4	57.4	60.5
Aboriginal and Torres Strait Islander students	%	60.7	76.5	64.1	75.9	62.8	68.7	62.2	65.5	65.9
Non-Indigenous	%	53.1	72.3	61.6	62.9	55.9	63.7	44.4	54.1	62.2

TABLE 5A.69

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (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>
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	14.2	18.6	18.6	15.9	18.2	13.0	17.8	13.5	16.9
Aboriginal and Torres Strait Islander students	%	11.6	15.5	15.1	11.6	16.3	12.6	23.0	10.7	13.1
Non-Indigenous	%	14.5	18.6	19.2	18.8	18.3	13.1	15.2	15.6	17.3
2010										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	66 551	73 505	58 191	30 710	11 453	6 717	4 907	2 813	254 847
Aboriginal and Torres Strait Islander students	no.	2 834	659	3 218	1 712	486	295	182	939	10 325
Non-Indigenous	no.	62 729	70 930	46 369	26 350	10 255	6 244	3 233	1 846	227 956
Proportion of all AQF qualifications completed										
All	%	51.0	63.6	62.4	59.4	45.1	65.9	53.1	58.0	57.8
Aboriginal and Torres Strait Islander students	%	61.7	69.1	68.7	80.7	42.7	78.2	77.4	63.4	66.3
Non-Indigenous	%	52.8	63.6	65.5	65.3	47.0	65.6	52.0	55.6	59.6
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	14.0	15.2	17.8	16.7	11.2	11.6	18.0	11.5	15.2
Aboriginal and Torres Strait Islander students	%	11.0	9.7	15.9	10.6	8.8	13.1	25.4	9.6	11.8
Non-Indigenous	%	14.3	15.3	18.2	19.5	12.0	11.5	15.2	12.8	15.5

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.

Table 5A.69 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, all students (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.

(f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.70

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (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>
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	54 810	115 844	52 602	16 458	17 580	4 779	2 811	2 095	266 979
Aboriginal and Torres Strait Islander students	no.	3 099	1 163	2 453	1 052	404	223	117	667	9 178
Non-Indigenous	no.	51 386	112 932	46 140	15 169	16 699	4 509	2 652	1 418	250 905
Proportion of all AQF qualifications completed										
All	%	46.4	76.2	66.0	49.6	46.9	57.1	35.4	52.0	60.6
Aboriginal and Torres Strait Islander students	%	56.2	78.4	72.1	69.4	44.9	56.5	51.1	60.9	63.1
Non-Indigenous	%	46.0	76.2	67.9	53.8	47.2	57.3	35.5	48.8	61.2
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	15.7	23.3	24.7	13.8	15.9	15.0	11.9	11.9	19.6
Aboriginal and Torres Strait Islander students	%	14.9	15.7	21.3	8.9	9.5	15.2	16.6	9.1	14.1
Non-Indigenous	%	15.8	23.4	25.7	15.7	16.1	15.0	11.7	14.0	20.1
2013										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	50 930	114 955	37 958	16 485	24 635	4 825	2 981	2 459	255 228
Aboriginal and Torres Strait Islander students	no.	2 286	985	1 997	1 172	536	220	103	836	8 135
Non-Indigenous	no.	48 372	112 955	32 643	15 004	23 260	4 571	2 833	1 614	241 252
Proportion of all AQF qualifications completed										
All	%	47.8	74.1	57.7	43.0	48.6	58.9	35.2	55.8	58.4
Aboriginal and Torres Strait Islander students	%	57.5	75.5	66.1	61.0	48.4	64.3	42.6	61.7	61.3
Non-Indigenous	%	47.6	74.2	59.5	46.3	48.3	58.7	34.8	53.2	59.1
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	14.7	21.7	18.4	12.7	16.7	14.5	12.5	14.4	17.8

TABLE 5A.70

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students	%	12.1	13.8	17.1	9.8	11.4	15.1	15.1	11.5	12.8
Non-Indigenous	%	14.8	21.9	19.0	14.4	16.7	14.6	12.4	16.6	18.3
2012										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	58 125	121 391	41 040	16 899	17 151	5 051	4 228	2 386	266 271
Aboriginal and Torres Strait Islander students	no.	2 490	1 017	2 269	1 225	696	206	107	872	8 882
Non-Indigenous	no.	54 978	118 927	34 883	14 915	15 878	4 795	3 309	1 484	249 169
Proportion of all AQF qualifications completed										
All	%	48.2	75.7	56.9	46.6	47.7	57.5	41.7	56.8	59.4
Aboriginal and Torres Strait Islander students	%	57.5	77.3	62.4	68.2	48.1	61.5	52.7	69.4	62.0
Non-Indigenous	%	48.2	76.3	58.5	52.2	47.4	57.4	37.8	51.2	60.5
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	16.4	23.4	17.6	13.1	15.1	13.3	17.1	13.0	18.6
Aboriginal and Torres Strait Islander students	%	14.0	16.7	15.3	9.9	13.1	12.9	19.6	11.4	13.4
Non-Indigenous	%	16.6	23.5	18.3	15.5	15.1	13.4	14.7	14.1	19.2
2011										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	52 361	84 396	45 096	17 619	16 318	4 829	3 930	2 413	226 962
Aboriginal and Torres Strait Islander students	no.	2 153	890	2 431	1 097	716	184	112	789	8 372
Non-Indigenous	no.	49 374	81 065	37 247	15 895	14 939	4 580	2 769	1 599	207 468
Proportion of all AQF qualifications completed										
All	%	46.2	69.7	55.7	49.0	55.0	58.1	45.0	55.9	56.4
Aboriginal and Torres Strait Islander students	%	56.2	75.4	61.5	70.9	61.0	62.6	60.2	63.9	62.5
Non-Indigenous	%	48.2	70.1	57.6	56.4	54.7	58.2	42.2	52.6	58.3

TABLE 5A.70

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (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>
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	15.9	19.3	18.7	13.7	20.4	12.0	17.9	13.0	17.5
Aboriginal and Torres Strait Islander students	%	13.2	17.0	15.3	9.2	17.8	12.4	24.0	10.2	13.3
Non-Indigenous	%	16.2	19.3	19.3	17.1	20.5	12.1	16.2	15.0	18.0
2010										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	48 268	53 945	38 360	18 453	9 281	4 639	3 756	2 091	178 793
Aboriginal and Torres Strait Islander students	no.	1 861	463	2 104	894	402	163	108	701	6 696
Non-Indigenous	no.	45 551	51 961	31 083	16 655	8 324	4 354	2 445	1 369	161 742
Proportion of all AQF qualifications completed										
All	%	45.9	60.1	56.9	52.2	44.2	60.8	49.2	57.5	53.0
Aboriginal and Torres Strait Islander students	%	57.0	66.8	64.7	75.2	42.4	71.8	71.5	62.9	61.8
Non-Indigenous	%	47.6	60.0	59.8	58.9	45.7	60.6	46.9	55.1	54.7
Proportion of course enrolments by all students undertaking AQF qualifications										
All	%	15.5	15.7	17.0	14.7	12.8	10.7	17.3	11.7	15.4
Aboriginal and Torres Strait Islander students	%	12.3	10.4	15.5	7.8	10.2	11.5	24.2	9.8	11.6
Non-Indigenous	%	15.8	15.7	17.5	18.1	13.6	10.7	14.3	13.0	15.9

(a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.

(b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.

(c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.

(d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.

Table 5A.70 **Government funded VET qualification completions with improved education/training status after training, by Indigenous status, students aged 20–64 years (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.

(f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and RTO (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	44 478	97 670	49 135	19 215	13 667	32	2 990	23	227 210
Inner regional	no.	19 023	32 964	15 805	2 908	2 426	3 950	251	23	77 350
Outer regional	no.	6 488	7 098	9 740	2 811	2 947	2 220	62	1 959	33 325
Remote and very remote	no.	785	393	2 547	2 039	798	301	2	1 268	8 133
Remote	no.	595	342	1 621	1 308	630	286	2	831	5 615
Very remote	no.	190	51	926	731	168	15	–	437	2 518
Outside Australia	no.	2 564	3 126	358	908	80	55	188	54	7 333
Not known	no.	384	952	346	112	1 203	10	24	184	3 215
All students	no.	73 722	142 203	77 931	27 993	21 121	6 568	3 517	3 511	356 566
Proportion of all AQF qualification course completions										
Major cities	%	48.3	76.2	71.1	59.7	48.4	52.5	39.9	45.1	63.6
Inner regional	%	56.3	77.4	72.1	60.4	51.7	61.5	42.8	51.1	67.3
Outer regional	%	57.4	76.0	70.2	61.5	56.3	62.9	53.9	61.2	65.1
Remote and very remote	%	61.2	68.2	68.3	62.3	57.2	69.4	25.0	62.0	63.8
Remote	%	61.2	74.0	70.9	63.0	57.5	69.6	25.0	63.5	65.1
Very remote	%	61.5	44.7	64.0	61.2	55.8	65.2	..	59.4	61.1
Outside Australia	%	43.9	52.0	11.4	28.0	1.7	23.8	20.9	14.6	29.9
Not known	%	45.7	77.6	62.8	65.9	46.5	55.6	31.2	68.4	56.0
All students	%	51.1	76.2	69.7	58.2	47.6	61.5	38.6	61.5	63.6
Proportion of all AQF qualification course enrolments										
Major cities	%	14.0	23.0	29.2	18.7	16.3	7.3	12.1	15.8	20.3
Inner regional	%	15.0	21.2	24.2	15.1	18.5	15.9	11.7	19.5	19.0

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Outer regional	%	14.0	23.4	21.1	14.5	18.3	16.0	13.1	17.9	18.1
Remote and very remote	%	10.9	23.6	18.4	10.5	17.0	15.9	10.0	12.2	13.7
Remote	%	11.3	25.5	19.6	12.2	17.9	16.3	13.3	13.5	15.2
Very remote	%	10.0	15.7	16.7	8.3	14.3	10.6	..	10.3	11.4
Outside Australia	%	26.8	23.9	5.2	16.7	6.3	19.1	9.0	23.8	18.9
Not known	%	5.8	18.0	15.5	16.5	7.5	11.6	8.8	15.3	9.9
All students	%	14.4	22.6	25.7	16.8	15.6	15.9	11.8	15.2	19.4

2013**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	43 576	100 422	34 821	18 237	20 546	30	2 987	43	220 662
Inner regional	no.	17 921	30 978	13 382	3 367	3 495	4 097	290	18	73 548
Outer regional	no.	6 021	6 386	8 163	3 420	3 824	2 427	103	2 002	32 346
Remote and very remote	no.	822	284	2 548	2 202	920	316	16	1 494	8 602
Remote	no.	613	237	1 410	1 461	787	306	11	954	5 779
Very remote	no.	209	47	1 138	741	133	10	5	540	2 823
Outside Australia	no.	1 288	3 909	474	814	98	31	169	116	6 899
Not known	no.	744	961	230	104	1 203	7	70	181	3 500
All students	no.	70 372	142 940	59 618	28 144	30 086	6 908	3 635	3 854	345 557

Proportion of all AQF qualification course completions

Major cities	%	50.9	73.3	64.0	49.5	49.2	42.3	39.3	50.0	60.7
Inner regional	%	58.3	77.1	68.6	58.2	48.4	61.9	44.0	37.5	66.4
Outer regional	%	58.9	80.2	67.6	59.9	52.9	69.0	41.4	64.2	64.6
Remote and very remote	%	58.8	70.8	65.5	55.9	49.9	66.1	51.6	61.1	59.6
Remote	%	58.5	71.4	65.7	57.7	52.1	66.4	47.8	63.2	60.4

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Very remote	%	59.7	68.1	65.3	52.6	40.3	58.8	62.5	57.6	58.1
Outside Australia	%	29.5	54.9	17.6	26.4	1.6	22.1	17.1	28.6	27.9
Not known	%	73.4	73.4	55.0	61.5	21.0	33.3	24.6	68.3	38.0
All students	%	53.2	74.2	64.4	50.8	47.0	63.9	38.2	63.2	61.3
Proportion of all AQF qualification course enrolments										
Major cities	%	13.6	21.4	21.8	16.1	16.1	7.2	12.4	32.6	18.1
Inner regional	%	14.3	18.3	20.2	16.0	16.3	15.7	13.4	18.8	17.0
Outer regional	%	12.4	17.6	16.7	16.9	15.8	16.6	18.3	18.8	15.9
Remote and very remote	%	10.4	17.2	15.8	11.1	13.2	14.0	24.6	15.5	13.3
Remote	%	10.5	16.7	15.5	12.8	15.5	14.3	31.4	18.5	14.4
Very remote	%	10.3	19.7	16.2	8.7	7.1	8.5	16.7	12.0	11.6
Outside Australia	%	18.4	20.7	8.1	17.8	6.8	10.2	9.7	46.0	17.2
Not known	%	11.7	27.0	10.4	9.7	26.7	8.9	10.6	11.3	17.5
All students	%	13.6	20.4	20.0	15.7	16.2	15.8	12.4	17.2	17.5

2012**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	47 017	107 973	34 823	19 306	14 271	36	4 293	35	227 754
Inner regional	no.	20 932	38 652	14 613	2 933	2 505	4 389	423	25	84 472
Outer regional	no.	7 160	9 838	9 613	2 940	3 039	2 460	112	1 975	37 137
Remote and very remote	no.	1 151	346	2 871	2 179	883	305	16	1 285	9 036
Remote	no.	904	300	1 678	1 389	688	293	12	793	6 057
Very remote	no.	247	46	1 193	790	195	12	4	492	2 979
Outside Australia	no.	1 701	2 971	798	932	275	57	211	65	7 010
Not known	no.	1 560	1 438	318	110	110	10	143	122	3 811

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
All students	no.	79 521	161 218	63 036	28 400	21 083	7 257	5 198	3 507	369 220
Proportion of all AQF qualification course completions										
Major cities	%	50.1	76.5	63.2	55.1	47.9	62.1	46.0	46.7	62.5
Inner regional	%	58.4	78.3	65.5	58.5	47.1	61.1	49.7	50.0	67.1
Outer regional	%	60.2	82.2	65.2	58.2	54.5	67.1	54.9	63.6	66.1
Remote and very remote	%	63.5	75.2	66.0	56.0	54.1	71.4	53.3	59.3	61.2
Remote	%	63.8	77.3	67.2	54.6	55.2	71.1	57.1	61.8	61.8
Very remote	%	62.2	63.9	64.3	58.7	50.5	80.0	44.4	55.8	60.0
Outside Australia	%	25.6	45.7	19.6	31.0	17.0	33.7	18.5	23.7	29.9
Not known	%	63.0	79.9	54.3	67.5	16.5	47.6	41.2	62.9	60.9
All students	%	53.0	77.0	62.7	54.6	48.0	63.1	45.0	61.8	63.1
Proportion of all AQF qualification course enrolments										
Major cities	%	14.6	22.9	19.8	16.8	14.4	8.7	17.4	21.2	18.8
Inner regional	%	15.9	22.0	18.8	14.5	13.8	15.0	19.8	20.7	18.6
Outer regional	%	14.1	22.9	17.1	14.5	14.4	14.5	23.8	17.8	16.9
Remote and very remote	%	13.0	20.3	14.9	10.1	14.0	11.2	28.1	11.5	12.6
Remote	%	13.7	21.7	16.1	10.8	14.6	11.5	31.6	13.3	13.6
Very remote	%	10.8	14.2	13.5	9.1	12.0	6.7	21.1	9.5	11.0
Outside Australia	%	24.1	21.6	10.7	19.7	13.5	17.9	11.8	28.9	18.7
Not known	%	16.4	42.4	10.1	12.0	5.5	10.1	10.9	7.1	17.3
All students	%	15.0	22.7	18.6	15.5	14.2	14.6	17.1	14.3	18.3

2011

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

Major cities	no.	43 827	72 913	36 098	20 187	12 309	36	4 007	67	189 444
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TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Inner regional	no.	17 653	27 591	15 146	2 863	2 167	4 258	372	22	70 072
Outer regional	no.	5 816	7 813	9 812	2 875	2 803	2 268	42	1 740	33 169
Remote and very remote	no.	727	310	3 022	2 237	866	289	8	1 342	8 801
Remote	no.	563	254	1 634	1 379	682	281	5	865	5 663
Very remote	no.	164	56	1 388	858	184	8	3	477	3 138
Outside Australia	no.	1 475	3 522	825	1 111	240	56	310	145	7 684
Not known	no.	1 292	1 162	297	119	1 666	7	135	44	4 722
All students	no.	70 790	113 311	65 200	29 392	20 051	6 914	4 874	3 360	313 892
Proportion of all AQF qualification course completions										
Major cities	%	50.1	70.9	61.1	57.4	55.0	53.7	49.4	65.7	60.1
Inner regional	%	55.4	75.2	62.5	57.6	54.0	62.2	55.7	73.3	64.1
Outer regional	%	56.8	79.4	61.7	59.5	60.4	67.7	39.6	57.0	63.8
Remote and very remote	%	58.6	73.6	60.8	58.7	61.6	70.1	61.5	55.7	59.9
Remote	%	58.2	72.6	61.2	58.0	61.3	70.8	50.0	60.2	60.7
Very remote	%	60.1	78.9	60.3	59.9	62.8	53.3	100.0	49.0	58.5
Outside Australia	%	18.7	44.6	20.4	34.6	7.2	30.9	26.4	56.6	27.5
Not known	%	48.6	55.3	48.8	59.2	59.7	43.8	38.7	45.4	53.5
All students	%	51.1	71.9	60.2	56.5	56.1	63.7	48.4	57.4	60.5
Proportion of all AQF qualification course enrolments										
Major cities	%	14.6	18.8	20.3	17.3	20.4	6.2	18.3	33.3	17.8
Inner regional	%	14.3	17.8	18.8	14.2	17.9	13.5	20.5	29.7	16.5
Outer regional	%	12.2	18.5	16.9	14.3	18.0	12.8	11.6	16.5	15.6
Remote and very remote	%	10.0	14.0	14.7	10.8	18.6	9.8	25.0	10.1	12.3
Remote	%	10.2	12.7	15.3	11.4	19.6	10.3	16.1	12.0	12.9

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

		NSW	Vic (h)	Qld	WA	SA	Tas (h)	ACT (h)	NT (h)	Aust
Very remote	%	9.3	26.7	14.2	10.0	15.5	3.4	300.0	7.9	11.3
Outside Australia	%	19.2	19.1	9.9	17.2	11.4	11.9	17.1	42.6	16.9
Not known	%	10.9	55.9	6.9	12.2	10.7	6.6	9.2	12.3	12.9
All students	%	14.2	18.6	18.6	15.9	18.2	13.0	17.8	13.5	16.9

2010**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	37 902	45 887	28 052	17 590	6 949	133	3 587	34	140 134
Inner regional	no.	16 208	18 755	14 032	6 191	1 564	3 296	660	21	60 727
Outer regional	no.	8 944	4 417	11 390	2 882	2 067	2 887	57	1 424	34 068
Remote and very remote	no.	930	266	3 254	2 580	572	290	3	1 213	9 108
Remote	no.	768	228	1 677	1 009	426	273	1	386	4 768
Very remote	no.	162	38	1 577	1 571	146	17	2	827	4 340
Outside Australia	no.	1 960	2 725	1 377	1 322	84	93	238	108	7 907
Not known	no.	607	1 455	86	145	217	18	362	13	2 903
All students	no.	66 551	73 505	58 191	30 710	11 453	6 717	4 907	2 813	254 847

Proportion of all AQF qualification course completions

Major cities	%	49.3	63.1	61.7	59.3	45.5	50.6	50.8	48.6	56.7
Inner regional	%	56.2	67.6	67.0	64.9	48.3	64.3	59.5	56.8	62.9
Outer regional	%	56.2	69.4	66.8	62.8	50.5	69.8	62.0	55.2	62.1
Remote and very remote	%	57.3	70.2	66.2	63.3	41.9	70.0	50.0	60.0	61.6
Remote	%	57.1	71.7	66.8	64.1	42.4	70.2	33.3	60.6	61.3
Very remote	%	58.3	62.3	65.7	62.8	40.6	68.0	66.7	59.8	61.9
Outside Australia	%	27.0	32.2	28.1	34.7	5.8	36.6	24.4	74.5	29.0
Not known	%	52.9	60.3	58.5	63.6	17.4	62.1	85.2	50.0	51.3

TABLE 5A.71

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
All students	%	51.0	63.6	62.4	59.4	45.1	65.9	53.1	58.0	57.8
Proportion of all AQF qualification course enrolments										
Major cities	%	14.0	15.5	18.6	17.5	11.4	5.3	17.9	13.1	15.6
Inner regional	%	15.1	14.5	20.4	17.8	11.4	11.6	15.2	14.7	15.7
Outer regional	%	12.6	13.4	15.9	14.7	14.7	12.2	11.0	13.1	13.9
Remote and very remote	%	9.6	13.3	13.8	11.9	10.1	11.9	10.7	9.6	11.7
Remote	%	9.5	13.4	13.8	14.9	10.9	11.9	5.0	10.4	12.3
Very remote	%	10.1	12.7	13.8	10.5	8.4	11.4	25.0	9.3	11.1
Outside Australia	%	20.5	14.3	12.0	22.0	2.8	15.0	13.1	27.4	15.2
Not known	%	10.0	38.0	9.8	18.0	4.0	6.3	64.4	11.9	16.2
All students	%	14.0	15.2	17.8	16.7	11.2	11.6	18.0	11.5	15.2

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.
- (g) Student remoteness is based on the ARIA+, which was developed by 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 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 <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

Table 5A.71 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), all students (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
(h) 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.									

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

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2014										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	34 005	80 800	33 388	10 987	11 673	30	2 373	20	173 276
Inner regional	no.	13 750	25 668	10 438	1 707	1 963	2 968	197	18	56 709
Outer regional	no.	4 707	5 464	6 506	1 638	2 223	1 481	56	1 211	23 286
Remote and very remote	no.	591	333	1 696	1 313	641	243	2	727	5 546
Remote	no.	432	289	1 033	812	502	232	2	453	3 755
Very remote	no.	159	44	663	501	139	11	–	274	1 791
Outside Australia	no.	1 463	2 856	328	747	78	48	164	41	5 725
Not known	no.	294	723	246	66	1 002	9	19	78	2 437
All students	no.	54 810	115 844	52 602	16 458	17 580	4 779	2 811	2 095	266 979
Proportion of all AQF qualification course completions										
Major cities	%	48.4	88.2	71.9	53.7	56.5	53.6	45.8	50.0	68.0
Inner regional	%	56.0	89.9	72.0	57.4	59.3	58.4	51.2	52.9	71.5
Outer regional	%	57.3	87.9	70.8	58.8	60.9	57.5	73.7	53.8	66.6
Remote and very remote	%	62.9	73.7	71.7	59.1	65.5	67.3	40.0	53.0	63.8
Remote	%	61.8	79.6	72.6	59.0	64.9	67.8	40.0	52.8	64.3
Very remote	%	66.0	49.4	70.2	59.4	67.8	57.9	..	53.4	62.7
Outside Australia	%	47.0	144.3	15.5	31.3	39.4	24.4	25.0	53.9	53.4
Not known	%	42.7	72.9	63.2	55.9	45.2	60.0	27.5	51.0	52.5
All students	%	46.4	76.2	66.0	49.6	46.9	57.1	35.4	52.0	60.6
Proportion of all AQF qualification course enrolments										
Major cities	%	15.3	23.7	27.9	15.1	16.4	7.4	12.2	16.1	20.4
Inner regional	%	16.8	21.9	23.3	12.5	19.3	15.3	12.6	21.2	19.7

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Outer regional	%	15.9	24.5	20.5	12.2	17.9	14.6	15.8	14.5	18.2
Remote and very remote	%	12.0	24.9	17.2	9.1	17.8	16.0	10.5	9.0	12.7
Remote	%	12.4	26.7	18.2	10.6	19.0	16.6	13.3	9.6	14.1
Very remote	%	11.0	17.3	15.9	7.5	14.5	9.4	..	8.2	10.5
Outside Australia	%	22.1	26.6	5.9	15.9	6.8	17.9	8.6	20.6	18.4
Not known	%	10.4	17.6	14.2	13.2	8.6	13.2	8.7	9.7	11.1
All students	%	15.7	23.3	24.7	13.8	15.9	15.0	11.9	11.9	19.6

2013**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	32 319	81 707	22 134	10 352	17 242	27	2 404	38	166 223
Inner regional	no.	12 669	23 878	8 460	1 915	2 836	2 948	246	14	52 966
Outer regional	no.	4 198	4 838	5 165	1 979	2 829	1 583	94	1 265	21 951
Remote and very remote	no.	608	237	1 630	1 436	709	237	15	915	5 787
Remote	no.	444	192	848	898	610	232	10	557	3 791
Very remote	no.	164	45	782	538	99	5	5	358	1 996
Outside Australia	no.	909	3 497	416	745	97	26	159	101	5 950
Not known	no.	227	798	153	58	922	4	63	126	2 351
All students	no.	50 930	114 955	37 958	16 485	24 635	4 825	2 981	2 459	255 228

Proportion of all AQF qualification course completions

Major cities	%	45.9	73.6	57.7	41.6	49.8	40.3	35.9	50.0	58.1
Inner regional	%	53.0	76.4	61.7	50.8	49.3	57.3	42.0	38.9	63.0
Outer regional	%	53.1	79.1	60.3	50.7	51.0	63.8	41.0	56.3	59.3
Remote and very remote	%	54.3	69.3	59.7	48.2	49.2	63.7	50.0	52.8	53.9
Remote	%	54.1	69.8	57.4	48.9	51.7	63.7	45.5	55.0	54.2

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

		NSW	Vic (h)	Qld	WA	SA	Tas (h)	ACT (h)	NT (h)	Aust
Very remote	%	55.0	67.2	62.5	47.2	37.9	62.5	62.5	49.7	53.2
Outside Australia	%	32.9	66.3	20.2	27.8	41.8	23.4	23.8	81.5	42.8
Not known	%	50.8	72.4	49.0	53.7	30.2	22.2	23.2	65.3	42.7
All students	%	47.8	74.1	57.7	43.0	48.6	58.9	35.2	55.8	58.4
Proportion of all AQF qualification course enrolments										
Major cities	%	14.5	22.5	19.9	12.9	16.3	6.9	12.3	34.5	18.4
Inner regional	%	15.8	19.7	19.1	12.8	17.4	14.6	14.9	18.7	17.7
Outer regional	%	13.5	19.5	15.3	13.8	16.1	15.0	20.3	15.9	15.6
Remote and very remote	%	11.2	18.9	14.7	9.5	13.9	13.6	25.4	12.2	12.2
Remote	%	11.4	18.2	13.6	10.8	16.5	14.1	32.3	14.2	13.1
Very remote	%	10.8	22.6	15.9	8.0	7.1	5.3	17.9	10.1	10.8
Outside Australia	%	16.1	22.0	8.8	17.9	7.4	9.1	9.7	43.7	17.6
Not known	%	13.7	31.6	9.2	6.7	74.4	5.8	14.1	10.2	24.2
All students	%	14.7	21.7	18.4	12.7	16.7	14.5	12.5	14.4	17.8

2012**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	35 091	81 792	22 506	11 025	11 724	31	3 469	30	165 668
Inner regional	no.	14 795	27 963	9 331	1 672	1 987	3 134	341	22	59 245
Outer regional	no.	4 955	7 595	6 381	1 759	2 357	1 603	100	1 300	26 050
Remote and very remote	no.	819	281	1 874	1 544	714	220	14	887	6 353
Remote	no.	622	239	1 070	916	547	216	10	497	4 117
Very remote	no.	197	42	804	628	167	4	4	390	2 236
Outside Australia	no.	1 236	2 678	763	851	274	57	201	63	6 123
Not known	no.	1 229	1 082	185	48	95	6	103	84	2 832

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
All students	no.	58 125	121 391	41 040	16 899	17 151	5 051	4 228	2 386	266 271
Proportion of all AQF qualification course completions										
Major cities	%	45.7	75.6	57.7	46.7	47.8	58.5	42.7	47.6	59.1
Inner regional	%	53.2	76.5	59.2	50.3	48.2	55.9	46.1	53.7	63.1
Outer regional	%	54.6	80.9	59.5	50.3	53.9	60.7	52.9	56.9	61.8
Remote and very remote	%	57.5	73.0	61.2	50.1	53.0	67.7	50.0	55.4	56.5
Remote	%	57.4	74.7	61.2	47.0	53.5	67.9	52.6	54.1	55.8
Very remote	%	57.9	64.6	61.2	55.4	51.5	57.1	44.4	57.0	57.7
Outside Australia	%	35.2	61.7	24.0	32.0	29.0	39.6	26.6	81.8	39.2
Not known	%	59.9	77.1	44.3	55.2	15.6	35.3	34.6	63.6	56.4
All students	%	48.2	75.7	56.9	46.6	47.7	57.5	41.7	56.8	59.4
Proportion of all AQF qualification course enrolments										
Major cities	%	15.9	23.3	18.6	14.0	14.9	7.9	17.4	20.1	19.0
Inner regional	%	17.6	22.9	18.1	12.0	15.6	13.8	21.2	25.9	19.2
Outer regional	%	15.1	25.6	16.7	12.4	16.3	13.0	26.5	16.1	17.3
Remote and very remote	%	13.6	22.6	14.2	9.3	16.0	10.4	28.0	10.4	12.2
Remote	%	14.3	24.6	15.3	9.5	16.4	10.9	32.3	11.1	12.9
Very remote	%	11.9	15.3	12.9	9.1	14.7	2.7	21.1	9.6	10.9
Outside Australia	%	20.1	21.8	12.2	19.5	14.3	18.8	12.1	31.5	18.5
Not known	%	24.1	43.1	8.0	6.8	7.1	8.0	9.8	6.7	19.7
All students	%	16.4	23.4	17.6	13.1	15.1	13.3	17.1	13.0	18.6

2011

AQF VET qualifications completed by all students at a higher education level than their previous highest education level

Major cities	no.	33 092	54 107	24 870	11 572	10 344	33	3 218	63	137 299
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TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

		<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Inner regional	no.	12 414	19 887	10 380	1 772	1 768	3 062	287	20	49 590
Outer regional	no.	4 085	6 023	6 807	1 712	2 148	1 501	40	1 253	23 569
Remote and very remote	no.	522	227	2 134	1 500	688	179	8	894	6 152
Remote	no.	395	180	1 124	879	534	173	5	519	3 809
Very remote	no.	127	47	1 010	621	154	6	3	375	2 343
Outside Australia	no.	1 231	3 138	729	1 015	230	49	285	143	6 820
Not known	no.	1 017	1 014	176	48	1 140	5	92	40	3 532
All students	no.	52 361	84 396	45 096	17 619	16 318	4 829	3 930	2 413	226 962
Proportion of all AQF qualification course completions										
Major cities	%	45.6	68.8	56.8	49.3	54.5	52.4	46.0	65.6	56.1
Inner regional	%	50.1	72.9	58.2	51.4	54.3	57.3	51.1	71.4	60.1
Outer regional	%	52.0	77.9	56.9	52.1	58.1	61.4	40.8	56.0	60.0
Remote and very remote	%	53.8	68.4	56.0	52.4	60.2	61.7	66.7	52.3	55.3
Remote	%	52.8	66.7	55.3	50.0	60.0	62.5	55.6	54.0	54.8
Very remote	%	57.0	75.8	56.9	56.1	60.9	46.2	100.0	50.0	56.0
Outside Australia	%	25.4	58.7	23.6	36.1	44.6	31.4	36.9	91.1	38.5
Not known	%	45.7	53.6	43.8	49.0	55.8	35.7	32.3	45.5	50.1
All students	%	46.2	69.7	55.7	49.0	55.0	58.1	45.0	55.9	56.4
Proportion of all AQF qualification course enrolments										
Major cities	%	16.3	19.2	20.3	14.8	22.1	6.0	18.1	32.8	18.3
Inner regional	%	16.0	18.4	19.3	12.9	21.3	12.6	22.0	29.4	17.3
Outer regional	%	13.4	20.9	16.8	12.4	20.4	11.8	15.7	16.8	16.3
Remote and very remote	%	10.9	17.8	15.0	9.6	20.9	8.1	28.6	8.7	11.9
Remote	%	11.1	16.5	15.0	10.0	21.8	8.5	18.5	9.5	12.4

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

		NSW	Vic (h)	Qld	WA	SA	Tas (h)	ACT (h)	NT (h)	Aust
Very remote	%	10.2	26.0	14.9	9.1	18.2	3.5	300.0	7.8	11.2
Outside Australia	%	18.0	18.9	10.4	17.0	12.3	11.3	17.4	44.1	16.8
Not known	%	15.0	66.1	5.3	6.6	12.3	5.4	9.9	14.2	15.4
All students	%	15.9	19.3	18.7	13.7	20.4	12.0	17.9	13.0	17.5

2010**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	27 769	33 556	18 623	10 387	5 770	117	2 769	32	99 023
Inner regional	no.	11 337	13 188	9 282	3 462	1 223	2 376	479	17	41 364
Outer regional	no.	6 380	3 139	7 297	1 667	1 571	1 849	48	1 073	23 024
Remote and very remote	no.	689	230	2 076	1 714	460	204	2	863	6 238
Remote	no.	557	198	1 016	671	339	192	1	237	3 211
Very remote	no.	132	32	1 060	1 043	121	12	1	626	3 027
Outside Australia	no.	1 625	2 505	1 028	1 147	73	81	217	98	6 774
Not known	no.	468	1 327	54	76	184	12	241	8	2 370
All students	no.	48 268	53 945	38 360	18 453	9 281	4 639	3 756	2 091	178 793

Proportion of all AQF qualification course completions

Major cities	%	44.2	60.0	56.3	52.2	44.6	48.3	47.3	50.0	51.9
Inner regional	%	51.2	63.5	62.3	57.8	46.7	60.2	54.9	60.7	58.1
Outer regional	%	51.1	64.8	60.9	55.3	48.2	63.5	60.0	55.4	56.8
Remote and very remote	%	53.8	67.6	60.5	57.5	42.8	66.4	40.0	58.0	57.2
Remote	%	53.3	69.2	59.7	59.2	43.8	66.9	33.3	53.9	56.6
Very remote	%	56.4	59.3	61.3	56.5	40.1	60.0	50.0	59.8	57.8
Outside Australia	%	29.3	44.2	26.2	34.7	40.3	39.9	42.0	89.9	34.8
Not known	%	49.3	59.2	53.5	53.9	19.8	57.1	80.6	61.5	50.5

TABLE 5A.72

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

		NSW	Vic (h)	Qld	WA	SA	Tas (h)	ACT (h)	NT (h)	Aust
All students	%	45.9	60.1	56.9	52.2	44.2	60.8	49.2	57.5	53.0
Proportion of all AQF qualification course enrolments										
Major cities	%	15.3	15.8	17.7	15.3	12.8	4.9	17.3	13.2	15.7
Inner regional	%	17.0	14.8	20.0	15.7	14.3	10.9	14.4	14.3	16.0
Outer regional	%	14.1	14.3	15.0	12.5	17.1	11.0	13.3	14.2	14.1
Remote and very remote	%	11.0	16.8	13.2	10.5	11.6	11.2	9.1	9.1	11.3
Remote	%	11.0	17.9	12.9	14.3	12.7	11.2	6.3	8.9	12.5
Very remote	%	11.1	12.0	13.5	9.0	9.5	10.9	16.7	9.1	10.4
Outside Australia	%	19.3	14.6	11.1	20.9	2.7	14.7	13.2	26.2	14.9
Not known	%	20.7	43.6	8.9	17.1	5.9	5.1	59.2	10.7	23.3
All students	%	15.5	15.7	17.0	14.7	12.8	10.7	17.3	11.7	15.4

- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.
- (g) Student remoteness is based on the ARIA+, which was developed by 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 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 <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

Table 5A.72 **Government funded VET qualification completions with improved education/training status after training, by remoteness (ARIA), students aged aged 20–64 years (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic (h)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
(h) 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.									
.. Not applicable. – Nil or rounded to zero.									

TABLE 5A.73

Table 5A.73 **Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, all students (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>
2013										
Qualifications completed at a higher education level than their previous highest education level	no.	61 768	124 292	67 874	19 999	16 708	4 750	3 245	1 945	300 581
Proportion of all AQF qualification course completions	%	54.3	84.2	72.5	57.2	52.7	67.1	39.6	60.7	68.3
Proportion of all AQF qualification course enrolments	%	16.8	25.5	27.1	17.4	18.0	16.3	13.4	14.4	21.8
2013										
Qualifications completed at a higher education level than their previous highest education level	no.	59 688	122 055	48 914	19 452	23 102	5 155	3 300	2 095	283 761
Proportion of all AQF qualification course completions	%	56.8	82.4	66.4	48.7	55.9	67.7	39.3	62.4	66.4
Proportion of all AQF qualification course enrolments	%	16.5	25.3	20.8	15.9	19.3	17.1	12.9	16.2	20.4
2013										
Qualifications completed at a higher education level than their previous highest education level	no.	66 225	138 794	50 477	20 008	17 023	5 329	4 712	2 029	304 597
Proportion of all AQF qualification course completions	%	56.8	82.0	65.7	54.3	53.1	65.0	48.5	60.8	67.3
Proportion of all AQF qualification course enrolments	%	18.4	27.0	20.0	16.4	16.8	15.8	17.5	15.3	21.4
2013										
Qualifications completed at a higher education level than their previous highest education level	no.	60 101	92 235	50 184	20 751	16 469	5 051	4 361	2 076	251 228
Proportion of all AQF qualification course completions	%	53.7	75.2	64.3	56.3	59.6	65.8	52.8	61.1	63.4
Proportion of all AQF qualification course enrolments	%	17.5	21.0	19.7	17.0	21.4	14.4	18.2	15.9	19.2
2013										
Qualifications completed at a higher education level than their previous highest education level	no.	55 843	59 530	43 389	21 799	8 733	4 892	4 362	1 724	200 272
Proportion of all AQF qualification course completions	%	54.2	66.6	66.5	60.3	49.4	68.2	57.2	62.8	60.9
Proportion of all AQF qualification course enrolments	%	17.5	17.6	18.3	18.6	12.6	14.1	18.6	13.5	17.4

Table 5A.73 Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, all students (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.74

Table 5A.74 **Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, students aged 20–64 years (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>
2014										
Qualifications completed at a higher education level than their previous highest education level	no.	48 815	105 170	50 283	14 598	14 794	3 984	2 712	1 637	241 993
Proportion of all AQF qualification course completions	%	50.4	84.0	69.4	52.4	51.1	64.0	37.0	57.4	65.8
Proportion of all AQF qualification course enrolments	%	16.8	26.5	27.2	16.5	18.6	16.2	13.6	14.2	22.1
2013										
Qualifications completed at a higher education level than their previous highest education level	no.	46 018	104 293	35 367	14 442	20 381	4 330	2 844	1 798	229 473
Proportion of all AQF qualification course completions	%	52.0	81.7	61.3	45.3	54.7	64.7	37.2	59.9	63.7
Proportion of all AQF qualification course enrolments	%	16.1	26.8	20.6	15.4	19.9	17.0	13.4	16.4	20.8
2012										
Qualifications completed at a higher education level than their previous highest education level	no.	51 983	112 193	37 245	14 898	14 831	4 387	3 958	1 766	241 261
Proportion of all AQF qualification course completions	%	52.4	80.7	61.1	50.1	51.4	61.8	45.7	58.6	64.1
Proportion of all AQF qualification course enrolments	%	18.1	27.6	20.1	16.1	17.4	15.5	18.0	15.6	21.6
2011										
Qualifications completed at a higher education level than their previous highest education level	no.	47 478	75 405	38 657	15 796	14 460	4 148	3 692	1 850	201 486
Proportion of all AQF qualification course completions	%	49.7	73.0	60.6	52.5	57.9	62.5	50.0	59.9	60.2
Proportion of all AQF qualification course enrolments	%	17.6	21.9	20.5	17.0	23.0	14.2	18.9	16.9	19.8
2010										
Qualifications completed at a higher education level than their previous highest education level	no.	43 241	48 789	32 706	16 452	7 704	3 994	3 603	1 533	158 022
Proportion of all AQF qualification course completions	%	49.8	63.7	62.6	56.4	48.6	65.7	54.4	61.3	57.3
Proportion of all AQF qualification course enrolments	%	17.4	18.7	18.8	18.7	13.9	14.1	18.8	14.5	17.9

Table 5A.74 Government funded VET qualification completions with improved education/training status after training, AQF Certificate III or above only, students aged 20–64 years (a), (b), (c), (d), (e), (f)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) For detailed definitions and caveats relating to the National VET provider collection please see table 5A.97.
- (b) This table reflects government funded activity (based on major funding source codes 11, 13 and 15) plus the domestic and international fee-for-service activity of government VET providers (TAFEs and other government providers). It excludes the domestic and international fee-for-service activity of Community education providers and other registered providers.
- (c) This table presents the number of AQF programs completed annually from 2010 to 2014. The 2014 data are preliminary and will be revised following the annual data submission to the 2015 National VET Provider Collection, and final figures will be released by NCVET in July 2016.
- (d) For consistency of reporting, senior secondary education is excluded from AQF qualifications.
- (e) Nationally and locally accredited skill sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
- (f) In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.

Source: NCVET unpublished, National VET provider collection. 2014 Preliminary completions sourced from the National VET provider collection 2014 and 2015 Jan-June.

TABLE 5A.75

Table 5A.75 **Estimated completion rates and load pass rates for qualifications at certificate I and above, commencing 2009–13 (a), (b)**

	<i>Unit</i>	<i>NSW (b)</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										
Estimated qualification completion rate	%	34.0	33.1	33.1	36.6	38.0	25.7	40.8	34.8	34.0
Subject load pass rate	%	78.8	83.3	89.2	82.3	87.3	80.5	84.7	79.4	83.1
2012										
Estimated qualification completion rate	%	38.0	37.3	31.9	34.5	38.4	25.2	32.0	30.9	36.0
Subject load pass rate	%	79.5	83.4	88.8	81.2	86.8	82.2	81.1	77.7	83.1
2011										
Estimated qualification completion rate	%	38.8	34.5	35.9	36.2	35.3	23.4	40.4	27.3	35.7
Subject load pass rate	%	80.4	82.5	89.5	81.2	84.1	81.6	82.6	75.4	83.0
2010										
Estimated qualification completion rate	%	38.6	31.7	33.3	35.1	32.3	20.1	44.8	22.6	33.8
Subject load pass rate	%	80.2	78.0	87.7	80.5	87.2	80.3	81.8	76.7	81.2
2009										
Estimated qualification completion rate	%	36.7	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

- (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 decrease in completion rates in New South Wales for programs commenced in 2013 may be partly explained by TAFE NSW not being able to report additional program completions for historical years in the 2014 National VET Provider Collection following changes in data collection.
- (c) The increase in completion rates in the Australian Capital Territory for programs commenced in 2013 appears to be a correction from the decline in completion rates for 2012 commencements, which was primarily due to data quality issues with the name encryption of some students, leading to a mismatch between program completions and enrolments.

Source: NCVET (2014) *Australian vocational education and training statistics: The likelihood of completing a VET qualification*, Adelaide.

TABLE 5A.76

Table 5A.76 **Whether course helped graduates achieve their main reason for undertaking training, all 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>
2014										
Helped achieve main reason	%	68.5 ± 1.3	62.4 ± 1.5	70.5 ± 1.6	69.9 ± 2.3	65.7 ± 2.0	72.3 ± 3.1	71.1 ± 3.1	82.2 ± 3.9	67.0 ± 0.7
Partly helped achieve main reason	%	14.4 ± 1.0	16.6 ± 1.1	12.8 ± 1.2	13.9 ± 1.8	15.7 ± 1.6	14.1 ± 2.5	14.7 ± 2.5	9.8 ± 3.1	14.9 ± 0.5
Did not help achieve main reason	%	7.0 ± 0.7	12.0 ± 1.0	8.7 ± 0.9	7.7 ± 1.3	8.8 ± 1.1	6.1 ± 1.6	5.9 ± 1.4	5.6 ± 2.4	9.0 ± 0.4
Did not know yet	%	10.2 ± 0.8	9.0 ± 0.8	7.9 ± 1.0	8.5 ± 1.4	9.7 ± 1.2	7.5 ± 1.8	8.3 ± 1.9	2.4 ± 1.0	9.1 ± 0.4
2013										
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
2012										
Helped achieve main reason	%	71.4 ± 1.7	67.7 ± 2.8	75.1 ± 2.5	76.8 ± 2.2	69.9 ± 3.3	74.0 ± 4.5	71.6 ± 4.7	76.5 ± 4.5	71.7 ± 1.1
Partly helped achieve main reason	%	12.3 ± 1.2	14.2 ± 2.0	12.6 ± 1.9	11.3 ± 1.7	13.0 ± 2.2	11.8 ± 3.3	16.3 ± 3.8	11.4 ± 3.3	12.8 ± 0.8
Did not help achieve main reason	%	6.3 ± 0.9	9.7 ± 2.0	6.8 ± 1.5	4.7 ± 1.0	6.5 ± 1.6	6.8 ± 2.7	5.4 ± 2.5	5.4 ± 2.6	7.1 ± 0.7
Did not know yet	%	10.0 ± 1.2	8.4 ± 1.6	5.5 ± 1.2	7.2 ± 1.2	10.6 ± 2.5	7.4 ± 2.6	6.7 ± 2.4	6.7 ± 2.7	8.4 ± 0.7
2011										
Helped achieve main reason	%	70.0 ± 1.1	71.6 ± 1.2	73.0 ± 1.1	74.4 ± 1.1	68.2 ± 1.7	71.6 ± 2.4	70.3 ± 3.1	82.5 ± 3.3	71.5 ± 0.5
Partly helped achieve main reason	%	14.1 ± 0.8	14.4 ± 0.9	12.6 ± 0.8	12.6 ± 0.9	13.8 ± 1.3	14.3 ± 1.9	15.1 ± 2.5	10.4 ± 2.7	13.6 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.6 ± 0.6	7.6 ± 0.6	5.4 ± 0.6	8.1 ± 0.9	6.4 ± 1.3	5.1 ± 1.5	2.5 ± 1.2	6.0 ± 0.3
Did not know yet	%	10.6 ± 0.7	8.5 ± 0.7	6.8 ± 0.6	7.6 ± 0.7	9.9 ± 1.1	7.7 ± 1.4	9.4 ± 1.9	4.6 ± 1.8	8.8 ± 0.3
2010										
Helped achieve main reason	%	69.6 ± 1.7	70.3 ± 2.0	74.0 ± 1.9	76.4 ± 2.0	71.2 ± 3.5	72.6 ± 3.5	77.0 ± 4.0	83.3 ± 3.4	71.9 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.2	12.1 ± 1.4	11.6 ± 1.4	11.2 ± 1.5	12.4 ± 2.6	12.6 ± 2.7	10.5 ± 2.9	7.4 ± 2.7	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.2	4.7 ± 1.0	6.7 ± 1.8	6.2 ± 2.1	4.6 ± 1.9	4.7 ± 2.2	6.5 ± 0.5

TABLE 5A.76

Table 5A.76 **Whether course helped graduates achieve their main reason for undertaking training, all 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>
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

- (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).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.77

Table 5A.77 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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>
2014										
Helped achieve main reason	%	72.3 ± 5.6	78.2 ±11.0	71.3 ± 7.1	78.9 ± 7.9	73.5 ±11.1	72.6 ±10.4	75.7 ±11.7	82.8 ± 9.1	74.3 ± 3.3
Partly helped achieve main reason	%	11.4 ± 3.9	6.8 ± 5.5	13.0 ± 5.3	7.4 ± 5.1	13.2 ± 8.5	10.9 ± 6.6	11.9 ± 8.1	6.9 ± 5.3	10.6 ± 2.2
Did not help achieve main reason	%	9.3 ± 4.0	10.3 ± 7.4	6.0 ± 3.2	7.9 ± 5.0	np	7.3 ± 5.9	np	8.9 ± 7.6	8.3 ± 2.1
Did not know yet	%	7.0 ± 2.4	4.7 ± 4.4	9.7 ± 4.5	5.8 ± 4.1	np	9.3 ± 7.3	np	np	6.9 ± 1.6
2013										
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
2012										
Helped achieve main reason	%	67.6 ± 9.7	59.2 ±28.9	74.3 ±12.5	74.5 ±12.6	73.1 ±15.3	54.0 ±20.1	80.7 ±27.0	83.3 ±10.3	70.1 ± 6.0
Partly helped achieve main reason	%	14.3 ± 7.1	28.1 ±30.9	15.8 ±10.7	5.1 ± 6.1	14.7 ±12.6	25.6 ±18.7	np	np	14.7 ± 5.1
Did not help achieve main reason	%	8.6 ± 5.7	11.7 ±14.8	6.8 ± 7.9	8.1 ± 7.9	np	np	np	–	8.1 ± 3.4
Did not know yet	%	9.4 ± 6.7	np	3.1 ± 3.1	12.3 ± 9.5	np	np	–	9.6 ± 7.8	7.1 ± 3.1
2011										
Helped achieve main reason	%	79.9 ± 4.8	73.2 ±11.2	72.7 ± 4.9	81.7 ± 6.3	73.4 ± 8.1	65.8 ±10.9	53.0 ±21.0	86.0 ± 7.6	76.6 ± 2.6
Partly helped achieve main reason	%	7.3 ± 2.7	8.0 ± 4.9	12.3 ± 3.5	8.7 ± 4.4	7.8 ± 4.1	11.0 ± 6.7	24.2 ±18.2	7.7 ± 5.9	9.3 ± 1.6
Did not help achieve main reason	%	6.5 ± 2.9	10.9 ± 6.4	8.2 ± 3.0	4.3 ± 3.3	11.1 ± 5.5	11.7 ± 7.4	np	np	7.4 ± 1.6
Did not know yet	%	6.3 ± 3.3	np	6.8 ± 3.0	5.3 ± 3.9	7.7 ± 5.7	11.5 ± 7.2	np	np	6.7 ± 1.8
2010										
Helped achieve main reason	%	79.3 ± 6.9	74.7 ±15.3	80.8 ± 8.0	86.7 ± 7.2	70.0 ±15.6	84.5 ±12.7	56.3 ±27.7	92.6 ± 6.1	79.7 ± 3.8
Partly helped achieve main reason	%	10.3 ± 4.8	19.8 ±14.4	6.1 ± 4.1	6.6 ± 5.6	np	np	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

TABLE 5A.77

Table 5A.77 **Whether course helped graduates achieve their main reason for under taking training, Aboriginal and Torres Strait Islander graduates (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>
Did not know yet	%	5.5 ± 3.7	np	5.9 ± 4.4	np	–	np	np	np	4.4 ± 1.8

- (a) 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.
- (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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).
- Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.78

Table 5A.78 **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>
2014										
Helped achieve main reason	%	68.1 ± 1.4	62.3 ± 1.6	70.6 ± 1.7	69.7 ± 2.4	65.8 ± 2.0	72.4 ± 3.3	70.8 ± 3.3	82.7 ± 4.3	66.8 ± 0.7
Partly helped achieve main reason	%	14.7 ± 1.0	16.6 ± 1.2	12.8 ± 1.3	14.4 ± 1.9	15.8 ± 1.6	14.6 ± 2.7	14.8 ± 2.6	10.8 ± 3.9	15.1 ± 0.6
Did not help achieve main reason	%	6.7 ± 0.8	12.2 ± 1.1	8.8 ± 1.0	7.5 ± 1.4	8.7 ± 1.1	6.1 ± 1.7	5.8 ± 1.5	3.8 ± 1.7	9.0 ± 0.5
Did not know yet	%	10.5 ± 0.9	8.9 ± 0.8	7.8 ± 1.0	8.5 ± 1.4	9.7 ± 1.2	7.0 ± 1.9	8.5 ± 2.0	2.8 ± 1.3	9.2 ± 0.4
2013										
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
2012										
Helped achieve main reason	%	71.5 ± 1.8	68.3 ± 2.8	75.8 ± 2.6	77.2 ± 2.2	69.5 ± 3.4	75.8 ± 4.5	71.5 ± 4.8	75.2 ± 5.1	72.0 ± 1.1
Partly helped achieve main reason	%	12.1 ± 1.3	14.0 ± 2.0	12.0 ± 1.9	11.3 ± 1.7	13.0 ± 2.3	10.0 ± 3.0	16.3 ± 3.9	12.4 ± 3.8	12.6 ± 0.8
Did not help achieve main reason	%	6.3 ± 1.0	9.6 ± 2.1	6.7 ± 1.6	4.6 ± 1.0	6.6 ± 1.6	6.8 ± 2.9	5.3 ± 2.5	6.3 ± 3.0	7.1 ± 0.7
Did not know yet	%	10.1 ± 1.2	8.1 ± 1.6	5.6 ± 1.3	6.9 ± 1.2	10.9 ± 2.6	7.4 ± 2.7	7.0 ± 2.5	6.2 ± 2.9	8.3 ± 0.7
2011										
Helped achieve main reason	%	69.6 ± 1.1	71.6 ± 1.2	73.2 ± 1.1	74.5 ± 1.2	67.9 ± 1.8	72.0 ± 2.5	71.1 ± 3.2	81.1 ± 3.7	71.4 ± 0.6
Partly helped achieve main reason	%	14.3 ± 0.9	14.4 ± 0.9	12.4 ± 0.8	12.6 ± 0.9	14.0 ± 1.4	14.6 ± 2.0	14.2 ± 2.5	11.4 ± 3.1	13.7 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.5 ± 0.6	7.6 ± 0.7	5.3 ± 0.6	8.0 ± 0.9	5.8 ± 1.3	5.1 ± 1.6	2.8 ± 1.3	6.0 ± 0.3
Did not know yet	%	10.8 ± 0.7	8.5 ± 0.8	6.8 ± 0.6	7.5 ± 0.7	10.1 ± 1.2	7.6 ± 1.5	9.6 ± 2.0	4.7 ± 2.1	8.9 ± 0.3
2010										
Helped achieve main reason	%	69.4 ± 1.7	70.5 ± 2.1	73.7 ± 2.0	75.8 ± 2.1	70.9 ± 3.7	71.9 ± 3.7	78.0 ± 4.0	82.0 ± 3.8	71.6 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.3	11.8 ± 1.4	11.9 ± 1.4	11.4 ± 1.6	12.9 ± 2.7	12.5 ± 2.7	9.7 ± 2.9	7.5 ± 3.0	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.3	4.8 ± 1.0	5.7 ± 1.7	6.7 ± 2.3	4.3 ± 1.9	5.7 ± 2.7	6.5 ± 0.5

TABLE 5A.78

Table 5A.78 **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>
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

- (a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (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.79

Table 5A.79 **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 (f)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2014										
Helped achieve main reason	%	66.7 ± 1.6	60.3 ± 1.7	68.7 ± 2.0	68.4 ± 2.7	64.9 ± 2.4	np	70.4 ± 3.3	np	65.0 ± 0.9
Partly helped achieve main reason	%	15.4 ± 1.3	17.2 ± 1.3	12.8 ± 1.5	14.5 ± 2.0	15.5 ± 1.8	np	15.5 ± 2.7	–	15.5 ± 0.7
Did not help achieve main reason	%	6.9 ± 0.9	12.8 ± 1.1	9.6 ± 1.1	7.9 ± 1.4	9.5 ± 1.4	–	5.9 ± 1.5	–	9.6 ± 0.5
Did not know yet	%	11.0 ± 1.0	9.7 ± 1.0	8.8 ± 1.3	9.2 ± 1.7	10.1 ± 1.5	–	8.2 ± 2.0	–	9.9 ± 0.5
2013										
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
2012										
Helped achieve main reason	%	69.0 ± 2.2	65.7 ± 3.4	73.3 ± 3.4	74.4 ± 2.7	68.5 ± 4.0	np	72.7 ± 5.0	np	69.5 ± 1.4
Partly helped achieve main reason	%	13.1 ± 1.5	15.1 ± 2.5	13.8 ± 2.7	12.8 ± 2.1	13.3 ± 2.8	–	16.3 ± 4.2	–	13.8 ± 1.0
Did not help achieve main reason	%	6.9 ± 1.2	10.0 ± 2.5	7.1 ± 2.1	4.7 ± 1.2	6.5 ± 1.9	–	4.3 ± 2.4	–	7.4 ± 0.9
Did not know yet	%	11.0 ± 1.5	9.2 ± 2.1	5.8 ± 1.6	8.1 ± 1.5	11.6 ± 2.7	np	6.7 ± 2.5	np	9.3 ± 0.9
2011										
Helped achieve main reason	%	68.1 ± 1.4	69.9 ± 1.5	70.4 ± 1.6	72.5 ± 1.5	66.1 ± 2.1	38.6 ±16.6	70.2 ± 3.6	88.4 ±21.5	69.3 ± 0.7
Partly helped achieve main reason	%	15.1 ± 1.0	15.2 ± 1.1	13.5 ± 1.2	13.4 ± 1.2	14.3 ± 1.6	19.8 ±12.6	14.0 ± 2.7	np	14.5 ± 0.5
Did not help achieve main reason	%	5.5 ± 0.6	6.0 ± 0.8	8.7 ± 1.0	5.8 ± 0.8	8.8 ± 1.1	23.6 ±13.8	5.9 ± 1.9	–	6.5 ± 0.4
Did not know yet	%	11.3 ± 0.9	8.9 ± 0.9	7.4 ± 0.9	8.4 ± 0.9	10.8 ± 1.5	18.0 ±12.3	9.9 ± 2.2	–	9.6 ± 0.4
2010										
Helped achieve main reason	%	66.4 ± 2.2	68.1 ± 2.6	71.3 ± 2.7	75.7 ± 2.7	68.7 ± 4.3	41.9 ±17.1	76.0 ± 4.6	90.9 ±17.8	69.0 ± 1.2
Partly helped achieve main reason	%	15.0 ± 1.7	12.2 ± 1.8	13.0 ± 1.9	11.3 ± 2.0	13.6 ± 3.3	np	10.9 ± 3.3	–	13.4 ± 0.9
Did not help achieve main reason	%	7.2 ± 1.3	7.6 ± 1.5	7.6 ± 1.8	4.9 ± 1.3	6.7 ± 2.0	28.4 ±16.0	5.0 ± 2.2	–	7.1 ± 0.7

TABLE 5A.79

Table 5A.79 **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 (f)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
Did not know yet	%	11.4 ± 1.4	12.1 ± 1.8	8.2 ± 1.4	8.1 ± 1.7	11.0 ± 2.9	<i>19.0 ± 14.8</i>	8.1 ± 3.0	np	10.6 ± 0.8

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).
- (f) 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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.80

Table 5A.80 **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 (f)</i>	<i>Aust</i>
2014										
Helped achieve main reason	%	70.2 ± 2.5	66.2 ± 3.5	74.4 ± 3.6	73.6 ± 6.5	64.5 ± 5.5	72.3 ± 4.0	76.9 ± 10.8	90.6 ± 18.1	69.4 ± 1.6
Partly helped achieve main reason	%	12.9 ± 1.6	16.1 ± 2.6	12.4 ± 2.9	12.5 ± 5.1	16.6 ± 4.4	15.0 ± 3.3	9.3 ± 7.6	–	14.3 ± 1.2
Did not help achieve main reason	%	7.8 ± 1.5	10.6 ± 2.5	6.7 ± 1.9	6.2 ± 3.5	8.0 ± 3.0	5.0 ± 1.8	np	–	8.3 ± 1.0
Did not know yet	%	9.1 ± 1.6	7.1 ± 1.4	6.5 ± 2.1	7.7 ± 3.3	10.8 ± 3.6	7.7 ± 2.3	11.6 ± 8.3	np	8.0 ± 0.9
2013										
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
2012										
Helped achieve main reason	%	76.8 ± 3.3	70.7 ± 5.5	73.5 ± 5.4	79.0 ± 6.0	70.8 ± 11.2	75.2 ± 5.8	69.3 ± 18.9	np	74.0 ± 2.4
Partly helped achieve main reason	%	10.6 ± 2.3	12.2 ± 4.0	12.4 ± 3.9	8.8 ± 4.3	11.2 ± 5.9	13.5 ± 4.6	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
2011										
Helped achieve main reason	%	71.2 ± 2.2	75.3 ± 2.3	72.2 ± 2.2	74.4 ± 2.6	71.3 ± 4.4	73.4 ± 3.3	70.2 ± 7.5	np	72.8 ± 1.1
Partly helped achieve main reason	%	12.6 ± 1.6	12.5 ± 1.7	13.4 ± 1.7	13.2 ± 2.0	11.4 ± 3.0	14.2 ± 2.6	18.5 ± 6.5	np	12.9 ± 0.8
Did not help achieve main reason	%	5.3 ± 1.1	4.5 ± 1.1	7.4 ± 1.2	5.7 ± 1.3	7.7 ± 2.6	6.0 ± 1.8	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
2010										
Helped achieve main reason	%	73.2 ± 3.1	74.7 ± 3.5	74.1 ± 3.9	80.5 ± 4.3	75.4 ± 9.0	75.6 ± 4.9	83.6 ± 7.0	np	74.8 ± 1.7
Partly helped achieve main reason	%	13.5 ± 2.4	12.3 ± 2.7	11.1 ± 2.9	10.8 ± 3.6	10.9 ± 6.2	13.1 ± 4.0	5.6 ± 4.2	–	12.3 ± 1.3
Did not help achieve main reason	%	5.5 ± 1.4	5.5 ± 1.8	9.1 ± 2.5	3.0 ± 1.7	6.8 ± 5.8	4.3 ± 2.6	np	–	5.9 ± 0.9

TABLE 5A.80

Table 5A.80 **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 (f)</i>	<i>Aust</i>
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

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).
- (f) 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.
- Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.81

Table 5A.81 **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 (f)</i>	<i>NT</i>	<i>Aust</i>
2014										
Helped achieve main reason	%	76.1 ± 3.4	75.0 ± 6.1	69.8 ± 4.8	71.6 ± 8.0	69.7 ± 5.2	71.2 ± 5.5	80.2 ± 21.1	82.3 ± 5.2	73.1 ± 2.1
Partly helped achieve main reason	%	11.3 ± 2.2	10.2 ± 3.6	14.0 ± 3.4	9.5 ± 5.0	15.7 ± 4.2	12.8 ± 4.0	np	10.1 ± 4.4	12.3 ± 1.4
Did not help achieve main reason	%	5.2 ± 2.0	6.8 ± 3.1	8.3 ± 3.1	10.7 ± 6.9	6.2 ± 2.4	8.6 ± 3.4	np	5.2 ± 2.8	7.1 ± 1.3
Did not know yet	%	7.4 ± 2.1	8.0 ± 3.6	8.0 ± 2.8	8.2 ± 3.7	8.4 ± 3.0	7.4 ± 3.3	–	2.3 ± 1.3	7.6 ± 1.1
2013										
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
2012										
Helped achieve main reason	%	77.8 ± 6.6	77.0 ± 7.9	80.6 ± 5.8	87.4 ± 4.5	73.6 ± 9.4	72.3 ± 7.5	np	75.8 ± 5.6	78.4 ± 2.8
Partly helped achieve main reason	%	8.7 ± 4.4	13.1 ± 6.7	9.6 ± 4.6	5.1 ± 2.6	13.7 ± 6.2	9.1 ± 4.4	–	11.4 ± 3.9	10.0 ± 2.1
Did not help achieve main reason	%	6.4 ± 3.5	6.6 ± 4.1	5.1 ± 3.2	4.4 ± 3.2	3.8 ± 2.7	8.3 ± 4.8	–	5.9 ± 3.4	5.7 ± 1.5
Did not know yet	%	7.1 ± 4.3	3.4 ± 2.9	4.7 ± 2.8	3.1 ± 1.9	8.9 ± 7.9	10.3 ± 5.2	np	7.0 ± 3.4	5.9 ± 1.6
2011										
Helped achieve main reason	%	76.6 ± 2.8	74.4 ± 4.3	78.0 ± 2.1	79.7 ± 3.1	70.4 ± 4.4	71.1 ± 3.7	87.9 ± 14.0	82.8 ± 3.9	76.6 ± 1.3
Partly helped achieve main reason	%	12.1 ± 2.2	13.8 ± 3.4	10.6 ± 1.6	9.7 ± 2.2	14.1 ± 3.6	14.2 ± 2.9	np	9.9 ± 3.0	11.8 ± 1.0
Did not help achieve main reason	%	4.4 ± 1.2	4.9 ± 1.9	6.2 ± 1.2	3.7 ± 1.4	8.1 ± 2.4	6.0 ± 1.9	–	2.9 ± 1.7	5.2 ± 0.6
Did not know yet	%	6.9 ± 1.7	6.9 ± 2.3	5.1 ± 1.2	6.8 ± 2.0	7.4 ± 2.2	8.7 ± 2.3	np	4.3 ± 2.2	6.4 ± 0.7
2010										
Helped achieve main reason	%	77.9 ± 4.5	72.9 ± 6.6	77.2 ± 4.4	72.4 ± 7.2	76.6 ± 8.6	76.2 ± 4.8	69.6 ± 28.9	82.8 ± 5.0	76.7 ± 2.3
Partly helped achieve main reason	%	8.0 ± 2.5	10.7 ± 4.6	9.7 ± 2.8	13.1 ± 5.0	8.8 ± 4.7	12.9 ± 4.1	np	8.4 ± 4.3	9.8 ± 1.4
Did not help achieve main reason	%	5.4 ± 2.7	6.9 ± 3.1	5.7 ± 2.7	7.1 ± 4.2	8.2 ± 5.6	2.6 ± 1.2	np	6.1 ± 3.7	5.8 ± 1.4

Table 5A.81 **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 (f)</i>	<i>NT</i>	<i>Aust</i>
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

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).
- (f) 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.
- Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.82

Table 5A.82 **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 (f)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
2014										
Helped achieve main reason	%	73.9 ±12.8	np	80.9 ± 7.9	74.7 ±10.6	72.3 ±10.0	87.2 ±10.9	–	80.6 ± 6.6	76.3 ± 4.6
Partly helped achieve main reason	%	12.4 ±11.6	–	11.6 ± 6.6	17.9 ±10.3	18.4 ± 9.3	np	np	10.0 ± 4.6	14.4 ± 4.2
Did not help achieve main reason	%	8.4 ± 6.6	np	5.5 ± 4.0	4.4 ± 3.9	np	np	–	6.9 ± 5.0	6.1 ± 2.2
Did not know yet	%	np	–	np	3.1 ± 2.7	4.4 ± 3.2	np	–	2.5 ± 1.9	3.2 ± 1.4
2013										
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
2012										
Helped achieve main reason	%	74.5 ±20.3	np	87.9 ± 8.7	82.8 ± 7.8	76.7 ±12.7	71.9 ±28.1	np	77.2 ± 8.0	81.3 ± 4.8
Partly helped achieve main reason	%	21.1 ±20.4	–	7.8 ± 7.1	8.7 ± 5.2	15.1 ±11.1	np	–	12.1 ± 6.6	11.2 ± 4.0
Did not help achieve main reason	%	np	–	np	4.0 ± 4.6	np	np	–	4.7 ± 3.8	4.3 ± 2.4
Did not know yet	%	np	–	np	4.5 ± 4.7	np	np	–	6.0 ± 4.0	3.2 ± 1.9
2011										
Helped achieve main reason	%	72.8 ± 9.7	77.9 ±17.7	83.6 ± 4.0	81.3 ± 3.6	79.6 ± 6.8	76.4 ±11.3	na	81.9 ± 6.2	80.8 ± 2.3
Partly helped achieve main reason	%	10.1 ± 6.1	np	6.2 ± 2.4	9.2 ± 2.5	10.5 ± 4.8	12.4 ± 8.9	na	11.2 ± 5.4	8.8 ± 1.6
Did not help achieve main reason	%	7.1 ± 6.2	np	4.3 ± 2.1	3.4 ± 1.5	3.0 ± 2.3	np	na	1.9 ± 1.7	4.0 ± 1.2
Did not know yet	%	10.0 ± 6.0	np	5.8 ± 2.8	6.0 ± 2.5	6.8 ± 5.2	np	na	5.0 ± 3.3	6.4 ± 1.5
2010										
Helped achieve main reason	%	87.2 ±10.3	78.7 ±36.5	84.6 ± 7.0	74.4 ± 8.0	82.4 ±11.4	71.7 ±23.7	na	88.8 ± 6.7	82.2 ± 4.1
Partly helped achieve main reason	%	np	np	7.9 ± 5.5	8.5 ± 4.2	9.4 ± 7.9	np	na	6.9 ± 5.7	7.7 ± 2.7
Did not help achieve main reason	%	np	–	np	6.3 ± 4.7	np	np	na	np	4.7 ± 2.3

Table 5A.82 **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 (f)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
Did not know yet	%	–	–	<i>4.5 ± 4.0</i>	<i>10.9 ± 6.4</i>	np	np	na	np	<i>5.4 ± 2.5</i>

- (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 ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).
- (f) 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.

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.83

Table 5A.83 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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>
2014										
Helped achieve main reason	%	58.1 ± 4.1	48.9 ± 4.6	54.0 ± 6.2	58.6 ± 8.5	50.8 ± 6.3	59.1 ± 10.7	59.2 ± 10.8	78.1 ± 18.0	54.0 ± 2.4
Partly helped achieve main reason	%	17.2 ± 2.9	20.7 ± 3.8	13.8 ± 3.5	15.7 ± 5.9	22.4 ± 5.4	18.2 ± 8.3	17.7 ± 8.2	np	18.4 ± 1.8
Did not help achieve main reason	%	10.6 ± 2.8	17.6 ± 3.6	17.4 ± 4.6	11.2 ± 5.6	14.0 ± 4.2	7.2 ± 5.5	13.0 ± 6.8	np	14.1 ± 1.7
Did not know yet	%	14.2 ± 2.7	12.8 ± 3.1	14.9 ± 4.5	14.5 ± 6.0	12.7 ± 4.2	15.5 ± 8.2	10.1 ± 5.9	np	13.6 ± 1.6
2013										
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
2012										
Helped achieve main reason	%	58.6 ± 5.9	53.5 ± 10.3	67.4 ± 9.4	66.7 ± 9.3	55.7 ± 11.9	53.3 ± 15.8	53.4 ± 17.0	70.5 ± 17.4	59.4 ± 4.1
Partly helped achieve main reason	%	15.8 ± 4.3	14.7 ± 7.3	14.8 ± 6.7	14.5 ± 7.4	21.5 ± 9.9	18.8 ± 11.5	29.1 ± 16.4	27.1 ± 17.2	16.1 ± 2.9
Did not help achieve main reason	%	13.9 ± 4.8	21.4 ± 9.2	12.4 ± 7.5	7.6 ± 4.4	8.6 ± 5.4	12.4 ± 10.0	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
2011										
Helped achieve main reason	%	57.1 ± 3.7	56.5 ± 5.0	52.8 ± 4.0	60.5 ± 5.0	57.5 ± 4.9	57.4 ± 8.3	52.6 ± 10.2	74.1 ± 14.4	56.5 ± 2.0
Partly helped achieve main reason	%	17.9 ± 3.0	19.0 ± 3.8	18.6 ± 3.1	17.1 ± 3.9	13.0 ± 3.6	19.8 ± 6.9	22.2 ± 8.8	np	17.7 ± 1.5
Did not help achieve main reason	%	9.6 ± 2.1	12.4 ± 3.7	16.5 ± 3.1	8.9 ± 3.0	15.8 ± 3.2	10.2 ± 4.9	11.2 ± 5.9	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
2010										
Helped achieve main reason	%	60.2 ± 5.5	61.1 ± 6.8	61.3 ± 7.7	64.5 ± 9.9	66.2 ± 11.6	58.5 ± 13.5	73.9 ± 14.8	84.1 ± 16.5	61.9 ± 3.2
Partly helped achieve main reason	%	15.3 ± 3.9	11.7 ± 4.0	10.8 ± 4.3	18.1 ± 7.7	15.0 ± 8.8	15.5 ± 8.5	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

TABLE 5A.83

Table 5A.83 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (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>
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

- (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 ± 2.7 per cent).
- (d) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.84

Table 5A.84 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (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>
2014										
Helped achieve main reason	%	62.8 ± 2.8	58.7 ± 2.8	67.4 ± 4.7	63.6 ± 5.9	60.4 ± 5.2	65.0 ± 12.8	66.9 ± 6.8	84.6 ± 6.5	61.8 ± 1.6
Partly helped achieve main reason	%	16.8 ± 2.1	17.4 ± 2.1	14.3 ± 3.5	15.8 ± 4.8	17.0 ± 4.2	21.7 ± 10.9	16.3 ± 5.3	6.3 ± 4.2	16.6 ± 1.2
Did not help achieve main reason	%	7.3 ± 1.7	12.5 ± 1.9	7.9 ± 2.3	9.1 ± 2.7	12.8 ± 3.4	np	7.0 ± 3.2	5.5 ± 4.6	10.0 ± 1.0
Did not know yet	%	13.1 ± 1.9	11.4 ± 1.7	10.4 ± 3.2	11.5 ± 4.4	9.8 ± 3.1	np	9.8 ± 4.6	3.6 ± 2.5	11.5 ± 1.1
2013										
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
2012										
Helped achieve main reason	%	66.6 ± 3.6	59.9 ± 6.1	67.3 ± 8.2	71.7 ± 5.1	69.9 ± 7.9	78.5 ± 15.7	59.9 ± 12.4	80.2 ± 10.7	65.1 ± 2.8
Partly helped achieve main reason	%	12.4 ± 2.1	17.4 ± 4.3	17.8 ± 6.9	13.7 ± 3.9	11.2 ± 5.3	15.1 ± 12.0	25.3 ± 11.3	13.0 ± 9.5	14.9 ± 1.9
Did not help achieve main reason	%	8.3 ± 2.0	11.5 ± 4.9	9.5 ± 5.3	5.5 ± 2.4	6.8 ± 4.2	–	np	np	9.0 ± 2.0
Did not know yet	%	12.7 ± 2.6	11.2 ± 4.1	5.3 ± 3.0	9.1 ± 3.1	12.2 ± 5.4	np	12.4 ± 8.3	np	11.0 ± 1.8
2011										
Helped achieve main reason	%	61.2 ± 2.3	62.9 ± 2.6	66.1 ± 3.3	68.4 ± 2.8	61.0 ± 5.3	58.1 ± 9.5	70.7 ± 7.7	80.1 ± 9.2	63.4 ± 1.3
Partly helped achieve main reason	%	17.4 ± 1.8	17.8 ± 2.2	14.6 ± 2.4	13.9 ± 2.1	16.2 ± 4.4	20.7 ± 7.5	11.3 ± 4.9	8.8 ± 6.7	16.5 ± 1.0
Did not help achieve main reason	%	7.3 ± 1.2	7.6 ± 1.3	9.3 ± 2.1	8.4 ± 1.7	9.5 ± 2.7	10.1 ± 5.4	6.0 ± 4.0	np	7.8 ± 0.7
Did not know yet	%	14.1 ± 1.6	11.7 ± 1.7	10.0 ± 2.1	9.3 ± 1.7	13.4 ± 3.6	11.1 ± 5.9	12.0 ± 5.8	9.4 ± 7.1	12.3 ± 0.9
2010										
Helped achieve main reason	%	62.1 ± 3.5	64.8 ± 4.7	67.8 ± 5.6	69.8 ± 5.2	58.5 ± 9.8	40.8 ± 13.9	71.3 ± 10.8	86.1 ± 7.8	64.0 ± 2.2
Partly helped achieve main reason	%	16.9 ± 2.7	14.3 ± 3.4	16.3 ± 4.5	12.8 ± 3.6	18.4 ± 8.2	23.2 ± 12.1	6.5 ± 5.1	7.4 ± 6.0	15.7 ± 1.7
Did not help achieve main reason	%	7.7 ± 2.0	7.8 ± 2.5	7.2 ± 3.1	6.0 ± 2.5	6.2 ± 3.7	19.7 ± 12.8	9.5 ± 8.3	np	7.5 ± 1.2

Table 5A.84 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (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>
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

(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 ± 2.7 per cent).

(c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.85

Table 5A.85 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2014										
All graduates	%	89.7 ± 0.9	84.4 ± 1.2	88.0 ± 1.2	89.0 ± 1.7	89.1 ± 1.3	90.2 ± 2.0	84.8 ± 2.7	85.9 ± 3.9	87.6 ± 0.5
Graduates who were seeking:										
Employment related outcomes	%	89.4 ± 1.0	84.2 ± 1.4	87.6 ± 1.4	90.0 ± 1.6	89.4 ± 1.4	89.7 ± 2.2	85.5 ± 2.8	85.2 ± 4.4	87.6 ± 0.6
Further study outcomes	%	92.8 ± 3.0	77.1 ± 8.9	87.7 ± 6.2	82.8 ± 11.1	85.5 ± 9.7	95.4 ± 8.8	89.1 ± 12.1	72.7 ± 24.1	86.6 ± 3.1
Personal development outcomes	%	89.6 ± 2.3	86.6 ± 2.7	92.1 ± 2.9	86.8 ± 7.4	87.6 ± 4.2	92.4 ± 5.5	77.6 ± 9.4	91.3 ± 6.7	88.2 ± 1.5
2013										
All graduates	%	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
Graduates who were 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
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
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
2012										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	89.3 ± 6.5	87.6 ± 7.2	90.8 ± 5.3	93.9 ± 5.1	100.0	100.0	100.0	89.0 ± 20.4	90.7 ± 3.2
Personal development outcomes	%	92.2 ± 2.6	87.9 ± 5.9	88.2 ± 5.5	94.7 ± 2.9	93.1 ± 4.6	89.6 ± 8.4	90.5 ± 8.3	80.6 ± 10.2	90.3 ± 2.1
2011										
All graduates	%	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
Graduates who were 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
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
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

TABLE 5A.85

Table 5A.85 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2010										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	89.3 ± 3.1	87.5 ± 4.6	90.4 ± 3.2	88.7 ± 4.7	90.4 ± 6.0	89.6 ± 7.0	93.7 ± 6.6	94.3 ± 5.6	89.4 ± 1.7
2009										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	91.8 ± 1.9	88.3 ± 2.7	90.7 ± 2.0	89.8 ± 2.4	90.4 ± 3.6	93.0 ± 5.6	80.7 ± 7.6	86.4 ± 7.4	90.3 ± 1.1
2008										
All graduates	%	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
Graduates who were 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
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
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
2007										
All graduates	%	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
Graduates who were 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
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
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

TABLE 5A.85

Table 5A.85 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2006										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	85.0 ± 4.7	86.9 ± 4.1	88.4 ± 4.5	85.4 ± 5.1	93.1 ± 4.9	94.3 ± 5.6	89.3 ± 6.9	89.7 ± 6.7	86.6 ± 2.6
2005										
All graduates	%	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
Graduates who were 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
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
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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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.86

Table 5A.86 **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>
2014										
All graduates	%	90.4 ± 3.3	88.8 ± 7.9	94.4 ± 3.0	90.5 ± 7.0	89.3 ± 8.2	89.6 ± 6.3	87.5 ± 7.4	91.6 ± 6.8	90.9 ± 2.0
Graduates who were seeking:										
Employment related outcomes	%	90.1 ± 3.7	89.3 ± 8.3	94.9 ± 3.3	89.0 ± 8.8	90.6 ± 9.4	88.4 ± 7.8	87.4 ± 8.7	91.0 ± 7.9	90.8 ± 2.3
Further study outcomes	%	89.9 ±12.7	np	91.5 ±17.6	np	np	np	na	np	84.9 ±14.9
Personal development outcomes	%	92.7 ± 7.4	98.4 ± 3.5	91.3 ± 8.9	94.7 ± 7.7	87.3 ±18.8	95.0 ± 9.7	87.2 ±15.0	92.9 ±10.5	93.0 ± 3.8
2013										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	90.8 ±10.6	np	93.6 ±10.8	100.0	na	np	na	np	92.7 ± 6.7
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
2012										
All graduates	%	91.4 ± 5.4	97.0 ± 3.0	94.0 ± 4.2	98.6 ± 1.7	89.3 ±10.9	88.0 ±13.1	100.0	94.8 ± 6.2	93.5 ± 2.5
Graduates who were seeking:										
Employment related outcomes	%	90.3 ± 6.4	96.6 ± 3.5	92.2 ± 5.6	98.3 ± 2.1	91.3 ±10.8	77.7 ±22.7	100.0	98.1 ± 3.7	92.7 ± 3.0
Further study outcomes	%	100.0	np	100.0	np	np	np	np	np	100.0
Personal development outcomes	%	95.9 ± 4.8	100.0	98.6 ± 2.9	100.0	np	100.0	np	78.9 ±26.9	95.0 ± 4.8
2011										
All graduates	%	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
Graduates who were seeking:										
Employment related outcomes	%	92.3 ± 4.3	85.5 ± 8.8	90.8 ± 4.4	90.1 ± 5.4	89.3 ± 6.2	87.6 ± 9.0	100.0	94.0 ± 5.9	90.9 ± 2.3
Further study outcomes	%	100.0	np	91.4 ±16.4	100.0	np	np	–	np	92.9 ± 8.3
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

TABLE 5A.86

Table 5A.86 **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>
2010										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	93.7 ± 9.9	np	np	np	–	na	na	na	69.6 ±28.6
Personal development outcomes	%	93.5 ± 8.7	55.9 ±54.9	96.4 ± 5.9	89.1 ±19.6	100.0	np	100.0	100.0	92.8 ± 6.7
2009										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	np	np	100.0	100.0	np	np	np	np	95.1 ± 8.0
Personal development outcomes	%	90.7 ±10.5	100.0	85.2 ±13.8	90.9 ±13.1	np	np	np	87.4 ±16.7	91.2 ± 5.4
2008										
All graduates	%	88.3 ± 7.6	91.8 ± 7.2	91.6 ± 7.7	87.2 ±11.2	100.0	78.1 ±20.2	np	96.1 ± 5.7	89.3 ± 4.0
Graduates who were seeking:										
Employment related outcomes	%	87.0 ±10.9	88.5 ± 9.9	89.4 ± 9.9	81.7 ±18.5	100.0	76.7 ±24.0	np	100.0	87.5 ± 5.6
Further study outcomes	%	np	np	np	–	na	na	na	np	85.3 ± 9.5
Personal development outcomes	%	87.8 ±15.7	100.0	98.4 ± 3.3	96.5 ± 5.2	np	np	np	90.3 ±13.3	92.9 ± 6.0
2007										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	84.1 ±13.1	np	np	np	np	np	na	np	86.9 ± 8.8
Personal development outcomes	%	91.2 ±12.2	np	87.3 ±17.0	100.0	np	np	np	87.1 ±16.8	90.3 ± 7.5

TABLE 5A.86

Table 5A.86 **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>
2006										
All graduates	%	96.4 ± 5.5	84.3 ±20.2	93.9 ± 5.3	91.0 ±10.1	71.9 ±23.3	100.0	86.1 ±25.8	92.6 ± 8.5	92.4 ± 3.8
Graduates who were seeking:										
Employment related outcomes	%	95.8 ± 7.5	78.2 ±27.3	93.4 ± 6.4	91.4 ±12.0	67.8 ±27.8	100.0	77.8 ±38.3	89.7 ±11.5	90.8 ± 5.1
Further study outcomes	%	na	np	np	np	na	np	np	na	89.3 ±19.7
Personal development outcomes	%	96.6 ± 7.2	np	93.5 ±12.3	100.0	np	np	np	100.0	95.2 ± 5.7
2005										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	83.2 ±30.8	np	np	100.0	np	na	np	na	79.2 ±25.3
Personal development outcomes	%	95.9 ± 5.7	100.0	92.2 ± 8.5	89.8 ±10.4	55.9 ±40.0	np	np	100.0	92.5 ± 4.8

- (a) 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.
- (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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.87

Table 5A.87 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2014										
All graduates	%	89.7 ± 1.0	84.3 ± 1.2	87.7 ± 1.3	88.9 ± 1.8	89.1 ± 1.4	90.3 ± 2.1	85.0 ± 2.8	83.9 ± 4.7	87.5 ± 0.6
Graduates who were seeking:										
Employment related outcomes	%	89.4 ± 1.1	84.2 ± 1.4	87.4 ± 1.4	90.1 ± 1.6	89.4 ± 1.4	89.7 ± 2.3	86.0 ± 2.9	83.3 ± 5.3	87.5 ± 0.6
Further study outcomes	%	92.8 ± 3.1	79.4 ± 9.1	87.3 ± 6.7	82.6 ± 11.2	84.6 ± 10.3	94.7 ± 10.1	89.1 ± 12.1	67.5 ± 28.4	86.9 ± 3.2
Personal development outcomes	%	89.7 ± 2.4	86.2 ± 2.8	92.6 ± 2.9	86.0 ± 8.0	87.8 ± 4.3	91.7 ± 6.3	75.6 ± 10.6	90.2 ± 8.4	88.0 ± 1.6
2013										
All graduates	%	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
Graduates who were 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
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
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
2012										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	91.2 ± 5.7	87.2 ± 7.3	89.7 ± 5.9	93.8 ± 5.3	100.0	100.0	100.0	87.0 ± 23.9	91.1 ± 3.1
Personal development outcomes	%	92.1 ± 2.8	88.5 ± 5.9	87.3 ± 6.0	94.2 ± 3.2	93.9 ± 4.2	86.9 ± 10.4	89.9 ± 8.7	81.9 ± 11.1	90.2 ± 2.2
2011										
All graduates	%	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
Graduates who were 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
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
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

TABLE 5A.87

Table 5A.87 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2010										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	89.4 ± 3.2	88.0 ± 4.4	89.7 ± 3.4	88.7 ± 4.8	89.1 ± 6.9	89.1 ± 7.4	93.0 ± 7.3	93.0 ± 6.8	89.3 ± 1.8
2009										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	91.8 ± 2.0	88.4 ± 2.7	91.0 ± 2.0	89.7 ± 2.5	90.8 ± 3.6	92.3 ± 6.1	80.1 ± 7.8	86.1 ± 8.1	90.4 ± 1.1
2008										
All graduates	%	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
Graduates who were 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
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
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
2007										
All graduates	%	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
Graduates who were 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
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
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

TABLE 5A.87

Table 5A.87 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (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>
2006											
All graduates	%	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	
Graduates who were 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	
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	
Personal development outcomes	%	84.7 ± 4.8	86.8 ± 4.2	88.0 ± 4.7	84.8 ± 5.3	93.6 ± 4.8	93.9 ± 6.0	89.1 ± 7.1	88.6 ± 7.3	86.4 ± 2.6	
2005											
All graduates	%	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	
Graduates who were 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	
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	
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) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.88

Table 5A.88 **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 (f)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2014										
All graduates	%	89.5 ± 1.2	84.0 ± 1.4	86.8 ± 1.6	88.4 ± 2.1	89.9 ± 1.5	np	85.1 ± 2.9	np	87.2 ± 0.7
Graduates who were seeking:										
Employment related outcomes	%	89.1 ± 1.4	83.8 ± 1.5	86.1 ± 1.8	89.8 ± 1.9	90.4 ± 1.6	np	86.1 ± 3.1	np	87.2 ± 0.7
Further study outcomes	%	94.1 ± 3.0	78.8 ±10.1	88.4 ± 5.3	82.4 ±11.6	86.7 ±10.1	np	87.7 ±13.6	na	87.5 ± 3.4
Personal development outcomes	%	89.0 ± 3.0	85.6 ± 3.2	92.7 ± 3.0	82.8 ±10.1	87.4 ± 5.4	na	77.3 ± 9.7	na	87.1 ± 2.0
2013										
All graduates	%	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
Graduates who were 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
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
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
2012										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	90.7 ± 7.2	86.4 ± 8.5	92.1 ± 5.6	92.8 ± 6.1	100.0	na	100.0	na	90.7 ± 3.7
Personal development outcomes	%	91.9 ± 3.3	87.3 ± 7.7	88.8 ± 7.4	94.8 ± 3.5	95.6 ± 4.9	na	89.6 ± 9.0	na	90.6 ± 2.8
2011										
All graduates	%	89.2 ± 0.9	87.2 ± 1.1	88.0 ± 1.1	88.3 ± 1.1	90.3 ± 1.3	86.8 ±11.0	86.6 ± 2.6	100.0	88.4 ± 0.5
Graduates who were seeking:										
Employment related outcomes	%	89.0 ± 1.0	86.9 ± 1.3	87.4 ± 1.3	87.9 ± 1.3	89.6 ± 1.5	83.6 ±13.3	86.7 ± 3.0	100.0	88.1 ± 0.6
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
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

TABLE 5A.88

Table 5A.88 **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 (f)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2010										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	87.8 ± 4.3	88.4 ± 6.1	90.5 ± 4.1	89.4 ± 5.8	91.6 ± 6.4	89.8 ±19.0	92.7 ± 8.1	np	89.1 ± 2.4
2009										
All graduates	%	90.8 ± 0.9	87.8 ± 1.2	86.4 ± 1.3	87.0 ± 1.5	88.7 ± 1.8	100.0	85.4 ± 2.7	85.8 ±24.9	88.7 ± 0.5
Graduates who were seeking:										
Employment related outcomes	%	90.7 ± 1.0	87.4 ± 1.3	84.9 ± 1.6	86.1 ± 1.8	88.0 ± 2.1	100.0	86.4 ± 2.9	75.7 ±39.0	88.2 ± 0.6
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
Personal development outcomes	%	91.3 ± 2.6	89.1 ± 3.2	91.7 ± 2.6	88.7 ± 3.2	91.1 ± 4.2	np	81.5 ± 8.0	np	90.3 ± 1.4
2008										
All graduates	%	89.8 ± 1.6	85.3 ± 2.4	86.8 ± 2.5	87.5 ± 2.8	91.0 ± 3.1	np	89.0 ± 3.2	100.0	88.2 ± 1.0
Graduates who were seeking:										
Employment related outcomes	%	89.8 ± 1.8	84.0 ± 2.8	85.8 ± 3.1	87.0 ± 3.4	92.4 ± 3.0	np	88.6 ± 3.8	100.0	87.8 ± 1.2
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
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
2007										
All graduates	%	88.9 ± 1.2	87.2 ± 1.4	87.7 ± 1.6	86.8 ± 1.7	88.5 ± 1.8	np	84.6 ± 3.2	100.0	88.0 ± 0.7
Graduates who were seeking:										
Employment related outcomes	%	89.3 ± 1.4	86.7 ± 1.6	87.2 ± 1.9	85.7 ± 2.1	87.4 ± 2.1	np	83.6 ± 3.8	100.0	87.7 ± 0.8
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
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

TABLE 5A.88

Table 5A.88 **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 (f)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2006										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	85.3 ± 5.4	88.7 ± 5.1	89.6 ± 5.6	85.3 ± 6.5	92.1 ± 6.7	na	88.9 ± 7.5	na	87.0 ± 3.1
2005										
All graduates	%	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
Graduates who were 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
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
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) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).

Table 5A.88 **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 (f)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
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(f) 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.

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.89

Table 5A.89 **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 (f)</i>	<i>Aust</i>
2014										
All graduates	%	89.5 ± 1.6	84.9 ± 2.8	89.0 ± 2.8	87.0 ± 5.4	83.5 ± 4.5	89.8 ± 2.5	89.3 ± 6.9	80.8 ±25.6	87.3 ± 1.3
Graduates who were seeking:										
Employment related outcomes	%	89.7 ± 1.7	84.5 ± 3.2	89.6 ± 2.6	88.3 ± 4.8	81.7 ± 5.2	89.5 ± 2.8	89.4 ± 7.2	80.8 ±25.6	87.2 ± 1.4
Further study outcomes	%	86.4 ± 8.5	72.0 ±19.2	78.8 ±25.5	72.4 ±40.7	99.1 ± 1.8	92.2 ±14.8	np	na	80.6 ±10.0
Personal development outcomes	%	88.8 ± 5.2	91.2 ± 4.3	92.5 ± 8.0	91.4 ± 7.9	89.2 ± 8.6	90.9 ± 7.1	np	na	90.4 ± 2.6
2013										
All graduates	%	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
Graduates who were 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
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
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
2012										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	84.5 ±16.4	90.8 ±13.1	74.2 ±32.1	100.0	100.0	100.0	na	na	88.2 ± 9.7
Personal development outcomes	%	93.5 ± 5.0	90.9 ± 8.3	88.9 ±11.5	96.3 ± 5.2	87.4 ±14.6	92.6 ±10.1	np	na	91.5 ± 4.1
2011										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	90.4 ± 9.9	90.6 ± 6.9	91.2 ± 6.6	88.9 ± 7.2	97.0 ± 6.1	100.0	94.2 ±11.9	–	91.0 ± 4.3
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

TABLE 5A.89

Table 5A.89 **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 (f)</i>	<i>Aust</i>
2010										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	88.2 ± 9.8	83.6 ± 18.9	94.5 ± 7.7	93.4 ± 7.8	100.0	100.0	np	na	89.6 ± 6.4
Personal development outcomes	%	92.7 ± 4.2	86.6 ± 7.8	86.8 ± 7.9	89.2 ± 14.4	90.5 ± 18.4	95.4 ± 5.2	97.5 ± 4.9	na	90.0 ± 3.3
2009										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	87.8 ± 9.2	87.4 ± 8.6	89.0 ± 9.2	94.7 ± 7.2	100.0	np	np	na	88.4 ± 5.3
Personal development outcomes	%	91.8 ± 3.8	87.0 ± 5.9	88.7 ± 4.8	93.9 ± 4.5	94.0 ± 6.7	89.4 ± 10.1	70.6 ± 27.0	np	90.1 ± 2.3
2008										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	95.8 ± 7.9	60.5 ± 27.2	93.2 ± 7.3	72.8 ± 31.3	np	100.0	np	np	88.5 ± 7.4
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
2007										
All graduates	%	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
Graduates who were 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
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
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

TABLE 5A.89

Table 5A.89 **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 (f)</i>	<i>Aust</i>
2006										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	83.8 ± 12.5	79.2 ± 8.9	95.6 ± 4.0	87.9 ± 11.5	94.0 ± 8.5	95.9 ± 7.9	93.2 ± 12.9	na	86.1 ± 7.2
2005										
All graduates	%	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
Graduates who were 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
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
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) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).
- (f) 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.

Table 5A.89 **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 (f)</i>	<i>Aust</i>
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na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.90

Table 5A.90 **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), (e)**

	<i>Unit</i>	<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</i>
2014										
All graduates	%	91.3 ± 2.6	88.4 ± 4.6	90.2 ± 3.2	94.8 ± 2.9	90.7 ± 3.7	91.1 ± 3.3	80.2 ±21.1	83.7 ± 5.6	90.5 ± 1.4
Graduates who were seeking:										
Employment related outcomes	%	90.6 ± 3.0	89.7 ± 4.4	89.5 ± 3.5	93.7 ± 3.6	92.3 ± 3.7	90.3 ± 3.7	77.6 ±23.4	82.1 ± 6.5	90.3 ± 1.5
Further study outcomes	%	91.2 ±15.3	np	100.0	100.0	70.5 ±45.0	100.0	na	83.7 ±21.7	91.1 ±10.7
Personal development outcomes	%	94.4 ± 3.8	77.0 ±19.7	92.0 ±11.0	98.9 ± 2.2	84.0 ±12.5	94.7 ± 9.3	np	92.3 ± 7.2	90.8 ± 4.0
2013										
All graduates	%	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
Graduates who were 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
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
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
2012										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	99.0 ± 2.1	100.0	87.9 ±17.6	100.0	np	np	na	86.9 ±24.1	94.9 ± 5.9
Personal development outcomes	%	91.3 ± 9.5	83.3 ±16.7	82.1 ±14.9	93.5 ± 9.1	88.8 ±15.7	84.8 ±14.9	na	83.4 ±12.2	86.3 ± 6.1
2011										
All graduates	%	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
Graduates who were 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
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
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

TABLE 5A.90

Table 5A.90 **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), (e)**

	<i>Unit</i>	<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</i>
2010										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	98.1 ± 3.7	np	90.2 ±18.3	100.0	np	87.5 ±23.2	na	80.8 ±25.5	94.1 ± 7.2
Personal development outcomes	%	93.9 ± 7.1	83.0 ±11.5	92.7 ± 7.1	92.3 ±12.2	86.7 ±22.5	84.1 ±11.7	np	91.9 ±10.0	90.9 ± 3.8
2009										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	89.2 ±10.7	100.0	92.4 ± 7.4	90.8 ±10.7	100.0	np	np	81.4 ±27.2	90.8 ± 5.7
Personal development outcomes	%	93.5 ± 4.3	85.7 ±13.7	88.9 ± 4.5	86.3 ± 9.5	88.7 ±10.1	95.7 ± 5.9	np	80.5 ±12.3	90.2 ± 2.7
2008										
All graduates	%	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
Graduates who were seeking:										
Employment related outcomes	%	90.0 ± 3.8	88.5 ± 5.4	87.3 ± 4.4	88.7 ± 6.9	92.6 ± 7.6	87.9 ± 5.9	100.0	85.1 ± 6.7	88.7 ± 2.1
Further study outcomes	%	93.1 ± 3.3	100.0	70.8 ±40.1	50.0 ±47.6	np	90.7 ±17.2	np	np	87.9 ± 8.7
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
2007										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	90.0 ±11.2	74.7 ±26.5	81.6 ±14.4	89.0 ±13.1	100.0	100.0	np	80.9 ±17.7	88.1 ± 6.6
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

TABLE 5A.90

Table 5A.90 **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), (e)**

	<i>Unit</i>	<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</i>
2006										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	np	np	83.9 ±16.8	np	np	np	na	np	83.1 ±16.1
Personal development outcomes	%	86.1 ±11.3	94.2 ±11.0	79.2 ±12.1	75.3 ±22.0	100.0	96.7 ± 6.4	np	91.2 ± 8.7	85.4 ± 6.3
2005										
All graduates	%	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
Graduates who were 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
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
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) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).
- (f) 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.

Table 5A.90 **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), (e)**

	<i>Unit</i>	<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</i>
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na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.91

Table 5A.91 **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 (f)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
2014										
All graduates	%	88.5 ± 7.6	np	91.9 ± 5.6	89.0 ± 6.4	89.5 ± 6.8	90.4 ± 9.4	np	89.8 ± 4.8	89.7 ± 2.9
Graduates who were seeking:										
Employment related outcomes	%	88.2 ± 8.8	np	92.5 ± 6.3	89.5 ± 7.1	89.4 ± 8.0	89.3 ± 10.3	np	90.8 ± 5.0	89.9 ± 3.3
Further study outcomes	%	np	np	np	np	np	na	na	np	86.0 ± 15.2
Personal development outcomes	%	89.6 ± 15.2	na	88.3 ± 14.5	97.9 ± 4.2	92.0 ± 11.4	np	na	86.3 ± 16.8	91.6 ± 6.2
2013										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	np	na	np	90.6 ± 13.0	100.0	np	na	np	97.7 ± 3.4
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
2012										
All graduates	%	99.8 ± 0.4	np	94.1 ± 6.3	96.8 ± 2.7	93.7 ± 8.1	100.0	np	83.7 ± 7.5	94.5 ± 2.4
Graduates who were seeking:										
Employment related outcomes	%	100.0	np	92.2 ± 8.4	96.2 ± 3.2	92.9 ± 9.1	100.0	np	85.6 ± 8.2	94.2 ± 2.8
Further study outcomes	%	np	na	np	100.0	np	na	na	np	100.0
Personal development outcomes	%	np	na	99.3 ± 1.5	100.0	np	np	na	74.2 ± 18.8	94.7 ± 4.6
2011										
All graduates	%	86.3 ± 8.1	100.0	90.2 ± 3.0	88.2 ± 3.0	93.3 ± 3.6	94.1 ± 5.2	na	87.9 ± 5.0	89.5 ± 1.8
Graduates who were seeking:										
Employment related outcomes	%	86.7 ± 9.8	100.0	89.9 ± 3.5	86.3 ± 3.6	92.7 ± 4.1	93.9 ± 6.0	na	86.1 ± 6.4	88.6 ± 2.1
Further study outcomes	%	np	np	np	88.0 ± 13.5	np	np	na	78.9 ± 34.7	87.6 ± 12.3
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

TABLE 5A.91

Table 5A.91 **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 (f)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
2010										
All graduates	%	85.9 ±10.6	100.0	91.4 ± 4.8	89.2 ± 4.5	92.8 ± 7.4	100.0	na	85.6 ±11.5	90.0 ± 3.0
Graduates who were seeking:										
Employment related outcomes	%	90.4 ±10.9	100.0	91.3 ± 4.9	91.2 ± 4.6	94.3 ± 6.7	100.0	na	81.8 ±14.1	91.1 ± 3.1
Further study outcomes	%	na	na	np	np	np	na	na	np	67.2 ±40.7
Personal development outcomes	%	71.7 ±29.3	np	98.1 ± 3.7	72.3 ±17.2	81.0 ±32.2	np	na	100.0	85.0 ± 8.8
2009										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	np	na	95.1 ± 9.4	92.5 ±14.2	np	na	na	np	81.9 ±15.3
Personal development outcomes	%	92.7 ±14.1	90.7 ±17.2	94.9 ± 4.9	94.2 ± 4.4	59.4 ±34.9	np	na	87.6 ±16.4	91.1 ± 4.8
2008										
All graduates	%	78.3 ±16.0	94.5 ±10.8	83.7 ± 9.6	86.3 ± 9.0	92.0 ± 9.7	100.0	–	91.4 ± 4.9	86.2 ± 5.0
Graduates who were seeking:										
Employment related outcomes	%	73.8 ±20.6	90.5 ±17.5	82.3 ±11.3	85.1 ±11.4	89.5 ±12.9	100.0	–	93.2 ± 5.7	84.2 ± 6.5
Further study outcomes	%	na	na	100.0	100.0	na	na	na	np	100.0
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
2007										
All graduates	%	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
Graduates who were seeking:										
Employment related outcomes	%	95.2 ± 6.5	92.5 ± 5.9	88.7 ± 4.0	85.3 ± 5.3	82.0 ± 8.8	100.0	np	90.0 ± 6.1	88.4 ± 2.5
Further study outcomes	%	np	np	89.7 ±15.2	100.0	np	np	na	np	87.6 ±13.0
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

TABLE 5A.91

Table 5A.91 **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 (f)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
2006										
All graduates	%	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
Graduates who were seeking:										
Employment related outcomes	%	69.6 ±26.9	100.0	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
Further study outcomes	%	np	np	100.0	np	np	na	na	np	85.9 ±10.6
Personal development outcomes	%	85.6 ±26.5	np	96.0 ± 4.8	89.4 ±10.8	87.1 ±23.8	89.3 ±20.9	na	97.4 ± 5.0	91.5 ± 7.6
2005										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	np	np	94.8 ± 4.5	92.0 ±15.1	np	na	na	np	73.6 ±18.6
Personal development outcomes	%	91.0 ±12.7	np	85.3 ± 9.2	89.0 ± 8.0	80.8 ±23.8	np	na	100.0	88.2 ± 5.2

- (a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.
- (d) Student remoteness is based on the ARIA+, which was developed by 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 <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).

Table 5A.91 **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 (f)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust</i>
(f)	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.									

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

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.92

Table 5A.92 **Proportion of graduates reporting disability 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>
2014										
All graduates	%	88.3 ± 3.1	81.5 ± 3.7	84.6 ± 4.9	85.8 ± 5.6	85.3 ± 4.8	95.4 ± 3.9	79.2 ±10.8	84.1 ±12.1	85.2 ± 1.8
Graduates who were seeking:										
Employment related outcomes	%	87.7 ± 4.1	81.5 ± 4.3	83.1 ± 5.8	85.3 ± 6.6	84.5 ± 5.3	96.0 ± 3.9	75.8 ±13.3	84.7 ±14.0	84.6 ± 2.2
Further study outcomes	%	97.3 ± 3.2	62.7 ±30.4	63.3 ±31.3	100.0	92.5 ±15.0	np	np	–	85.7 ± 8.9
Personal development outcomes	%	87.0 ± 5.4	83.3 ± 8.2	95.8 ± 3.9	88.6 ±11.8	85.3 ±14.9	91.9 ±12.8	92.7 ±10.6	79.0 ±35.7	87.1 ± 3.7
2013										
All graduates	%	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
Graduates who were 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
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
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	100.0	82.3 ± 6.2
2012										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	89.3 ± 8.1	89.6 ±12.6	89.1 ±10.9	95.9 ± 7.9	100.0	100.0	64.9 ±41.6	np	90.2 ± 4.7
2011										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	81.7 ±16.8	81.5 ±16.3	79.8 ±21.0	85.9 ±20.5	100.0	np	86.0 ±25.6	np	83.8 ± 9.0
Personal development outcomes	%	86.8 ± 6.5	89.6 ± 6.7	87.0 ± 6.3	78.4 ±11.8	94.2 ± 5.3	90.2 ± 9.4	89.8 ±13.8	100.0	87.4 ± 3.4

TABLE 5A.92

Table 5A.92 **Proportion of graduates reporting disability 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>
2010										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	90.3 ± 9.5	89.5 ± 8.4	98.2 ± 2.5	91.3 ± 9.3	84.2 ±18.9	83.7 ±24.9	94.4 ±11.0	np	91.2 ± 4.8
2009										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	87.1 ± 9.3	93.8 ± 8.9	100.0	88.9 ±20.5	89.4 ±19.4	np	np	np	90.2 ± 5.7
Personal development outcomes	%	90.8 ± 5.7	88.9 ± 7.0	94.5 ± 4.8	90.5 ± 7.5	79.3 ±12.9	92.4 ±14.5	67.6 ±21.9	100.0	89.2 ± 3.3
2008										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	86.2 ±14.5	75.7 ±34.5	100.0	np	np	np	np	np	84.3 ±11.3
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
2007										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	78.5 ±18.1	91.5 ±10.9	75.5 ±26.9	86.7 ±17.7	100.0	np	np	np	82.7 ±10.1
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

TABLE 5A.92

Table 5A.92 **Proportion of graduates reporting disability 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>
2006										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	48.5 ±35.6	100.0	88.0 ±21.9	83.3 ± 8.9	np	np	np	np	62.7 ±22.5
Personal development outcomes	%	85.0 ±10.5	76.0 ±10.0	97.4 ± 3.4	97.9 ± 4.1	100.0	100.0	81.8 ±31.3	79.9 ±26.2	86.9 ± 5.4
2005										
All graduates	%	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
Graduates who were seeking:										
Employment related outcomes	%	77.5 ± 7.2	84.7 ± 4.3	85.5 ± 5.0	80.3 ± 5.5	87.2 ± 5.2	85.2 ±11.1	80.6 ±10.0	100.0	81.3 ± 3.6
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
Personal development outcomes	%	85.9 ± 6.5	85.5 ± 7.1	91.4 ± 5.8	89.4 ± 6.9	78.7 ±14.4	78.3 ±26.8	100.0	86.2 ±25.2	86.7 ± 3.7

- (a) Data in italics have relative standard errors greater than 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).
- (d) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; 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).

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

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.93

Table 5A.93 **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), (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>
2014											
All graduates	%	91.2 ± 1.6	86.6 ± 2.0	90.7 ± 3.3	89.7 ± 4.8	88.5 ± 3.3	90.9 ± 6.7	87.9 ± 4.8	88.6 ± 7.3	88.9 ± 1.1	
Graduates who were seeking:											
Employment related outcomes	%	91.0 ± 2.0	86.5 ± 2.2	89.8 ± 4.0	92.2 ± 3.0	89.9 ± 3.3	89.9 ± 8.0	91.3 ± 4.1	86.7 ± 8.9	89.1 ± 1.2	
Further study outcomes	%	94.1 ± 4.2	92.0 ± 6.6	91.3 ± 7.2	97.4 ± 4.8	82.3 ± 21.8	np	87.0 ± 24.1	np	93.0 ± 3.1	
Personal development outcomes	%	88.4 ± 4.1	87.3 ± 4.9	98.2 ± 2.2	72.6 ± 22.1	79.4 ± 14.0	90.5 ± 17.7	72.1 ± 19.0	94.8 ± 10.0	86.4 ± 3.7	
2013											
All graduates	%	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	
Graduates who were 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	
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	
Personal development outcomes	%	90.7 ± 3.9	72.6 ± 12.0	94.5 ± 5.2	95.0 ± 2.9	89.6 ± 7.4	100.0	99.0 ± 1.9	93.6 ± 7.3	84.4 ± 5.3	
2012											
All graduates	%	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	
Graduates who were seeking:											
Employment related outcomes	%	91.3 ± 2.3	89.7 ± 4.7	92.0 ± 5.3	91.2 ± 4.3	93.3 ± 5.0	100.0	79.7 ± 13.4	93.4 ± 6.7	90.8 ± 2.0	
Further study outcomes	%	90.5 ± 6.4	93.3 ± 9.7	98.3 ± 2.5	90.0 ± 9.7	100.0	np	np	np	92.9 ± 4.0	
Personal development outcomes	%	95.2 ± 3.9	92.5 ± 11.0	86.2 ± 15.1	98.8 ± 1.7	96.1 ± 7.8	np	100.0	74.4 ± 21.1	93.3 ± 4.4	
2011											
All graduates	%	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	
Graduates who were 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	
Further study outcomes	%	97.6 ± 2.0	84.7 ± 6.6	90.9 ± 8.5	93.8 ± 4.4	97.1 ± 5.7	100.0	92.1 ± 12.6	71.9 ± 32.3	93.5 ± 2.0	
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	

TABLE 5A.93

Table 5A.93 **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), (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>
2010										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	96.8 ± 3.0	89.4 ± 7.3	93.3 ± 5.9	83.0 ±12.4	95.1 ±10.1	np	100.0	np	93.2 ± 2.9
Personal development outcomes	%	87.6 ± 6.2	92.6 ± 5.6	91.5 ± 6.3	89.9 ± 7.4	100.0	93.9 ±12.1	92.8 ±10.4	93.4 ±12.4	90.1 ± 3.5
2009										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	92.1 ± 3.7	90.9 ± 6.3	88.0 ±10.0	94.9 ± 5.2	97.9 ± 4.3	np	100.0	70.4 ±44.0	92.1 ± 2.7
Personal development outcomes	%	92.0 ± 3.3	89.8 ± 4.6	91.7 ± 5.5	90.0 ± 5.3	92.3 ± 6.3	np	94.5 ± 8.4	85.3 ±16.6	91.2 ± 2.1
2008										
All graduates	%	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
Graduates who were seeking:										
Employment related outcomes	%	90.0 ± 2.6	81.3 ± 5.5	84.1 ± 8.6	85.0 ± 7.4	92.6 ± 7.4	100.0	78.6 ±13.0	98.6 ± 2.8	87.2 ± 2.2
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
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
2007										
All graduates	%	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
Graduates who were 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
Further study outcomes	%	85.2 ± 6.4	90.6 ± 7.0	85.0 ±18.0	93.4 ± 6.5	100.0	np	np	np	87.6 ± 4.3
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

TABLE 5A.93

Table 5A.93 **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), (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>
2006										
All graduates	%	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
Graduates who were 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
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
Personal development outcomes	%	83.1 ± 8.4	80.8 ± 7.8	95.1 ± 7.0	79.5 ±12.9	81.1 ±20.7	np	85.0 ±19.0	88.3 ±12.9	82.9 ± 5.7
2005										
All graduates	%	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
Graduates who were 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
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
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) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

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

(c) This table reflects government funded activity only (based on major funding source codes 11, 13 and 15). It excludes the domestic and international fee-for-service activity of: government providers (TAFEs and other government providers); Community education providers; and, other registered providers.

(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).

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.94

Table 5A.94 **Employer engagement with VET (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Employer engagement with:									
Apprenticeships/traineeships (c)	25.7 ± 3.6	20.5 ± 2.7	26.7 ± 3.1	26.1 ± 3.3	19.5 ± 3.1	26.9 ± 3.6	24.8 ± 3.1	26.9 ± 4.0	24.3 ± 1.6
Nationally recognised training (d)	20.1 ± 3.0	18.6 ± 3.1	23.0 ± 3.8	21.1 ± 3.3	18.8 ± 3.1	23.4 ± 4.3	25.8 ± 4.1	34.0 ± 4.7	20.6 ± 1.6
Formal vocational qualifications as a job requirement (e)	39.6 ± 3.8	31.2 ± 3.5	39.5 ± 4.1	38.3 ± 4.0	30.7 ± 3.7	34.8 ± 4.7	33.2 ± 3.5	42.7 ± 4.8	36.6 ± 1.9
2013									
Employer engagement with:									
Apprenticeships/traineeships (c)	26.8 ± 2.7	26.7 ± 3.2	27.2 ± 3.0	27.8 ± 3.4	25.7 ± 3.8	29.5 ± 3.7	23.6 ± 3.5	30.9 ± 4.0	26.9 ± 1.4
Nationally recognised training (d)	20.6 ± 2.4	18.1 ± 2.8	18.2 ± 2.5	22.8 ± 3.3	22.0 ± 3.4	23.6 ± 3.7	28.0 ± 4.0	31.2 ± 4.2	20.0 ± 1.3
Formal vocational qualifications as a job requirement (e)	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6
2011									
Employer engagement with:									
Apprenticeships/traineeships (c)	28.7 ± 2.5	30.3 ± 2.9	33.7 ± 4.1	28.8 ± 3.9	28.6 ± 4.4	44.8 ± 4.7	25.3 ± 4.0	33.5 ± 4.9	30.4 ± 1.5
Nationally recognised training (d)	22.3 ± 2.3	24.6 ± 2.9	23.4 ± 3.5	25.7 ± 4.0	22.0 ± 3.8	30.6 ± 5.3	29.2 ± 4.4	33.5 ± 5.4	23.7 ± 1.4
Formal vocational qualifications as a job requirement (e)	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
2009									
Employer engagement with:									
Apprenticeships/traineeships (c)	29.2 ± 3.9	33.3 ± 4.4	36.0 ± 4.4	30.4 ± 4.5	31.4 ± 6.0	34.0 ± 4.5	27.1 ± 4.3	36.2 ± 5.8	32.0 ± 2.0
Nationally recognised training (d)	27.8 ± 4.1	27.9 ± 4.4	25.2 ± 4.0	27.4 ± 4.8	25.7 ± 4.4	28.4 ± 4.5	27.7 ± 4.4	34.7 ± 5.6	27.2 ± 2.0
Formal vocational qualifications as a job requirement (e)	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
2007									

Table 5A.94 **Employer engagement with VET (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Employer engagement with:									
Apprenticeships/traineeships (c)	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
Nationally recognised training (d)	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
Formal vocational qualifications as a job requirement (e)	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

- (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) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.
- (d) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.
- (e) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: NCVET unpublished, *Survey of Employer Use and Views of the VET System*.

TABLE 5A.95

Table 5A.95 **Employer satisfaction with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2015									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	81.6 ± 6.3	79.9 ± 6.3	82.7 ± 5.4	82.4 ± 6.3	85.4 ± 5.4	82.0 ± 6.3	80.5 ± 6.3	74.3 ± 8.2	81.7 ± 3.0
Neither satisfied or dissatisfied	9.1 ± 4.4	6.6 ± 3.4	8.1 ± 4.0	5.1 ± 2.5	8.6 ± 4.2	9.6 ± 5.1	10.5 ± 5.0	8.4 ± 4.2	7.9 ± 2.0
Dissatisfied	9.3 ± 5.0	13.5 ± 5.5	9.2 ± 3.9	12.5 ± 5.9	6.0 ± 3.8	8.4 ± 4.2	9.0 ± 4.4	17.3 ± 7.6	10.4 ± 2.4
Satisfaction with nationally recognised training (e)									
Satisfied	83.9 ± 6.5	83.7 ± 6.4	84.9 ± 7.2	82.6 ± 6.8	87.0 ± 6.2	80.8 ± 7.6	82.2 ± 6.1	81.5 ± 6.6	84.0 ± 3.2
Neither satisfied or dissatisfied	10.0 ± 5.5	12.3 ± 6.0	6.5 ± 3.2	9.4 ± 4.8	9.1 ± 5.4	13.5 ± 6.5	10.3 ± 4.6	11.1 ± 5.0	9.8 ± 2.5
Dissatisfied	6.1 ± 4.0	4.1 ± 2.6	8.5 ± 6.7	8.0 ± 5.3	4.0 ± 3.4	5.7 ± 4.3	7.5 ± 4.3	7.4 ± 4.9	6.3 ± 2.2
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	73.7 ± 5.7	79.1 ± 5.2	75.9 ± 5.8	78.9 ± 5.6	77.7 ± 6.1	79.6 ± 5.8	77.9 ± 5.8	76.1 ± 6.4	76.2 ± 2.8
Neither satisfied or dissatisfied	12.2 ± 4.2	12.8 ± 4.2	13.7 ± 4.0	11.9 ± 4.6	16.1 ± 5.6	10.5 ± 4.3	14.6 ± 5.0	12.4 ± 4.7	12.8 ± 2.1
Dissatisfied	14.1 ± 4.6	8.1 ± 3.5	10.4 ± 4.5	9.2 ± 3.9	6.2 ± 3.0	9.9 ± 4.1	7.5 ± 3.8	11.6 ± 4.9	10.9 ± 2.2
2013									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	77.2 ± 5.7	80.8 ± 6.4	77.8 ± 5.4	82.1 ± 6.5	78.8 ± 7.3	76.1 ± 6.8	79.2 ± 8.1	77.7 ± 7.0	78.8 ± 2.9
Neither satisfied or dissatisfied	12.1 ± 4.5	7.8 ± 3.7	10.6 ± 4.0	9.0 ± 3.8	12.1 ± 5.9	12.8 ± 5.2	12.2 ± 7.4	7.8 ± 3.8	10.4 ± 2.1
Dissatisfied	10.7 ± 4.4	11.5 ± 5.6	11.6 ± 4.1	8.9 ± 5.5	9.0 ± 5.0	11.1 ± 5.0	8.7 ± 4.3	14.5 ± 6.3	10.8 ± 2.3
Satisfaction with nationally recognised training (e)									
Satisfied	86.4 ± 4.2	77.1 ± 8.0	81.2 ± 5.9	85.0 ± 5.6	87.4 ± 4.9	84.9 ± 5.8	84.5 ± 5.5	82.2 ± 6.6	83.1 ± 2.8
Neither satisfied or dissatisfied	7.6 ± 3.3	13.1 ± 5.6	11.0 ± 4.7	9.5 ± 4.6	6.1 ± 3.5	8.2 ± 4.5	8.8 ± 4.4	9.5 ± 5.2	9.6 ± 2.0
Dissatisfied	6.0 ± 2.9	9.9 ± 6.7	7.8 ± 4.1	5.6 ± 3.6	6.5 ± 3.8	6.9 ± 3.9	6.6 ± 3.7	8.3 ± 4.7	7.3 ± 2.1
Satisfaction with formal vocational qualifications as a job requirement (f)									
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

TABLE 5A.95

Table 5A.95 **Employer satisfaction with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2011									
Satisfaction with apprenticeships/traineeships (d)									
Satisfied	84.4 ± 4.1	83.4 ± 4.8	77.7 ± 7.1	84.5 ± 6.8	90.9 ± 5.0	80.1 ± 6.7	81.2 ± 7.8	78.5 ± 8.5	82.9 ± 2.5
Neither satisfied or dissatisfied	9.7 ± 3.3	7.5 ± 3.2	10.1 ± 4.4	6.2 ± 4.4	5.2 ± 3.7	6.0 ± 3.5	13.2 ± 6.8	6.6 ± 4.4	8.5 ± 1.7
Dissatisfied	5.9 ± 2.7	9.1 ± 3.9	12.2 ± 6.2	9.3 ± 5.4	3.9 ± 3.5	13.9 ± 6.2	5.6 ± 4.6	14.9 ± 7.7	8.6 ± 2.0
Satisfaction with nationally recognised training (e)									
Satisfied	89.4 ± 4.0	89.4 ± 4.3	91.0 ± 3.9	85.9 ± 6.5	89.5 ± 6.0	86.5 ± 6.6	86.2 ± 6.8	87.6 ± 6.3	89.2 ± 2.1
Neither satisfied or dissatisfied	7.6 ± 3.6	5.8 ± 3.5	5.1 ± 2.9	7.5 ± 5.1	6.3 ± 4.5	2.9 ± 2.7	7.0 ± 5.1	8.1 ± 5.4	6.4 ± 1.7
Dissatisfied	3.0 ± 1.9	4.8 ± 2.8	3.9 ± 2.7	6.7 ± 4.5	4.2 ± 4.2	10.5 ± 6.1	6.8 ± 4.9	4.3 ± 3.5	4.4 ± 1.2
Satisfaction with formal vocational qualifications as a job requirement (f)									
Satisfied	85.9 ± 3.5	84.5 ± 4.1	83.1 ± 5.7	84.6 ± 5.7	85.1 ± 5.3	77.8 ± 9.3	83.1 ± 6.4	84.4 ± 6.7	84.6 ± 2.1
Neither satisfied or dissatisfied	8.0 ± 2.7	5.7 ± 2.4	7.1 ± 4.3	9.0 ± 4.5	11.7 ± 4.8	12.8 ± 8.6	5.7 ± 3.7	8.9 ± 5.3	7.7 ± 1.5
Dissatisfied	6.1 ± 2.4	9.8 ± 3.5	9.8 ± 4.1	6.4 ± 3.9	3.2 ± 2.6	9.4 ± 4.9	11.2 ± 5.5	6.7 ± 4.5	7.7 ± 1.5
2009									
Satisfaction with apprenticeships/traineeships (d)									
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
Satisfaction with nationally recognised training (e)									
Satisfied	83.5 ± 6.4	88.7 ± 5.6	83.5 ± 7.0	94.8 ± 4.2	87.6 ± 7.0	85.6 ± 7.0	82.0 ± 6.8	91.7 ± 4.4	86.3 ± 3.1
Neither satisfied or dissatisfied	7.4 ± 4.3	8.1 ± 4.9	9.6 ± 5.8	4.3 ± 3.8	4.8 ± 4.2	7.1 ± 5.4	12.6 ± 5.8	4.0 ± 2.7	7.6 ± 2.3
Dissatisfied	9.0 ± 5.2	3.2 ± 2.9	6.9 ± 4.4	np	7.6 ± 5.9	7.3 ± 4.7	5.4 ± 4.0	4.3 ± 3.5	6.1 ± 2.2
Satisfaction with formal vocational qualifications as a job requirement (f)									
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

Table 5A.95 **Employer satisfaction with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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
2007									
Satisfaction with apprenticeships/traineeships (d)									
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
Satisfaction with nationally recognised training (e)									
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
Satisfaction with formal vocational qualifications as a job requirement (f)									
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

- (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) Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job.
- (e) Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job.
- (f) Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.

Source: NCVET unpublished, *Survey of Employer Use and Views of the VET System*.

Table 5A.96 Gross Domestic Product chain price deflator (index)

Years	2014 = 100.0
2014	100.0
2013	98.4
2012	98.4
2011	96.9
2010	91.4
2009	90.6
2008	85.7
2007	82.2
2006	78.4
2005	74.6

Source: ABS (2013) *Australian System of National Accounts, 2012-13*, Cat. no. 5204.0. Table 1.

Table 5A.97 **Explanatory notes to the National VET provider collection**

<i>No.</i>	<i>Explanatory information</i>
Changes to reporting scope derivations	
01.	The derivation of student major funding source was revised in 2012. Previously, recognition of current competency enrolments were not considered in determining the funding source type in the hierarchical classification.
02.	In 2014, the derivation of course enrolments was changed from a distinct count of client, course and provider location (in combination) to a distinct count of client, course and registered training organisation (RTO) (in combination). Data have been backdated to 2003.
03.	From 2014, fee-for-service activity from adult and community education providers has been excluded from the publication scope of government-funded activity. The new scope has been backdated to 2003 in all NCVER resources. Fee-for-service activity from adult and community education providers will be included in the Total VET students and courses 2014 publication to be published later in 2015.
Data quality and comparability issues — jurisdictions	
<i>New South Wales</i>	
04.	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.
05.	TAFE NSW previously submitted data as one consolidated data submission for the 11 RTOs (10 TAFE institutes and the Open Training and Education Network). In 2015, data for each of the 11 TAFE NSW RTOs were submitted individually to NCVER. The individual submissions resulted in a break-in-series for reporting the number of students, as student numbers are partly derived by the training authority identifier. A student undertaking study at two TAFE NSW institutes is now counted twice, instead of once under the previous arrangement. NCVER identified 21 400 client identifiers undertaking study at multiple TAFE NSW RTOs in 2014 (matching data by client identifier, encrypted identifier, sex and date of birth). This represents 10 500 unique students if they had been reported in a consolidated submission.
06.	Qualifications completed data for TAFE NSW (and New South Wales) are under-reported for 2013 due to reporting issues associated with the implementation of a new student administration and learning management system. TAFE NSW were not able to provide additional qualifications completed data for 2013 in the 2014 National VET Provider Collection (i.e. 2013 completions created after the close-off date of 2013 activity on 24 January 2014).
07.	The NSW Adult Migrant English Service did not submit data for 2014 activity. In 2013 they reported 390 students, 690 subject enrolments, 51 800 hours and 72 full-year training equivalents.
08.	In August 2015, TAFE NSW resubmitted data submissions to the 2014 National VET Provider Collection. As a consequence, student, program and subject data for New South Wales and Australia have been revised.
<i>Victoria</i>	
09.	No additional explanatory information.
<i>Queensland</i>	
10.	No additional explanatory information.
<i>Western Australia</i>	
11.	No additional explanatory information.

Table 5A.97 Explanatory notes to the National VET provider collection

No.	Explanatory information
<i>South Australia</i>	
12.	In 2010, the former Department of Further Education, Employment, Science and Technology (DFEEST) implemented a new reporting method, which was similar to that used prior to 2009, for reporting 'Other recognised courses' and 'Subject-only enrolments'. Consequently, this also represents a break-in-series for reporting purposes. If the pre-2009 reporting method was applied to the 2009 data, the number of students in Other recognised courses would have been 30 400 rather than 5700 and Subject-only enrolments 11 700 rather than 36 700. Likewise, student numbers for Australia would have been 234 100 rather than 209 200 (for Other recognised courses) and 82 500 rather than 107 500 (for Subject only enrolments).
13.	The funding of the South Australian entitlement scheme — 'Skills for All' — changed in 2014, which capped the training for many qualifications and led to a decline in subject enrolments and programs completed.
14.	The Department of State Development reported VET in Schools data for the first time in 2014. The improved matching of student data reduced the number of enrolments reported in the SA VISA (VET in Schools assessed by TAFE) submission, as some students were reported in the VET in Schools Collection instead.
15.	There is a high incidence of missing postcodes in the TAFE SA and SA VISA data for 2014 due to issues associated with the TAFE student information system. This results in increased unknown data being reported for Australian Statistical Geography Standard (ASGS) regions (SA2, SA3, SA4), student remoteness (ARIA+) and SEIFA.
<i>Tasmania</i>	
16.	In Tasmania, significant structural changes have occurred in the TasTAFE system and these may affect comparability of data between 2009 and 2013.
<i>Australian Capital Territory</i>	
17.	No additional explanatory information.
<i>Northern Territory</i>	
18.	From 2011, there are no data for NT Adult and Community Education as they are no longer providing accredited training associated with adult and community education.
Data quality and comparability issues — general	
<i>National reporting</i>	
19.	In 2011, highest funding source may include a small number of students associated with domestic fee-for-service activity that is included as a result of the hierarchical funding calculation that disregards subject outcomes '53 — Recognition of Current Competency granted'.
20.	Nationally and locally accredited skills sets were introduced in AVETMISS Release 7.0 from 2014. Skill sets are reported as a non-AQF level.
<i>Qualifications</i>	
21.	From 2012, type of accreditation also includes higher level qualifications that are not a training package qualification or nationally recognised accredited course, that are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.

Table 5A.97 Explanatory notes to the National VET provider collection

No.	Explanatory information
<i>Training provider profile</i>	
22.	Data for the training provider profile are extracted by the training organisation identifier used in data submission. This represents the number of training organisations reporting in the National VET Provider Collection where the data was within publication scope. Training organisations submit data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory. In New South Wales and South Australia, some training providers may be reported both as a community education provider and other provider. However, they are only reported once in the provider type profile.
23.	The data submission for SA VISA covers VET in Schools activity that is undertaken at the three South Australian TAFE institutes. Therefore, these training providers are counted against SA TAFE and not against SA VISA.
24.	Distinct number of training providers is a distinct count of training providers that submitted data through the state training authorities. Some training providers deliver VET in more than one state/territory. Therefore they are counted in each state/territory figures, but only counted once in the total.

Not known information

25. Data reported in the National VET Provider Collection as 'not known' are reported for the following reasons:

- Information was not collected.
- A student has not responded to a question on the enrolment form.
- Invalid information was provided.

Caution should be taken when using data with a large number of 'not known' responses. The extent of 'not known' data for some student characteristics is illustrated below.

Table	Proportion of students with 'not known' data, 2010–14					
		2010	2011	2012	2013	2014
Indigenous status	%	8.2	7.0	5.0	3.9	3.6
Disability status	%	13.5	12.7	10.7	9.8	8.7
Non-English speaking background	%	8.1	7.4	7.2	7.3	6.7

Source: NCVET unpublished, National VET provider collection.

Data quality information — Vocational education and training, chapter 5

Data quality information

Data quality information (DQI) provides information against the seven Australian Bureau of Statistics (ABS) data quality framework dimensions, for performance indicators in the Vocational education and training (VET) chapter.

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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Data Collections

National VET provider data collection

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	Various
Indicator	The VET provider collection is used as a key data source for the following indicators:
Measure (computation)	<ul style="list-style-type: none">• VET participation by target group• Student participation in VET• Student achievement in VET• VET student completions and qualifications
Data source/s	<p><i>VET provider collection</i>, NCVER.</p> <ul style="list-style-type: none">• The VET provider collection provides a nationally consistent framework for the collection of VET activity in Australia. It forms part of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). It details the information collected by training organisations regarding their training activity. In broad terms, the information collected relates to students (clients), who they are, where they study and what they study. Nationally consistent and accurate measurement of VET activity in Australia is enabled by collecting this information in a uniform way.

Data Quality Framework Dimensions

Institutional environment	<p>The 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 VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded 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 cover the following types of training activity:</p> <ul style="list-style-type: none">• recreation, leisure and personal enrichment• fee-for-service VET by community education and private providers• delivery undertaken at overseas campuses of Australian VET institutions• credit transfer• VET delivered in schools, where the training activity was undertaken as part of a senior secondary certificate• any activity where revenue was earned from another registered training organisation in terms of subcontracted, auspicing, partnership or similar arrangements.

Timeliness	<p>The National VET Provider Collection is submitted to NCVET on a quarterly basis and consists of data for January to March, January to June, January to September and January to December.</p> <p>A summary of 2014 data was released on 30 June 2015 in Government-funded students and courses 2014.</p>
Accuracy	<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 AVETMISS (Refer to http://www.ncver.edu.au/avetmiss/21055.html).</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"> • Percentage of unknown data • The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing • Inappropriate training organisation delivery locations • The number of qualifications/courses that do not match the NTIS listing • The number of modules/units of competency that do not match the NTIS listing • Duplicate client identification • Duplicate qualifications completed • Reporting scopes • Funding sources • Outcome identifiers.
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system.</p> <ul style="list-style-type: none"> • From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. • From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. • From 2014, Release 7.0 came into effect. <p>For further information go to http://www.ncver.edu.au/avetmiss/21055.html.</p> <p>In 2010, the invalid enrolment audit cycle changed, with States and Territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2014 training activity, SA, WA, Tasmania, the NT, and the ACT were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other States and Territories for 2014 are those calculated for 2013.</p>
Accessibility	<p>Summary information is available free of charge in Students and Courses on NCVET's website at: http://www.ncver.edu.au/statistic/21053.html. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or vet_req@ncver.edu.au</p> <p>A charge will be generally made by NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>

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 Standard 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

Data Gaps/Issues Analysis

Key data gaps/ issues See performance indicator DQI

National VET financial data collection

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Various
Indicator	The VET financial collection is used as a key data source for the following indicators:
Measure (computation)	<ul style="list-style-type: none">• Government recurrent expenditure per annual hour• Government recurrent expenditure per load pass• User cost of capital per annual hour• User cost of capital per load pass
Data source/s	<p><i>VET financial collection</i>, NCVET.</p> <ul style="list-style-type: none">• The VET financial collection provides a nationally consistent standard for the collection, reporting and analysis of the public VET system information throughout Australia. It forms part of the AVETMISS. The standard has been developed and redefined over a number of years through consultations with major stakeholders. Data collections made under the standard are used as the basis for reporting the key performance measures for the VET sector, approved by Commonwealth, state and territory VET ministers.

Data Quality Framework Dimensions

Institutional environment	<p>The NCVET is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVET is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on NCVET, see http://www.ncvet.edu.au/aboutncvet/who.html</p>
Relevance	<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>
Timeliness	<p>The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVET (via state training authorities) in July in the year following activity.</p>
Accuracy	<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 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 http://www.ncvet.edu.au/avetmiss/21064.html</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>

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 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 See performance indicator DQI

Student Outcomes Survey

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

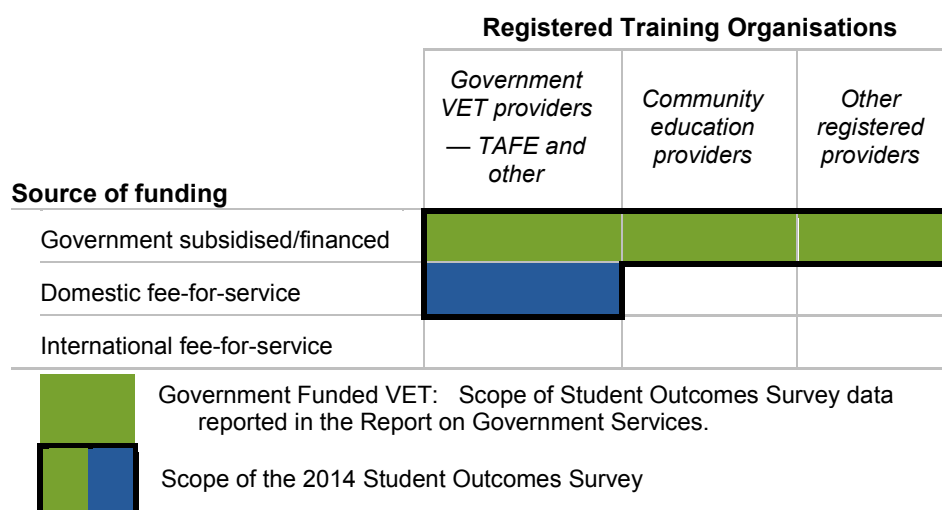
Indicator definition and description

Element	Various
Indicator	The Student Outcomes Survey is used as a key data source for the following indicators:
Measure (computation)	<ul style="list-style-type: none"> • Student employment and further study outcomes • Student satisfaction with VET.
Data source/s	<p><i>Student Outcomes Survey</i> (SOS), NCVET.</p> <ul style="list-style-type: none"> • An annual survey of students who successfully complete VET in Australia. • The sample for the survey is drawn from the National VET Provider Collection.

Data Quality Framework Dimensions

Institutional environment	<p>The NCVET is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVET is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on NCVET, see http://www.ncvet.edu.au/aboutncvet/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Students have the option to complete the survey online, or by hard-copy questionnaire. Some students are selected to complete the survey by telephone.</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>

Figure 1 **Scope of the 2014 Student Outcomes Survey**



^a In 2014, the scope was expanded to include students from all jurisdictions who completed their training with a community education provider. This resulted in information being collected for New South Wales, Victoria, Queensland and Western Australia. Prior to this only students from community education providers in New South Wales and Victoria were included. From 2014, fee-for-service activity from community education providers has been excluded from the scope of this publication. Data have been backdated to 2006.

The survey includes:

- Publicly funded VET activity (all providers)
- Domestic fee-for-service activity delivered by TAFE and other government VET providers. Domestic fee-for-service activity is *excluded* for the measures reported in the Report on Government Services.

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Fee-for-service 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.

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 2014 survey (for students who completed their training in 2013) were released on the NCVER website in December 2014.

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 2014 survey are shown in table 1.

Table 1 **Response rates for graduates to the 2014 Student Outcomes Survey**

<i>State/Territory</i>	<i>Response rate (%)</i>
New South Wales	41.3
Victoria	36.2
Queensland	35.7
Western Australia	41.6
South Australia	33.3
Tasmania	40.9
Australian Capital Territory	38.6
Northern Territory	44.3
Australia	38.2

For 2014, 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	<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>
Accessibility	<p>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</p> <p>A charge will be generally made by NCVER for more complex requests for information. See NCVER's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<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"> • 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 • 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. <p>Other standards used include the ABS standard questions on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth • Main Language Spoken at Home • Labour force status <p>Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of 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</p>

Data Gaps/Issues Analysis

Key data gaps/ issues	See performance indicator DQI
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Survey of Employer Use and Views of the VET System

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Various
Indicator	The Survey of Employer Use and Views of the VET System is used as a key data source for the following indicators:
Measure (computation)	<ul style="list-style-type: none">• Employer engagement with VET• Employer satisfaction with VET
Data source/s	<p><i>Survey of Employer Use and Views of the VET System (SEUV)</i> , NCVET.</p> <ul style="list-style-type: none">• 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

Institutional environment	<p>The NCVET is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVET is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on NCVET, see http://www.ncvet.edu.au/aboutncvet/who.html</p>
Relevance	<p>The Survey of Employer Use and Views of the VET System collects information on employers' use and views of the 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">• self-employed and not employing staff• private households employing staff• foreign diplomatic missions• consulates in Australia• defence force establishments• superannuation funds.
Timeliness	<p>The Survey of Employer Use and Views 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 2015 survey were released on the NCVET website on 26 October 2015.</p>
Accuracy	<p>In 2015, 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">• 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. <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">• 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 2015, a total of 9210 interviews were achieved. Response rates to the 2015 survey are shown in table 1.

Table 1 **Response rates for employers to the 2015 Survey Employer use and views**

<i>State/Territory</i>	<i>Response rate (%)</i>
New South Wales	67.3
Victoria	68.2
Queensland	69.3
Western Australia	71.7
South Australia	72.5
Tasmania	76.4
Australian Capital Territory	74.6
Northern Territory	77.4
Australia	70.3

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

Coherence

This is the sixth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009, 2011 and 2013.

Accessibility

Results of the survey are available free of charge on NCVET's website at: www.ncver.edu.au/statistic/21066.html. Requests for more detailed statistical information or further information about the Survey of Employer Use and Views of the VET System can be made to:

NCVET on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by NCVET for more complex requests for information. See NCVET's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

Interpretability

To aid interpretation of the data, information on the Survey of Employer Use and Views of the VET System is available on the NCVET website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

Data Gaps/Issues Analysis

Key data gaps/ issues

See performance indicator DQI

Estimated Resident Population and Aboriginal and Torres Strait Islander population

Data quality information for this indicator has been drafted by the Secretariat, in consultation with the ABS and the VET Working Group.

Indicator definition and description

Element	Various
Indicator	The population estimates are used as a key data source for the following indicators:
Measure (computation)	<ul style="list-style-type: none">• VET participation by target group• Student participation in VET• VET student completions and qualifications.
Data source/s	<p>Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:</p> <ul style="list-style-type: none">• data for June 2005 to June 2014: <i>Australian Demographic Statistics, June 2014</i>. Cat. no. 3101.0, Canberra.• data for December 2005 to December 2014: generated 30 July 2015 using <i>Quarterly Population Estimates (ERP), by State/Territory, Sex and Age</i>, Cat. no. 1407.0, ABS.Stat Beta. <p>Aboriginal and Torres Strait Islander population data are sourced from the ABS (2014) <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> (cat. no. 3238.0).</p> <p>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.</p>

Data Quality Framework Dimensions

Institutional environment	<p>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).</p> <p>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</p>
Relevance	<p>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.</p> <p>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.</p>
Timeliness	<p>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.</p> <p>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.</p> <p>ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.</p>

AccuracyGeneral 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).

CoherenceGeneral 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

ERP and Aboriginal and Torres Strait Islander 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

Interpretability

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**

Performance indicators

VET participation by target group

Data quality information for this indicator has been drafted by the NCVET 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).

Data source/s VET student data:

All student data are unpublished and are sourced from the *NCVER National VET Provider data collection*.

Population estimates:

All population data are sourced from the ABS estimates of the Estimated Resident Population and Aboriginal and Torres Strait Islander population.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVER National VET Provider data collection
- Population estimates: Estimated Resident Population and Aboriginal and Torres Strait Islander population.

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.

Student participation in VET

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element Output/effectiveness.

Indicator Student participation in VET

Measure (computation) Definition

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 were 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 the *NCVER National VET Provider data collection*.

Population estimates:

All population data are sourced from the ABS estimates of the Estimated Resident Population and Aboriginal and Torres Strait Islander population

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVET National VET Provider data collection
- Population estimates: Estimated Resident Population and Aboriginal and Torres Strait Islander population.

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.

VET student completions and qualifications

Qualifications completed, and annual change in qualifications completed

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/effectiveness.
Indicator	VET student completions and qualifications
Measure (computation)	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.'

Definition

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.

Annual change in qualifications completed is defined as the percentage change of qualifications achieved/passed from year to year.

Computation/s:

A count of the number of qualifications/courses completed, submitted in the *Qualifications completed file* of the VET provider collection by registered training providers.

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.

Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.

Data source/s	All data are unpublished and are derived from the NCVET National VET Provider data collection
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Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Qualifications completed: NCVET National VET provider data collection

Data Gaps/Issues Analysis

Key data gaps/issues The Steering Committee notes the following key data gaps/issues:

- 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.
- 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.

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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/effectiveness.
Indicator	VET student completions and qualifications
Measure (computation)	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, and annual change in Qualification equivalents.</u> '

Units of competency and modules are calculated separately and then added together for this measure. Both units of competency and modules completed are included in the Report, as well as the combined figure.

Definition

Units of competency completed is defined as the number of units of competency successfully achieved/passed each year by government funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation, endorsed within a national training package.

A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.

Annual change in units of competency completed is defined as the percentage change of units of competency achieved/passed from year to year.

Modules completed is defined as the number of modules (outside training packages) successfully achieved/passed each year by government funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

A module is a unit of training in which a student can enrol and be assessed.

Annual change in modules completed is defined as the percentage change of modules achieved/passed from year to year.

Computation/s:

Units of competencies completed is the total count of records with a flag of 'C' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.

Annual change in units of competency completed is the percentage change in the number of units of competency completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Modules completed is the total count of records with a flag of 'M' for the *unit of competency file* which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.

Annual change in modules completed is the percentage change in the number of modules completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.

Data source/s All student data are unpublished and are sourced from NCVET National VET provider data collection.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Qualifications completed: NCVET National VET provider data collection

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- 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.

Qualification Equivalents, and annual change in Qualification Equivalents

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/effectiveness.
Indicator	VET student completions and qualifications
Measure (computation)	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> ’

For Qualification Equivalents:

Definition

Expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. Qualification Equivalents are based on the training activity (annual hours) associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of training activity representing a qualification.

Numerator/s

The annual hours associated with successfully completed modules and units of competency.

Denominator/s

An agreed (nominal) value of training activity representing a qualification (where the value is the median number of hours that are required to successfully complete a qualification in that AQF level and Field of Education).

Computation/s:

Numerator (above) divided by denominator (above), calculated separately for activity at all qualification levels, at certificate I or II, at certificate III or IV, and at diploma level and above.

For annual change in Qualification Equivalents:

Computation/s:

Annual change in Qualification Equivalents is the percentage change in Qualification Equivalents from one year to the subsequent year calculated separately for activity at certificate III or IV and at diploma level and above, where the number for the prior year is the numerator and number for the subsequent year is the denominator.

Comparative data are also reported by Indigenous status, where Indigenous status is based on self-identification by students on their VET enrolment form.

Data source/s	All student data are unpublished and are sourced from NCVET National VET provider data collection.
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Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Qualifications completed: NCVET National VET provider data collection

Government recurrent expenditure per annual hour

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	Government recurrent expenditure per annual hour
Measure (computation)	<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>
Data source/s	All data are unpublished and are derived from the NCVET National VET financial data collection and the NCVET National VET Provider data collection.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection_.
- Hours of delivery: NCVET National VET Provider data collection

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">- 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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	Government recurrent expenditure per load pass
Measure (computation)	<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>
Data source/s	All data are unpublished and are derived from the NCVET National VET financial data collection and the NCVET National VET Provider data collection

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection.
- Load pass: NCVET National VET Provider data collection

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">- 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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	User cost of capital per annual hour
Measure (computation)	<u>Definition</u> The user cost of capital divided by government funded annual hours. <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> 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. <u>Computation/s:</u> Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.
Data source/s	All data are unpublished and are derived from the NCVET National VET financial data collection and the NCVET National VET Provider data collection

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection.
- Hours of delivery: NCVET National VET Provider data collection

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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	User cost of capital per load pass
Measure (computation)	<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).
Data source/s	All data are unpublished and are derived from the NCVET National VET financial data collection and the NCVET National VET Provider data collection

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET financial data: NCVET National VET financial data collection.
- Load pass: NCVET National VET Provider data collection

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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<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>
Data source/s	<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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Annual data are available from the Student Outcomes Survey. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes
Indicator	Student employment and further study outcomes
Measure (computation)	<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>
Data source/s	<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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Annual data are available from the Student Outcomes Survey. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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 improved their employment circumstances after completing their course

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<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 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">• 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)• employed at a higher skill level (based on ANZSCO) after training (regardless of full time or part time employment status before and after training)• 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.
Data source/s	<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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

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 2014 (outcomes of students in 2014 who completed qualifications in 2013).
- 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.

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 NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<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">• (a) completed training during the year prior to the nominated year, and• (b) undertook that training for employment-related reasons, and• (c) were employed on the last Friday in May of the nominated year, and• (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. <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>
Data source/s	<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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Annual data are available from the Student Outcomes Survey. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. NCVET analysis found that the non-response was not likely to have affected the quality of the results.• Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.• Percentages in tables are rounded and may not sum to 100.• The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.
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Student achievement in VET

Load pass rate

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<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">• students with disability• students speaking a language other than English at home• students from remote and very remote areas• Indigenous students <p>Achievement by VET target groups can also indicate the equity of outcomes for these groups.</p>
Data source/s	All data are unpublished and are derived from NCVET National VET Provider data collection.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVET National VET Provider data collection

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• 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 drafted by the NCVER and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<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">• students aged 20-64 years• students by Indigenous status• students by remoteness (based on students' home postcode).• The hierarchy for highest level of education is as follows:• Advanced diploma or above• Diploma• Certificate IV• Certificate III• Certificate II/Year 12• Certificate I• Year 11• Year 10• Year 9 or below• Miscellaneous education• Did not go to school <p>'Not stated' responses have been excluded from the computation.</p>
Data source/s	All data are derived from the National VET Provider Collection.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVER National VET provider data collection

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 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.

Number of students who commenced and completed

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<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>
Data source/s	All data are derived from the National VET Provider Collection.

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- VET student data: NCVET National VET provider data collection

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• 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 NCVER and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<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>
Data source/s	<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 NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Annual data are available from the <i>Student Outcomes Survey</i>. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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 students who were satisfied with the quality of their completed VET course

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<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>
Data source/s	<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 NCVET.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Student outcomes: Student Outcomes Survey.

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Annual data are available from the <i>Student Outcomes Survey</i>. The most recent available data are for 2014 (outcomes of students in 2014 who completed qualifications in 2013).• The response rate to this survey was 38.2 per cent in 2014. 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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Employer engagement with VET

Data quality information for this indicator has been drafted by the NCVER and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Employer engagement with VET
Measure (computation)	<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">(a) had employees undertaking apprenticeships/traineeships, or(b) arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or(c) had employees with formal vocational qualifications as a requirement of their job. <p><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>
Data source/s	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

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Employer engagement: Survey of Employer Use and Views of the VET System

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2015. Data from 2005, 2007, 2009, 2011 and 2013 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.• In 2013, improvements were 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 and 2015 surveys 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.
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Employer satisfaction with VET

Data quality information for this indicator has been drafted by the NCVET and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Employer satisfaction with VET
Measure (computation)	<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">• 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. <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>
Data source/s	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

For a summary of data quality information against the data quality framework dimensions — Institutional environment, Relevance, Timeliness, Accuracy, Coherence, Accessibility, and Interpretability — please see the related Data collection DQI for:

- Employer engagement: Survey of Employer Use and Views of the VET System

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none">• Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2015. Data from 2005, 2007, 2009, 2011 and 2013 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.• In 2013, improvements were 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 and 2015 surveys 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.
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